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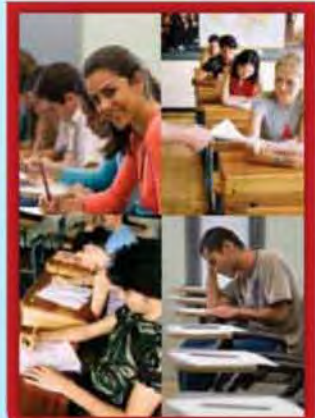
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UNIT Getting started

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

Table completion

Read the text. Then, complete the table below.



Hi, I'm Harriet Grant. I'm 32 years old. I'm Australian and I live in Sydney. I'm a stockbroker. I work at *Silverman@Smiths*. At the weekend, I go swimming and surfing.

Hello! I'm Nigel Bailey. I'm Scottish and I live in Edinburgh. I'm 29 years old. I work in a restaurant as a chef. I also play the guitar in a band. Once or twice a month we do concerts in bars and pubs in the city. It's great fun!



Hi, I'm Lauren Bramwell. I'm 28 years old. I'm from England, but I'm living in Singapore at the moment. I'm a journalist and I travel a lot. I love skiing and sailing.

	Harriet	Nigel	Lauren
Surname			
Age			
Nationality			
City of residence			
Job			
Hobbies			

Complete the conversation with the words from below.

am **company** **from** **are** **is** **born**

Jean: Hi, Nick.

Nick: Hi, Jean.

Jean: How (1) _____ you?

Nick: Fine, thanks. And you?

Jean: I (2) _____ fine, thanks.

Nick: Jean, this (3) _____ Greg.

Jean: Pleased to meet you, Greg.

Greg: Pleased to meet you.

Jean: So, Greg, where are you (4) _____?

Greg: Well, I was born in England, but I was brought up in the States. What about you?

Jean: I was (5) _____ in Canada, but I've lived in the UK for most of my life.

Greg: Interesting. So, what do you do?

Jean: I work in a computer software (6) _____. And you?

Greg: I'm working as a lawyer for an international law firm. I've just... *[fades out]*

Matching – useful questions

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

- What time do you get up during the week?
- What do you usually have for breakfast?
- How do you go to work?
- What time do you leave work?
- What do you do in the evenings during the week?
- What do you do at the weekends?

- By bus.
- I usually watch a bit of TV.
- About six in the evening.
- About seven in the morning.
- A bowl of cereal and some toast.
- I play tennis, go to the cinema, meet up with friends...

Verb tenses

Complete the sentences. Use the tense indicated in brackets.

- He _____ (live) near here. (Present Simple)
- They often _____ (play) tennis. (Present Simple)
- She _____ (not eat) at home during the week. (Present Simple)
- They _____ (watch) a film. (Present Continuous)
- He _____ (not listen) to the song. (Present Continuous)
- We _____ (work) in the office. (Present Continuous)
- She _____ (be) at a party last night. (Past Simple)
- I _____ (walk) home last night. (Past Simple)
- We _____ (not see) her in the park. (Past Simple)



Don't worry too much about making "mistakes". Even native speakers get things wrong when speaking. It happens when you're talking fast and trying to communicate a message. The important thing is being able to correct yourself, and being able to identify any mistakes in your written work.

Question time

Answer the questions.

- What did you have for dinner last night?
- What did you watch on TV last night?
- Where did you go last weekend?
- When was the last time you went to the cinema?
- What did you see at the cinema?
- What music did you listen to last week?
- Who did you have lunch with last week?

Picture matching

Match the words (1 to 8) to the pictures (a-h). Can you think of any more "office" words?

1. Desk
2. Computer
3. Printer
4. Photocopier
5. Telephone
6. Bookshelf
7. Filing cabinet
8. Bin / wastepaper bin / trash can (US English)



Your turn!

Use the words to describe your office. Write three sentences.
For example: *There's a photocopier on the first floor. / There's a filing cabinet next to my desk.*

Vocabulary

Write 4 more words for each word group.

1. Germany, Brazil, France...
2. Swimming, tennis, football...
3. Teacher, journalist, manager...
4. Hat, trousers ("pants" in US English), socks, shorts...
5. Supermarket, theatre, cinema, clothes shop...
6. Rice, sugar, honey, potatoes...
7. Washing machine, dryer, microwave oven, MP3 player...

E-mail completion

Complete the e-mail with the correct form of the verbs in brackets. Use the Past Simple.

To: Jessica@yahoo.com
Subject: Re: fantastic weekend

Hi Jessica,
How's it going? We're staying in a villa in the country. It's fantastic. We (1) _____ (go) for a walk this morning. We (2) _____ (get up) early and (3) _____ (walk) for about 12 kilometres! Then, we (4) _____ (eat) our sandwiches on the top of a mountain. We (5) _____ (leave) soon afterwards because it was a long way back. We (6) _____ (get) home at about 6pm. What did you do at the weekend? Let me know, Speak soon,
Jamie.



Telephone dialogue

Read the dialogue. Then, answer the questions.

- Julian:** Hello?
Britney: Oh, hi. This is Britney. Is Julian there, please?
Julian: Speaking.
Britney: Oh, hi, Julian. It's Britney. How's it going?
Julian: Not too bad. What can I do for you?
Britney: I was just wondering whether you had Stephanie's mobile phone number?
Julian: Yes, I think so. Hang on a minute. Yes, here it is, it's 605 448 309.
Britney: I'm sorry I didn't get that. There's a lot of noise here. Could you repeat it, please?
Julian: Sure! It's 605 448 309.
Britney: 605 448 305?
Julian: No, that's a nine at the end: 605 448 309.
Britney: Oh, OK. Great. Thanks a lot. See you soon.
Julian: Bye.
Britney: Bye.

1. Who answers the phone?
2. Who is calling?
3. Whose number does Britney want?
4. What is the number?
5. Why can't Britney hear very well?

UNIT 1 Film Fun

Objectives

In this unit, you'll learn how to...

...write about a film using the Present Simple and Present Continuous, tell a story using these tenses, pronounce third-person verb endings



With just 20 minutes a day, you can really improve your English. Read for 10 minutes (an online article, a graded reader, etc.), and listen for 10 minutes (a YouTube video, the news, your favourite TV series, etc.). You'll soon notice the difference!

Film taglines

Complete the film **taglines*** with the words from below.

innocence roll blood screaming man

comedy alone

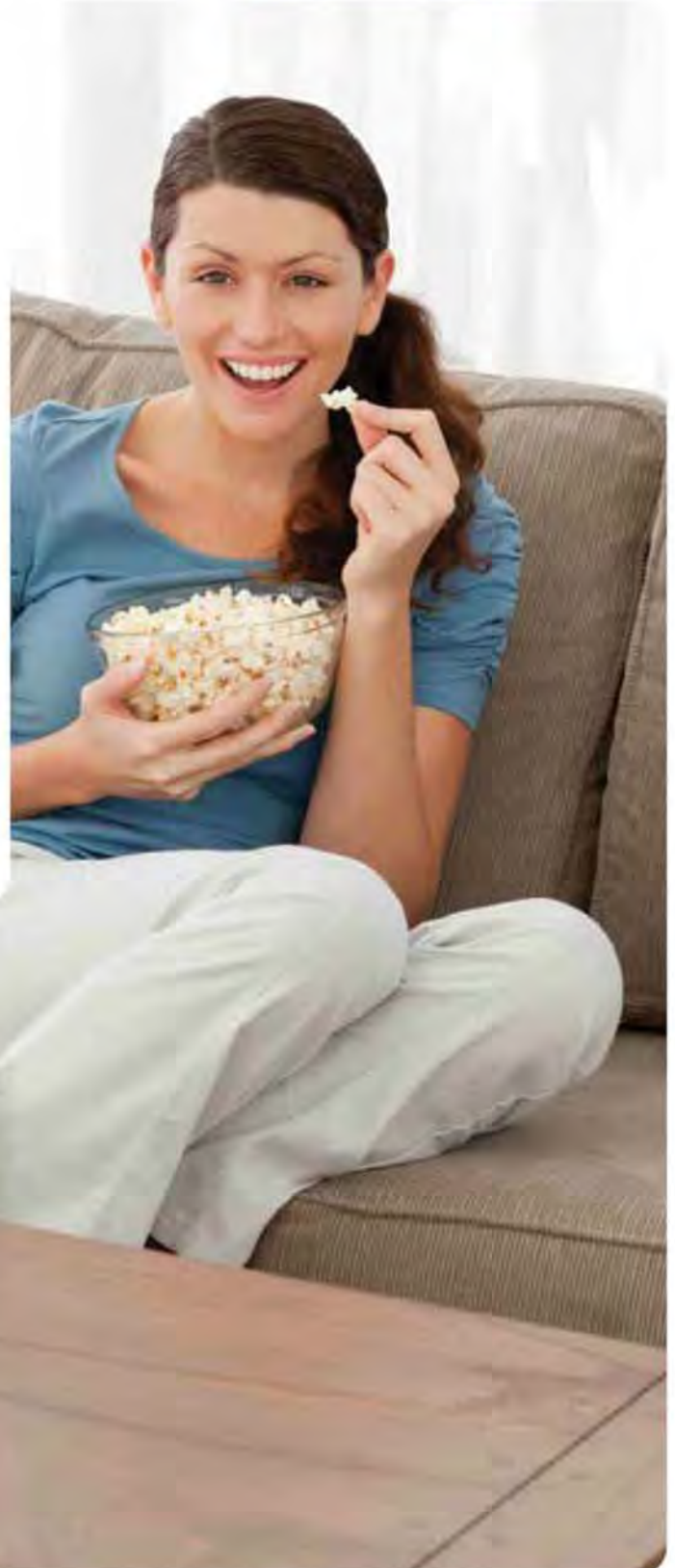
1. "A romantic _____. With zombies." **Shaun of the Dead (2004)**
2. "Oh yes, there will be _____." **Saw 2 (2005)**
3. "The last man on Earth is not _____." **I Am Legend (2007)**
4. "If Nancy doesn't wake up _____, she won't wake up at all." **A Nightmare on Elm Street (1984)**
5. "The first casualty of war is _____." **Platoon (1986)**
6. "The mission is a _____." **Saving Private Ryan (1998)**
7. "Does for rock and _____ what *The Sound of Music* did for hills." **This Is Spinal Tap (1984)**

*Tagline

A film tagline is a short phrase that's used to promote a film. It's part of the overall marketing strategy for the movie.

Think about it!

Have you seen any of the films from this page? What did you think of them? Which of the taglines do you like best? Why? How would you translate these taglines into your own language? Do you know any other film taglines? What are they?



Vocabulary: Film descriptions

1 Film matching

Match the film genres (1 to 9) to the films (a-i).

1. Action-adventure film
2. Film noir
3. B-movie
4. Romantic comedy (rom-com)
5. Horror film
6. Comedy
7. Historical drama
8. Biopic
9. Science-fiction film



2 Descriptions

Read the definitions of the words. Then, complete the sentences (1 to 7) with the correct words.

- **Fictional:** a "fictional" character or story has been invented. "Non-fictional" books are based on real people, facts and true stories.
- **Classic (noun):** a "classic" is a book which is well-known and considered to be of a very high literary standard.
- **Gory:** a "gory" film, computer game, scene or story involves a lot of blood or killing.
- **Tedious:** boring and dull.
- **Entertaining:** if something is "entertaining", it is enjoyable and fun to read.
- **Moving:** if something is "moving", it makes you feel sad.
- **Implausible / unconvincing:** not believable / not realistic.

1. It was a light but _____ novel that was perfect for the summer holiday.
2. The characters in the story were totally _____ and I found it hard to take any of them seriously.
3. It was a disgusting film with a lot of _____ death scenes.
4. It was a _____ account of a banker from Croydon who gets abducted by aliens.
5. The story was extremely _____ and made me feel a bit depressed.

6. The book was so _____ that I couldn't even bring myself to open it.
7. Dickens' book *Great Expectations* is one of the _____ of English literature.

Your turn!

Use the words to write two sentences about films or books you've seen or read.

3 Film review

Read the film review. Then, write T (true) or F (false).

FilmFantastic.com

Reviews >>>
Notting Hill >>>

Notting Hill (1999) is a romantic comedy that stars English actor Hugh Grant and American actress Julia Roberts.



It's directed by Roger Michell and it was a huge box office success. In the film, bookstore owner William Thacker (played by Hugh Grant) falls in love with glamorous superstar Anna Scott (Julia Roberts) and starts a relationship with her. But the big question is, can it last? With an excellent soundtrack and a well-written script, the film has some great moments. It's shot on location in Notting Hill (London), and I'd definitely recommended it.

1. The film was made in 1999.
2. It stars Rowan Atkinson.
3. It was directed by Julia Roberts.
4. Hugh Grant plays the part of William Thacker.
5. He falls in love with a Russian princess.
6. The film was shot in Notting Hill.

Think about it! Films

What are some of your all-time favourite film? What genre of films do you like? (horror, comedy, romantic, action-adventure, film noir, science fiction, etc.) Who are some of your favourite actors/actresses? Why? Who are your favourite directors? Why? What are some of the best films you've seen recently? Do you like watching films in their original language? Why? Why not? Which English-speaking actors/actresses are fairly easy to understand?



1 Pre-reading

Look at the names of the TV shows. Which ones do you like? Which ones have you watched? Discuss your ideas with a partner.

Boardwalk Empire

The Sopranos Rome

House M.D. The Tudors

Downton Abbey

CSI: Miami The Borgias

Band of Brothers

The Simpsons

Criminal Minds

2 Reading I

Do you think TV is more or less popular than it was in the past? What types of programmes are people watching these days? Think. Then, discuss the issues with a partner. After this, read the article once to compare your ideas.

3 Reading II

Read the article again. Then, try to complete the sentences without referring back to the article.

- American teenagers are watching more TV than they did _____ years ago.
- Americans prefer to watch _____ TV rather than online programming.
- Teenagers are _____ likely to remember an ad.
- American teenagers watch about _____ hours of TV a day.
- The people who watch the most TV are the _____.
- _____ shows are often in the list of the top 10 most popular programmes.

WHO WATCHES TV THESE DAYS?

For years, experts have been predicting that people will watch less and less TV. However, recent research shows that it's actually more popular than it was ten years ago. But why?

Some of the facts are truly surprising. They show that American teenagers actually watch 5% more TV now than they did five years ago. Also surprising is the fact that US adults watch far more online video than their teenage children. Teenagers spend about three hours a month watching online TV compared to the five and a half hours spent by young adults (18 to 24-year-olds).

Interestingly, Americans are using their televisions to watch *live* TV rather than DVDs or online programming. In fact, 92% of American TV viewing is for live programmes (particularly news shows). While 32% of US homes own a DVD recorder, only about half of them use it to record programmes.

There were some interesting results on advertising, too. They found that teenagers are 31% less likely to remember an ad than an adult. However, teenagers appear to like advertising more. In fact, once an ad has caught their attention, they're 44% more likely to remember it than an older person.

So, how much television are they watching? American teenagers sit in front of the TV for about three hours and 20 minutes a

day, which is quite a lot but less than their equivalents in Italy, Poland, Lebanon, Ireland, Indonesia and Venezuela... and considerably less than the world's leading teen couch potatoes: the South Africans, who spend over five hours a day in front of the box!

And what are people watching on TV? Research suggests that teenagers and adults like a lot of the same shows, which include dramas such as *House*, and talent contest shows such as *American Idol*. However, teenagers don't watch as much sport or current affairs programmes (such as the news) as their parents.

Over in the UK, the most popular shows include *Britain's Got Talent* and *The X Factor*. In fact, the final of *The X Factor* attracted the most viewers for a single show in 2010, with over 17 million people watching it. Reality shows such as *I'm a Celebrity – Get Me Out of Here* are often in the top 10, as are dramas such as the long-running soap operas *EastEnders* and *Coronation Street*. Finally, sport pulls in a big crowd. Apparently, 17 million people watched England get beaten by Germany in the 2010 World Cup. More than those who watched the final!

So, it looks as if the future of television is safe. However, although there are more channels than ever, the question remains: why is it so hard to find anything worth watching? 🍷

Language Structures:

The Present Simple & Present Continuous

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?

The Present Simple

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

We can use the Present Simple to describe regular facts, habits and regular actions. We often use adverbs of frequency (*always, sometimes, never, etc.*) to describe how often we do these things. For example, "She often goes to the gym on Fridays."

Typical time expressions with the Present Simple include: *every Friday, on Mondays, once a week, twice a month, in the morning, at the weekend.* For example: "He goes to the cinema about once a month."

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

Please see the Resource Section for more information.



Fact file analysis

Fact file

Name: Kiera Bennett

Age: 31

Nationality: Canadian

City of residence: Hong Kong

Occupation: accountant

Favourite genre of film: horror / science-fiction

Hobbies: tennis, windsurfing, snowboarding

Plans for this summer: a beach holiday in the Caribbean



1. What's her full name?
2. How old is she?
3. Where is she from?
4. Where does she live?
5. What does she do?
6. What types of films does she like?

Your turn!
Write a Fact File card about yourself, a colleague or a friend.

Sentence completion

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

1. The film _____ (star) an unknown French actor.
2. The director _____ (not want) to shoot the scene outside.
3. The soundtrack _____ (include) songs by famous artists.
4. _____ you _____ (think) they'll like the film?
5. _____ he _____ (want) to get a drink?
6. They _____ (not like) this one.

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

The Present Continuous

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 can use the Present Continuous to talk about activities in progress. We often use time expressions such as *right now, at the moment* and *now*. For example, "**She's talking to him right now.**"

We can also use the Present Continuous to refer to temporary situations or changes that are taking place over a period of time. For example, "**The rate of unemployment is coming down.**"

We can use the Present Continuous for future plans, often at a fixed time and with a specific person. For example, "I'm playing tennis with her on Friday at 7pm."

1 Picture description

Look at the photos. What can you see? Make four sentences using the Present Continuous. For example: *The people in picture one are walking.*



1



2



3



4

4 Question word completion

Complete the questions with the correct question words.

- A: _____ are they doing? B: Playing basketball.
- A: _____ do they live? B: In Los Angeles.
- A: _____ time does she get to work?
B: About 10am.
- A: _____ does the aeroplane leave?
B: In twenty minutes.
- A: _____ are they complaining?
B: Because they're angry.
- A: _____ are they having the meeting?
B: In room number 87.

5 Sentence completion

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

- The television presenter _____ (interview) the guest.
- The singer _____ (not sing) any of his well-known songs.
- The police officers _____ (arrest) the criminal.
- The doctor _____ (talk) to the patient.
- The cleaners _____ (not clean) the office.
- The flight attendant _____ (bring) the passenger her food.

6 Conversation

Choose the correct options to complete the conversation.

- Rebecca: So, what's *Strangers on a Train* all about?
 Mason: Two men, Bruno and Guy (1) **are travelling / travel on a train**. They (2) **sitting / are sitting** opposite one another. After a while, they (3) **start / starting** talking. Guy is a professional tennis player and he (4) **wants / is wanting** to get divorced from his wife so he can marry a senator's daughter and start a career in politics. Bruno, on the other hand, (5) **is thinking / thinking** about killing his father so he can inherit the family fortune.
 Rebecca: Interesting.

Mason: Anyway, Bruno (6) **has / is having** this great idea: Guy will kill Bruno's father, and Bruno will kill Guy's wife. That way, no one will ever find out who did it (in theory, of course). At first Guy (7) **thinks / is thinking** it's a joke, but Bruno is serious. Later, Guy (8) **is finding out / finds out** that his wife has been murdered. Now, Guy is a suspect and he (9) **has / is having** to escape from the police.

Rebecca: So, what (10) **happens / is happening** in the end?
 Mason: Ah, well, you'll have to see the film. I wouldn't want to spoil it for you.

Your turn!

Write a film review. Use the Present Simple and Present Continuous where possible.

7 Film proposal analysis

Read the film proposal. Then, answer the questions. Afterwards, see if you can identify any examples of the Present Simple or Present Continuous. Why are these tenses being used?

Film proposal: *My Summer*

Hi Frankie,
 How's it going? Here's a summary of the film script I've written. It's called *My Summer* and it's the story of a university student, Emil, who gets a job at a café in a quiet seaside town in northern France.

Emil wants to work as a criminal profiler. He enjoys observing people, and keeps a diary of the customers who come to the café. They include tourists and local characters from the small town. He tries to guess where they live and what kind of hobbies or habits they might have.

One day, a strange man comes into the café. He looks familiar, but Emil isn't sure where he's seen him. Eventually, he remembers: the elderly man is a famous gangster who has recently been released from jail after serving a twenty-year sentence. The man comes back to the café every day, and soon the two of them become friends. But one day, the elderly man tells Emil an incredible secret: he's... [to be continued]

- What's the name of the film?
- In the film, where is Emil working?
- What does he write in his diary?
- Who are the customers?
- What is Emil studying to be?
- Who is the strange man?

8 Fluency practice

Answer the questions. Invent answers in order to answer affirmatively.

- What do you do?
- What are you doing at the moment?
- What clothes do you usually wear to work?
- What are you wearing at the moment?
- Where does your brother/sister/aunt, etc. work?
- What is he/she doing at the moment?

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Talking about a film!

Pre-listening

Match the actors who have appeared in Woody Allen films (1 to 6) to the photos (a-f). Which films have they appeared in?

1. Penelope Cruz
2. Diane Keaton
3. Mia Farrow
4. Meryl Streep
5. Michael Caine
6. Owen Wilson



Listening I

You're going to listen to someone who is talking about the Woody Allen film *Midnight in Paris*. What do you think the film is about? Think, then, listen once to compare your ideas.

Listening II

Listen again and choose the correct answers.

1. The film writer in the movie is in Paris with his **wife / fiancée**.
2. He wants to write **a novel / an autobiography**.
3. His fiancée and her family **really like / don't like** Paris.
4. Some people take the writer to a **party / restaurant**.
5. The writer meets the author **Charles Dickens / Scott Fitzgerald**.
6. **John Cusack / Owen Wilson** plays the part of the writer.



Present simple third-person verb endings

There are three ways to pronounce Present Simple third-person verb endings.

A

The /s/ sound (after **unvoiced consonant sounds***):

- a) **laughs**: She **laugh**s**** a lot.
- b) **works**: He **work**s**** here.
- c) **stops**: The train **stop**s**** here.

B

The /z/ sound (after **voiced consonant sounds**):

- a) **rolls**: He **roll**s**** the dice.
- b) **rains**: It **rain**s**** a lot.
- c) **roars**: The lion **roar**s****.
- d) **lives**: She **live**s**** here.

C

The /ɪz/ sound:

- a) **washes**: He **wash**es**** it once a week.
- b) **watches**: He **watch**es**** it every day.
- c) **raises**: It **rais**es**** the temperature.

D

Now listen and repeat these sentences.

- a) /s/ He **speaks** French.
- b) /z/ It **rains** here a lot.
- c) /ɪz/ It **closes** early on Fridays.

E

Now listen and write the sentences you hear.

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

*Unvoiced consonant sounds

An unvoiced consonant sound doesn't create a vibration in your throat. For example, if you touch your throat and say "kiss", you won't feel a vibration from the /k/ sound.

A voiced consonant sound creates a vibration in your throat. For example, if you touch your throat and say "very", you'll feel a vibration from the /v/ sound.

UNIT 1 Film Fun

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	The film is set in England during the 19th century.	1.	
2.	It's directed by Roger Michell and it stars Hugh Grant.	2.	
3.	It was a huge success.	3.	
4.	The film stars an unknown French actress.	4.	
5.	The soundtrack includes songs by famous singers.	5.	
6.	She likes horror films.	6.	
7.	They're talking to him right now.	7.	
8.	The rate of unemployment is falling.	8.	
9.	She's thinking about it.	9.	
10.	They aren't working on it right now.	10.	
11.	He wants to start up a business.	11.	
12.	They're thinking about developing a new one.	12.	
13.	We don't think it's the right one for us.	13.	
14.	He doesn't want to participate in the project.	14.	
15.	What happens in the end?	15.	
16.	They need to find out what's going on.	16.	
17.	What time do you usually get to work?	17.	
18.	She doesn't go there very often.	18.	
19.	We don't know what to think of it.	19.	
20.	He doesn't really like living there.	20.	

Try to learn 10 English words every day. In one week, you'll have learnt 70, in a month about 300, and in a year over 3,000! The average British person has an active vocabulary of about 5,000 words. So, it won't take you long to learn all the most important terms in English.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Write about a film I've seen.

Understand text about television.

Write a fact file card about myself or a friend.

Write a film review using the Present Simple and Continuous.

Understand a conversation with two people talking about a film.

Pronounce Present Simple third-person verb endings.



UNIT 2 Mobile Mania

Objectives

In this unit, you'll learn how to...

...make collocations, use the past simple to tell an anecdote, identify parts of a mobile phone, pronounce past simple verb endings



Listening is the key to language learning. So, listen to English as much as you can! Just ten minutes a day is enough to really help you improve your listening ability.

1 Text messages

Translate the mobile phone text sentences. Use the "Key" below to help you. There are irregular spellings that you will have to correct.

I'll cu @ 6.

1

Wot ru doing 2nite?

2

Send it 2 me.

3

Will b bak @ 4.

4

Can't come bc I'm bizy.

5

I can't c it.

The test is ez.

7

6

The film woz gr8.

8

Mike n Bob r coming 2nite.

9

Key

@ = at
4 = for, four
2 = to, too, two
u = you
bc = because
woz = was
r = are
b = be
c = see
n = and

Have u got a tennis racket?

10

We'll w8 4 you.

11

Ru coming by car?

12

Think about it!

Do you prefer to text, call or send an e-mail? Why? What was the last text message you sent? Who did you send it to? Did you use any abbreviations? Which ones? Have you ever sent a text message in English? What did you write about? How often do you send text messages with your mobile phone?



UNIT 2 Mobile Mania



WORD BUILDING

Vocabulary: the phone

1 Labelling

Label the parts of the phone.
Use the words below.

menu	(1) _____
screen	(2) _____
key pad	(3) _____
answer button	(4) _____
end-call button	(5) _____



2 Collocations

Add the words from below (or any others) to form collocations. Then, make three sentences with any of the expressions.

a mobile phone	a DVD player	a mobile phone battery
a text message	an e-mail	a message
a call	the phone	
a beeping sound	a voicemail message	

- Turn / switch on... *a mobile phone, a DVD player...*
- Turn / switch off...
- Send...
- Receive...
- Delete...
- Write...
- Make...
- Pick up...
- Answer...
- Leave...

3 Voicemail messages

Read over the voicemail messages. Then, write a name (Patrick / Susan / Dylan) next to each statement.

Voicemail message 1

Hi, it's Patrick. Just calling to ask how you are. Your sister told me that you'd been ill all weekend. Let me know if I can get you anything. Get well soon! Bye.

Voicemail message 2

Susan here. I'm just calling to say that we didn't get the contract I'm afraid. Disappointing news I know but we just couldn't reach an agreement. Anyway we can talk about it on Monday. See you then.

Voicemail message 3

Hi, it's Dylan. I was just calling to say congratulations! Jackie told me you got the job. I'm really pleased for you. I know how much you wanted it. Anyway we'll celebrate properly when I see you at the weekend. Bye!

Who is calling...

1. ...to congratulate someone? _____
2. ...to say that they'll talk about it on Monday? _____
3. ...to ask how someone is? _____
4. ...to say that they'll see one another at the weekend? _____
5. ...to offer to help? _____
6. ...to give some bad news? _____

Your turn!
Write a voicemail message.



Think about it! Mobile phones

Who did you call on your mobile phone yesterday? Why? Did you make any emergency calls on your mobile last year? Why? Did you call for any takeaway food last week? What did you order? Did you send any text messages yesterday? Who to? Have you saved any new numbers to your address book recently? Whose numbers were they? Have you ever lost your mobile phone? Have you ever called a wrong number? What was the last photo that you took with your mobile phone? What do you do with the photos on your mobile phone?



Six unusual mobile phones stories!

Has anything unusual, strange or funny ever happened to you and your mobile phone? Here are six stories from the news involving mobiles.

1 Ghost texts

Frank Jones' wife died unexpectedly from a heart attack at the age of 69. According to Frank, Sadie always had a mobile with her. So, as a last act of kindness, Frank buried Sadie with her mobile phone. But soon after the burial, Frank started receiving text messages from Sadie, with words that only Sadie would use! Spooky!

2 Download nightmare

A British couple bought a new mobile and what they also thought was an unlimited data transfer plan. Shortly after buying the phone, the husband started downloading episodes of the comedy series *Friends*. Unfortunately, the phone continued downloading while his wife went on a business trip to Germany, where the roaming charges are much higher. The bill? £10,000. He could have bought all ten seasons of the show on DVD for less than £50!

3 Stolen phone

For most of us, losing our mobiles would be a minor disaster. But it's less of a problem if your father happens to be a police officer. When Michael Meehan, the Chief of Police of Berkeley (California), discovered that his son's phone had been stolen, he sent 10 officers to investigate. The chief later defended his actions, claiming that any member of the public would have received the same level of service. Yeah, right!

4 Terror alert

A DELTA Airlines flight from Istanbul to New York made a forced landing in Dublin after a passenger found a device plugged into the electric shaver socket in the toilet. The passenger thought it was a bomb and reported it to the flight crew, who told the captain. Alarmed, the pilot made an emergency landing. Later, Irish police discovered that the "bomb" was another passenger's mobile phone. There are plans to introduce signs on planes to remind passengers *not* to charge their mobiles in the toilet. Very sensible!

5 Phone find

Emma Schweiger of Janesville (Wisconsin) found a mobile phone in a packet of crisps once. The blue and silver Nokia phone contained a T-Mobile SIM card inside, and grease stains on the outside. The shop where she'd bought the crisps said they'd investigate but Emma never heard back from them. However, she was offered a replacement bag of crisps. How kind!

6 Lost & found

Andrew Cheatele was playing with his dog on a beach in England when his phone slipped out of his pocket. He only realised this after he got home later that day. He returned to the beach, but he couldn't find the phone anywhere. However, a week later, someone called Andrew's girlfriend from the missing mobile phone. Glen Kerley of Worthing (West Sussex) had caught a 25-pound fish and found the phone inside the fish. He took the SIM card out and put it into a dry phone, and found Andrew's saved numbers. Incredible! ☺

1 Pre-reading

Think of six things that can happen to a mobile phone.

2 Reading I

Read the article once. Were any of your ideas from the Pre-reading exercise mentioned in the stories?

3 Reading II

Read the article again and write a name next to each question. Who...

- ...found a mobile phone in a packet of crisps?
- ...lost his phone on the beach?
- ...investigated the case of a missing phone?
- ...plugged a mobile phone into the electric shaver socket of the plane's bathroom?
- ...received a text message from his late wife?
- ...downloaded episodes of the comedy series *Friends*?



Language Structures:

The Past Simple

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

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

Typical time expressions with the Past Simple include: last week / last month / last night / an hour ago / three days ago / in the past / yesterday

We use the Past Simple to refer to actions from the past that are complete and remote. For example, "I gave it to him last week."

We add **-ed** at the end of regular Past Simple verbs, but there are many important irregular verbs that you will have to learn: *see-saw*; *do-did*, etc. For example, "I saw her at the party."

We use *was/were* for the past of the verb *to be*; and *could* for the past of *can*. For example:

- a) She was in the car.
- b) They couldn't see it.

We can use question words (*who, what, when, where, why*, etc.) with the Past Simple. For example, "Who did you see there?"

1 Matching

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

1. What time did he finish the work?
2. How did she get home?
3. Who did they give the money to?
4. When did you go there? Last year?
5. Why did they leave so quickly?
6. Where did she go for her holiday?

- a. No, four years ago.
- b. Australia.
- c. About 9pm.
- d. Michelle.
- e. By taxi.
- f. Because they had a plane to catch.

2 Order

Put the words in the correct order.

1. there / we / last week / went
2. I / the food / burnt
3. cut / she / her finger

4. to close / they / the window / forgot
5. last night / got wet / the floor
6. heard / the noise / she
7. the room / to / showed / I / them
8. the meeting / on Friday / was / I / thought

3 Sentence completion

Complete the sentences with the correct forms of the verbs in brackets. Use the Past Simple.

1. We _____ (see) a great film last night.
2. She _____ (buy) me a new shirt.
3. I _____ (not want) that one.
4. He _____ (take) a great photo of us all together.
5. They _____ (eat) all the food.
6. I _____ (not like) the song.
7. _____ you _____ (hear) that?
8. What _____ they _____ (think) of the story?

4 Mobile phone stories

Read the stories. Then, answer **T** (true) or **F** (false). Afterwards, look through the story and find some examples of the Past Simple. Why is this tense being used?

Lost!

Just last month, I was in Copenhagen with some friends when I got lost. After lunch on our first day, we went sightseeing around the centre. As we were walking through the streets, I popped into a restaurant to go to the toilet. I was only in there for a minute or so, but when I came out my friends weren't there. I tried calling them on my mobile but the battery was dead and I didn't have any money with me, so I couldn't use a phone box. Eventually, I had to spend the afternoon on my own, until we all met up back at the hotel.

By Charles

Embarrassed!

Last week, I was in the theatre with a colleague from work. About half-way through the show, my mobile phone started ringing. Everyone in the theatre could hear it and turned round to see whose phone it was. Annoyingly, I couldn't find the phone in time to turn it off. Then, a few seconds later, it made a loud beeping sound – the noise the phone makes when someone has left a message. It was so embarrassing.

By Juliet

1. Charles was in Paris.
2. He went into a bar so he could go to the toilet.
3. After coming out, he couldn't find his friends.
4. He couldn't call his friends because his mobile phone battery was dead.
5. In the other story, Juliet's mobile phone started ringing while she was at the cinema.
6. Later, the phone made a loud beeping sound.

5 Sentence creation

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

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

6 Story completion

Complete the news stories with the correct form of the verbs in brackets. Use the Past Simple.

The most expensive download of all time

A mobile phone company recently (1) _____ (charge) a subscriber \$66,000 for downloading several films from the internet via his mobile phone. The man (2) _____ (use) a service that supposedly (3) _____ (offer) "unlimited downloading". However, he hadn't read the contract properly. One of the clauses (4) _____ (state) clearly that the maximum you could download was 600 megabytes (MB). After receiving the bill, the man (5) _____ (appeal) against the charges.

Mobile phone saves man in death fall

A thirty-year-old man (6) _____ (have) a miraculous escape after an accident. He was driving along a mountain road when the car (7) _____ (fall) 100 metres down a mountain side. Amazingly, he survived, although he was unconscious. His partner reported him missing, but police (8) _____ (not know) where he was. Two days later, he woke up and called the police with his mobile phone. He told them where he was. He is currently in hospital. "Without my mobile phone, the police would never have found me," the man (9) _____ (explain).



Your turn!

Write a short story involving a mobile phone.

7 Fluency practice

Answer the questions.

- Did you drive anywhere yesterday?
- Did you go out last week? What did you do?
- Did you watch anything on TV last night? What was it like?
- Did you meet anyone new last year? Who?
- Did you go out to a restaurant last month? Which one?
- Did you get any phone calls this morning? Who from?
- Did you buy anything new last month? What?
- Did you visit any interesting websites last month? Which ones?



LISTEN & RESPOND



PRONUNCIATION PERFECTION

7 excuses for lost mobile phones!

1 Pre-listening

Look at the list of words below. What possible connection do you think they could have with lost or damaged mobile phones?

- a calf a tree a toilet a cruise ship a beach
- a monkey an oven a dog

2 Listening I

Listen the article once to compare your ideas from the Pre-listening task.

3 Listening II

Read the article again. Then, answer the questions. Who...

1. ...flushed his mum's phone down the toilet?
2. ...had her phone stolen by a seagull?
3. ...dropped his phone from a tree?
4. ...had his phone stolen by a monkey?
5. ...lost his phone inside a cow?
6. ...blew up his phone?



The pronunciation of regular past simple verbs

[See the resource section for a more detailed explanation.]

There are three ways of pronouncing regular past simple verb endings.

A

The /t/ sound (for verbs ending in *unvoiced consonant sounds**):

- a) *watched*: She watched it.
- b) *laughed*: I laughed a lot.
- c) *walked*: He walked home.
- d) *dropped*: She dropped it.
- e) *washed*: He washed the dog.

B

The /d/ sound (for verbs ending in *voiced** consonant sounds):

- a) *informed*: They informed us.
- b) *rained*: It rained a lot.
- c) *lived*: She lived here.
- d) *showed*: He showed it to us.

C

The /id/ sound:

- a) *wanted*: I wanted the red one.
- b) *needed*: I needed two.

D

Write /t/, /d/ or /id/ next to each sentence according to the pronunciation of the past tense verbs. Then, listen to check your answers.

1. He finished the work.
2. They cleaned the house.
3. She liked it.
4. They planned it all.
5. She lived in New York.
6. They needed to talk.
7. We arranged the meeting.

*Unvoiced consonant sounds

An unvoiced consonant sound doesn't create a vibration in your throat. For example, if you touch your throat and say "kiss", you won't feel a vibration from the /k/ sound.

A voiced consonant sound creates a vibration in your throat. For example, if you touch your throat and say "very", you'll feel a vibration from the /v/ sound.

UNIT 2 Mobile Mania

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	She sent me a text message.	1.	
2.	He left a voicemail message.	2.	
3.	What time did he finish the work?	3.	
4.	Who did they give the money to?	4.	
5.	We went there last week.	5.	
6.	She didn't have time to finish it.	6.	
7.	Did you get the new shirt you wanted?	7.	
8.	We walked around the centre of town.	8.	
9.	When I came out, I couldn't see them.	9.	
10.	We met up at the hotel.	10.	
11.	I couldn't find the phone.	11.	
12.	She downloaded the files.	12.	
13.	They decided to walk to work.	13.	
14.	We didn't have time to see it.	14.	
15.	Did you see anything good on TV last night?	15.	
16.	Did you get that e-mail I sent you?	16.	
17.	He drove to work because there was a bus strike.	17.	
18.	She woke up, had a shower and then left for work.	18.	
19.	We thought about going there, but decided not to.	19.	
20.	Did you get any phone calls this morning?	20.	

There's a very basic formula for learning a language. It's: input (reading and listening) + practice (speaking and writing) = learning! It's that simple!

Speaking Gym!

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Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Identify parts of a mobile phone.

Understand a text about mobile phone stories.

Use the past simple to write or tell a story.

Understand a recording about some excuses for losing mobile phones.

Pronounce regular past simple verb endings.

Make collocations with verbs and nouns.

UNIT 3 That's Unusual!

Objectives

In this unit, you'll learn how to...

...use prepositions of movement, use the past continuous to talk about actions in progress in the past, identify key words in sentences



Listening to English regularly will help you develop an ear for the language. Eventually, you'll be able to distinguish words and sounds, and then you'll start learning really quickly.

World famous mysteries

Write a name from below next to each description (1 to 8). What do you know about these mysteries? What possible explanation could there be for them?

Atlantis The Loch Ness Monster Stonehenge

The Nazca Lines The Moai of Easter Island

The Bermuda Triangle The Abominable Snowman

1. It's an area in the Atlantic Ocean where a number of ships and planes have disappeared.
2. It's a legendary large underwater creature that many people believe lives in a big lake in Scotland.
3. It's a large creature like an ape that some people say they have seen in the Himalayas.
4. It's a prehistoric circle of stones in southern England.
5. It's a mythical lost city that was supposed to have disappeared under the sea.
6. They're a series of gigantic images carved into the ground in Peru.
7. They're enormous ancient stone human figures with large heads.

Think about it!

What else do you know about these mysteries? Are there any unsolved mysteries from your country? What are they? Do you like reading about mysteries? Why? Why not?



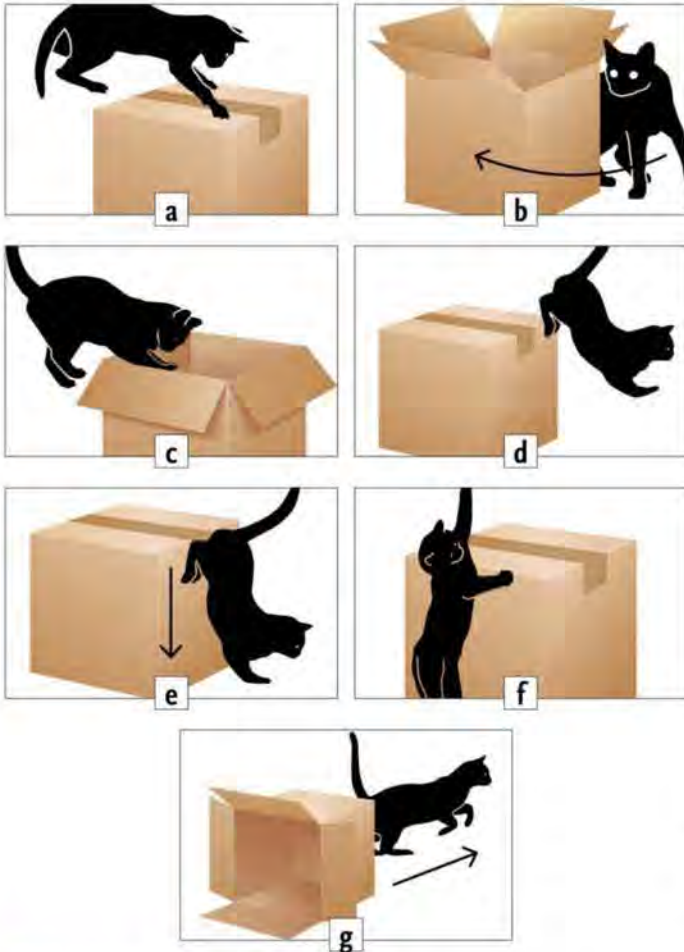


Vocabulary: Prepositions of movement

1 Matching

Match the sentences with verbs of movement (1 to 7) to the pictures (a-g).

1. The cat went **up** the box.
2. The cat went **down** the box.
3. The cat jumped **onto** the box.
4. The cat jumped **off** the box.
5. The cat got **into** the box.
6. The cat moved **away from** the box.
7. The cat went **around** the box.



2 Sentence completion

Complete the sentences with prepositions of movement.

1. She took her feet _____ the table when the boss walked in.
2. They kept walking _____ the hill until they got to the top.
3. The man tried to catch the dog, but it ran _____ from him.
4. She walked _____ to the bottom of the mountain.
5. After three months of living in the country, we moved _____ to the city.
6. He jumped _____ the bed and fell asleep immediately.
7. As he walked _____ the room, everybody jumped out and shouted, "Surprise!"

1 Article analysis

Read the online blog post. Then, answer the questions.

Mystery.com



Mysteries >>>

The Mary Celeste

On 4th December 1872, sailors from the ship the Dei Gratia noticed a strange vessel drifting in the Atlantic Ocean. After getting close enough, they climbed aboard and looked for any signs of life, but they couldn't find anyone. The ship, the Mary Celeste, was completely empty. Where were the crew? What had happened? No one was sure, but over the years there have been a number of theories. Some say that the captain of the Mary Celeste fought with the crew and that they all died, or that pirates kidnapped and killed the crew. Others say that there was a terrible storm and that everyone fell overboard. There was even a theory that aliens took the captain and crew up to their spaceship. But in the end, the most probable theory was the following: the ship was carrying 1,700 barrels of alcohol. At some point, the captain smelt fumes from the alcohol and panicked. Thinking that the ship was about to explode, he ordered everyone into the lifeboat and they all rowed away as fast as possible. Of course, the ship didn't explode, but by then it had drifted too far away and they couldn't get back on.



Of course, the truth remains a mystery!

1. When was the Mary Celeste discovered?
2. Who did the sailors from the Dei Gratia find on the Mary Celeste?
3. According to one theory, what did aliens do to the captain and crew?
4. How many barrels of alcohol was the ship carrying?
5. What did the captain think might happen to the ship?
6. What did the captain and crew do as a result?

Your turn!
Write about a mystery (either real or invented).

Think about it! Prepositions of movement

Have share prices been going up or down recently? Why? Have house prices been coming down? Why? Why not? Have you ever been back to the house where you lived as a child? What was it like? Are you thinking of moving away from the area where you live? Why? Why not? Have you ever jumped onto a bed or sofa and broken it? When? Where? What happened?



IT'S YOU! / NO, IT'S ME!



That's unusual!

Five amazing coincidences

Life is full of coincidences – strange things that happen to us that we just can't explain. But some coincidences are more unusual than others.

1 The Baby

Mr Joseph Figlock was walking down a street in Detroit during the 1930s when a baby fell from a window. Figlock caught the child and neither were harmed. A year later, the same baby fell from the same window onto Mr Figlock as he was passing beneath. Once again, both of them survived.

2 The Book

American novelist Anne Parrish (1888-1957) was looking through some books in a shop in Paris once when she found one of her favourites: *Jack Frost and Other Stories*. She picked it up, showed it to her husband and told him about the book she'd loved so much as a child. Her husband opened it and found the following inscription on the inside cover: "Anne Parrish, 209 N. Weber Street, Colorado Springs." It was Anne's very own book.

3 The Game

In America in 1858, Robert Fallon was shot dead during a game of cards. The other players said that Fallon had won his \$600 by cheating. However, none of the other players were willing to take the unlucky \$600. So, they found a new player to take Fallon's place and gave him the dead man's money. Within a short time, the new player had turned the \$600 into \$2,200 in winnings. Soon afterwards, the police

arrived. They ordered the new player to give the original \$600 to Fallon's nearest relative. Incredibly, it turned out that this new player was actually Robert Fallon's son, who hadn't seen his father for seven years!

4 The Brothers

Twin brothers, Jim Lewis and Jim Springer, were separated at birth and adopted by different families. Both families named the boys James, or Jim for short. Both boys grew up not knowing that they had a brother, but both trained as police officers, and both were good at mechanical drawing and carpentry. Later, they both married women called Linda, both had a son (one of whom was named James Alan and the other James Allan), and later they both divorced their wives and married other women called Betty. Oh, and they both owned dogs called Toy.

5 The Friends

In 1953, American television reporter Irv Kupcinet was in London to cover the coronation of Elizabeth II. He was staying at the Savoy Hotel. In one of the drawers he found some items that belonged to a man called Harry Hannin – a basketball star with the famed Harlem Globetrotters, and also a good friend of Kupcinet's. Two days later, Hannin sent Kupcinet a letter. He said that while he was staying at the Hotel Meurice in Paris, he'd found a tie with Kupcinet's name on it in a drawer in his hotel room.

Now, isn't that amazing? 🌟

1 Pre-reading

You're going to read about some unusual coincidences. First, look at the five titles of the stories. What do you think they're about?

2 Reading I

Read the article once to compare your ideas from the Pre-reading activity. Which story is the most unusual?

3 Reading II

Read the article again. Then, write a story title next to each statement.

1. Something she found in a shop was actually hers.
2. They both led similar lives, even though they were separated at birth.
3. It happened during the 1930s.
4. He found something that belonged to a friend while he was in London.
5. Someone fell onto him as he was walking down the street.
6. A man who was playing poker was accused of cheating.

Language Structures:

The Past Continuous

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

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, "He was reading the book."

We use the Past Continuous to refer to an action that was in progress at some point in the past. For example, "She was working on the project at 8pm."

We can use the Past Continuous to refer to an action that was in progress in the past. For example, "She was listening to music while she was working."

1 Matching

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

1. What was wrong with the DVD player?
2. What was the saleswoman trying to sell you?
3. What were you doing when I called?
4. What were Kate and her friends doing last night?
5. Why didn't you answer the door?
6. Where were you going this morning?

- a. I couldn't get the DVD out.
- b. To the shops.
- c. I was sleeping on the sofa.
- d. A subscription to a pay-per-view TV channel.
- e. Because I was wearing my pyjamas.
- f. They were eating out in a restaurant.

2 Ordering

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

1. writing / she / an e-mail / was
2. weren't / we / television / watching
3. was / I / arguing / him / with
4. making / they / dinner / were
5. the phone / was / Nell / using
6. tennis / were / you / playing

1 Instant messages analysis

Read the instant messages. Then, answer the questions.

The screenshot shows a text message conversation on a mobile phone. At the top, it says 'Messages' and 'Clear'. The battery level is 63%. The messages are as follows:

- Chloe:** What were you up to last night? I tried calling about 9pm but there was no signal.
- Owen:** Dinner party with some friends. I must have switched the phone off.
- Chloe:** How did it go?
- Owen:** Not too good – I burnt the main dish. I was chatting to the guests and I'd forgotten all about it! Luckily, I had some frozen pizzas in the freezer.
- Chloe:** LOL! Very funny! Hey, I was talking to Ben about going out tonight. Do you feel like coming?
- Owen:** I think I'm going to pass – I need some sleep.
- Chloe:** We were thinking about going to the cinema.
- Owen:** What time?
- Chloe:** We're meeting at 8pm outside the Odeon in the high street. Film starts at 8.15.
- Owen:** OK. See you there!
- Chloe:** Great!

At the bottom, there is a text input field and a 'send' button.

1. What was Owen doing at 9pm last night?
2. Who had he invited to his place?
3. Why couldn't he answer the phone?
4. Why did he burn the main dish?
5. Where's Chloe going tonight?
6. What's Owen going to do?

Your turn!
Write an instant message dialogue between two friends. Say what you were doing last night.

Picture description

Look at the photos. What can you see? Make four sentences using the Past Continuous. For example: *The man in picture one was sleeping.*



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.

watch, work, walk, take, drink, eat, fight, fly, get, give, go, hide, hit, hurt, wear, keep, sell, show, shoot, see, run, call, learn, think, move

Online news story

Choose the correct words to complete the story. Afterwards, see if you can identify any examples of the past continuous.

Recorder Online



Snake on a Plane

Australian pilot Captain Blennerhassett (1) *flying / was flying* from Darwin to Peppimenarti (in northern Australia) when he (2) *saw / seeing* a snake crawling up his leg. Immediately, he (3) *radioed / was radioed* air traffic control. 'Look, you're not going to believe this, but I've got a snake on the plane!' he (4) *shouted / shouting* into the radio. At the time, the plane (5) *was flying / was flew* at an altitude of 4,000 metres. The captain (6) *decide / decided* to make an emergency landing. 'As the plane (7) *coming / was coming down*, the snake was crawling down my leg,' he told reporters. 'I was really worried because I (8) *didn't know / wasn't knowing* whether the snake was poisonous or not,' he added. There are about 100 species of venomous snakes in Australia, some of them deadly. Luckily, the snake (9) *turning / turned out* to be harmless. Authorities later found a frog on board. They said the snake probably boarded the plane in an attempt to catch the frog.

Sentence completion

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

- As I was talking to her, the phone _____ (start) to ring.
- While we _____ (eat), the last two guests arrived.
- I was sleeping on the sofa when I _____ (hear) the scream.
- As she was sitting in the park, it suddenly _____ (begin) to rain.
- We _____ (have) a drink when the police officer walked in.
- While they were walking in the park, they _____ (see) Phoebe.

Story analysis

Read the story. Then, tick (✓) Yes or No. Afterwards, circle any examples of the past continuous.

Tiger Terror

Sara Faerber, 28, had a terrible fright while she was walking her dog early in the morning in Braunschweig, Germany. It was 6:45am and still quite dark when Sara saw what looked like a tiger on a bridge ahead of her. Immediately, she telephoned the emergency services. Minutes later, police, armed with tranquiliser guns, rushed to the scene to try to capture the escaped creature... only to realise it was a life-sized stuffed toy. Sara, who is short-sighted, said, 'I was walking along the street when I suddenly saw this creature that looked like a tiger. It was sitting there watching me. I stood still for a couple of seconds, and then I started walking backwards, and finally I ran off as fast as I could. While I was running, I sort of expected it to jump on my back at any moment. I was really scared.' The police were not amused! Apparently, it isn't the first time this kind of thing has happened in Germany. Last year, a man called police after he mistook a toy leopard for the real thing.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Was she walking the dog at the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Was it after 8am when the incident occurred? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did she think she'd seen a tiger? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the police shoot it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Was the "tiger" moving about when Sara saw it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is this the first time that something like this has happened? | <input type="checkbox"/> | <input type="checkbox"/> |

Fluency practice

Answer the questions. Invent where necessary.

What happened while you were...

- ...walking in the park?
- ...reading in bed?
- ...watching the film?
- ...listening to the music?
- ...playing tennis?
- ...talking to a friend?

LISTEN & RESPOND PRONUNCIATION PERFECTION

Kennedy & Lincoln - the strange connections!

Pre-listening

What do you know about American presidents Abraham Lincoln and John Fitzgerald Kennedy? Read the statements below. Then, write **Lincoln** or **Kennedy** next to each one.

1. He came from a rich family.
2. He became president in 1860.
3. He never went to university.
4. He was president during the Vietnam War.
5. He came from a poor family.
6. He was president during the American Civil War (1860-1865).
7. He became president in 1960.
8. He studied at the London School of Economics.

Listening I

Listen to the article once and check your answers from the Pre-listening activity.

Listening II

Listen to the article again. What do the dates refer to?

1. 1809
2. 1837
3. 1846
4. 1865
5. 1917
6. 1963

Key words

A

When we speak naturally in English, the stress usually falls on important words in the sentence: the nouns, verbs and adjectives. These are known as the key words. For example:

- a) I was **thinking** about the **holiday**.
- b) He was **talking** to his **brother**.

Most of the other words (articles, pronouns, auxiliary verbs (*be, have, can, etc.*), prepositions, etc.) aren't stressed.

B

Listen and repeat these sentences. Notice the key words (marked in bold).

- a) She was **listening** to the **music**.
- b) They were **writing** the **letter**.
- c) I was **working** on the **computer**.

C

Now listen and write the sentences you hear.

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



UNIT 1 That's Unusual!

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	She walked around the building.	1.	
2.	They went over the fence.	2.	
3.	It took him a long time to get there.	3.	
4.	She climbed to the top of the mountain.	4.	
5.	What were you doing when I called?	5.	
6.	Why didn't you tell me about it?	6.	
7.	What were you talking about?	7.	
8.	She was writing an e-mail when I called.	8.	
9.	They were playing tennis when it started to rain.	9.	
10.	I was talking to some friends when he arrived.	10.	
11.	What were you doing last night at 9pm?	11.	
12.	Where were you going when I saw you in the street?	12.	
13.	They were working when the fire alarm went off.	13.	
14.	He was driving the car when he saw the snake.	14.	
15.	We were having a drink when the police came in.	15.	
16.	My phone started to ring as I was talking to them.	16.	
17.	I was sleeping on the sofa when I heard the noise.	17.	
18.	They weren't really paying much attention to it.	18.	
19.	He was hoping they wouldn't notice.	19.	
20.	I was trying to get in touch with them.	20.	

Repeat words and expressions after you hear them. This will develop your ability to produce language. It'll also help you memorise any words or expressions.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Use prepositions of movement.

Write about a mystery.

Understand a text about five unusual coincidences.

Use the past continuous to talk about actions in progress in the past.

Understand an audio recording about strange coincidences.

Identify key words in sentences.

UNIT 4 Let's get personal!

Objectives

In this unit, you'll learn how to...

...describe personal experiences, make collocations with verbs and other words, use the present perfect to write about the things you've done



When listening, don't worry about understanding every single word. Focus on the general meaning and try to guess what the speakers are saying. This is what you do in your own language.

Survey

Answer the questions yes or no.

Have you ever...

- ...been on TV?
- ...broken a bone?
- ...driven a sports car?
- ...fallen asleep in a party?
- ...seen a ghost?
- ...cooked a meal for more than 10 people?
- ...spoken to more than 50 people?
- ...been trapped in a lift ("elevator" in US English)?
- ...fired a gun?
- ...been inside a police car?
- ...been given a surprise?

Think about it!

Have you ever answered any questions for a survey? What was it about? Can surveys provide us with useful information? In what ways? When was the last time you read about the results of a survey? What was the survey about? Was the information interesting? How?



UNIT 4 Let's get personal!



WORD BUILDING

Vocabulary: personal experiences

Useful verbs & expressions matching

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

1. Lose...
2. Win...
3. Sail...
4. Be...
5. Fall...
6. Change...



a asleep



b your wallet / purse



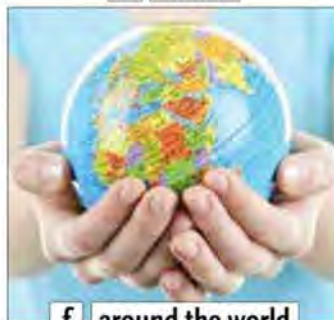
c a car tyre



d a race



e in a film



f around the world

Questions

Now answer the questions **yes** or **no**. Have you ever...

1. ...lost your wallet / purse?
2. ...won a race?
3. ...sailed around the world?
4. ...been in a film?
5. ...fallen asleep during a class?
6. ...changed a car tyre?

Collocations

Create expressions with words from the two boxes. Then, write two sentences with any of the expressions.

A
 be enter pose forget tell cheat win fall lie
 live drop be

B

*in danger a lie in love to someone a competition
 a joke for a picture in danger someone's name
 abroad a prize in an exam asleep a vase*

For example: **cheat in an exam:** *I've never cheated in an exam.*

Online quiz analysis

Read over the online quiz. Then, write **T** (true) or **F** (false).

Vote

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

Name: Rebecca

Q: Have you ever been in danger?

A: **Yes, I have. Once, I found a scorpion in my shoe. Luckily, I saw it before I put the shoe on.**

Q: Have you ever won a prize?

A: **No, not yet.**

Q: Have you ever walked into a lamppost?

A: **Yes, I have. I was looking in a shop window, not really concentrating. Next thing I knew, I crashed into a lamppost.**

Q: Have you ever forgotten someone's name?

A: **I do that all the time!**

Q: Have you ever broken anything valuable?

A: **I was in a museum when I knocked over a vase. It broke into a thousand little pieces, which is ironic really because it was about a thousand years old!**

Q: Have you ever lived abroad?

A: **When I was younger, my mum got a job in Sweden and we went to live there for three years.**

Q: Have you ever played a joke on anyone?

A: **Yes! A few times!**

Read other answers!

1. Rebecca has never been in danger.
2. She has never won a prize.
3. She once walked into a shop window and broke the glass.
4. She often forgets people's names.
5. She once broke something in a museum.
6. She never plays jokes on people.

Think about it! Experiences

Have you ever ridden an unusual animal? Have you ever tried any extreme sports? Have you ever hitchhiked anywhere? Where did you go? Have you ever worn a silly hat in public? Have you ever fallen down in public? Have you ever played a joke on someone?

Pre-reading

Look at this list of objects. Which ones have you lost? Which ones do you lose frequently?



Reading I

Which objects from the Pre-reading task are the most frequently lost? Think. Then, read the article once to compare your ideas.

Reading II

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

- Organisers of the study spoke to 3,000 people.
- Coats and diaries were the most frequently lost items.
- Some people blamed work colleagues for losing things.
- Abbie Gale suggests always putting things back where you found them.
- Some people in the survey said they spent two hours a day looking for things.



LOST... AND FOUND

When was the last time you lost something? What was it? According to a recent survey, we spend about ten minutes a day looking for lost things. Over an average lifetime, this **adds up to** an incredible 3,680 hours (or 153 days). Is there anything we can do about it?

The study of 3,000 adults was carried out by home insurance company *esure*. They found that mobile phones and car keys were the most frequently lost items. Other things on the list included:

house keys, **bills**, **receipts**, sunglasses, glasses, **purses**, **wallets**, hairbrushes, gloves, umbrellas, bank cards, train or bus tickets, coats, diaries, personal organisers, batteries, passports, ID cards, software installation CDs, caps, hats, laptops, watches, socks, jewellery (particularly **rings** and **earrings**), shoes, slippers, tablets and e-readers.

So, what's going on? "Most blame it on a **hectic lifestyle**," says Nikki Sellers, the head

of *esure*. "Others say it's the fault of **spouses** or children for not putting things back where they **belong**. A few admitted to **untidiness**, **absent-mindedness** and a poor memory, with more than half wishing they were more organised."

So, what's the solution? "You need to assign a place for something and always put it back there," said **self-help guru** Abbie Gale. "And you need to make sure everyone else in the house knows where to put it back too. You also need to keep your house tidy, **label** boxes clearly and **designate** a place near the front door for all the items that you need in the morning. A good idea would be to have a shelf there with a bowl for your keys, purse, wallet and anything else," she added.

If you're still having trouble finding things, don't worry – things could be a lot worse: fourteen people in the survey said they spent over an hour every day looking for lost items. Surely you can't be as bad as that! ☺

GLOSSARY

- add up to** ☞ to total; to be the total
- a bill** ☞ a piece of paper that tells you how much you must pay for something
- a receipt** ☞ a piece of paper that has information about something you have bought
- a purse** ☞ an object women use to carry their money
- a wallet** ☞ an object men use to carry their money
- a ring** ☞ a round piece of jewellery you put around a finger
- an earring** ☞ a piece of jewellery that people wear in their ears
- a hectic lifestyle** ☞ if someone has a "hectic lifestyle", they do many things and have no time to relax
- a spouse** ☞ your "spouse" is your wife/husband/partner
- to belong** ☞ the place where something "belongs" is the place where it normally goes
- untidiness** ☞ the state of not being tidy; not putting things back in the place where they normally go
- absent-mindedness** ☞ if someone is suffering from "absent-mindedness", they often forget things or can't remember them
- a self-help guru** ☞ an expert on how to be successful / happy / rich / organised, etc.
- to label** ☞ if you "label" an object, you put a piece of paper on it with information about it
- to designate** ☞ if you "designate" a place for an object, you choose that place for that object and say it must go there

UNIT 4 Let's get personal!



WORD LINKING

Language Structures: The Present Perfect Simple

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

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, "I've read all of her books."

We can also use the Present Perfect to talk about actions from the past that have some connection to the present. For example, "I've finished all the work."

We use a past tense verb when we want to specify when, where, why, etc. something happened. For example:

A: Has she ever been abroad?

B: Yes, she has. She went to Singapore last summer.

We can also 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 now. For example, "He's been sick for the past week." [He's still sick.]

We can use *for* or *since* in response to questions with how long:

a) *for* + period of time: *for one hour, for six minutes, for three days...*

b) *since* + specific time: *since last week, since 1999, since May, since 6pm...*

Matching

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

- Have you ever won a prize?
 - Have you ever been in danger?
 - Have you ever changed a car tyre?
 - Have you ever been on television?
 - Have you ever fallen asleep during an exam?
- Yes. I once found myself face to face with a tiger.
 - I once helped a friend change one at the side of the motorway.
 - Yes, I have. I was interviewed for the six o'clock news once.
 - Yes. I finished early and decided to have a little sleep.
 - No, I haven't, but I came second once.

Profile analysis

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

Profile: Chloe Paulson

Hi, I'm Chloe Paulson. I'm 31 years old. I'm American but I live in London. I'm a news reporter. I've worked and lived in many countries around the world, and I've been a reporter for about six years now. I've interviewed many famous people, including the president of the United States, and the prime minister of the UK. I've travelled a lot these past few years, and I've been to many different countries – mostly in Europe and Africa. I haven't been to Asia yet, but I'm hoping to go next year. I've been in danger a number of times as I often report from war zones.



- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Has Chloe ever interviewed a famous person? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Has she ever lived abroad? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has she been a reporter for more than five years? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has she ever been to India? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has she ever been in danger? | <input type="checkbox"/> | <input type="checkbox"/> |

Your turn!

Write a short profile of yourself. Include information on what you've done in life.

UNIT 4 Let's get personal!

WORD LINKING

Ordering

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

1. money / he / made / a lot of / has
2. has / she / the photo / taken
3. I / her / seen / haven't
4. the car / hasn't / she / bought
5. the rooms / they / cleaned / have
6. replied to / I / the e-mails / haven't

"To do" list analysis

Look at Petra's "To do" list and answer the questions. Use **already**, **still not** or **not yet** and write in full sentences.

"To do" list

1. paint the picture ✓
2. write the report ✗
3. buy new software program ✗
4. paint the studio walls ✓
5. order more pens ✓
6. send the images by e-mail ✗

Has Petra...

1. ...painted the picture yet?
2. ...written the report yet?
3. ...bought the new software program yet?
4. ...painted the studio walls yet?
5. ...ordered more pens yet?
6. ...sent the images by e-mail yet?

Sentence creation

Create as many sentences as you can in the Present Perfect in just two minutes. Use the verbs below + **already**, **yet** or **still not**. Use both affirmative and negative forms.

watch, work, walk, take, drink, eat, fight, fly, get, give, go, hide, hit, hurt, wear, keep, sell, show, shoot, see, run, call, learn, think, move, play, break, ride, fall, climb

Sentence completion

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

1. She _____ (climb) a mountain.
2. He _____ (try) out the new shoes.
3. They _____ (not take) the photo yet.
4. We _____ (not work) in a factory before.
5. They _____ (not speak) to us yet.
6. I _____ (already / have) dinner.



Survey completion

Complete the interview with the correct form of the verbs in brackets. Use the Present Perfect or Past Simple.

Online survey

Write your answers below.

Have you ever (1) _____ (win) a competition?
Yes, I have. I (2) _____ (win) €3,000 in the lottery about six years ago.

Have you ever (3) _____ (break) a bone?
Not yet!

Have you ever (4) _____ (ride) a camel?
Yes, I have. It (5) _____ (happen) when I was in Egypt visiting the pyramids.

Have you ever (6) _____ (take) a photo of a famous person?
No. But someone (7) _____ (take) a photo of me once with a famous person.

Have you ever (8) _____ (eat) sushi?
Yes, I have.

Have you ever (9) _____ (fall) down in public?
Yes, many times. Just last week, I was walking in the street when I tripped and (10) _____ (fall). It was so embarrassing.



Fluency practice

Answer the questions (invent where necessary). Give details using the Past Simple.

- Have you ever had to borrow some money?
- Have you ever lost your wallet or purse?
- Have you ever been in a film?
- Have you ever passed an exam with the top marks?
- Have you ever worked in a hotel?
- Have you ever walked out of a restaurant or shop without paying?
- Have you ever fallen asleep while someone was talking to you?
- Have you ever slept in a tent?

LISTEN & RESPOND PRONUNCIATION PERFECTION

Asking about travel experiences!

1 Pre-reading

Answer these questions on your travel experiences:

- Have you ever been to any of these countries: France, Italy, Spain, Japan, Moldova?
- Have you ever flown business class?
- Have you ever been on a long train journey?
- Have you ever been on a ship?
- Have you ever been on a bus trip?

2 Listening I

You're going to listen to someone who's carrying out a survey. What's the gift that the man gives the woman at the end?

3 Listening II

Listen again. Then, answer these questions.

1. Has the woman been to Japan?
2. Is the woman's husband from Kent?
3. Does the woman's husband like foreign food?
4. Has the woman been on a train journey that takes about a day?
5. Has the woman ever been on a cruise ship?
6. Has the woman been on a bus trip that lasted a day or two?



Word linking

A

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

- a) about it = **abou tit**
- b) on it = **o nit**
- c) for it = **fo rit**
- d) eaten it = **eate nit**
- e) heard of it = **hear do fit**
- f) given it = **give nit**

Now listen to these sentences. Notice how the word sounds merge. Mark this on the page:

- a) We've paid **for** it.
- b) They've **eaten** it.
- c) She's already **sent** it.

B

Listen and repeat these sentences. Where does the word linking occur?

- a) I've never heard of it.
- b) She's given it to Ben.
- c) They've forgotten about it.

C

Now listen and write the sentences you hear.

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

UNIT 4 Let's get personal!

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	Have you ever cooked a meal for more than 10 people?	1.	
2.	Have you ever lost your wallet or purse?	2.	
3.	Have you ever fallen down in public?	3.	
4.	I once fell down in front of more than 300 people.	4.	
5.	Has she ever won a prize?	5.	
6.	She won a prize in last year's competition.	6.	
7.	I've worked abroad in several different countries.	7.	
8.	She hasn't bought the car yet.	8.	
9.	He still hasn't painted the walls.	9.	
10.	We haven't made up our minds yet.	10.	
11.	She's already ordered the paper for the printer.	11.	
12.	I still haven't told them what to do.	12.	
13.	They haven't eaten yet.	13.	
14.	Have you had time to look at it?	14.	
15.	I haven't had time to look at it yet.	15.	
16.	Have you eaten here before?	16.	
17.	No, I've never eaten here.	17.	
18.	So far, we haven't seen anything that we like.	18.	
19.	Have you ever met anyone famous?	19.	
20.	I once met a famous person in the supermarket.	20.	

Remember to listen for gist – a general understanding of what people are saying. It's extremely difficult to hear or understand every single word – not even native speakers do that.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Make collocations with verbs and other words.

Understand a text about lost objects.

Use the present perfect to write a short profile of myself.

Use the present perfect to talk about a "to do" list.

Understand a recording with a woman talking about her travel experiences.

Identify connected speech in sentences.



UNIT 5 Event Planning!

Objectives

In this unit, you'll learn how to...

...use comparatives to compare events, use clauses of contrast, make collocations with verbs and other words, identify the schwa sound



Improve your speaking with "simultaneous repetition". Using audio files, select a phrase or sentence in English. Then, as the audio is playing, try to repeat the words at exactly the same time as the speaker. This is also a great way for memorising language and for improving your pronunciation.

World fairs

Read the information about the fairs. Then, write a letter (A-E) next to each statement (1 to 5).

International trade fairs

A: Mobile World Congress (Barcelona, Spain)

This is the world's largest exhibition for the mobile phone industry. The 2012 event took place in February.

B: Tokyo Motor Show (Tokyo, Japan)

This is a biennial show in October-November for cars, motorcycles and commercial vehicles.

C: Paris Air Show (Paris, France)

This is an international trade fair for the aerospace industry. The main purpose is to demonstrate military and civilian aircraft to potential customers.

D: Games Convention (Leipzig, Germany)

This is an annual video game event that was first held in 2002. Along with the Tokyo Game Show, it's one of the biggest shows of its kind in the world.

E: Frankfurt Book Fair (Frankfurt, Germany)

This is the world's largest trade fair for books. It's held annually in mid-October. Representatives from book publishing and multimedia companies attend.



Which fair...

1. ...is all about cars and vehicles?
2. ...is an annual event for the video games industry?
3. ...is for the mobile phone industry?
4. ...has demonstrations of military and civilian aircraft?
5. ...took place in February in 2012?
6. ...is a trade fair for publishers?
7. ...is for the aerospace industry?
8. ...takes place every two years?

Think about it!

Have you ever been to a trade fair? Which one? What did you do / see / learn there? Have you been to one of the trade fairs mentioned on this page? When? What did you see? Which one would you like to go to? Why? What are some of the most important trade fairs in your country?

UNIT 4 Event Planning!

WORD BUILDING

Vocabulary: Trade fairs

Trade fair matching

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

1. Exhibitor
2. Attendee
3. Stand
4. Venue
5. Name tag
6. Brochure
7. Freebies / Free stuff
8. Business card

- a. A company / organisation / person that has a stand in a fair.
- b. The place where the fair takes place.
- c. A card with personal and company contact information on it.
- d. A piece of card/plastic with your name on it.
- e. A member of the public who goes to a show/fair.
- f. A booklet with information about a company.
- g. A table where a company displays its goods.
- h. The free things a company gives away - complimentary gifts.

Trade fair poster analysis

Read the information on the posters. Then, answer the questions.

28TH ANNUAL BUSINESS FAIR AND CONFERENCE
August 10th - 13th 2014

At the Miami Conference Center

Speakers. Inspirational videos. Books.

For more information, visit www.businessfair.com

a

2014 Careers Fair
Wednesday 20th November
10am - 7pm

Venue:
East Leyden Field House

- Online careers tests.
- CV assistance.
- Career planning with a professional.

For more information, e-mail careersfair@hotmail.com

b

2015 ANNUAL Pet Fair

SUNDAY 14TH MAY
11am - 4pm
WESTON FARM
(just off the M48)

Find the perfect pet for you and your family. Plus...

- PET GROOMING.
- PET CARE ADVICE.
- FASHION PARADE.

Visit WWW.PET.FAIR.COM

c

1. When is the Business Fair?
2. Where can you go for more information about it?
3. What time does the Careers Fair end?
4. Who can you contact for more information?
5. Where will the Pet Fair take place?
6. What time does it start?

Your turn!
Design a poster for a trade fair (real or invented).

Trade fair brainstorm

Think of as many types of trade fair as you can in just two minutes.

- a pet fair a careers fair a property fair a language fair

Collocations

Add words to the expressions to create more collocations.

1. Attend... *a business fair, a conference...*
2. Take place... *in a business centre, in a castle...*
3. Take place... *in July, in the morning...*
4. Hand out... *a business card, free material...*
5. Talk to... *a potential customer...*
6. Explain... *how something works, where to get something...*
7. Demonstrate... *how something works...*
8. Exchange... *business cards...*

Think about it! Trade fairs

Have you ever worked on a stand in a trade fair? What was it like? Who did you talk to during the trade fair? Did your company get any interesting leads? What happened as a result? Which trade fair would you like to go to? Why? Have you ever hosted an event or party? How did you organise it? Has your city or country ever hosted a major event?



Movable Type System

The world's first system for printing was created in China around 1040 AD by Bi Sheng (990–1051) during the Song Dynasty. Johannes Gutenberg invented the printing press in Europe around 1450.



Two fairs for a fun day out!

Books. Cars. Farming. Pets... there's a trade fair for just about everything. Trade fairs are mostly for industry professionals, but many are interesting for non-professionals too. Here are two trade fairs you might like to go to.

1 Pre-reading

You're going to read about two famous trade fairs: The Frankfurt Book Fair, and The Sydney Royal Easter Show. What do you think you can do or see there?

2 Reading I

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

3 Reading II

Read the article again. Then, answer the questions.

1. For how many years has the Frankfurt Book Fair been taking place?
2. How long does it last?
3. How many exhibitors are there?
4. What did the book *The Joy of Chickens* win?
5. How long does the Sydney Royal Easter Show last?
6. When did it begin?
7. Who organises it?
8. How many visitors does it attract?

The Frankfurt Book Fair

The Frankfurt Book Fair is the largest book fair in the world. It's been taking place for over 500 years – ever since Johannes Gutenberg invented the printing press in the town of Mainz, which is close to Frankfurt. The fair, which lasts five days, attracts over 7,000 exhibitors from over 100 countries and more than 286,000 visitors. The first three days are reserved for industry professionals, bringing together publishers, writers, film-makers, librarians, TV producers, printers, multimedia companies - just about anyone who might have anything to do with creating, making, adapting and selling books. The general public can visit on the last two days. Apart from the stands with information on the latest books, there are lots of fun events too, such as cooking demonstrations and dance performances. And every year, there's the Bookseller/Diagram Prize for Oddest Title of the Year, which is a humorous award for the most unusual book titles. Previous winners have included *The Joy of Chickens* by Dennis Nolan, *Highlights in the History of Concrete* by C.C. Stanley, and *Bombproof Your Horse* by Rick Pelicano and Lauren Tjaden.

The Sydney Royal Easter Show

There are several important agriculture trade fairs around the world, but one of the biggest is the two-week Sydney Royal Easter Show – which is also the largest event in Australia. The show began in 1823 and was organised by the Agricultural Society of New South Wales to help promote rural industries. Today, the show attracts over one million visitors annually. As well as exhibits of agricultural machinery, there are livestock contests, horse riding competitions and arts and crafts events. There's also an enormous fun fair, a farmyard nursery (where you can touch and hold baby ducks, chicks, goats and lambs), a wood chopping competition, a dog show, a demonstration of rodeo riding, a Hollywood Horror show, and performances by Country & Western stars.



Why not find out which trade fairs are held in your country? You're sure to have a great day out. ☺

UNIT 4 Event Planning!

WORD LINKING

Language Structures:

Comparatives & Superlatives / clauses of contrast

There are various words and expressions that we can use for comparing things. Here are a few of them.

Comparatives

- a) This book is **longer than** the other one.
- b) That chair is **more comfortable than** this one.

Superlatives

- a) This is **the longest** book.
- b) That is **the most comfortable** chair.

as... as

- a) This book is **as long as** the other one.
- b) That chair is **as comfortable as** this one.

not as... as

- a) This book **isn't as long as** the other one.
- b) That chair **isn't as comfortable as** this one.

too + adjectives

too many (countable nouns) / *too much* (uncountable nouns)

- a) This book is **too long**.
- b) There are **too many** chairs. / There's **too much** sugar in this food.

Adjective + *enough*: "This book isn't long enough."

enough + noun: "I think there are enough chairs."

Speech bubble completion

Complete the speech bubbles with the words from below.

best longest worst boring

1. It was probably the _____ meal I've ever had! It was horrible!



2. It's the _____ picture I've ever seen! It's amazing!



3. That was one of the most _____ films I've ever had the misfortune to watch!



4. This is the _____ queue I've ever had to wait in!



Sentence completion

Use comparatives and superlatives to complete the sentences.

1. She's the _____ (tall) person in the office.
2. This is the _____ (short) story.
3. Her hair is _____ (long) than Mike's.
4. This room is _____ (big) than the other one.
5. Are you _____ (young) than your sister?
6. This film is _____ (good) than the first one.
7. That's the _____ (impressive) painting in the gallery.
8. Are you the _____ (young) person in your family?
9. Do you think this film is _____ (interesting) than the other one?
10. That's the _____ (boring) film ever.
11. She's the _____ (intelligent) person I know.

Trade fair analysis

Read the information about the two trade fairs. Then, tick (✓) Yes or No

Meinz Book Fair	Trandt Book Fair
Size: 10,000 sq metres	Size: 8,000 sq metres
Age: started 3 years ago	Age: started 7 years ago
Visitors: 40,000	Visitors: 20,000
Exhibitors: 800	Exhibitors: 400
Duration: 3 days	Duration: 7 days
Cost: €2,500 per stand	Cost: €800 per stand
	

The Meinz fair...

- | | | |
|--|------------------------------|-----------------------------|
| 1. ...is older than the Trandt fair. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. ...doesn't have as many visitors as the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. ...doesn't last as long as the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. ...doesn't cost as much as the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. ...is more expensive than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. ...covers a larger surface area than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. ...has more visitors than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. ...lasts for longer than the Trandt fair. | <input type="checkbox"/> | <input type="checkbox"/> |

Fluency practice

Answer the questions.

- What are some of the best books you've read recently?
- What are some of the best places to visit in your city?
- Where's the best place to eat out in your city?
- What are some of the funniest films you've seen recently?
- What's the most expensive restaurant you've ever been to?
- What's the longest trip you've ever been on?
- What are some of the most interesting documentaries you've seen lately?

Clauses of contrast

We can use clauses of contrast to compare and contrast things. For example:

- She's rich **but** she lives in a very small apartment.
- Although** she's rich, she lives in a very small apartment.
- Even though** she's rich, she lives in a very small apartment.
- She's rich. **However**, she lives in a very small apartment.
- Despite** being rich, she lives in a very small apartment. [notice the use of the gerund -ing]
- In spite of the fact that** she's very rich, she lives in a very small apartment.



Word choice

Choose the correct options.

- He's really shy **but / in spite of** he loves acting.
- Even though / Despite** being elderly, she still does all her own gardening.
- Although / Despite** it's hard work, I really enjoy it.
- We don't usually employ people with no qualifications. **However, / In spite of** this candidate does have a lot of experience.
- I can't remember what happens in the film **even though / however** I've seen it before.
- In spite of / However** the difficult conditions, she managed to reach the top of the mountain.
- I usually go on holiday in July **but / despite** this year I'm going in June.
- I don't like this dress **even though / but** I chose it myself!
- But / Although** we argue sometimes, we're still really close.
- It's a good offer. **However, / Even though** we still need to discuss it before we accept it.

Trade fair review

Complete the trade fair review with the words from below.

although expensive oldest despite x2 longer
popular cheaper

Propertymarket.com



Property Fair review

Hi, everyone,

I went to the Property Fair yesterday – or the 15th International Trade Fair for Commercial Property and Investment – to give it its full title.



(1) _____ being mainly for commercial investors, it's also good for individuals who are looking to buy a second home. There's information on property opportunities all over the world, but this year they were focusing on Black Sea resorts in Bulgaria.

(2) _____ it isn't as well-known as some of the other major property fairs, it's certainly one of the biggest in terms of space. In fact, it's one of the largest fairs in the world, taking up more than 64,000 square metres. This year's fair was even more (3) _____ than last year's with 16,000 visitors, (as opposed to 14,000 last year). There were also more exhibitors there (1,500) and hundreds of stands. It's also one of the (4) _____ property fairs (it's been held every year since 1977!).

Although I got there quite early, it was already really busy. The problem is that it's so big you just don't know where to start. If I go again, I'll definitely plan it more. Anyway, (5) _____ not really having a plan, I did manage to speak to a few people about buying a holiday home. The great thing is that prices this year have definitely dropped and they're a lot (6) _____. However, you have to look hard to find the bargains.

All in all, I'd recommend this fair. It's close to the airport (a lot closer than the other major property fair in London), and it isn't as (7) _____ either – only €15 per day as opposed to €30 in the London one. Plus, it lasts a lot (8) _____ – four days as opposed to just two. Oh, and I'd definitely recommend going during the week and in the afternoon as it's a lot quieter then.

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Festivals from around the world!

1 Pre-listening

Look at the words and pictures below. Can you think of any festivals associated with these things?



2 Listening I

Listen to the article once to compare your ideas from the Pre-listening task. Which word from the Pre-listening task isn't mentioned?

3 Listening II

Listen to the article again. Then, write the name of a festival from below next to each statement.

- May Day
- St Ivan's festival
- Saturnalia
- Thanksgiving
- Oktoberfest
- Yule

1. It's celebrated in the US.
2. Festival goers dance around a Maypole.
3. It's a famous beer festival.
4. It was in honour of the god Saturn.
5. A log is burnt.
6. There are often bonfires.



The schwa sound: /ə/

A

The schwa sound /ə/ is an unstressed weak sound. It occurs in many grammar words such as prepositions and articles when we're talking naturally: *a, the, to, for, than, of, an, can...* . For example:

- a) *as* /əz/ It isn't as good as the first one.
- b) *the* /ðə/ It's the best one here.

Remember, we use *the* /ði:/ before words with a vowel sound: *the only one, the alarm, the egg...*

The schwa sound can also be found in some words with more than one syllable. For example, you can hear the schwa sound at the end of these words:

sugar / brother / governor

The schwa sound also appears in many comparative forms. Notice the schwa sound /ə/ at the end of these words:

taller / smaller / shorter / bigger / later

NOTE: In US English the schwa sound is used less frequently.

B

Listen and repeat these sentences. Notice the schwa sound in the parts marked in bold.

- a) This is **the** longest book.
- b) That's **the** most comfortable chair.
- c) This book isn't **as** long **as** the other one.
- d) That chair isn't **as** comfortable **as** this one.

C

Now listen and write the sentences you hear.

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

UNIT 4 Event Planning!

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	It's one of the largest exhibitions of its kind.	1.	
2.	It's held in London every three years.	2.	
3.	It first took place in January 1999.	3.	
4.	That was one of the best meals I've ever had.	4.	
5.	They were some of the most amazing photos I've ever seen.	5.	
6.	There's a bit too much salt in it.	6.	
7.	This table isn't big enough for all of us.	7.	
8.	I don't think there are enough chairs for everyone.	8.	
9.	Do you think this film is as interesting as the other one?	9.	
10.	She's one of the most successful people I know.	10.	
11.	That's one of the most impressive paintings here.	11.	
12.	That was one of the most boring films I've ever seen.	12.	
13.	That's one of their best songs, without a doubt!	13.	
14.	It doesn't last as long as the other one.	14.	
15.	It has a lot more visitors than the other fair.	15.	
16.	Although she's rich, she lives in a small apartment.	16.	
17.	Even though they like it, they probably won't buy it.	17.	
18.	Despite quite liking it, I don't think I'll take it.	18.	
19.	Although they argue quite a lot, they're really very close.	19.	
20.	We managed to finish the game in spite of the rain.	20.	

Build up your own personal dictionary of words and expressions that you like. Then, spend time learning them. Also, try to use them when you're speaking or writing.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Make collocations using verbs and other words.

Design and write the text for a poster for a trade fair.

Understand a text about two fairs.

Use comparatives and clauses of contrast to compare events.

Understand a recording about several different festivals.

Identify the schwa sound in speech. w

UNIT 6 Eat up!

Objectives

In this unit, you'll learn how to...

...identify items of food, use the passive to describe a process, use the past passive to write about a restaurant, pronounce forms of was and were



Practise writing to develop your language skills. Use the LCCC method: **Look, Cover, Copy, Check**. First, choose a piece of text (a sentence or two or a short paragraph). **Look** at it for a couple of minutes. Then **cover** it and try to **copy** it out again word for word. Finally, **check** your version against the original.

Drinks analysis

Write the name of a drink from below next to each description of the ingredients (1 to 7).

Gin and tonic Chocolate milkshake Bloody Mary

Martini Irish coffee Hot chocolate Mojito

1. Warm milk, chocolate powder, cream.

2. Chocolate or vanilla ice cream, half a cup of whole milk, four tablespoons of chocolate syrup.

3. Rum, mint, sugar, lime juice and soda water.

4. Gin, tonic water and a slice of lemon or lime.

5. Gin, vermouth and a green olive.

6. Irish whiskey, hot coffee, fresh cream and brown sugar.

7. Vodka, tomato juice, lemon juice plus some Tabasco, salt and pepper to taste. _____

Think about it!

Have you tried any of the drinks from this page? Which ones do you like? What are some of your favourite drinks or cocktails? What soft drinks do you like? Which alcoholic drinks do you like? Why? What drinks are popular in your country?

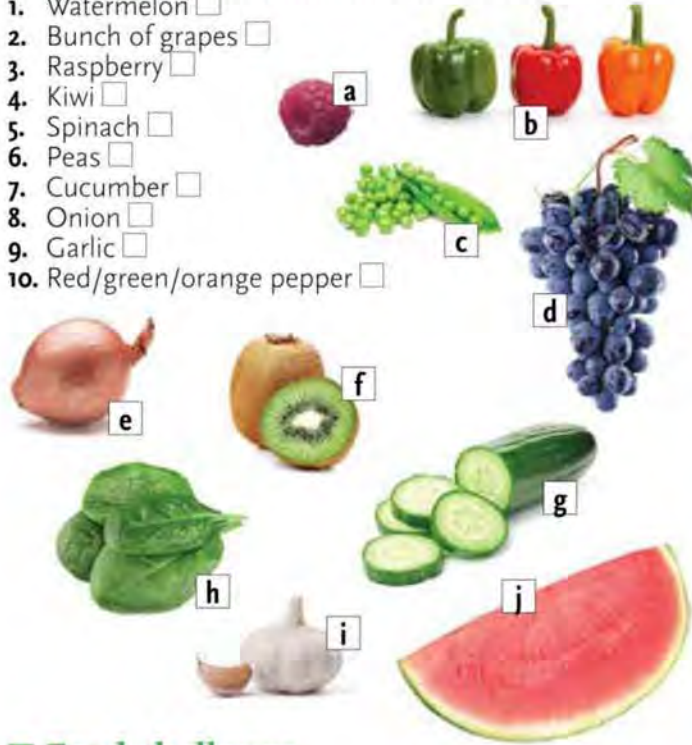


Vocabulary: Food & drink

1 Food matching

Match the items of food (1 to 10) to the pictures (a-j).

1. Watermelon
2. Bunch of grapes
3. Raspberry
4. Kiwi
5. Spinach
6. Peas
7. Cucumber
8. Onion
9. Garlic
10. Red/green/orange pepper



2 Food challenge

See how many items of food you can think of in just two minutes.

3 Shopping dialogue

Read the dialogue. Then, choose the correct answers *without* referring back to the text. How much can you remember?

- Assistant:** Good afternoon, how can I help you?
Nigella: I'd like some carrots, please. How much are they?
Assistant: Ninety pence a kilo.
Nigella: OK. I'll have half a kilo, please.
Assistant: Here you are. Anything else?
Nigella: Yes, I'll have half a kilo of those apples over there, too, please.
Assistant: Here you are.
Nigella: And a kilo of bananas, please.
Assistant: OK.
Nigella: And I'll have a kilo of those grapes, please.
Assistant: Great. Here you are. Anything else?
Nigella: No, thanks.
Assistant: That's three pounds fifty, please.
Nigella: Here you are.
Assistant: Thank you. And here's your change. Have a nice day.
Nigella: Thanks, bye.

1. The carrots are **19 / 90** pence a kilo.
2. Nigella asks for **a kilo / half a kilo** of carrots.
3. She wants **a kilo / half a kilo** of apples.
4. She buys **a kilo / half a kilo** of bananas.
5. She buys **a kilo / half a kilo** of grapes.
6. The total amount is **three pounds fifty / two pounds fifteen**.

4 Coffee ranking

Rank the types of coffee in order of preference ("1" is your favourite).



Think about it! Food & drink

What do you have to drink with your breakfast? What do you drink during the day? Do you drink much coffee? How many cups a day? What do you usually have for lunch? What do you drink when you're having lunch? What do you like to drink before you go to bed at night? Are there any special drinks from your country? What's the most unusual food or drink you've ever had?



IS FAST FOOD REALLY THAT BAD?

How often do you eat out? A new report says that Britons are spending more and more on fast food. But why?

For the first time ever, more than half of all meals eaten out in the UK are from fast food restaurants. Burgers, fried chicken, pizzas, kebabs and **takeout** curry now **account for** 50.4% of meals bought outside the home. That's **up** from 47.3% in 2008. And it represents a **staggering** 5.54 billion fast food meals a year.

But why? The answers are simple. For a start, many see fast food as a cheap option, which is a **priority** for a lot of people in these times of **economic hardship**. And it seems that most people prefer **familiar chains**. "Families want to know what they are getting, and with **the likes of** McDonald's and KFC they know it's a **consistent** experience and good value," an industry expert explained.

Many fast food chains are adapting their menus to **appeal** directly to middle-class families. McDonald's, for example, has started using **free-range** eggs and **organic** milk, together with fruit and vegetables for children's Happy Meals. And most chains are offering good **discounts** to attract customers. In London, for example, more than 25% of fast food purchases are made with a **promotional voucher**.

But is fast food really such good value for money? Not according to some. "Actually, healthy ingredients are cheaper... and offer better value for money," a food expert explained. "On the face of it, it may seem like the cheapest option, but when you look at the **labels**, you'll find that you're only getting 50% of meat in your chicken nuggets, for example."

So, what's the solution? An online survey on food has a number of suggestions.

"If you want to eat well and cheaply, simply buy lots of basic ingredients, then **cook in bulk**. Afterwards, you can freeze any **leftover food** and eat it later," says Molly Bates of Birmingham.

"If you buy a double quantity of **mince**, you can cook it all together, then separate it into two. Add chilli beans and chilli to one half and make chilli con carne, and use the other half for **bolognaise** or lasagne – the **recipe** is practically the same anyway. Then, freeze portions of it to eat another day," says Michael Smithers of Manchester.

"Beans, **lentils** and **pulses** are all excellent forms of **protein** and a lot cheaper than meat and fish. They're also very **tasty**," says Kylie Jones of Brighton.

Hamburger, anyone? ☺

1 Pre-reading

Look at the list of fast food items below. Which ones do you like? Why? Can you think of any more?

cheeseburgers curry

hamburgers kebabs

pizza milkshakes

fish and chips burrito

chicken wings doughnuts

chicken nuggets tacos

Chinese takeaway

onion rings sandwiches

chips / French fries (US)

2 Reading 1

Read the article once. Which fast food items are mentioned?

3 Reading 2

Read the article again. Then, answer true (T) or false (F).

1. People are now eating more fast food.
2. People prefer fast food chains.
3. More than half of the fast food purchases are with a voucher.
4. Some chicken nuggets only contain 50% of meat.
5. One person says that beans, lentils and pulses are more expensive than meat.

GLOSSARY

takeout

"takeout" food is food that you buy and then take home with you

to account for

if something "accounts for" 50% (for example), it is 50% of the total

up

if things are "up", they have increased

staggering

amazing/incredible

a priority

something very important that you must do

economic hardship

a period of time during which there isn't much money or work

familiar

if something is "familiar", you know it / recognise it

a chain

a group of shops/restaurants that belong to the same company

the likes of

this expression is used to refer to a group of people/companies, etc.

consistent

if something is "consistent", it is the same every time

to appeal to

if something "appeals to" you, you like it

free-range

"free-range" eggs come from chickens that are kept in an open area (not in small cages)

organic

food that is produced naturally (without any chemicals, etc.)

a discount

a reduction in the price (so the price is lower)

a promotional voucher

a piece of paper that offers you a low price, etc. for a product

a label

a piece of paper on a product with information about the product

to cook in bulk

to cook large amounts of food

leftover food

food that you haven't eaten after cooking it

mince

meat that is cut into very small pieces

bolognaise

a type of Italian dish made with mince

a recipe

instructions on how to make food

lentils

seeds of a lentil plant. They are small, round and brown

pulses

seeds that can be cooked and eaten such as beans, peas, etc.

protein

a substance in meat/eggs/milk, etc. that you need to grow and be healthy

tasty

food that is "tasty" is very nice and tastes good



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 form the Present Simple Passive with *is/are* and a past participle. We form negatives with *isn't / aren't* and a past participle. For example, "The computers are 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, "Jennifer prepares the drinks with this machine."

However, with the Passive Voice, the object becomes the focus of the sentence. For example, "The drinks are prepared with this machine (by Jennifer)."

Generally, we use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is not important or unknown. For example, "The beer is produced near here (by the company)."

The Past Simple Passive

Affirmative	Negative	Interrogative
The jacket was made in the USA.	The jacket wasn't made in the USA.	Was the jacket made in the USA?
The jackets were made in the USA.	The jackets weren't made in the USA.	Were the jackets made in the USA?

We form the Past Simple Passive with *was / were* and a past participle. We form negatives with *wasn't / weren't* and a past participle. For example, "She was given the money."

We can use question words (*who, what, where, when, why, how*, etc.) with the passive voice. For example, "Who were they sent to?"

Word choice

Choose the correct answers.

- English **is spoken / are spoke** by most people around here.
- The books **is left / are left** here on the desk.
- The equipment **is kept / keeps** in the store cupboard.
- The reports **are sending / are sent** to all shareholders.
- The walls **are painted / painted** once every three

- years.
- The posters **are designed / are designing** on this computer.
- The plants **watered / are watered** regularly.

Website completion

Complete the text with the words from below.

taken sold washed packaged picked roasted
processed discarded

Food.com

Home About Us Services Premium Support Contact

How Coffee is Made

Here's a brief explanation of the process. Coffee trees produce a fruit – the coffee cherry. When they're ripe, the cherries are (1) _____ by hand, or they're machine harvested. The coffee beans are (2) _____ from inside the berries. Then, the beans are (3) _____. As part of this, the beans are (4) _____ and sorted. Any inferior quality beans are (5) _____. The final step is roasting. Roasting transforms the chemical and physical properties of green coffee beans into roasted coffee products. This process is what produces the characteristic flavour of coffee, by causing the green coffee beans to expand and to change in terms of colour, taste, smell and density. During this process, the beans are (6) _____ to a variety of levels: light-roasted, medium roasted or dark roasted. The longer the beans are roasted, the more flavour they produce. Then, the coffee is (7) _____ and shipped to several different locations, where it is eventually (8) _____ in shops or in restaurants.

Sentence creation

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

watch, send, take, drink, eat, fly, give, hide, wear, keep, sell, manufacture, show, shoot, see, speak, call, learn, move

Transformation

Transform the active sentences into the passive. Use the Present or Past Simple Passive.

- They produce the alcohol in this factory.
- They export the drink all over the world.
- They sell it locally.
- They packed all the bags two hours ago.
- They serve the dish with a red wine.
- They didn't complete it.
- They promoted it on national radio.

3 Invitation analysis

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

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Was the furniture for the restaurant bought in the UK? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the food purchased from local supermarkets? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the food prepared in the restaurant kitchens? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Were the drinks and cocktails served at 6pm? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Was the official opening at 6.30pm? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was a two-course meal served? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Was the inauguration held in Southgate? | <input type="checkbox"/> | <input type="checkbox"/> |

3 Website analysis

Read the text about famous restaurants. Then, write **S** (Sobrino de Botín) or **G** (The Gay Hussars) next to each statement.

- It was founded by James Botín.
- It's named after some elite cavalry soldiers.
- It was originally called Casa Botín.
- It was opened in 1953.
- It was first opened in 1725.
- It was popular with left-wing politicians.
- It was founded by Victor Sassie.
- It appears in a book by a famous writer.

Your turn!
Write a paragraph describing the history of a restaurant (real or invented).

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Two famous restaurants: Maxim's and El Bulli

1 Pre-reading

What makes a good restaurant? Think of six things.

2 Reading I

You're going to listen to some information about two famous restaurants: Maxim's (in Paris, France) and El Bulli (from Spain). Think of two questions to ask about each restaurant. For example: Where is it? What type of food does it serve? Then, listen to the recording once to see if they answer any of your questions.

3 Listening II

Listen again. Then, write **M** (Maxim's) or **B** (El Bulli) next to each statement.

1. It closed down in 2011.
2. It was created by a former waiter.
3. Customers were served about 30 different dishes.
4. It was opened in 1893.
5. It was opened in 1964.
6. Film stars such as Brigitte Bardot have eaten there.
7. It's named after a pet dog.
8. It's currently owned by Pierre Cardin.



The pronunciation of *was* and *were*

A

There are two ways of pronouncing *was* and *were*.

Was

We often use the strong form *was* /wɒz/ for emphasis in speech:

- a) I *was* at home.
- b) She *was* in the living room.

And we use the weak form *was* /wəz/ in casual speech:

- a) I *was* at home.
- b) She *was* in the living room.

Were

We often use the strong form *were* /wɜː/ for emphasis in speech:

- a) They *were* at home.
- b) We *were* in the office.

And we use the weak form *were* /wə/ in casual speech:

- a) They *were* at home.
- b) We *were* in the office.

B

Now listen and repeat these sentences with weak forms

- a) It was sold for £300.
- b) She was given the money last night.
- c) They were painted 200 years ago.
- d) We were taken around the museum.

C

Now listen and write the sentences you hear. They've all got weak forms.

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

UNIT 6 Eat up!

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	They aren't given much time to check it.	1.	
2.	They're sold in shops around the world.	2.	
3.	They're sorted according to their quality.	3.	
4.	The products are shipped to several countries in Europe.	4.	
5.	The food is sold locally.	5.	
6.	The books are printed in China.	6.	
7.	The food is weighed then packed in cardboard boxes.	7.	
8.	The bikes are made in a factory just near here.	8.	
9.	The wine is exported to Asia mostly.	9.	
10.	It's usually served with vegetables.	10.	
11.	The restaurant was opened 10 years ago.	11.	
12.	The busines was founded in 1888.	12.	
13.	They were given instructions on what to do.	13.	
14.	We weren't told who to speak to.	14.	
15.	Who were you shown around by?	15.	
16.	They were shown around by the manager.	16.	
17.	It was originally called The Octopus.	17.	
18.	The name was changed in the 19th century.	18.	
19.	It was painted by a famous Spanish artist.	19.	
20.	The food was served with a really expensive wine.	20.	

Reading is a great way to learn. As you're enjoying a book or article, lots of new words and expressions will flow into your brain. On top of that, you'll see how the language fits together. And this will help with your understanding of grammar, language structures and collocation.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Identify different items of food.

Understand a text about fast food.

Understand a text about how coffee is made.

Use the past passive to write about a restaurant.

Understand a recording about two different restaurants.

Pronounce the two different forms of *was* and *were*.



UNIT 7 Art Fun

Objectives

In this unit, you'll learn how to...

...identify different types of art, write a description of a work of art, use the present perfect passive to talk about tasks that have been completed

1 Famous works of art

Write the name of a work of art next to the descriptions (1 to 6).



The Persistence of Memory



The Dream



Café Terrace at Night



Luncheon of the Boating Party



The Kiss



Mona Lisa

1. This is the world's most famous painting. It was created by Leonardo Da Vinci, and it is now owned by the French government. It hangs in the Louvre art museum in Paris. _____
2. This work of art is by Pablo Picasso, who pioneered the modern art movement known as Cubism. He's one of the most important artists of the 20th century. _____
3. This painting is by the Spanish artist Salvador Dalí. It was painted in 1931 and is now in the Museum of Modern Art in New York City. _____
4. This work of art is by the Dutch artist Vincent Van Gogh. The building in the painting is now called *Café Van Gogh*. _____
5. This piece is by the French artist Pierre-Auguste Renoir. It shows 19th century, middle class French people enjoying food, wine and conversation. _____
6. This painting is by the Austrian artist Gustav Klimt. It was painted in 1907. Klimt was a member of the Vienna Art Nouveau movement. _____

Think about it!

Do you know any other paintings by these artists? Which ones? What else do you know about these artists? Who are some of the most important artists from your country? Who are some of your favourite artists? Why do you like them? What are some of your favourite art museums? Why?



Listen to English when you're relaxing, doing the cleaning or doing some exercise. Simply let the language flow in. Without even realising it, you'll develop an ear for the language. Then, you'll start learning really fast.



Vocabulary: Art

Types of art

Look at the different types of art. Which ones do you like? Can you think of any famous artists associated with these types of art? Who are they?



Abstract art



Realism



Pop art



Conceptual art



Installation art



Sculpture



Classical art



Renaissance art



Impressionism



Caricature



Watercolour



Graffiti



Landscape



Portrait

Preposition exercise

Complete the sentences with the prepositions from below.

of on as of in in in for for

- It is one of her best works _____ art.
- The painting was displayed _____ an art gallery in London.
- It was exhibited _____ the national gallery for more than three months.
- The painting was sold _____ €50,000.
- The buyer offered €3,000 _____ it.
- The portrait hangs _____ the National Portrait Gallery.
- The drawing is symbolic _____ man's destruction of nature.
- Art critics described the painting _____ a masterpiece.
- The artist worked _____ the painting for more than 20 years.

Art blog analysis

Read the text. Then, write the name of the work of art being described.

Art Today.com

Features >>

Conceptual Art >>>

One of the first examples of conceptual art was by the French artist Marcel Duchamp (1887-1968). Known as the *Fountain* (1917), it consisted of a urinal on a stand.

In 1966, Carl Andre (1935) exhibited his work of art, *Equivalent VIII*, which consisted of 120 bricks.

One and Three Chairs by Joseph Kosuth (1945) featured a chair, a photograph of that chair and a dictionary definition of the word "chair".

Martin Creed (1968) is another conceptual artist. He won the Turner Prize for his piece *Work No. 227, the lights going on and off*. This work consisted of a room with the lights going on and off.

Damien Hirst (1965) created *The Physical Impossibility of Death in the Mind of Someone Living*, which featured a dead shark in a glass case.

One of Tracey Emin's works is *My Bed*, which consisted of a dishevelled bed surrounded by rubbish.

A piece of installation art by Colombian artist Doris Salcedo (1958) called *Shibboleth* featured a 167-metre crack in the floor. "It represents borders, the experience of immigrants, the experience of segregation, the experience of racial hatred. It is the experience of a Third World person coming into the heart of Europe," Salcedo explained.

It consists of...

- ...a bed with mess around it. _____
- ...a toilet. _____
- ...lights going on and off. _____
- ...a shark in a glass case. _____
- ...a chair, a photo of that chair and a dictionary definition of the word "chair". _____
- ...a crack in the floor. _____

Your turn!

Write a short description of a work of art.

Think about it! Art

What type of art do you like? Why? Do you like modern art? Why? Why not? What's your favourite art museum? Why do you like it? Are you interested in photography? What do you take photos of? Name some famous artists from your country. What do you think of them? Is art important? Do you think the arts should be subsidised by the government? Why? Why not? Do you ever draw or paint? What? When?



What do you know about these famous statues?

1 Pre-reading

Look at the pictures of the statues. Think of four questions to ask about them.

2 Reading I

Read the article once. Did you find the answers to any of your questions?

3 Reading II

Read the article again. Then write **V** (The Venus de Milo) or **M** (The Little Mermaid) next to each statement.

1. It's made of bronze.
2. It was discovered in 1820.
3. It was created in 1909.
4. It's on display in the Louvre (Paris).
5. It's only 1.25 metres high.
6. It was discovered in two large pieces.
7. It has been vandalised several times.
8. It was created about two thousand years ago.
9. It's on a rock in a harbour.

1 The Venus de Milo

Every year millions of visitors queue to get into the Louvre in Paris. The most popular exhibit is almost certainly the Mona Lisa, but the Venus de Milo statue comes in a close second. Also known as The Statue of Aphrodite*, it's been on display in the museum since 1821 following its discovery in 1820. The Venus de Milo was found on 8th April 1820 by a peasant named Yorgos Kentrotas and a French naval officer called Olivier Voutier on the Greek island of Milos. The statue was buried inside the ancient city ruins of Milos, which is the village of Tripiti today. When it was discovered, the Venus de Milo was in two large pieces, the upper body and the lower covered legs. Voutier told another French naval officer (Jules Dumont d'Urville) about the discovery, and together they arranged for the French ambassador to buy it. One well-known feature of the statue is that its arms are missing. Interestingly, the left arm and left hand were discovered, but they've never been re-attached. Originally, it was thought that the Venus de Milo was the work of the great sculptor Praxiteles, but when the inscription on the statue's plinth was translated, it appeared that the creator was in fact Alexandros of Antioch. It was created sometime between 130 and 100 BC.

2 The Little Mermaid

The bronze statue of The Little Mermaid sits on a rock in the harbour in Copenhagen (Denmark). It commemorates the famous fairy tale of the same name by Danish writer Hans Christian Andersen (1805-1875). The statue is surprisingly small – only 1.25 metres high. It was commissioned in 1909 by Carl Jacobsen, the son of the founder of the Carlsberg brewery. Jacobsen had seen a ballet based on the story and had enjoyed it so much that he asked sculptor Edvard Eriksen to make the statue. The ballerina, Ellen Price, posed for the mermaid's head, while Eriksen's wife (Eline) posed for the body. The statue was erected in 1913. It's been vandalised several times (once, the head was cut off!). In response, Copenhagen officials have said that the statue may be moved further out in the harbour to avoid further damage, and to prevent tourists from climbing onto it. *The Little Mermaid* by Hans Christian Andersen is the tragic tale of a young mermaid. She falls in love with a handsome prince and wants to become a human. After speaking to the Sea Witch, she's given legs in return for her voice. Only true love's first kiss will save her from dying. ☺

*Aphrodite is the Greek goddess of love and beauty. Her Roman equivalent is the goddess Venus.



Language Structures:
The Present Perfect Passive

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

We often use contractions with the Present Perfect / Present Perfect Passive. 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 form the Present Perfect Passive with *have/has + been* + a past participle. For example, "He's been informed of the changes."

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, "Ben has sent the package."

However, with the Passive Voice, the object becomes the focus of the sentence. For example, "The package has been sent (by Ben)."

Generally, we use the Passive Voice when we want to focus on the object of the sentence. The person who performs the action (the agent) is not important or unknown. For example, "The changes have been made (by them)."

We use the Present Perfect Passive to refer to actions that have happened some time before now, without mentioning exactly when. For example, "All the work has been done."

Word order

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

- eaten / has / all / the food / been
- has / more time / he / given / been
- sent yet / the parcels / been / haven't
- been / to the market / they / taken / have
- for the trip / been / she / has / charged / extra
- to pay / they / told / been / how much / haven't

"To do" list

Look at the list. Then, tick (✓) Yes or No.

Things to do

- Paint the main office. ✓
- Contact the estate agent about selling the property.
- Send the e-mail with the prices for framing the pictures. ✓
- Call the auction house about selling the paintings.
- Speak to James about his weekend plans. ✓
- Pay pending bills. ✓

- | | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 1. Has the main office been painted yet? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Has the estate agent been contacted? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has the e-mail been sent? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has the auction house been called? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has James been spoken to? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have the pending bills been paid? | <input type="checkbox"/> | <input type="checkbox"/> |

Your turn!
Write a "to do" list and create sentences with the Present Perfect Passive.

Sentence creation

When you've finished, write sentences using *already* and *still... not* and the ideas in the exercise. For example:

- The office has already been painted.

Word choice

Choose the correct words to complete the Past Passive or Present Perfect Passive sentences.

- The painting **was stolen / has stolen** from a museum last week.
- The artists **weren't pay / haven't been paid** for their work.
- The castle **was built / built** in the 14th century.
- The machine **was invented / has been invented** 100 years ago.
- The book **wasn't written / not written** in the 18th century.
- The films **have been made / were made** last year.
- The robbers **arrested / have been arrested** in the airport.
- The monastery **was constructed / has been constructed** in the 18th century.

Transformation

Transform the sentences into the Past Passive or Present Perfect Passive.

- She painted it in the 18th century.
- They have sold the painting for €30,000.
- They displayed the painting in a gallery in central London.
- They have held three exhibitions of his works.
- She has offered €5,000 for the sculpture.
- They included a description of the painting in the brochure.
- He took the painting back to New York.

3 Sentence creation

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

steal, rob, make, build, write, arrest, construct, paint, acquire, exhibit, hang, create, describe, show, watch, send, sell, call, give, found

7 Website completion

Choose the correct options (a, b, c) to complete the website posts.

FilmFantastic.com

Home About Us Services Products Support Contact

Paintings

In the Dining Room
(National Gallery of Art, Washington DC, USA)



In the Dining Room (1) _____ by French artist Berthe Morisot around 1875. The picture was painted in oils on canvas and it shows a woman in a long dress and apron standing in a dining room. The woman in the painting (2) _____ right in the centre of the picture with a chair and table to her left and a cupboard to her right. Bluish white paint (3) _____ to show the light coming in through the large window behind the woman. The picture was painted in an impressionistic style, with loose brush marks. Berthe Morisot, along with painters such as

Renoir and Monet, was part of the group of painters called the 'Impressionists'. The group's paintings (4) _____ outside and were done very quickly to capture a naturalistic impression of light and colour.

The Angel of the North
(Gateshead, North East England)



The Angel of the North is a twenty-metre high sculpture of a human figure with wings. The sculpture (5) _____ by British sculptor Anthony Gormley. After working on the sculpture for four years, it (6) _____ in 1998. It (7) _____ on a hill next to a motorway near Gateshead in the north east of England. The sculpture is almost the size of a jumbo jet and has been made to withstand one hundred mile an hour winds. It has a very industrial look, like a rusty piece of machinery or part of a ship. It (8) _____ using steel, which gives the sculpture its rusty orange colour. The shape of the human figure (9) _____ on the artist's own body. Anthony Gormley said that the sculpture was inspired by the industrial past of north-eastern England, and the generations of people who (10) _____ as miners and ship builders.

[CLICK HERE FOR MORE ►](#)

- | | |
|---|---|
| 1. a) was paint
b) has been painted
c) was painted | 6. a) was finally complete
b) has be finally completed
c) was finally completed |
| 2. a) has been placed
b) has be place
c) is be placed | 7. a) has erected
b) has being erected
c) was erected |
| 3. a) has be use
b) has been used
c) was be used | 8. a) is make
b) was made
c) has be made |
| 4. a) were often created
b) were often create
c) has be often created | 9. a) was based
b) was base
c) has is based |
| 5. a) was design
b) was designed
c) has be design | 10. a) is employing
b) has employed
c) were employed |

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Participating in a quiz show!

1 Pre-listening

Read over the questions (and one statement) below. How many can you answer?

- Which popular salad is named after the New York hotel where it was first made?
- Which alcoholic drink is added to tomato juice to make a Bloody Mary?
- Acid rain is composed mainly of the oxides of two elements. Name either.
- What units are used to measure sound intensity?
- What is measured by the "Richter scale"?
- Which two oceans are linked by the Panama Canal?
- How is the number 14 written in Roman numerals?
- When was World War I fought?
- Who were the books Rumpelstiltskin and Hansel and Gretel written by?
- According to legend, which Benedictine monk was champagne invented by?
- What's awarded to someone who comes third at an Olympic Games event?

2 Listening I

You're going to listen to someone who is participating in a quiz show. Listen once. Does she win the prize?

3 Listening II

Listen again and check your answers from the Pre-listening activity.

Word linking

A

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

- about it = **abou tit**
- on it = **o nit**
- for it = **fo rit**
- given anything = **give nanything**
- paid a = **pai da**
- eaten all = **eate nall**

Now listen to these sentences. Notice how the word sounds merge. Mark this on the page:

- I haven't been **told about it**.
- We haven't been **given anything**.
- They haven't been **paid a** penny.

B

Listen and repeat these sentences. Where does word linking occur?

- They've eaten all the food.
- They've been given a week.
- They haven't been sent a bill.

C

Now listen and write the sentences you hear.

- _____
- _____
- _____
- _____



UNIT 7 Art Fun

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	The painting is by an Austrian artist.	1.	
2.	It's one of her most famous works of art.	2.	
3.	The artist worked for more than 20 years on it.	3.	
4.	It was sold for more than \$50,000.	4.	
5.	They haven't been informed of the changes.	5.	
6.	She's been given the wrong one.	6.	
7.	All the food has been sold.	7.	
8.	The parcels haven't been sent yet.	8.	
9.	The robbers have been arrested.	9.	
10.	They weren't paid for the work they did.	10.	
11.	They haven't been given the access codes yet.	11.	
12.	Has the main office been painted yet?	12.	
13.	A decision still hasn't been taken on what to do.	13.	
14.	He hasn't been told what to do.	14.	
15.	All the work has been completed.	15.	
16.	The signs have been placed in the correct position.	16.	
17.	We've been paid extra for the work.	17.	
18.	It hasn't been sold yet.	18.	
19.	The photos still haven't been taken.	19.	
20.	It's been described as a masterpiece!	20.	

Try to memorise dialogues in English. Later, you can use the words, phrases or expressions or from the dialogues in your own conversations.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Identify different types of art.

Use the present perfect passive to talk about tasks that have been completed.

Write a short description of a work of art.

Understand a recording of a quiz show.

Understand a text about two different statues.

Identify connected speech in sentences.

UNIT 8 Protest Power

Objectives

In this unit, you'll learn how to...

...use future forms to write about a plan of action, use clauses of time to describe a sequence of events, identify different sounds in words



When reading, always try to guess the meaning of any words or expressions. The more effort you make to work out the meaning of a word, the easier it'll be for you to remember it!

Protest placards

Match the government proposals (1 to 7) to the protest placards (a-g).



1. The proposed construction of a nuclear reactor.
2. The planned construction of a prison for 3,000 dangerous criminals.
3. The destruction of six 19th-century buildings to make way for a new supermarket.
4. The closure of 400 public libraries to reduce costs.
5. The cutting down of trees to give more access to traffic.
6. A decision to send troops abroad to fight in a war.
7. The destruction of marine life.

Think about it!

Which of these situations would make you most angry? Why? Have you ever protested about something? What? When? Why? Do you think protests can be effective? Why? Why not? Have there been any protests in your country lately? What were they about?



Vocabulary: protests

Picture matching

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

1. Megaphone
2. Mounted police officers
3. Riot police officer
4. Placard (a rectangular piece of cardboard attached to a stick)
5. Microphone
6. Water cannon
7. Tear gas
8. Armband



Useful words

Read the definitions. Then, complete the sentences (1 to 5).

- **Protester** – someone who takes part in a protest.
- **Leaflet / flyer** – a piece of paper with information about something.
- **Crowd** – a large group of people in the street.
- **Sit-in** – a form of protest that involves sitting on the ground and not moving.
- **Riot** – a situation in which people in the street are being violent / burning things / breaking things, etc.
- **Baton charge** – a situation in which the police run at protesters with their batons (long sticks).
- **Slogan** – a short phrase that explains what something is about. Slogans are often used by political parties or in advertising campaigns.
- **Curfew** – if the government imposes a "curfew", they say that it's illegal to leave your house after a certain time (7pm for example).

1. The demonstrators were handing out _____ to people passing by.
2. The woman was carrying a _____ that said, "No War!"
3. The _____ were angry about the proposed construction of the airport.
4. Some people in the _____ were causing trouble.
5. There was a _____ by riot police in order to disperse the crowd.

Interview completion

Complete the interview with the words from below.

megaphones trouble slogans leaflets
route sit-in against

- Journalist:** So, tell me a bit about this afternoon's protest march.
- Seth:** Well, we're holding a demonstration to protest (1) _____ the government's plans to extend the motorway. This will lead to the destruction of six villages and a large area of natural beauty.
- Journalist:** So, what are you going to do?
- Seth:** Well, the protest (2) _____ will take us through central London. Along the way, we'll hand out (3) _____ and we'll have a (4) _____ outside Parliament.
- Journalist:** And what are you going to do there?
- Seth:** Sing songs. Shout (5) _____. I'm in charge of one of the (6) _____, so you'll probably hear me!
- Journalist:** Are you expecting any (7) _____?
- Seth:** Well, we hope not. We just want to express our legitimate right to protest against the destruction of our countryside.
- Journalist:** Well, good luck.
- Seth:** Thanks.



Think about it! Protests

Have there been any protests in your country recently? What about? What do people protest about in your country? What's the biggest protest there has ever been in your country? What was it about? What type of environmental protests are there? What do demonstrators typically shout during protests in your country? Are there any famous protesters in your country? What are they protesting against?



TWO FAMOUS PROTEST MOVEMENTS!

New York, London and Madrid have all seen large-scale protests in recent months. But what are the **underlying causes**?

There's nothing new about protests. In the United States in 1963, 300,000 people marched to Washington D.C. to protest about the lack of **civil rights** for African Americans. During the march, Martin Luther King, Jr. delivered his

famous "I Have a Dream" speech. And the protest led to the end of racial **segregation** in the United States. Mahatma Ghandi's "Salt March" in India in 1930 was an important step in India's move towards independence from Britain. As part of this protest, Ghandi and his followers walked 390 kilometres to protest against the British **salt monopoly**, and thousands of Indians joined him along the way.

Some of the more recent protests have become known as the Occupy movement.

The Occupy movement began in Madrid in May 2011. It quickly spread to over ninety cities worldwide. Protestors were demonstrating against **economic inequality** and **corporate greed**. And, as the name suggests, they "**occupied**" public spaces such as squares and parks. In many cases, protesters **pitched tents** and stayed for months. Two of the largest Occupy protests were in New York and London.

New York City
In New York, the protest movement was called "Occupy Wall Street". It began in September 2011 when a few hundred people **camped out** in Zuccotti Park in the middle of

the city. The occupation quickly grew, and on 5th October 2011 15,000 people marched through New York's financial district. The movement's slogan was "We are the 99%", referring to difference between the 1% of extremely wealthy people

London
in the United States and the rest of the population. In central London, protestors spent four months **camped** outside St Paul's Cathedral. "The current system is **unsustainable**. It is undemocratic and **unjust**. We need alternatives... one of the protesters said. Although they planned to stay indefinitely, police **evicted** them in February 2012.

While each of these protests had their differences, they all had one thing in common: the use of the internet and social networking sites to **spread the word**. This meant that the protests grew very quickly because people heard about them **in real time**, in particular via YouTube, Facebook and Twitter. In fact, the effect of social networking was so great that some governments even shut off the internet to stop protesters from communicating with each other. Previously, news of

protests spread much more slowly, via posters and word of mouth.

Protesting is a very powerful way for people to show they're unhappy about something. And, as recent events have shown, the power of protest is alive and well thanks to mobile phones, the internet in general, and sites such as YouTube, Facebook and Twitter. ☺

1 Pre-reading

What do you think the following protests involve? Make notes.

- Occupy Wall Street (2011-2012, in New York, USA)
- Occupy London (2011-2012, in London, England)
- The Salt March (1930, in India)
- The Great March on Washington (1963, in the USA)

2 Reading I

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

3 Reading II

Read the article again. Then, say what the numbers/dates, etc. refer to.

1. 1963
2. 1930
3. May 2011
4. October 2011
5. February 2012

GLOSSARY

- the underlying cause** *n*
the real/true reason
- civil rights** *n*
the rights that people have in society; the right to equal treatment, equal opportunities, etc.
- segregation** *n*
the practice of keeping people apart. In some states of the US this was done on the basis of race
- a monopoly** *n*
if a company has a "monopoly" on something, they have complete control of it
- economic inequality** *n*
a situation in which some people have lots of money and others have nothing
- corporate greed** *n*
if a company is accused of "corporate greed", people think the company is acting badly/illegal in its attempts to make more and more money
- to occupy** *vi*
if a group of people "occupy" an area, they take control of that area
- to pitch a tent** *vt*
to put up / erect a "tent" (an object made of material that you sleep in)
- to camp out** *vi*
if you "camp out" somewhere, you sleep there (often in a tent)
- to camp** *vi*
if you "camp out" somewhere, you sleep there (often in a tent)
- unsustainable** *adj*
if something is "unsustainable", it cannot continue
- unjust** *adj*
not fair
- to evict** *vt*
if the police "evict" someone from a place, they force them to leave that place
- to spread the word** *vt*
to tell people about something; to let people know about something
- in real time** *adv*
if something happens "in real time", it happens now / as you're talking, etc.

Language Structures:

Future forms

There are several ways of expressing the future in English. Here are three important structures: *will*; *be + going to*; and the Present Continuous.

Time expressions used with future tenses
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

Will

We can use *will* for personal predictions (not based on any evidence), promises and spontaneous decisions. For example, "I think I'll finish it later."

Be + going to + infinitive

We can use *be + going to* for future plans or predictions based on evidence. For example, "He's going to take them to the cinema."

The Present Continuous

We can use the Present Continuous for future plans or appointments at a fixed time and/or place, often as part of a meeting with another person. For example, "I'm meeting Christie for dinner at 7pm."

Word choice

Choose the correct words.

- I don't think it **is going to rain / going rain** tomorrow.
- Don't worry! We **not leave / won't leave** without you.
- You **won't need / aren't needing** your coat today. It's really hot outside!
- Are you **will come / coming** to my party this evening? We'd love to see you there.
- We **will meeting up / are meeting up** later this evening if you want to come along.
- There's so much work to do, so I **will having / am going to have** to stay on late.
- They **take / are taking** the bus home tonight.
- I don't think we **will have / are have** time to finish it.

Gap fill

Complete the sentences with the verbs from below.

take seeing be watch rain having like have

- She should come with us. She'll _____ a good time.
- I don't think you should buy it. You won't _____ it.
- I think you should take an umbrella. It's going to _____.
- We're _____ a meeting to discuss it tomorrow morning.

- I don't think it's going to _____ sunny tomorrow.
- We'll probably _____ the bags in our car.
- I'm _____ the doctor early next week.
- They aren't going to _____ the film – there isn't enough time.

Ideas completion

Complete the sentences with your own ideas.

- Today, I'll probably...
- I probably won't... tomorrow.
- Tonight, I'm going to ...
- Next week, I'm going to...
- This afternoon, I'm not going to...
- I'm seeing _____ this evening.
- I'm playing _____ with _____ this weekend.
- I'm planning to _____ in two months.

Sentence creation

Create as many sentences as you can using future forms (*will, be + going to, the Present Continuous*) in just two minutes. Use the verbs below. Use both affirmative and negative forms.

be, take, catch, drink, eat, walk, work, move, fall, fly, get, give, go, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, watch, teach, rain, snow

Fluency practice

Answer the questions using any future tenses of your choice.

- Do you think you'll move house in the near future? Why? Why not?
- Do you think you'll eat out tonight? Where?
- Are you meeting up with anyone tonight? Who? Where?
- Are you going away this weekend? Where to?
- Are you going to watch anything on TV tonight?
- Are you going to study anything next year?



6 Leaflet analysis

Read the text on the leaflet. Then, complete the table. Afterwards, see if you can identify any future forms. Why are they being used?



Join the cause!
Fight for a free education for all!

Join us on Saturday 16th April and march against the education cuts.

The march will start at ten o'clock. We're meeting by the boating lake in Grant Park before making our way towards the city centre. We're going to march along King's street and past the Office of Education. Then, we'll go down Government Hill and into Government Square. There will be speeches and protest songs in the square before we march away from the city centre towards the river.

After that, we're crossing Castle Bridge and through the University grounds to the Student Union building. Finally, we'll march out of the University grounds and head towards the Parliament Building, where the march will end. The protest leaders plan to go to the main entrance to hand in our petition.

Come and show your support on Saturday the 16th and fight for your future!

1.	Date of march	
2.	Purpose of protest	
3.	Meeting time	
4.	Meeting place	
5.	Activities in Government Square	
6.	End point of protest march	

Your turn!

Write up a plan of action for a protest, including times and meeting points.

Clauses of time

Typical clauses of time include the following: *before, after, when, since, as, by the time, till / until, while, as soon as, whenever, ever since, as long as, hardly ... when*

Remember, we use a present tense to refer to the future with the following terms: *as soon as, when, after, before...*

- a) I'll ask him **as soon as** I see him. (not: *as soon as I will see him*)
- b) We'll finish it **before** we leave. (NOT: *before we will leave*)

Here are some more examples of clauses of time:

- a) I'll finish the report **after** I've had lunch.
- b) **Whenever** that song comes on, it makes me feel really good.
- c) I've known Paige **ever since** we were at university together.
- d) We'd **hardly** sat down **when** they told us it was time to leave.

7 Article analysis

Choose the correct time words.

TheRecorder.com



Tax protest

Thousands of people gathered in the city centre last night to protest against the government's new tax laws. The march began around ten in the morning. (1) **During /**



After a series of speeches by protest organisers, the crowd marched towards the city centre. (2) **By the time / With the time** the marchers reached the Treasury building, the crowd was about 30,000 strong, according to the organisers. Government officials were unable to leave the building (3) **whenever / until** the police arrived to move the protesters back. (4) **After / By** handing in a petition to the minister of finance, the protesters moved on to the headquarters of the city bank. (5) **Hardly / When** the protesters reached the bank, they started throwing eggs and stones at the windows. (6) **As soon as / Ever since** they started doing this, the police moved against them in order to prevent any damage. But (7) **after / while** this was going on, one protester chained himself to the metal railings around the bank. He said he was going to stay there (8) **until / hardly** something was done about the situation. (9) **Eventually / Knowingly**, the man was removed and the protesters were dispersed. Ministers fear there will be more protests in the near future.

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Organising a protest!

1 Pre-listening

In just two minutes, think of as many words associated with protests as you can.

2 Listening I

You're going to listen to two people (Marianne and Declan) talking about a protest. They're protesting against plans to turn a local park into a car park. Listen once. Does Declan (the man) take part in the end?

3 Listening II

Listen again. Then, answer the questions.

1. When are they going to dig up the park?
2. When does Declan suggest setting up the camp?
3. How many people are going to attend the protest?
4. Has Declan handed out the leaflets?
5. What does the text on the placard say?
6. What does Marianne suggest they chain themselves to?

Minimal pairs: /ʌ/ and /ɔ: /

A

Listen and repeat these words with the /ʌ/ sound:
shut, hut, enough, rough, tough, stuff, cup...

And now listen and repeat these words with the /ɔ: / sound:

bought, taught, brought, thought, sure, boring, caught, or, shore...

B

Now listen and repeat these sentences that have words with the /ʌ/ sound:

- a) We've had **enough**.
- b) The sea was really **rough**.
- c) It was **tough**.

And these ones that have words with the /ɔ: / sound:

- a) I've **bought** a new one.
- b) She **taught** me how to do it.
- c) The police **caught** him.

C

Write **A** for words with the /ɔ: / sound, and **B** for words with the /ʌ/ sound, according to the sounds of the words in bold. Then, listen to check your answers.

1. They weren't **sure** about it.
2. We put the wine in a **cup**.
3. They thought it was really **tough**.
4. She **bought** enough for everyone.



UNIT 8 Protest Power

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	They were protesting against it.	1.	
2.	They closed the library in an attempt to reduce costs.	2.	
3.	They were handing out leaflets to people in the street.	3.	
4.	We probably won't have time to meet up tonight.	4.	
5.	I don't think it's going to rain tomorrow.	5.	
6.	Are you coming to my party this evening?	6.	
7.	What do you think you're going to tell them?	7.	
8.	I don't think I'll be able to go.	8.	
9.	She doesn't think she'll have time to finish it.	9.	
10.	We're discussing it in the meeting tomorrow morning.	10.	
11.	I don't think we'll have enough money to buy it.	11.	
12.	I'm seeing her in the pub this afternoon.	12.	
13.	I probably won't go out tonight.	13.	
14.	Are you going to have time to finish it?	14.	
15.	I'll ask him as soon as I see him.	15.	
16.	We'll try to finish it before we leave.	16.	
17.	She'll send it to you sometime after lunch.	17.	
18.	I've known her ever since we were at school together.	18.	
19.	Let us know as soon as you hear back from her.	19.	
20.	Are you going away this summer?	20.	

Read what you're interested in. This way you'll be more motivated. For example, if you're into cinema, read some movie reviews in English of films you've seen; or if you're a sports fan, check out the sports section of an online English-language newspaper.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Identify words used to talk about protests.

Use clauses of time to write about a sequence of events.

Understand a text about protests from around the world.

Understand a recording about a protest.

Use future forms to write up a plan of action.

Identify similar sounds in different words.





SELF-ASSESSMENT

Congratulations! You have finished half the course.
Now, please take some time to reflect on your learning and progress.

My feelings at the end of these units are...

- a. Positive
- b. Negative
- c. OK

What can I do?

Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent).

I can use...

- a. ...the Present Simple and Present Continuous.
- b. ...the Past Simple / the Past Continuous.
- c. ...the Present Perfect.
- d. ...Comparatives & Superlatives / Clauses of contrast.
- e. ...the Present Simple Passive / the Past Simple Passive.
- f. ...Future forms / Clauses of time.

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: _____

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?

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.



Repeat difficult words, expressions and phrases over and over again until you can say them quickly and easily.



VOCABULARY GRAMMAR

1 Word choice

Choose the words to complete the sentences

1. I left her a voicemail note/message.
2. She fell sleep/asleep on the sofa.
3. They cheated/wronged in the exam.
4. He told/said a lie.
5. She gave me her business card/cardboard.
6. There was a large crowd/gather of people in the street.
7. She told/said us a joke.

2 Collocation completion

Complete the expressions with the correct prepositions.

1. Switch _____ a mobile phone
2. Pick _____ the phone
3. Be _____ danger
4. Be _____ love
5. Take place _____ July
6. Hand _____ things to people
7. Get _____ trouble



1 Sentence completion

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

1. She often _____ (go) out on Friday night. (Present Simple)
2. We _____ (not go) to the party. (Present Continuous)
3. _____ (he / manage) to finish it? (Past Simple)
4. _____ (they / discuss) it? (Past Continuous)
5. She _____ (never / be) there. (Present Perfect)
6. That's the shortest story I _____ (ever / read). (Present Perfect)
7. It _____ (manufacture) in a factory near here. (Present Passive)
8. They _____ (make) a decision next week. (Future with *be + going to*)

2 Word choice

Choose the correct words.

1. They're work/working from home this week.
2. They didn't do/done much last night.
3. She was write/writing the e-mail when I left.
4. Has he seen/see the photo yet?
5. It was probably the worst one I've ever have/had.
6. It was sold/sell last week for more than \$3,000.
7. She's been give/given a pay rise.
8. They've been tell/told what to do.



LISTENING TEST

All about ice cream!

1 Listening I

How many ice cream flavours can you think of in 2 minutes? Think. Then, listen once to compare your ideas.



2 Listening II

Listen to the information again. Then, answer the questions.

1. When was ice cream invented?
2. When did the first ice cream parlour open in the US?
3. How much is the ice cream industry worth?
4. Where is the ice cream flavour "rocky road" popular?
5. Where is the ice cream flavour "rum and raisin" popular?
6. Where can you try Philippe Faur's "foie gras ice cream"?
7. Where can you have a blue cheese ice cream?

READING TEST

1 Reading I

Read the article once. Which course is the most unusual? Why?

2 Reading II

Read the article again. Then, match the courses (1 to 7) to the universities (a-g).

1. "David Beckham Studies"
 2. "Zombie Studies"
 3. "Harry Potter and the Age of Illusion"
 4. "Philosophy and Star Trek"
 5. "Feel the Force: How to Train in the Jedi Way"
 6. "Robin Hood Studies"
 7. "Maple Syrup – The Real Thing"
-
- a. Durham University
 - b. Alfred University
 - c. Queen's University Belfast
 - d. Staffordshire University
 - e. Georgetown University
 - f. Nottingham University
 - g. The University of Baltimore

Eight unusual university courses!

What did you study at university or college? There are hundreds of courses available... including some very strange ones.

Staffordshire University (in England) offers a module called "David Beckham Studies" for students taking sociology, sports science or media studies. The course deals with the sociological importance of football.

The University of Baltimore (in the USA) is offering

students the chance to study zombies. This is part of its "English 333" course. The lecturer of zombie studies is Arnold Blumberg, who has written a book on zombie films.

Durham University (in England) offers a unit in "Harry Potter and the Age of Illusion" as part of its education studies course. Students can read about topics such as "Muggles and magic: the escape from the treadmill and the recovery of enchantment", as well as "Gryffindor and Slytherin: prejudice and intolerance in the classroom". Fascinating!

Georgetown University (in Washington DC) is offering a course in "Philosophy and Star Trek". Students can attempt to answer questions such as "Is time travel possible?" and "Could we go back and kill our grandparents?"

A masters course in the "Psychology of Exceptional Human Experiences" at the University of Coventry (in England) allows students to study the film Ghostbusters. Lecturer Tony Lawrence said of the course, "We don't tell students what to believe but we help them investigate."

Queen's University Belfast (in Northern Ireland) has a course in "Feel the Force: How to Train in the Jedi Way". Students learn about the real-life psychological techniques behind Jedi mind tricks, as well as examining the wider issues behind the Star Wars universe, such as balance, destiny, fatherhood and fascism.

Embedded within the MA in History at Nottingham University (in England) is a module called "Robin Hood Studies". Students can learn about the tales of one of England's most famous medieval heroes.

Alfred University in New York (in the USA) offers a unit called "Maple Syrup – The Real Thing". The course looks into the profession of making maple syrup and how the production process has hardly changed over the years.

So, which course would you like to take?



UNIT 9 Fun Time!

Objectives

In this unit, you'll learn how to...

...write about your free time activities, use modal verbs to describe how to do something and to give advice, pronounce compound nouns



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

Fun activities

Tick the activities that you'd like to try (or that you've already tried).

- **Abseiling:** lowering yourself down a rock face with a rope attached around your body.



- **Bungee jumping:** jumping off a high place with a piece of elastic cord around your ankles.



- **White water rafting:** going down fast-moving (sometimes dangerous) rivers in an inflatable boat called a raft.



- **Parachuting:** jumping out of a plane with a piece of fabric (like a large umbrella) to slow your fall.



- **Ice climbing:** climbing up frozen waterfalls or ice cliffs using rock climbing equipment.



- **Motocross:** racing motorbikes over rough ground and small hills.



- **Hang gliding:** flying a small kite-like craft by hanging underneath it.



Think about it!

Which of these activities have you tried? What was it like? Which one would you never do? Why? Which one would you like to try? Which one looks the most dangerous? Do you know anyone who's done any of these things? What did they tell you about it?

Vocabulary: Free-time activities & sport

1 Matching

Match the equipment (1 to 8) to the pictures (a-h). Then, say what you can use three of the objects for. For example: *You can use trainers for jogging.*

1. Trainers
2. Tracksuit top and bottoms
3. Gloves
4. Helmet
5. Rope
6. Jumpsuit / overalls
7. Harness
8. Backpack



2 Activity classification

Put six of the activities / sports in the columns according to your own preferences.

skiing, climbing, running / jogging, ice skating, skating, roller-skating, kayaking, skateboarding, volleyball, ice hockey, rugby, baseball, boxing, windsurfing, mountain biking, cycling, scuba diving, sailing, waterskiing, tennis, horse riding, gymnastics, fencing, swimming, golf, canoeing, rock climbing, martial arts (karate, judo, Tai Chi, kick boxing), athletics, surfing, fishing, badminton, basketball, football (soccer), American football, hockey, table tennis, handball, netball, Gaelic football, cricket, car racing, ten-pin bowling

Sports I do	Sports I watch	Sports I'd like to do

3 Parts of speech

Complete the table.

Sport	Verb	Person
1. boxing	to box	a boxer
2. swimming		
3. surfing		
4. climbing		
5. skiing		
6. scuba diving		

4 Conversation analysis

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

Jocelyn: Hey, you'll never guess what I did last weekend.
Spike: What?
Jocelyn: I went parachuting.
Spike: What was it like?
Jocelyn: Well, I had a few lessons a few weeks before the actual jump. Then, on the day of the jump, I was given a jumpsuit, a helmet and a pair of goggles to put on. Then, I prepared the parachute. Basically, you fold it up and pack it into a kind of backpack. Once that was ready, I had to climb into the plane. We went up in a little Cessna. There were just three of us: the instructor, myself and the pilot. The plane takes you up to about 700 metres. When it's more or less time to jump, the pilot switches on this green light. Then, you move to the open door and attach a cord on the parachute to a hook in the plane. After you've done that, you stand by the door until they tell you to jump. A few seconds after jumping, the parachute is pulled open by the cord that's attached to the plane.
Spike: What happens then?
Jocelyn: Well, you just float down and that's it really. It's amazing.
Spike: I can imagine.

1. What did Jocelyn do?
2. What was she given to wear?
3. What type of plane did they go up in?
4. How high did she jump from?
5. What did she attach the cord on the parachute to?

Reminder!

In general...

- a) *Play* is for ball sports or competitive games: *play football, play rugby...*
- b) *Go* is for individual activities that end in *-ing*: *go skiing, go running...*
- c) *Do* is for activities or non-team sports (and that often don't require a ball): *do karate, do exercise...*

Your turn!

Write a short paragraph about an activity that you've done.

Think about it! Sport

What sport/s do you do these days? Why? What sport/s did you do when you were younger? What are some of your favourite individual sports? Why? What are some of your favourite team sports? Why? Who are some of your favourite sports stars? Why? Have you ever won a sports medal/trophy? What was it? Why did you win it? Have you ever been in a sports team? Which one? Have you ever been the captain of a team? What was it like? What are the most popular sports in your country?

SIX PEOPLE TALK ABOUT THEIR HOBBIES!

What do you do in your free time? All sorts of people dedicate lots of time to working on the things they enjoy most... their hobbies. We spoke to a few people about theirs.

I design and create my own jewellery. I make **bracelets**, **necklaces** and **earrings** out of silver and other metals. On Saturday morning, I sell my creations from a **stall** in Camden Town market (in London). My work is quite popular with tourists. I also sell it online from my website.

Scarlett Penbrook, 24

I paint in my free time. I do **landscapes** and **portraits** mostly. I work from a studio next to my house. I've sold a couple of works and **given** some **away**. My sister's got one of my paintings in the office where she works. I also **upload** some of the pictures to my blog.

Leo Smith, 44

I'm in an **amateur theatrical group**. We meet up every Wednesday to play drama games, read through **scripts** and **rehearse** for **plays**. We're doing *The Crucible* by Arthur Miller very soon. We use the profits from ticket sales to buy equipment, **props** and costumes.

Colette Harper, 36

One of my hobbies is model engineering. This involves constructing metal machines **in miniature**. I've made some **steam locomotives** and **stationary steam engines**. I use a **lathe** and other machine tools to create the parts (I don't use any **pre-fabricated** bits – I just **build from scratch**). When I've finished something, I might take it to an exhibition and enter a competition for the best model. I haven't won any prizes yet, but I have been "**highly commended**". I've given some of my models away to family members.

David Coney, 68

I play guitar in a band in my free time. There are six of us: myself, a singer, a drummer, a bass guitarist, a saxophonist and trumpet player. Our music is a mixture of R&B and jazz. We play at clubs and weddings. We don't get paid much, but it's great fun.

Molly Malone, 29

I love cooking. I watch TV **chefs** and get ideas from there, or **download** recipes from the internet. I try to cook something new every weekend and then invite friends over to try it out. It doesn't always **turn out** well, but it's a lot of fun.

Isaac Jones, 58

GLOSSARY

- a bracelet** *n*
a piece of jewellery worn around the wrist
- a necklace** *n*
a piece of jewellery worn around the neck
- earrings** *n*
pieces of jewellery worn through the ears
- a stall** *n*
a small table in a market
- a landscape** *n*
a painting of a view that includes the mountains, rivers, hills, etc.
- a portrait** *n*
a picture/photo of a person, especially one showing the face
- to give away** *phr vb*
if you "give something away", you let someone have it for free
- to upload** *vb*
if you "upload" a picture to the internet, you put it on a website
- an amateur theatrical group** *esp*
a group of people who act in plays for fun (not professionally)
- a script** *n*
the text (writing) for a film, TV show or play
- to rehearse** *vb*
to practise for a theatre play / a film
- a play** *n*
a story that is represented by actors in a theatre
- a prop** *n*
an object that people hold or use when they are acting in a play
- in miniature** *adv*
if an object is "in miniature", it is much smaller than the original version
- a steam locomotive** *n*
a train that is powered by steam (the gas that's produced when water is heated to 100°C)
- stationary** *adj*
if something is "stationary", it isn't moving
- a steam engine** *n*
a train engine (motor) that is powered by steam (the gas that's produced when water is heated to 100°C)
- a lathe** *n*
a machine for shaping metal or wood
- pre-fabricated** *adj*
if something is "pre-fabricated", it has been made in a factory
- to build from scratch** *adv*
if you "build a model from scratch", you make it all yourself, not using any pre-made parts
- highly commended** *adv*
if something has been "highly commended", people have said that it is very good
- a chef** *n*
a person whose job is to make food in a restaurant
- to download** *vb*
to take a file / document / photo, etc. from the internet and to put it onto your computer
- to turn out** *phr vb*
if something "turns out" well, it is

1 Pre-reading

What do you think is involved in the following hobbies?

acting painting

jewellery design

cooking playing in a band

model engineering

2 Reading I

Read the article once to compare your ideas.

3 Reading II

Read the article again and write a name next to each statement.

1. He takes his designs to exhibitions.
2. She sells her creations in a market in London.
3. He invites friends over to try his food.
4. She rehearses every Wednesday.
5. She plays music at weddings.
6. He gave his sister one of his works of art.

Language Structures:

Modal Verbs

Ability (can)	<i>I can speak three languages. They can't juggle.</i>
Ability in the past (could)	<i>I could ride a bike when I was four. She couldn't see it.</i>
Possibility (could)	<i>We could go by train. They could finish it next week.</i>
Advice (should / ought to)	<i>You should go and see a doctor. They shouldn't go outside. You ought to get some rest.</i>
Obligation (must)	<i>She must tell us about it. They must arrive early.</i>
Suggestions (could / can)	<i>We could go to the party. We can start now!</i>
Offers (shall / could)	<i>Shall I help you? Could I do anything for you?</i>
Prohibition (mustn't / can't)	<i>He mustn't speak like that. You can't sit there.</i>
Possibility / permission (might / may / could)	<i>We might go tomorrow. It may rain later. It could be cold in the mountains. Yes, you may go in the garden.</i>
Certainty (must be / can't be)	<i>It can't be the right one. It must be Jack who's calling.</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*.

Multiple choice

Choose the correct answers.

1. You _____ use that one.
 a) shouldn't b) not should c) not to should

2. We _____ get there on time or they'll be angry.
 a) must b) must to c) do must
3. The doctor said I _____ do more exercise.
 a) should to b) should c) will should
4. We _____ take my car too.
 a) could b) may could c) could to
5. You _____ go to Florence; it's really beautiful.
 a) have b) must to c) must
6. I don't think we _____ to finish it in time.
 a) will to can b) will be able c) will can
7. If we go to Brussels, we _____ pay you a visit.
 a) might b) might to c) mights

Word order

Put the words in the correct order.

- it / I / read / can't
- should / they / now / start
- that one / you / use / shouldn't
- turn / should / the lights off / you
- to the match / might / not / go / we
- saving up / I / summer holiday / start / must / for my

Picture description

Look at the photos. Give advice or make comments using modal verbs. For example: They should paint their faces too!



1



2



3



4

Sentence creation

Create as many sentences as you can with modal verbs in just two minutes. Use any modal verbs from this unit and the verbs below. Use both affirmative and negative forms.

break, take, catch, drink, eat, fall, fly, get, give, go, hurt, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, walk, work, move, watch



I Ideas completion

Complete the sentences with your own ideas.

1. I really think I should...
2. We mustn't...
3. We can't possibly...
4. If I tried hard, I think I could...
5. Tomorrow, it may...
6. Next summer, we might...
7. If I'm lucky, I should be able to...
8. I don't think I should...

E E-mail word choice

Choose the correct options.



Your turn!
Write an e-mail to someone proposing an activity.

F Fluency practice

Use modal verbs to give advice.

For example:

A: I'm bored.

B: You should go for a walk.

- I haven't got any money for the taxi.
- We're going to be late.
- They're making a lot of noise.
- I'm bored.
- I'm really tired.
- I've got a driving test next week.
- I'm going to be late for the plane.
- I don't really want to go to the cinema on my own.

8 "How to" guide analysis

Read the guide. Then, choose the right answers. Afterwards, see if you can find any examples of modal verbs. How many can you find?

howtodostuff.com



How to snowboard

Follow these simple steps for a fun, safe time on your snowboard.

1. Dress correctly!

You should make sure your helmet and boots fit. The helmet must fit firmly on your head (it shouldn't move around), and your boots should be a little bit bigger than your normal shoe size so you can wear thick socks.



2. Get the right sized board!

If you stand your board upright, it should be level with your chin. This is only a rough guide as in certain snow conditions such as powdery snow you might want a slightly longer board. If you aren't sure which size you need, you can ask someone at the ski resort.

3. Find your lead foot! This doesn't have anything to do with being right- or left-handed. Simply stand still and get a friend to gently push you from behind. The foot you automatically put out to stop yourself falling is your lead foot. You should try this a few times to be sure.

4. Sign up for classes! It might sound obvious, but it really is the best way to learn safely. But be patient as it may take a while before you learn how to stop and turn.

5. Follow the rules! You should pay particular attention to any warning signs.

Have fun! Snowboarding is amazing!

1. Your helmet should...
a) be just the right size b) fit loosely on your head
2. Your board should be level with...
a) the top of your head b) your chin
3. You can find your lead foot by asking someone to...
a) kick you from behind b) push you from behind
4. The best way to learn is...
a) to sign up for classes b) to keep practising on your own
5. You should pay attention to any...
a) weather reports b) warning signs

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Skating in the park!

1 Pre-listening

In just two minutes, think of as many sports-related words as you can.

2 Listening I

You're going to listen to a conversation between two people (Jerry and Alexis) who are roller skating. What happens to Jerry in the end?

- a) He wins a competition.
- b) He falls down and hurts himself.

3 Listening II

Listen again. Then, answer the questions.

- 1. When did Alexis last go roller-skating?
- 2. What's in Alexis' backpack? Name any two things.
- 3. Does Jerry usually wear safety equipment?
- 4. What sport did Jerry do the other day?
- 5. Does Jerry wear a helmet in the end?
- 6. What does Jerry want Alexis to do after he cuts himself?

Word stress: compound nouns

A

Compound nouns are formed with two nouns. For example: *horse + race = horserace*.

Sometimes the words are joined: *toothpaste*. And sometimes they're both separate: *ice cream*.

When pronouncing compound nouns, we usually put the stress on the first word. For example:

roller skates, knee pads, jumpsuit, windsurfing, mountain biking, scuba diving, horse riding, feedback

B

Now listen and repeat these sentences.

- a) She bought some new roller skates.
- b) They went windsurfing.
- c) We asked them for feedback on the work.

C

Now listen and write the sentences you hear.

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



UNIT 9 Fun Time!

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	We shouldn't really take it without permission.	1.	
2.	They should leave fairly soon.	2.	
3.	The doctor said I should do a bit more exercise.	3.	
4.	If we've got time, we might go and see it.	4.	
5.	You must come and stay if you're in Florence this summer.	5.	
6.	They should start now if they want to finish it on time.	6.	
7.	I must write to thank her for all her help.	7.	
8.	I don't think I should go without them.	8.	
9.	We may have the picnic tomorrow.	9.	
10.	We can't possibly get this finished on time.	10.	
11.	If the weather's nice, we can go to the park.	11.	
12.	We could invite some of your friends if you want.	12.	
13.	You should make sure that the helmet fits properly.	13.	
14.	She should send in her application form.	14.	
15.	You should listen to what they're saying.	15.	
16.	You must let me know if there's anything you need.	16.	
17.	We can call you at work tomorrow if you like.	17.	
18.	I don't think we should go without them.	18.	
19.	What time do you think they might get here?	19.	
20.	It might be a bit too late for that!	20.	

Watch your favourite TV series in English. TV series are great because they're full of dialogue, with lots of useful language for spoken English.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Write a short paragraph about an activity.

Understand a text about free-time activities.

Use modal verbs to propose an activity.

Understand a text on how to do something.

Understand a recording of a conversation between two people who are skating.

Pronounce compound nouns.

UNIT 10 Political Play

Objectives

In this unit, you'll learn how to...

...talk about politics, use reported speech to write up a summary of a meeting, report back on a conversation, identify key words



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

Political quotes

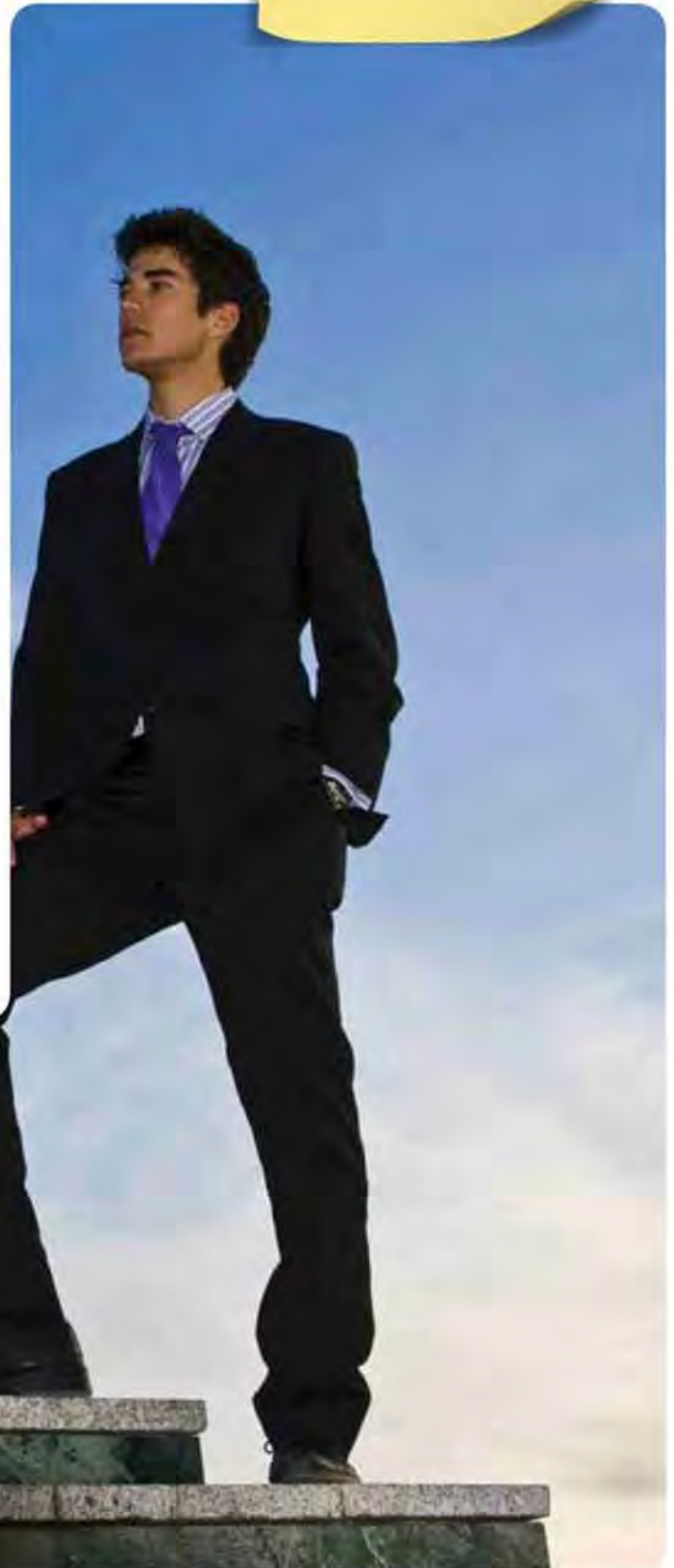
Complete the "political" quotes with the words from below. Which quote do you like the best? Why?

easy happen tomorrows country believe

1. "One today is worth two _____."
Benjamin Franklin
2. "The art of leadership is saying no and not saying yes. It is very _____ to say yes." **Tony Blair**
3. "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your _____." **JF Kennedy**
4. "The mind is the limit. As long as the mind can envision the fact that you can do something, you can do it, as long as you really _____ 100 percent." **Arnold Schwarzenegger**
5. "A politician needs the ability to foretell what is going to happen tomorrow, next week, next month, and next year. And to have the ability afterwards to explain why it didn't _____." **Winston Churchill**

Think about it!

Have you heard any of these quotes before? When? Where? Which of these politicians are famous in your country? Why? What else do you know about these politicians? Do you know any other political quotes? Which politicians do you admire? Who are the most famous politicians in your country? Do you know any other famous quotes by politicians?



Vocabulary: Politics

1 Politician identification

Name the politicians. Which countries are they from? What are they famous for?



2 Matching

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

1. Voters
2. Polling station
3. Ballot box
4. Election
5. Right-wing party
6. Left-wing party
7. Tax
8. GDP

- a. A party with liberal, progressive and socialist policies.
- b. The place where people go to vote.
- c. The money that is paid to finance the police, hospitals, schools, etc.
- d. A box for putting your vote in.
- e. Gross Domestic Product – the total value of goods/ services produced in a country.
- f. The people who vote in an election.
- g. A party with traditional and conservative policies.
- h. An opportunity to vote for someone.

3 Manifesto completion

Complete the party political manifesto with words from below.

- science education foreign transport health
economy animal housing

WE, THE PEOPLE!



Here's **The Brainy Party's** manifesto for the parliamentary elections, 2014.

- **Environment:** we aim to reduce CO₂ emissions by 30%.
- **Healthcare:** we want to increase the number of hospital beds available.
- [1] _____ **policy:** the withdrawal of all troops fighting wars in foreign countries by 2015.
- [2] _____: our aim is to ensure that the base rate of tax remains below 15%.
- [3] _____ **& technology:** we want to increase investment in R&D (research and development) by 20%.
- [4] _____ **welfare:** we want to see an end to animal experimentation.
- [5] _____: we want to construct high-speed train lines across the country.
- [6] _____: our objective is to build more than 100,000 new homes.
- [7] _____: we aim to guarantee a maximum of 25 pupils per class.
- [8] _____: we aim to build sixteen new, state-of-the-art hospitals.

www.brainyparty.com

Think about it! Politics

What are the main political parties in your country? What are their policies? Can you give a brief description of the political system in your country? What are the pros and cons of being a politician? What helps you to decide how to vote? How could politics/elections be more representative?

1 Pre-reading

Match the words / expressions (1 to 5) to the definitions (a-e).

1. To strike
 2. To fire someone
 3. A pay freeze
 4. Cabin staff / cabin crew
 5. A union
- a. People who work on an aeroplane, serving passengers food, etc.
 - b. If workers do this, they stop working.
 - c. A workers' organisation that protects workers' jobs / salaries / rights, etc.
 - d. A situation in which wages do not rise with inflation – they stay the same.
 - e. To tell someone that they must leave their job.

2 Reading I

The words from the Pre-reading task (1 to 5) appear in the main text. What do you think the article is about? Discuss your ideas with a partner. Then, read the article once to compare your ideas.

3 Reading II

Read the article again. Then, write a number/date, etc. next to each statement.

1. The duration of the dispute.
2. When the dispute started.
3. The starting date for the two-year pay freeze.
4. The proportion of the full fare BA staff pay for a ticket.
5. The increase in pay that BA agreed to.
6. The percentage of staff who turned up to vote on the new deal.
7. The amount BA will invest over the next five years.



HOW THE BRITISH AIRWAYS DISPUTE WAS RESOLVED!

It lasted two years, cost over £150m and involved more than 20 days of strikes. The British Airways (BA) dispute was one of the bitterest in British history.

It all started in November 2009. At the time, BA said that it needed to reduce the number of cabin crew from 15 to 14 on some flights. It also said that it was going to introduce a two-year pay freeze from 2010.

Almost immediately, cabin staff decided to take action. They announced a series of strikes in protest, which took place over the spring and summer of 2010. As a result, hundreds of thousands of BA passengers had their travel plans disrupted.

In response, BA fired some cabin staff, and removed travel concessions from others. As part of these concessions, BA staff (as well as their family and friends) can buy tickets for 10% of the full fare price. One of the conditions is that they have to travel standby, so they can only fly if there are empty seats. However, the longer they've worked for the airline, the higher up on the standby list they get.

For a while, the situation remained tense. But then things improved towards the end of 2010. There was a change of leadership at

Unite (the union representing cabin staff), with Len McCluskey replacing Tony Woodley and Derek Simpson; and Keith Williams replaced BA's chief executive Willie Walsh. This seemed to help matters and in 2011 the dispute was resolved.

As part of the deal, staff travel concessions were reinstated. BA also agreed to a two-year pay rise worth up to 7.5%. However, the cabin crew cuts remained. More than 6,500 crew backed the deal, representing a 92% majority on a 72% turnout. McCluskey said that both parties could now move forward. He also praised the skills and professionalism of British Airways cabin crew, which, he said, were second to none.

British Airways admitted that the long-running dispute had damaged its image. They said they needed to rebuild the brand image, which had suffered. In order to help with this, they announced a multibillion-pound investment programme that includes the purchase of 12 Airbus A380 superjumbos. "We have made permanent structural savings to our business, which is now ready to invest £5.5bn over the next five years for the benefit of our customers," they added.

Let's hope the future is brighter for the company and its staff! 🍀

Language Structures: Reported Speech

Tense	Direct Speech	Reported / Indirect Speech
To be	"I am happy!"	She said she was/ is happy.
Present Simple	"I don't like it!"	He said he didn't/ doesn't like it.
Present Continuous	"He's playing tennis."	They said that he was playing tennis.
Can	"They can come tomorrow."	She said that they could come the following day.
Past Simple	"I saw the film."	He said he saw the film. / He said that he had seen the film.
Present Perfect Simple	"I have sent the e-mail."	She said she had sent the e-mail.
Will	"She'll finish it soon."	They said she would finish it soon.
Be going to	"They're going to play."	He said that they were going to play.

We use Reported Speech (or Indirect Speech) to give a version of what someone has said. For example: Direct speech: Courtney: "I'm pleased to be here." Indirect speech: She said that she was pleased to be here.

The use of **that** is often optional. For example, "They said (that) they could see it."

We can also use the verb **to tell** followed by an object pronoun (me, you, him, her, us, them). For example, "She told us that she was pleased to be here."

When using Reported Speech, we often change the tense of the verb (sometimes using a past tense verb). However, in some cases, where the information is still true, we can use a present tense verb too. For example, "They said that they **liked** it. / They said that they **like** it."

Matching

Match the direct speech sentences (1 to 6) to the indirect ones (a-f).

1. I'm thinking about it.





2. I didn't go out last night.

3. I'll do it later this evening.





4. I'm a bit tired.

5. We're going to the cinema.





6. I won't be able to finish it in time.

- a. He said that they were going to the cinema.
- b. He said that he would do it later that evening.
- c. She said that she didn't go out last night.
- d. He said that he wouldn't be able to finish it in time.
- e. She said that she was a bit tired.
- f. He said that he was thinking about it.

Sentence completion

Write the sentences again as Reported Speech. In some cases, more than one answer may be possible.

1. "It's hot." = They said...
2. "They're French." = She said...
3. "He likes to cook." = He told me...
4. "She doesn't live in London." = She said...
5. "I didn't go to the concert." = She told us...
6. "I brought the bags." = He said...
7. "I'll tell you about it." = She told them...
8. "They're going to leave." = He said...

Sentence creation

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

take, catch, drink, have, eat, fly, get, give, go, hide, hit, talk, walk, watch, work, keep, sell, show, shoot, see, run, call, lend, learn, think, understand, wake

E-mail analysis

Read the e-mail. Then, answer the questions. Afterwards, see if you can identify any examples of reported speech.

To: vicky@yahoo.com
Subject: meeting summary

Hi Vicky,
I hope all is well. Here's a summary of the meeting we had. We can talk about it tomorrow.

We discussed the report and how it was coming along. Bob said he would try to finish it by Friday, and he promised to have a rough draft ready for us to check over before then.

Sally said that she'd check out a few restaurants for the staff lunch. She said that she had contacted two so far and that she was comparing prices. She said that she'd send through her ideas by Thursday afternoon at the latest.

Louise said that she was working on the new website. She said that she was having a few problems, but she was going to ask Francesca for help. She said that she would give us an update on the new website this afternoon.

Those were the main points.

Speak soon,
Jessica

- When did Bob say he'd try to finish the report by?
- How many restaurants has Sally contacted so far?
- When will she send through her ideas by?
- Who is Louise going to ask for help?
- When will Louise give them an update on the new website?

Your turn!

Write up a summary of a meeting (invented if necessary). Say what three people said in the meeting.

Transformation

Transform the direct speech into indirect speech. Use past tenses where there is an option.

- "I'm coming to the meeting." He said...
- "The food is delicious." She said...
- "They work in the centre." They said...
- "I don't drive to work." He told me...

- "We went to the cinema." She said...
- "They didn't finish the work." He said that...
- "I'll do it tomorrow." She said she...

Conversation transformation

Read over the conversation. Then, write a letter next to each reported speech sentence (1 to 6 below). The lettered sentences in the text (a-f) should correspond to the reported speech sentences (1 to 6).

- Roberta:** So, did you go out last night?
Harvey: No, I stayed in. [a] I had to get up early for an interview.
Roberta: How did it go?
Harvey: Not too well. [b] I don't think I'm really suited for the post. They were looking for someone with a bit more experience. But [c] I've got another interview tomorrow.
Roberta: Who's that with?
Harvey: A computer software company. [d] It's more in line with what I'm looking for.
Roberta: Oh, well, good luck.
Harvey: Thanks. I'll need it. Hey, did you see that Scorsese film on TV last night?
Roberta: No, [e] I went to bed early. What was it like?
Harvey: It was a re-make of that classic film *Cape Fear*. The original starred Robert Mitchum and Cary Grant and was amazing. The new one's good, of course, but [f] it isn't as good as the original. Anyway, after that, I...
[fades out]

He said that...

- ...he had another interview the following day.
- ...he had to get up early.
- ...it was more in line with what he was looking for.
- ...the film wasn't as good as the original.
- ...he didn't think he was really suited for the post.
- ...he had gone to bed early.

Summary transformation

Read over the summary of the interview with a politician. Then, transform the reported speech into direct speech.

Interview with a politician

We spoke to Mr Gordon Greaves last night, a member of the Low Tax party. During the conversation, [1] he said that the party would reduce the base rate of tax. [2] He also said that they were going to increase investment in healthcare by 20%, and that [3] they would construct 100,000 new homes for working families. [4] He also said that they would invest more in solar energy and wind power, and that [5] they were going to reduce crime rates by 10% by putting more police on the streets. Finally, [6] he said that they would pull all troops out of foreign war zones by Easter.

- "We will reduce the base rate of tax."
- _____
- _____
- _____
- _____
- _____

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Saving the planet!

1 Pre-listening

Look at the words below. What could people protest against in relation to these things?

- | | | | | | | |
|-------------|--------|-----------------|---------------|----------|----------|------|
| school | trees | hospitals | parks | villages | airports | cars |
| supermarket | whales | nuclear reactor | CO2 emissions | | | |

For example:

The construction of a nuclear reactor.

The destruction of a forest.

Plans to knock down a church.

Plans to convert playing fields into a car park.

Plans to privatise a local hospital.

2 Listening I

You are going to listen to a conversation between two people. What have they been protesting against? Choose two things from the Pre-listening activity.

3 Listening II

Listen again and choose the correct answers.

- The tree is over **200/300** years old.
- The **government / local council** want to cut down the tree.
- They drove past the tree every **Wednesday/Thursday**.
- Rupert climbed up the tree last **Friday/Saturday** afternoon.
- The tree fell on Rupert's **bike/car**.

Key words

A

When we speak naturally in English, the stress usually falls on important words in the sentence: the nouns, verbs and adjectives. These are known as the key words. For example:

- They **told** us to **do** it on **Friday**.
- She **said** that she **lived** in **New York**.

Most of the other words (articles, pronouns, auxiliary verbs (*be, have, can, etc.*), prepositions, etc.) aren't stressed.

B

Listen and repeat these sentences. Notice the key words (marked in bold).

- He **said** he really **liked** it.
- They **told** us to **put** it on the **table**.
- She **said** she was **leaving**.

C

Now listen and write the sentences you hear.

- _____
- _____
- _____
- _____



UNIT 10 Political Play

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	They said that they'd pay us the following week.	1.	
2.	She told us that she'd look at it later.	2.	
3.	She said that they were pleased with it.	3.	
4.	He told us that he didn't like it.	4.	
5.	She said that they could come the following day.	5.	
6.	He said that he'd already seen the film.	6.	
7.	They said that they'd finish it later that week.	7.	
8.	He told us that he was going to speak to her later.	8.	
9.	He said that he was thinking about it.	9.	
10.	She said that she'd do it later that evening.	10.	
11.	They said that they were a bit tired.	11.	
12.	He told us that he wouldn't be able to go to the party.	12.	
13.	They said that they were French.	13.	
14.	She told them that she'd send it later.	14.	
15.	He said that they weren't going to leave early.	15.	
16.	They said that they were going to the meeting.	16.	
17.	She told us that she worked in the city centre.	17.	
18.	He said that they hadn't finished the work.	18.	
19.	Did they tell you what time they'd be here by?	19.	
20.	She said that she probably wouldn't need it.	20.	

Always keep a notebook with you when you're watching an English-language film or listening to something in English. Then, you can write down any useful words or phrases that you want to learn or remember.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Understand a text about an airline dispute.

Understand an e-mail giving a summary of a meeting.

Use reported speech to write up a summary of a meeting.

Transform reported speech into direct speech.

Understand a recording of two people discussing a protest.

Identify key words in sentences.

UNIT 11 Social Splash

Objectives

In this unit, you'll learn how to...

...invite someone to do something, identify features of spoken conversation, use expressions to express contradiction, identify silent letters



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

What are they saying?

Complete the speech bubbles (1 to 8) with the words from below.

do work cold match

international staying much been

1. How long have you _____ here?
2. Have you seen _____ of the country?
3. Where are you _____ at the moment?
4. Are your children studying at an _____ school?
5. Did you see the _____ last night?
6. It's been a bit _____ here lately, hasn't it?
7. What would you like to _____ this afternoon?
8. Who do you _____ with ?

Think about it!

What are your favourite topics of conversation for small talk? Do you ever socialise with people from work or college? What do you talk about? What sort of questions do you ask when you meet people for the first time?



Vocabulary: Socialising

1 Matching

Match the statements / questions (1 to 6) to the comments (a-f).

1. Oh, look, it's raining again.
2. I've got a spare ticket for the theatre tonight. Would you like to come?
3. We're getting married next month.
4. They've cancelled the concert.
5. There was a great film on TV last night.
6. I'm just making a cup of tea. Would you like one?

- a. Yes, that would be fantastic. Which play were you going to see?
- b. Oh, yes, please, I'd love one.
- c. Oh, really? What was it about?
- d. We might have to cancel the picnic.
- e. Oh, no. I was really looking forward to it.
- f. Congratulations!

2 Expressions completion

Add letters to complete the words.

1. _ _ **all** we go to the theatre tomorrow?
2. _ _ **t's** go to the cinema.
3. Do you _ _ **ncy** coming on a picnic with us?
4. _ _ **y** don't we go to that Mexican restaurant for lunch?
5. Are you free _ _ **r** lunch tomorrow afternoon?
6. That sounds like a good _ _ **ea**.
7. That _ _ **uld** be fantastic.
8. I'm _ _ **raid** I'm a bit busy at the moment.

Your turn!

Use some of the expressions to write an e-mail to a friend inviting him/her to do something.



3 Conversational analysis

Read the conversation. Then, choose the correct answers. Morgan and Georgina are at a business lunch. Morgan has to leave.

- Morgan:** I'm sorry to break things up, but I've got a train to catch.
- Georgina:** Oh, that's a pity.
- Morgan:** Yeah, I've got to be at the station by 4pm.
- Georgina:** I can give you a lift if you like.
- Morgan:** Actually, I've got my car here. I want to leave it in the station car park so it's there when I get back.
- Georgina:** So, where are you off to?
- Morgan:** London. There's a conference I've got to attend.
- Georgina:** And when are you back?
- Morgan:** Tomorrow evening. I've got to stay overnight.
- Georgina:** Oh, well, have fun.
- Morgan:** I will. See you later. Bye.
- Georgina:** Bye.



1. Morgan has to leave because he's got a **train / plane** to catch.
2. He has to be at the station by **4pm / 5pm**.
3. He wants to leave his **motorbike / car** at the station.
4. He's going to **Birmingham / London**.
5. He's going to attend a **conference / meeting**.
6. He has to stay **overnight / for three nights**.

Your turn!

Write out a conversation between two people. During the conversation, one of the speakers has to leave.

Think about it! Socialising

When was the last time you went out with your colleagues / classmates? What did you do? What did you talk about? When was the last time you went out with friends or family? What did you do? What did you talk about? When was the last time you went to a party? What was it like? Who did you meet? When do you have to make small talk? Are you good at making small talk? Give examples.



SIX DREAMS ANALYSED!

Have you had a dream recently? What happened? Were you falling? Running away? Trying to hide? These are all common dreams. But what do they mean? Here are a few typical dreams and their interpretations.

Dream: You're being chased by some kind of evil force and you can't run fast enough!

Interpretation: Dreams in which you're running away from something might mean there's something in your real life that you aren't **dealing with**. Perhaps you're avoiding a difficult decision, or you need to **confront** someone. It could also mean that you're **feeling threatened**.

Dream: You're falling to the ground (although you never actually hit it).

Interpretation: If you're falling in your dreams, it's possible you aren't receiving the support you need in real life. It could also mean that you're feeling **insecure** or that you're worried about something.

Dream: You're lost or trapped somewhere.

Interpretation: These

dreams often happen when you can't decide how to react in a situation in real life. Or it could mean that you're in a situation that's new for you and you aren't sure what to do. These dreams often take place in forests, city streets, large buildings, or other **maze-like** structures.

Dream: You've got no clothes on in a public place.

Interpretation: This is often interpreted to mean that you're feeling **vulnerable**, or that you have a secret you're trying to hide. However, if no one else in the dream seems to notice you, it can mean that whatever it is you're worried about isn't really that important.

Dream: You've missed an important **appointment**, or you're late for something (such as a train, bus or plane).

Interpretation: This dream usually means that you feel that you haven't **taken advantage of** an important opportunity in your real life. It may also mean that you're **struggling over** a decision and can't decide what to do.

Dream: While walking

around your house, you discover more rooms – often very large ones.

Interpretation: These dreams often occur when you're in a part of your life where you're discovering new skills, abilities or strengths. The hidden rooms could also represent a part of your **mind** that you're not using **to its full extent**.

Sweet dreams! ☺

1 Pre-reading

Read over the descriptions of the dreams in the article (but don't read the interpretations). What do you think the dreams could mean?

2 Reading I

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

3 Reading II

Read the article again. Then, read the statements and say which dream they're referring to.

1. A You have a secret that you're trying to hide.
2. There's something in your life that you aren't dealing with.
3. You're discovering new skills or strengths.
4. You're feeling insecure.
5. You haven't taken advantage of an important opportunity.
6. You can't decide how to react in a situation.

GLOSSARY

to deal with *phr vb*
if you "deal with" a problem, you try to find a solution to it

to confront *vb*
if you "confront" someone, you meet them in order to discuss a problem

to feel threatened *esp*
to feel that you are in danger

insecure *adj*
not confident; lacking in confidence; not feeling mentally strong

maze-like *adj*
like a maze: a structure with many confusing roads / corridors / paths and no easy way out

vulnerable *adj*
if you're feeling "vulnerable", you feel that you are in danger

to miss *vb*
if you "miss" an appointment, you don't go to it

an appointment *n*
a formal meeting with someone: a doctor, a dentist, a business associate

to take advantage of *esp*
to use for your own benefit

to struggle over *esp*
if you're "struggling over" a decision, you can't decide what to do

a mind *n*
the part of you that thinks

to its full extent *esp*
completely

a nightmare *n*
a bad / frightening dream

insight into *esp*
if you have "insight into" something complex, you have an understanding of it

Language Structures:

Features of conversational English

Here are some interesting features of conversational English.

Feature	Example
like (this is used to fill a gap in a conversation)	There's two, like , horses, like , waiting at the side... I've got, like , about two minutes to, like , deal with it.
you know (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.
Er / erm (these "sounds" are often used while people are thinking of something to say)	Erm , I'm not really sure. Er , what do you think? Erm , I'm not really sure how to put this, but, erm , we've just won the lottery!
I mean (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.
as a matter of fact / actually / to tell you the truth / yes, but... (these expressions are often used to express contradiction)	As a matter of fact , it was Frank who said that. Actually , I've never even been there. To tell you the truth , I thought it was one of her worst. Yes, but do you really understand it?

More features of conversational language

Here are some more features of conversational English:

- **False starts:** *I, I, I think... I mean, I believe...*
- **Interruption:** **A:** *Once, I was walking...* **B:** *Where were you?*
- **Incomplete sentences:** *I went... I took it, and then, I had...*
- **Non-standard English:** *There's a lot of people there. [it should be: There are...]*
- **Omission:** **A:** *Was it good?* **B:** *Yeah, [it] wasn't bad.*

Speech bubble completion

Complete the speech bubbles with the words from below.

truth fact actually but

1. _____
I don't work here. I'm just filling in for Jeff as he's away.



2. To tell you the _____, I'm not really happy with the way things have turned out.



3. Yes, _____ do you really think it's going to work?



4. In _____ I've never done this before.





True or false

Read the conversation. Then, write **T** (true) or **F** (false) next to each statement. Afterwards, circle any features of conversational English. How many can you find?

Aidan: Hi, Harriet. How's it going?
Harriet: Oh, hi, Aidan, erm, good to see you.
Aidan: So, did you go out last night?
Harriet: No, we didn't. Er...we've just got back from Greece.
Aidan: Greece? Did you have a good time?
Harriet: Yes, we did, we went with...
Aidan: ...so where did you go? Somewhere nice?
Harriet: Rhodes. We had a lovely time.
Aidan: Were you staying on the south side of the island?
Harriet: Erm, no. We stayed at this place near, erm, Rhodes Town.
Aidan: You're joking! The hotels there are ten times more expensive than the ones on the south side. Did you go to Lindos? It's lovely.
Harriet: We went there for the day, I mean, half a day. Actually, we thought it was a bit touristy.
Aidan: So, which hotel did you stay at?
Harriet: This little family-run bed-and-breakfast place near The Apis.
Aidan: I've been there. Terrible place.
Harriet: Actually, we thought it was quite nice.
Aidan: So, what did you think of... [fades out]

1. Harriet has just got back from Greece.
2. She stayed in Athens.
3. They stayed in a place near Rhodes Town.
4. Aidan thinks the hotels are more expensive on the south side.
5. Harriet didn't really like Lindos.
6. Aidan thought the hotel they stayed at was really good.

Topic classification

Circle the subjects that are potentially good topics for small talk. Are any of them potentially bad topics? Why?

*the news film football music
 the weather clothes books cars
 the home free time TV the weekend
 travel children sport marriage religion
 politics the family countries relationships
 entertainment*

Making small talk

Write a topic from the previous exercise next to each sentence/question.

1. Did you see the game last night? *sport*
2. Are you looking to move house in the near future? *+the home*
3. Have you seen any good films lately?
4. Are you going to do anything interesting this weekend?
5. Have you heard the latest Bruce Springsteen song?

6. Did you see that new TV drama last night?
7. So, what do you get up to when you aren't working?
8. Who will you be supporting in tonight's match?
9. Have you read any interesting books lately?
10. So, what are you doing for your summer holiday?

Conversation completion

Complete the conversation with the expressions from below. Then, circle any examples of conversational fillers.

I'm getting married see much of each other

I don't really have time do you remember

I'm not working

Olivia: Hey, Alex. Erm, how's it going?
Alex: Olivia! Great to, er, see you again.
Olivia: Yes. It's been, like, a long time. So, how's the, erm, job?
Alex: Well, actually, (1) _____ at Durnkiss Paper PLC any longer. I've, erm, got a new job.
Olivia: Great. So, erm, where are you working now?
Alex: An advertising agency in the city centre.
Olivia: That's great, and, erm, are you, like, still playing football regularly?
Alex: Well, as a matter of fact, (2) _____ for that any more. My wife, erm, gave birth about four months ago.
Olivia: Congratulations! So, is it a boy or a girl?
Alex: A little girl.
Olivia: Ah, that's fantastic. So, erm, how's your brother? I haven't seen him for ages.
Alex: Well, to tell you the truth, we don't (3) _____ these days as he's moved to the States – he, like, got a job there. So, what are you up to?
Olivia: Well, as a matter of fact, (4) _____ next month.
Alex: That's great news. Who's, erm, the lucky man?
Olivia: (5) _____ Mason Barnes?
Alex: Oh, right, yes. He was a, erm, salesman at Stima Financial, wasn't he?
Olivia: Yes, that's it, well, one day... [fades out]

Fluency practice

Answer the questions. Use these expressions to contradict the information: *as a matter of fact, ... actually, ... to tell you the truth, ... yes, but...*

- You're from Italy, aren't you?
- You like vegetarian food, don't you?
- You went to the party last night, didn't you?
- You're going to help me later, aren't you?
- You'll come to the lunch, won't you?
- You're playing football with us later, aren't you?
- You've got a sister, haven't you?
- You live in the north, don't you?

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Meeting for the first time!

1 Pre-listening

Imagine you've just met someone and you're chatting to them in a bar. Think of six questions to ask them that will help keep the conversation going.

2 Listening I

You're going to listen to two people in a bar. This is their first face-to-face meeting after starting an online relationship. Listen once. How did they get on: well, badly, OK?

3 Listening II

Complete the sentences with the words from below. Then, listen again to check your answers.

- meat 30s weekend cat 27 film
work conference months

- You aren't really _____, are you?
- You certainly aren't in your early _____.
- I gave up alcohol a few _____ ago.
- So, have you got any plans for the _____?
- Yeah, I'm going to see the match with a few mates from _____.
- I'm going to a _____ on vegetarianism.
- I work in the marketing department of a large _____ supplier.

Silent letters in words

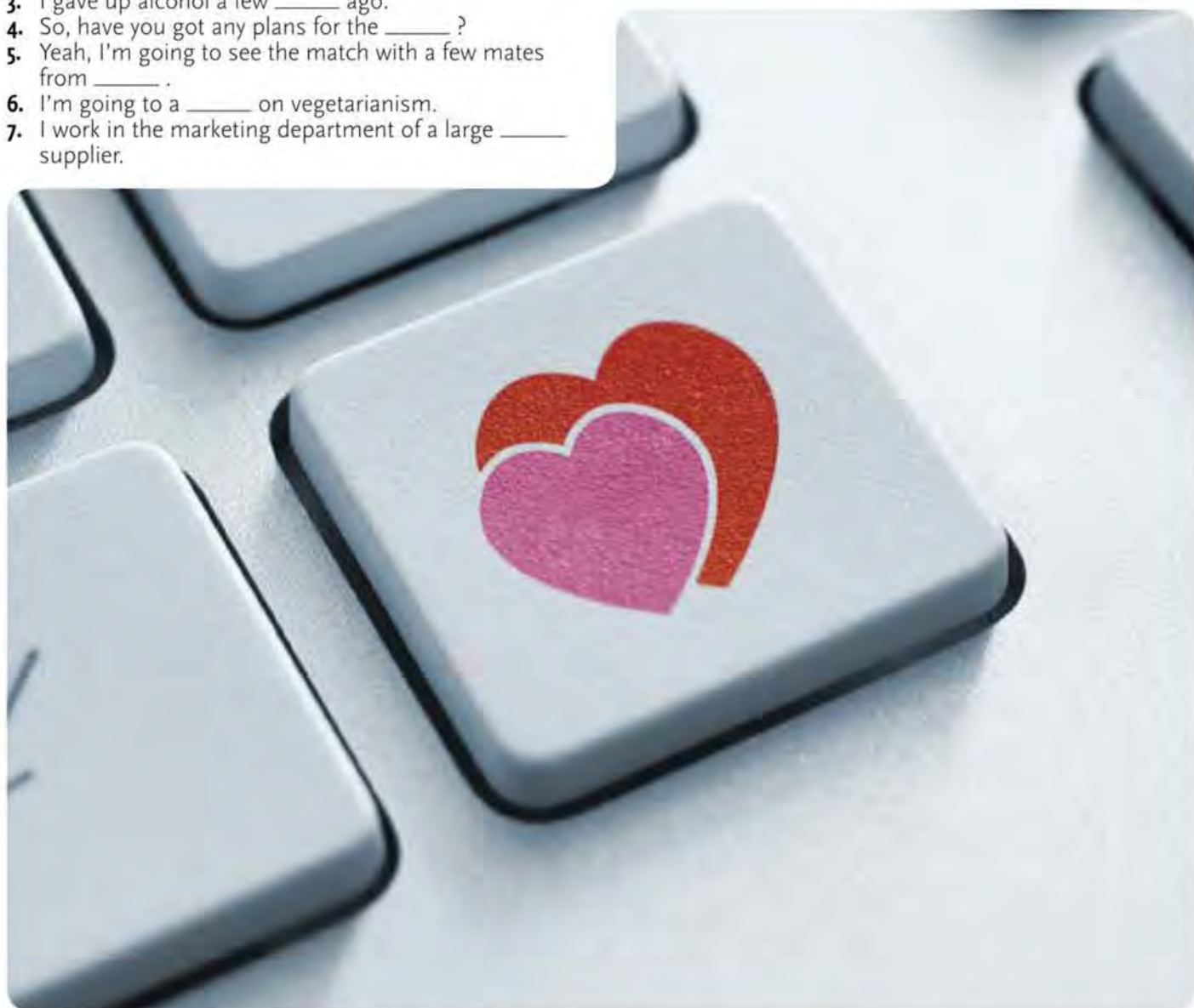
A Many words in English have silent letters in them. For example, the "o" in "history" is silent (i.e. it isn't pronounced): *history* (histry).

B Listen and repeat these words. Notice how some of the letters in the words aren't pronounced. Circle these silent letters.

- different temperature history comfortable chocolate
jewellery Wednesday sandwich government

C Now listen and write the sentences you hear.

- _____
- _____
- _____
- _____
- _____



UNIT 11 Social Splash

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	I've got a spare ticket for the theatre if you want to come.	1.	
2.	I'm just making a cup of tea if you want one.	2.	
3.	Do you feel like going to the pub?	3.	
4.	I've got to be at the station by 4pm.	4.	
5.	There was a great film on TV last night.	5.	
6.	Actually, I don't work here - I'm just visiting.	6.	
7.	To tell you the truth, I've never tried it before.	7.	
8.	Yes, but do you really think it's going to work?	8.	
9.	In fact, this is one of the best I've ever seen.	9.	
10.	Did you see the game last night?	10.	
11.	Have you seen any good films lately?	11.	
12.	Did you see that new series on TV last night?	12.	
13.	How are things at work?	13.	
14.	I hear that you're thinking of moving house.	14.	
15.	So, how's your brother? I haven't seen him for ages.	15.	
16.	Are you planning to stay here for long?	16.	
17.	What did you think of the exhibition?	17.	
18.	Did you have a good time there?	18.	
19.	Actually, we didn't really like it.	19.	
20.	We stayed at a hotel just near the main square.	20.	

Write out words you want to learn on little cards and try to learn them during the day. Or, record them and listen to them on an MP3 player. Remember to put the words or expressions in sentences! This way, you'll see which words go together.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Use expressions to make an invitation by e-mail.

Identify features of conversational English.

Use expressions to express contradiction.

Understand a text about dream analysis.

Understand a recording of a conversation between two people in a bar.

Identify silent letters in words.

UNIT 12 Product Promotion

Objectives

In this unit, you'll learn how to...

...write a review of a product, describe a product, use gerunds and infinitives in descriptive writing, identify weak sounds in words



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

Product labels

Read the product label instructions. Which ones are the funniest / most ridiculous?

- **Breemer Electric Drill:** *This product is not intended for use as a dental drill.*
- **Wet-Fab hand wipes:** **Directions:** *open packet and use.*
- **Snoozy sleeping pills:** **Warning:** *These pills may cause sleepiness.*
- **Windulux window cleaner:** *Do not spray in eyes.*
- **Scent Fresh toilet cleaner:** *Do not drink from the toilet bowl.*
- **Waves hair colouring lotion:** *Do not use as an ice cream topping.*
- **Mitex shaving foam:** **Caution:** *This product may contain foam.*
- **Blue Zone deodorant:** *Use only on underarms.*
- **Sleeptite bed mattress:** **Warning:** *Do not attempt to swallow!*

Think about it! Products

Have you used any of these products (or similar) recently? What for? Do you ever read the instruction labels on products you buy? Why? Why not? Have you ever had a problem understanding how a product works? What happened? Why do companies include ridiculous instructions on product labels? What is the most useful and essential information on product labels?



Vocabulary: Products

Product analysis

Write the name of a department store section (see pictures below) next to each product (1 to 12).



1. Pushchair _____
2. Belt _____
3. Camera lens _____
4. Computer tablet _____
5. Carton of orange juice _____
6. Wardrobe _____
7. Hammer and nails _____
8. Shampoo _____
9. Plant pots _____
10. Fishing rod _____
11. Board game _____
12. Pens _____

Product description

Read the online product description. Then, complete the table.

Furniture.com

Home About Us Services Products Support Contact

Products » »

Markby wardrobe

The Markby wardrobe comes with three doors, five shelves and one clothes rail. It's made of wood from sustainable forests, and it's protected by biodegradable foam packaging and shredded paper.

- **Dimensions:** 90 cm wide, 60 cm deep and 184 cm high.
- **Weight:** approximately five kilos.
- **Price:** €139.
- **Warning:** This product is not designed for sleeping in.
- **Cleaning instructions:** Wipe clean using a damp cloth and a mild cleaner.

User review

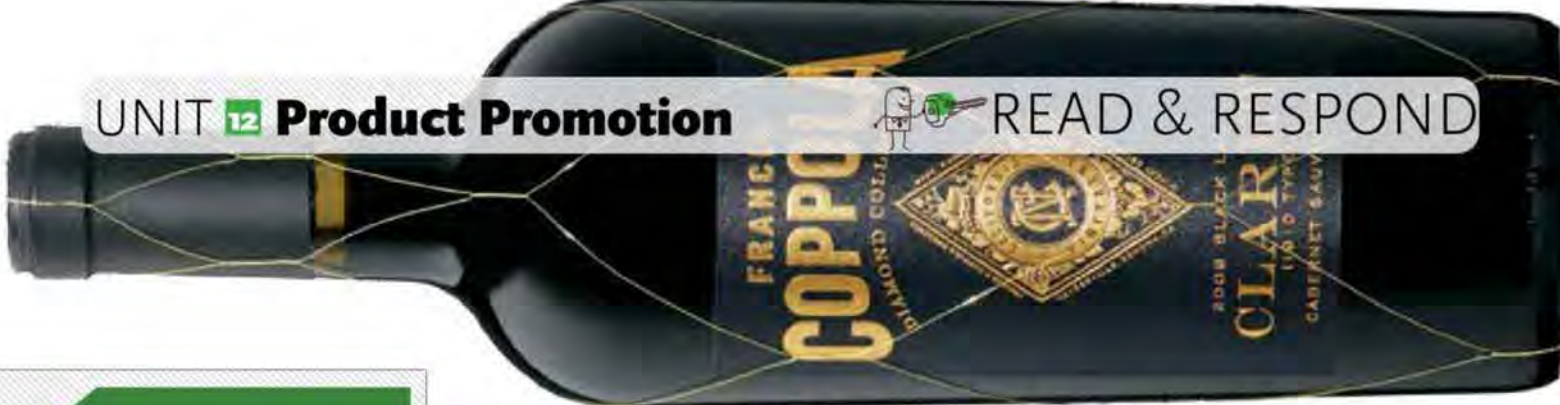
I found it really hard to assemble as the instructions were a bit confusing. However, it looks great and the product resembles the one in the photo from the shop.

1.	Name of product	
2.	Type of product	
3.	Number of doors	
4.	Number of shelves	
5.	Number of clothes rails	
6.	Height	
7.	Weight	
8.	Price	
9.	User review (positive or negative)	

Your turn!
Write a review of a product you bought recently (invent if necessary).

Think about it! Products

Have you ever bought something that didn't work? What did you do? Have you ever had to return a product? Why? Do you always keep the guarantees / warranties? Why? Why not? Do you remember where you keep them? What do you do with your old/broken, etc. products / appliances? Are you good at understanding instruction manuals? Give examples. Have you ever used a product that was past its sell-by date? Have you ever thrown away a product after just a few days? Why? Do you shop around and look for the best price before buying something new?



Pre-reading

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

1. David Beckham.
2. Harrison Ford.
3. Gisele Bündchen.
4. Madonna.
5. Elizabeth Hurley.
6. Francis Ford Coppola.



Reading I

What products do you think the famous people from the Pre-reading exercise have created? Think. Then, read the article once to check your ideas.

Reading II

Read the article again. Then, write the name of a famous person or group (from the article) next to each product (1 to 7).

1. Aftershave _____
2. Perfume _____
3. A herbal liqueur _____
4. A snack bar _____
5. A bar of chocolate _____
6. A bottle of wine _____
7. A coffin _____

CELEBRITY PRODUCTS

David Beckham aftershave. Harrison Ford watches. Gisele Bündchen skin care products. Celebrities often bring out products that are **branded** with their names. Maybe you'd like to try some of these.

Want to smell like a star? **Splash on** some of Madonna's perfume "Truth or Dare". It's **named after** her 1991 documentary (about her 1990 world **tour**) of the same name. The fragrance comes in two formats (as a 50 or 75 ml bottle), along with body lotion and shower gel. To promote the product, bottles of the fragrance were **delivered** to the offices of **influential** magazine editors by male **models** dressed in all black or all white.

Looking to put on the ultimate party? Then, **pop open** a bottle of Absinthe Mansinthe – a brand of herbal **liqueur** produced by controversial singer Marilyn Manson.

Feeling hungry but want to **watch those calories**? Try one of supermodel Elizabeth Hurley's **organic snack bars**. They're produced with ingredients grown on her 400-acre farm in Gloucestershire, England. The organic snack bars come in fruit flavours (including strawberry and cherry, and orange and cranberry), or oat versions (such as banana and chocolate, and orange and chocolate). As a bonus,

her "guilt-free snacks" are all under 100 calories per bar. Of course, we'd expect nothing less from a supermodel!

Feeling hungry but **don't care** about the calories? Dip into a packet of Rap Snacks. This **line** of popcorn and crisps is sold mainly in inner-city areas and features a different rapper on each bag, along with a positive message such as "Stay In School" or "Respect Your Elders." They are advertised as "The Official Snack of Hip Hop".

Got a **craving** for chocolate? Get a "Big Mo" by **NASCAR** driver Dale Earnhardt Jr. His line of chocolate bars is named after his **hometown** of Mooresville, North Carolina. Obviously, nothing goes better with racecar driving than chocolate!

Looking to impress your dinner party guests? Simply **pop open** a bottle of Sofia Mini and pour them a glass. This **sparkling wine** comes from the **vineyards** of the **legendary** director/producer Francis Ford Coppola. Apparently the drink's name is a result of a promise that Francis made to his daughter to "make a sparkling wine and name it after her."

And finally, we couldn't go without mentioning the **ultimate** in funeral **accessories**: a Kiss Kasket. Yes, that's it, you can be **buried** in a **coffin** that's been decorated and branded with images of the classic

American rock group, Kiss. Asking price: \$4,000. **It's a steal!** ☺

GLOSSARY

- branded** (v) if a product is "branded", it has the name/images/logo, etc. of a company or person
- to splash on** (phr) if you "splash on" a liquid, you put that liquid on your body/face
- a tour** (n) if a singer goes on a "tour", they do concerts in different cities
- to name after** (phr) to give the same name as
- to deliver** (v) if you "deliver" something to someone, you take that thing to that person
- influential** (adj) someone who is "influential", has influence/power over others
- a model** (n) a person whose job is to show what clothes look like (often in photos)
- to pop open** (phr) if you "pop open" a bottle of champagne, for example, you open it by taking out the cork. As you take the cork out, there is often a "popping" sound
- a liqueur** (n) a strong alcoholic drink with a sweet taste
- to watch the calories** (v) to be careful about what you eat so you don't get fat
- organic** (adj) "organic" products are produced with natural methods and no chemicals, etc.
- a snack bar** (n) a type of food you eat when you're hungry. It's like a bar of chocolate
- don't care** (adv) if you "don't care" about something, that thing isn't important for you
- a line** (n) a "line" of products are a number of similar products produced by the same company
- an elder** (n) someone who is older than you
- to crave for** (v) if you "crave for" something, you really want that thing
- NASCAR** (abbr) the National Association for Stock Car Auto Racing
- a hometown** (n) the town/city where you were born
- sparkling wine** (n) a type of wine with bubbles (little balls of gas) in it
- a vineyard** (n) a place where vines (trees that have grapes on them for making wine) grow
- legendary** (adj) famous
- ultimate** (adj) the best
- an accessory** (n) something that is useful/good
- to bury** (v) to put a dead body in a hole in the ground
- a coffin** (n) a type of container/box for a dead body
- it's a steal** (exp) it's a bargain / it's very cheap

Language Structures:

Gerunds & infinitives

Infinitive

Some verbs are followed by another verb in the infinitive (a base verb with *to*). For example, any verb that follows the verb *to offer* is in the infinitive: "They **offered to help** us."

Here are some verbs that are followed by an infinitive: *agree, ask, choose, tell, decide, refuse, hope, offer, plan, expect, help, learn, manage, promise, seem, want, threaten.*

We also use the infinitive after some expressions with *it* + an adjective + an infinitive. For example: "It is easy **to do.**"

Gerund

Other verbs are followed by a gerund (verb + *-ing*). For example, any verb that follows the verb *to enjoy* is in the gerund: "They enjoyed **seeing** you."

Here are some other verbs that are followed by a gerund: *avoid, consider, finish, imagine, mention, mind, miss, can't help, discuss, involve, practise, resist, risk, can't stand*

We also use gerunds after prepositions. For example: "He left the house **without taking his keys.**"



Matching

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

1. We can't...
2. They suggested...
3. We want to see it...
4. We're hoping...
5. I really enjoyed...
6. They've agreed to put in an order...

- a. ...working with you.
- b. ...for sixteen thousand units.
- c. ...see it clearly enough.
- d. ...before we buy it.
- e. ...leaving as early as possible.
- f. ...to finish it next week.

Sentence completion

Complete each sentence with the correct form of the verb in brackets. Use gerunds and infinitives.

1. They plan _____ (**start**) early.
2. She promised _____ (**help**) us.
3. We want _____ (**see**) you tomorrow.
4. They enjoyed _____ (**participate**) in the competition.
5. We haven't finished _____ (**send**) all the e-mails yet.
6. She mentioned _____ (**want**) to see you again.
7. They expect us _____ (**stay**) until the end.
8. We don't intend _____ (**pay**) very much for it.

Ordering

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

1. like / tonight / I'd / to go out
2. it / we / to finish / as soon as possible / want
3. offered / they / with us / to go
4. taking / they / a taxi / suggested
5. by early next week / we / to complete / expect / it
6. talking / at the party / I / with her / enjoyed
7. through the broken window / the thieves / to get in / managed

4 Errors

Tick the correct sentences. Correct any incorrect ones.

1. They helped us to finish it.
2. We hope seeing you again very soon
3. They enjoyed to talk to you about it.
4. She decided resigning from her position as managing director.
5. I try to avoid using too much salt in the food I cook.

5 Sentence creation

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

enjoy, suggest, avoid, consider, finish, imagine, mention, mind, miss, ask, agree, choose, decide, hope, intend, offer, plan, expect, help, learn, manage, promise, seem, want

6 Fluency practice

Answer the questions.

- Is there anything that you really want to do this summer?
- Have you ever considered living abroad? Why? Why not?
- Have you promised to do anything for tomorrow? What?
- Are you planning to go away this weekend? Where?
- Is there anything that you miss doing now that you're older? What?
- Do you plan to stay late at the office tonight? Why? Why not?
- Has anyone offered to help you recently? Who?
- Could you imagine living on a farm in the country? Why? Why not?

7 Product description analysis

Choose the correct words to complete the text.

The HomeZone Micro-Combi

The HomeZone Micro-Combi is a combination of a microwave and conventional oven. This unique convection/microwave combination operates by (1) *use / using* a fan to circulate hot air in the oven.

If you enjoy (2) *cooking / cook*, but don't have enough space for a conventional full-sized oven, the Micro-Combi is perfect as it allows you (3) *toasting / to toast*, roast and microwave all with one small appliance.

This stainless steel appliance comes in a range of colours, with two full-width oven racks that let you cook more at the same time. The touchscreen control panel is simple (4) *using / to use* and the automatic-cleaning option will save you valuable time. Use one of the 84 pre-programmed settings, or programme your own. If you need (5) *cooking / to cook* something really quickly, you can use the "speedbake" option.

The range of cooking options is truly impressive. You can defrost meat or fish, then choose (6) *to roast / roasting* or slow bake it at the flick of a switch. If you want (7) *to grill / grilling* something, the adjustable shelves can be raised or lowered. The Micro-Combi also comes with a selection of Pyrex dishes and trays, which are perfect if you want (8) *taking / to take* advantage of the oven function.

The Micro-Combi offers you the quality and precision temperature control you would expect (9) *finding / to find* in a top-of-the-range conventional oven. The step-by-step guide and recipe pack will help you get used to its functions in next to no time. The Micro-Combi is well-designed and reasonably priced! It's also safe, fast and easy to operate. AND it only costs only £250!

Call us NOW and get a 10% discount on your Micro-Combi!



Your turn!
Write out a description of a product.

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Four ads for unusual food products!

1 Pre-listening

Look at the list of products below. Can you think of a famous brand name for any of them?

For example: Corn flakes is a famous brand of cereal.

- | | | | | |
|---------|--------|------------------|--------|------------|
| cereals | snacks | ice cream | sweets | chocolates |
| wine | beer | alcoholic drinks | water | |

2 Listening I

You're going to listen to four invented food ads. Put the descriptions (a-d) in the order in which they appear in the recording.

- An ad for bottled water.
- An ad for an egg and chips mixture.
- An ad for a pasta mixture.
- An ad for vegetables.

3 Listening II

Listen again. Write the name of a product (see below) next to each statement.

- | | | |
|--------------------|--------------------|------------|
| Easy Egg & Chips | Veggie Funny Faces | Eau de Tap |
| Faster Pasta Paste | | |

- It comes in a one-litre bottle.
- It's a type of pasta dish.
- You just have to add water.
- They come in a box.
- You can heat it up by sitting on it.
- It's a fantastic new drink.
- It takes three minutes to cook.
- They've got faces on them.

Strong & weak forms

A

Many grammar words (such as prepositions and articles) have strong forms and weak unstressed forms. We often use the strong forms for emphasis in speech, or when we're speaking slowly and clearly. For example:

- a* /ei/: I had **a** cat and **a** dog.
- an* /æn/: She ate **an** apple and **an** egg.
- some* /sʌm/: We would like **some** more, but not too much.
- for* /fɔː/: We went **for** a drink.
- to* /tuː/: I went **to** the park.

And we use the weak, unstressed forms in fast, casual speech.

For example:

- a* /ə/: I had **a** cat and **a** dog.
- an* /ən/: She ate **an** apple and **an** egg.
- some* /səm/: We would like **some** more, but not too much.
- for* /fə/: We went **for** a drink.
- to* /tə/: I went **to** the park.

B

Now listen to these sentences. Write **S** (Strong) or **W** (Weak) according to the pronunciation of the words in bold.

- We want **to** go now.
- We've haven't got **a** lot of time.
- I like spending **some** time at home on my own.
- We had to wait **for** them.
- I said, I've got **an** old one you could use.



UNIT 12 Product Promotion

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	They asked us to help them.	1.	
2.	We agreed to go with them.	2.	
3.	They decided to take the bus in the end.	3.	
4.	They refused to tell us why they didn't want it.	4.	
5.	They promised to send it to us by the end of the week.	5.	
6.	She wanted to get the first one.	6.	
7.	We managed to convince him to buy it.	7.	
8.	They threatened to take us to court.	8.	
9.	They don't mind staying a bit longer.	9.	
10.	Do you want to go this morning or later in the afternoon?	10.	
11.	We suggested discussing it at the meeting.	11.	
12.	They enjoyed seeing you.	12.	
13.	I really enjoyed working with her on the project.	13.	
14.	They plan to start the work early next week.	14.	
15.	We still haven't finished writing all the e-mails.	15.	
16.	They want us to stay until the very end.	16.	
17.	She expects us to do it for free!	17.	
18.	I suggested taking a taxi as it was quicker.	18.	
19.	He left without taking his keys.	19.	
20.	I try to avoid using too much of it.	20.	

Treat yourself to something nice if you can learn 10 words a day. Say, "If I learn these 10 words by the end of the day, I'll buy myself a bar of chocolate!" Set yourself bigger objectives (with nicer treats) for the month or year.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Write a review of a product.

Understand a text about celebrity products.

Use gerunds and infinitives to write product descriptions.

Talk about myself using gerunds and infinitives.

Understand a recording of some invented food adverts.

Identify weak sounds in words.

UNIT 13 Fashion Fun

Objectives

In this unit, you'll learn how to...

...use adjectives to describe clothes, describe what someone is wearing, use relative clauses to write a short biography, identify stress patterns



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

Clothes matching

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

1. Suit
2. Trousers ('pants' in US English)
3. Hooded top / hooded sweatshirt
4. Blouse
5. Shirt
6. Trainers
7. Tie
8. T-shirt



Think about it!

What clothes do you wear to work? What clothes do you wear when you're relaxing at the weekend? How would you describe your style? Do you think it's important to be well dressed? Why? What are some of your favourite clothes? What colours do you think look good on you? Where do you buy your clothing? Why do you buy it there?





Vocabulary: Fashion & clothing

1 Clothes choice

Tick the items you would wear or have worn. Which ones would you never wear?

- Baggy trousers ("pants" in US English)
- Flared trousers ("pants" in US English)
- Striped shirt
- Chequered / check shirt
- Sleeveless jacket
- Faded jeans
- Ripped trousers
- Tight-fitting T-shirt
- White suit



2 Clothes descriptions

Use the adjectives and words below to describe what you're wearing.

Order of adjectives

Remember, the basic order of adjectives: OSASCOM

- **Opinion:** nice, beautiful, horrible, difficult...
- **Size:** big, small, large, tiny, enormous, little...
- **Age:** new, old, ancient, young...
- **Shape:** square, round, flat, rectangular...
- **Colour:** blue, pink, black, grey...
- **Origin:** French, American, eastern, Greek...
- **Material:** wooden, metal, cotton, paper...

For example: *I was wearing a nice, big, old, tall, grey, Australian, cotton hat.*

Adjectives

woollen, polyester, grey, straight, trendy, checked (check), wide, comfortable, blue, green, red, yellow, short, long, charming, tight, elegant, smart, stunning, sexy, unique, striped, khaki, nylon, light, dark, spotted, white, black, silk, cotton, classic, loose, baggy, flared, stylish, beautiful, fashionable

Words

T-shirt, dress, shirt, baseball cap, hat, trousers, shoes,

trainers, socks, jeans, anorak, belt, bikini, blouse, boots, cap, cardigan, coat, skirt, gloves, jacket, suit, pyjamas, sandals, sweater, sweatshirt, uniform, tracksuit, tights, tie, waistcoat, outfit, mini-skirt, scarf

For example: *I'm wearing a striped cotton shirt, a grey woollen jacket, a pair of pink socks and...*

3 Information analysis

Read the text. Then, write the name of a fashion house next to each statement.

Gucci

This Italian company is renowned for its luxury leather goods. It was founded in Florence in 1921.

Hugo Boss

This German fashion house is famous for its menswear. It's based in Metzingen, Germany, and was founded in 1923.

Chanel

This Parisian fashion house was founded in 1909. It specialises in luxury goods, such as handbags, perfumes and cosmetics.

Louis Vuitton

This fashion house, based in Paris, is famous for its bags and trunks. It was founded in 1854.

Giorgio Armani

This clothes brand is named after an Italian fashion designer who is famous for his menswear collections. He formed the company in 1974.

Prada

This Italian fashion label specialises in luxury goods for men and women. It was founded in 1913, and the brand is seen as a status symbol.

1. It specialises in luxury goods. _____
2. It opened for business in Florence in the early 20th century. _____
3. It's a famous Italian menswear firm. _____
4. It's a German firm. _____
5. It was founded in 1913. _____
6. It's famous for its bags. _____

Think about it! Clothes

Do you buy branded clothing? Which brands? Why? What's your favourite item of clothing? What's the best/worst item of clothing you've ever bought? What clothes are in fashion in your country these days? Are there any styles or fashions that you really like? Are there any that you hate? Why? What's the most expensive piece of clothing you've ever bought? What do you wear when you go out at night? Do the clothes we wear say something about us? In what ways?



UNUSUAL CLOTHING FROM THE WORLD OF FASHION

Fashion is all about strange and original designs, but how many of these designs do people actually buy? Let's look at some of the most bizarre fashion ideas of recent years.

1 Pre-reading

Look at these words below. Can you think of any crazy fashions with these things?

- a chemical suit iron
- a gas mask pirates
- a military uniform
- human hair gold

2 Reading I

Read the article once to compare your ideas.

3 Reading II

Read the sentences below. Which fashion item are they referring to?

1. This dress appeared at a show in the London College of Fashion.
2. This item of swimwear wasn't very popular with men.
3. People wear them in Asia because of all the pollution.
4. These clothes were shown at Fashion Rio.
5. This outfit is perfect for after a chemical attack.
6. These clothes were inspired by a Hollywood film.
7. You need a lot of money to buy this item of clothing.
8. This item comes with a pink gun.



The Urban Security Suit

The Urban Security Suit was made by Dutch designer Tim Smit in 2008. With this suit you can look fashionable even after

a chemical attack - when you'll want to look your best, of course. "This is *the* must-have accessory for the next war, skirmish, struggle, conflict, combat zone or civil strife you find yourself in..." said the designer.



Gas Masks

Masks are very popular in the fashion world at the moment. People have worn them in Asia to protect themselves from pollution. But now they're a fashion statement. Gas masks appeared in many fashion shows in 2008/2009. This picture shows a Japanese girl wearing the latest in fashionable survival accessories.



Military Uniforms

Other warfare fashions include designer "fun" military uniforms, some of which come with a pink gun. Would you wear this next time you go out for dinner? One question, is it OK to take a purse, wallet or handbag with you?



Human Hair

Are you happy with wearing fur? No? Then, what about clothes made from human hair? In 2007 designer Julia Reindell created a series of dresses made from human hair as part of her show at the London College of Fashion. Other designers liked the idea and human hair dresses became common on the catwalk in early 2008. But what do you do with

your human hair suit? Brush it? Comb it? Curl it?



Iron Clothes

If hair is not your thing, you could think about iron. Fashion designer Luana Jardim showed a collection of dresses made of iron at Fashion Rio in 2008. Just what you need next time you go to a "heavy metal" concert.



Pirate Fashion

Hollywood often influences fashion. *The Pirates of the Caribbean* films inspired lots of designers, including Jean Paul Gaultier's 2008 Paris collection. Pirate hats, big belts and boots were in. But then everybody wants to look like Johnny Depp.



Menskirts

Of course, wacky fashion isn't only for women. Do you remember menskirts? These first appeared in 2006/7 and David Beckham was one of their biggest fans. And what about the mankini (see picture)? British designer Alexander McQueen borrowed the idea from the *Borat* film. McQueen's one-piece swimsuit came out at the Milan Fashion Week in 2008 but fortunately it didn't become very popular.



Gold Jeans

Feeling rich? Then how about a pair of gold-plated jeans? Top designer John Galliano had gold trousers in his menswear collection. Pictured are the Goldplated Jeans by Kohzo Denim. The trousers are actually made of organic cotton which is then painted with 18 carat gold paint. They'll cost you about €600 a pair.

So as you can see the world of fashion has something for everybody. Isn't it time you made your wardrobe a bit wackier? ☺

Language Structures: Relative Clauses

Who / That (for people): "She's the person who works in accounts."

Which / That (for things) This is the car which was involved in the crash.

Where (for places): "This is the room where we sit and chat and have coffee."

Whose (for possession): "This is the man whose office is on the top floor."

Which (for non-defining relative clauses): "The company, which my sister and I set up, is doing really well."

Which (to refer to a previous clause – used after a comma): "I had a really bad day, which ended even worse."

Identifying relative clauses (also known as "defining relative clauses") help us to identify the noun. We generally use the relative pronouns *who / that* for people and *that / which* for things. For example:

- This is the pen **that / which** I used in the exam.
- She's the person **who / that** got the job.

When the relative pronoun (*who/that*) refers to the object of the verb in the relative clause, the relative pronoun is optional. For example: "Those are the people (**who**) we met." [We met the people (*people* is the object).]

Non-identifying clauses are used to provide extra information about the noun. This information isn't essential for identifying the noun. In these cases, you have to use the relative pronoun *which* (*that* isn't possible). For example:

- My sister, **who** works in London, is having a party tomorrow.
- The money, **which** we paid into the bank last week, was used to buy the house.

1 Matching

Match the sentence beginnings to the endings.

- The man who gave us...
 - The house that was...
 - The woman whose bag it...
 - The grass was very long where...
 - The castle, which...
 - The woman who invented it...
- ...next door was much bigger.
 - ...the invitation was about 35 years old.
 - ...it hadn't been cut.
 - ...stood on a hill, dominated the skyline.

- ...became very rich.
- ...was came back to collect it.

2 Sentence completion

Complete the sentences with the correct relative pronouns. In cases where the pronoun isn't necessary, put it in brackets ().

- This is the phone _____ we fixed yesterday.
- That was the woman _____ sold me the dog.
- We went to the place _____ it all happened.
- I spoke to the man _____ house we're going to rent.
- She gave me a vase _____ she'd brought back from Venice.
- I got some news _____ I wasn't expecting.

3 Word choice

Choose the correct words.

- This is the woman **whose / who** car was stolen.
- This is the book **who / that** I was telling you about.
- She introduced me to someone **who / whose** was really interesting.
- There's an instruction manual in **which / that** everything's explained.
- She's the woman **who / whose** won the painting competition.
- You only need to clean the floors **where / which** necessary. If it looks clean – just leave it!



4 Relative clause creation

Create as many sentences with relative clauses + pronouns (*who, that, which, where, whose, etc.*) as you can in just two minutes. Use the verbs below (or any others).

live, work, walk, go, take, know, wear, drink, eat, move, get, give, keep, sell, show, watch, speak, talk, see, run, manage, call, lend, learn, think, help, understand

5 Fluency practice

Answer the questions.

- Is there a writer whose books you particularly enjoy?
- Is there another country in the world where you'd like to live?
- Is there a type of music that you can't stand?
- Have you made any decisions in your life that you regret?
- Have you ever met anyone on holiday who you were friends with at school or university?
- Have you done anything that you're really proud of?

6 Online text analysis

Read the text. Then, answer the questions. Afterwards, look through the text for any relative clauses. How many can you find?



Coco Chanel
The life of France's most famous fashion designer.



Chanel is a world-renowned brand. But how did it all start?

Coco Chanel, the founder of Chanel, didn't have a glamorous start to life. She was born Gabrielle Bonheur Chanel on 19th August 1883, in Saumur, France. After her mother's death, Chanel was put in an orphanage by her father. She was raised by nuns who taught her how to sew – something which became useful to her in later life. Around the age of 23, Chanel started a relationship with Etienne Balsan who offered to help her start a **millinery*** business in Paris. She left him soon afterwards for one of his even wealthier friends, Arthur "Boy" Capel. With the necessary financial backing, Chanel opened her first shop on Paris' Rue Cambon in 1910, where

she started selling hats. Within a short period of time, she opened more shops in Deauville and Biarritz and began making clothes. Her first dress was made out of an old jumper. Many people seemed to like it and asked her where she got it from. "My fortune is built on that old jersey that I'd put on because it was cold in Deauville," Chanel once told author Paul Morand.



In the 1920s, Chanel launched her first perfume, Chanel No. 5. It was the first time that a perfume had featured a designer's name. In 1925, she created the now world-famous Chanel suit, which was revolutionary for the time. Back then, black was associated with mourning, but Coco showed how chic it could be.



***millinery**
(related to the making of hats)

[CLICK HERE FOR PART II](#)

1. When was Coco Chanel born?
2. Who was she raised by after her mother's death?
3. What type of business did she start at the age of 20?
4. When did she open her first shop?
5. What was her first dress made out of?
6. When did she launch her first perfume?

Your turn!
Write a short bio of a famous person, or someone from your family.

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Defining your style with vintage clothes!

1 Pre-listening

Look at the items of vintage clothing. Which ones do you like / dislike? What other items of vintage clothing can you think of?



2 Listening I

Listen once. Why are vintage clothes popular these days?

3 Listening II

Listen to the information again. Then, answer the questions.

1. Which decade is the flapper dress from?
2. Which areas of London have a lively vintage clothes scene?
3. Which singers often wear (or wore) vintage clothes?
4. Which TV series have influenced the fashion?
5. Which film starring Leonardo DiCaprio is mentioned?
6. What type of revival do they think the film will inspire?



Syllable stress

A

Nouns

Many nouns with two or more syllables have the stress at the start of the word. For example:

calories, products, aftershave, fragrance, format, lotion, bottle, office, model

B

Verbs

And many verbs with two or more syllables have the stress in the middle or at the end of the word. For example:

produce, promote, deliver, expect, impress, attend, collect, prevent, begin, survive, complain, entertain, explain, maintain, remain

C

Now listen and write the sentences you hear.

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

UNIT 13 Fashion Fun

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	She's the person who got the job.	1.	
2.	This is the car that I bought from my uncle.	2.	
3.	There's a room where you can get changed.	3.	
4.	That's the man who we rented the office from.	4.	
5.	The phone that I fixed yesterday has broken again.	5.	
6.	We went to the place where it supposedly all happened.	6.	
7.	I spoke to the man who was selling the house.	7.	
8.	She gave us a vase which I put in the living room.	8.	
9.	This is the book that I was telling you about.	9.	
10.	She introduced me to someone whose name I can't remember.	10.	
11.	They live in a house that used to belong to a film star.	11.	
12.	There's an instruction manual that explains everything.	12.	
13.	She lent me the book that her sister had given her.	13.	
14.	We took the one that you were thinking of buying.	14.	
15.	He stayed in the house that was sold for over a million.	15.	
16.	That's the woman who works in the same office as Jeff.	16.	
17.	Is there anywhere in the world that you'd really like to visit?	17.	
18.	I met the man whose car was stolen.	18.	
19.	My sister, who works in London, is having a party tonight.	19.	
20.	The money, which we paid into the bank, didn't amount to much.	20.	

English has a rhythm to it. Listen to phrases or sentences and try to repeat them with the same intonation and rhythm.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Use adjectives to describe clothing.

Write a detailed description of what I'm wearing.

Understand a text about unusual clothing from around the world.

Use relative clauses to write a short bio of a famous person.

Understand a recording of a report on vintage clothing.

Identify stress patterns in a variety of words.

UNIT 14 Help!

Objectives

In this unit, you'll learn how to...

...identify parts of speech in common words, use the present perfect continuous to describe activities in progress, identify connected speech



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

Charity check

Read the information about charities. Then, write the name of a charity next to each question.

RSPCA

(The Royal Society for the Prevention of Cruelty to Animals)

This animal welfare charity rescues, takes care of and finds new homes for all types of animals. They also campaign for laws to protect animals.

The National Trust

With 3.7 million members, this charity's aim is to protect important historic buildings; it also protects areas of natural beauty.

Barnados

This is a UK children's charity that was founded in 1866 by Thomas John Barnardo. The aim of the charity is to protect children from abuse and exploitation.

Cancer Research

This UK charity funds research into the prevention, cure and treatment of cancer.

Oxfam

This UK charity aims to provide solutions to poverty and hunger worldwide. The charity raises money primarily by running charity shops.

Which charity...

1. ...was founded in 1866?
2. ...is fighting against worldwide poverty and hunger?
3. ...helps protect animals?
4. ...funds research into the prevention of cancer?
5. ...has 3.7 million members in the UK?

Think about it!

Are any of these charities operating in your country? Which one/s? Are they well-known? Are there any charities in your country which are similar to these? Which ones? What are some of the main charities in your country? Have you ever donated money to a charity? Which one? Why?



Vocabulary: Charities

1 Matching

Match the terms (1 to 6) to the descriptions (a-f).

- 1. Charity
- 2. The elderly
- 3. The homeless
- 4. Refugee
- 5. Shelter
- 6. Fundraising / money raising

- a. Someone who is forced to leave their country because of war, etc.
- b. An organisation that helps people in need.
- c. Collecting money for charities, etc.
- d. People who are very old and who need looking after.
- e. People who have nowhere to live.
- f. A building where homeless people can sleep and get food.



2 Parts of speech

Complete the table with the parts of speech.

Noun	Person	Verb
sponsorship	a sponsor	(1) _____
volunteering	(2) _____	to volunteer
(3) _____	a donor	to donate
training	a trainer	(4) _____
victimisation	(5) _____	to victimise
fundraising	a fundraiser	(6) _____
pollution	a polluter	(7) _____
(8) _____	a distributor	to distribute

3 Collocations

Add words to the verbs / expressions. Then, use any of them to write two sentences.

- Raise awareness of... *an issue, a topic...*
- Distribute... *food, water...*
- Raise money for... *a charity...*
- Pay for the construction of... *a new hospital...*
- Request volunteers to... *teach English...*
- Organise a sponsored event to... *raise money...*

4 E-mail analysis

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

Blue Message

To: **ben@yahoo.com**

Subject: **charity work**

Hi Ben,

How's it going? It was great to hear from you. As you probably know, I'm working for a charity organisation. I'm based on a remote island in the Pacific. It's been a real experience. A couple of days ago there was an earthquake, so we've been distributing food to some of the victims, and helping with the reconstruction of the damaged buildings. We've also been constructing a medical centre to provide first aid and basic medical care to those affected.

Many of the residents here are now homeless because of the earthquake. So, we're building a temporary shelter for these people as it's quite cold at night. The shelter has got beds and there are blankets for everyone so they can keep warm.

I've got to go now.
Speak soon,
Angela



- | | | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 1. Angela is working in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There was an earthquake a couple of days ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. She's been distributing food to the victims. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They've also been constructing a hospital. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. They built a temporary shelter for the charity workers. | <input type="checkbox"/> | <input type="checkbox"/> |

Think about it! Charities

What can be done to help combat poverty? Do you think governments should give more to help poorer countries? Why? What could the government do to help charities operate more effectively? Give examples. Do you ever give money to beggars or homeless people? Why? Why not? What can be done to help homeless people? Give examples.



IS THIS REALLY AN EMERGENCY?

1 Pre-reading

Think of an emergency situation related to any of the following things.

- neighbours insects
- the bathroom birds
- fireworks a bus drink
- an item of food

Other?

2 Reading I

Read the article once and compare your ideas. Which call is the most ridiculous? Which ones are real emergencies?

3 Reading II

Read the article again. Then, write the name of an object or animal next to each sentence.

1. The caller couldn't turn it off.
2. The caller had some in their eyes.
3. The caller couldn't reach it.
4. The caller's hamster was trapped behind it.
5. The caller could see it sitting on a telegraph pole.
6. The caller could see two of them by a lake.

Robberies. Fires. Accidents. The emergency 999 number is a lifesaver if you need the police, or fire or ambulance services. But some people don't seem to know the difference between an emergency and a non-life-threatening situation. Here are some problems that people have phoned in about. Which ones would you classify as an emergency?

- I can't turn my **tap** off.
- I think my neighbour is a **spy**.
- Do you know a good **stain remover**?
- I've got some shampoo in my eyes.
- I've just had a pizza delivered and it's got the wrong **topping** again.
- I'm doing the crossword and I can't get the word for **two down**.
- I'm sitting on the sofa because my back is hurting me so much but I can't **reach** the **remote control**.
- A pigeon's been **run over** and I've got no money to phone the **RSPCA**.
- My son won't get out of bed and I was wondering whether you could have a word with him.
- I've just made a hole in the **ceiling** and all these **wasps** have just come out.
- I'm waiting for a bus in Crow Lane but none has come for the past half hour.
- My hamster's trapped behind the **wardrobe**.
- I was wondering what time the local **firework display** started.
- Do you happen to have the time on you – it's just that my clock has stopped?
- I've just bought these trousers and I can't find the **receipt** and I was wondering what my rights were.
- I can see this large **owl** sitting on a **telegraph pole** outside my bedroom. Can I shoot it?
- I ordered some Chinese food but they've put too many onions in it again. I've told them about it hundreds of times before.
- I'm slightly concerned about these two ducks sitting by a **lake** as they haven't moved for about five minutes. ☺

GLOSSARY

- a life-threatening situation** n
a situation in which someone might die
- a tap** n
an object that controls the amount of water that comes out. If you turn it one way, it lets water out; if you turn it the other way, it stops the water
- a stain remover** n
a chemical substance for removing a stain (a mark on clothing produced by oil, etc.)
- a topping** n
food that is placed on other food, such as cheese on top of a pizza
- two down** adj
this would refer to a word in a crossword. Vertical words are "down"; horizontal words are "across"
- to reach** v
if you can't "reach" something, it is too far away for you
- a remote control** n
a little machine that you use to change the channels on a TV
- to run over** phr
if a car "runs over" an animal, it hits the animal
- the RSPCA** abbr
the Royal Society for the Prevention of Cruelty to Animals – an organisation that protects animals
- a ceiling** n
the top part of a room
- a wasp** n
a black and yellow insect that can sting ("bite") you
- a wardrobe** n
a large piece of furniture for keeping clothes in
- a firework display** n
an exhibition with fireworks (objects that explode and produce nice flashes of colour in the sky)
- a receipt** n
a piece of paper you receive in a shop after you buy something. This piece of paper has information about the product you have bought
- an owl** n
a bird with large eyes. It comes out at night
- a telegraph pole** n
a tall, long, thin piece of wood. They are used to hold telephone wires
- a lake** n
a large area of water with land all around it



Language Structures:

The Present Perfect Continuous

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

Time expressions

today, this morning, this afternoon, this week, this month, this year, so far, recently, lately, just recently, these days, for (+ a period of time), since (+ a specific time).

We often use contractions with the Present Perfect Continuous. 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 form the Present Perfect Continuous tense with *have/has been + a gerund form (waiting, running, talking, working, etc.)*. For example, "He's been thinking about it."

We use the Present Perfect Continuous tense to refer to actions that have been in progress up until (or close to) the moment of speaking. For example, "I've been watching a film."

We can use *how long* to ask about the duration of something. For example:

- A:** How long has she been working here?
B: She's been working here for about six months.

Ordering

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

- has / she / her new car / been / driving
- talking / he / been / to his boss / has
- I / been / at home / working / have
- the book / she / been / reading / has
- been / they / a film / watching / have
- have / we / been / to the radio / listening

Matching

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

- Who have you been talking to?
 - Where have you been sleeping?
 - What have you been doing?
 - Have you been playing golf?
 - What have you been watching?
 - What have you been listening to?
- Walking in the park.
 - A film.
 - A CD my brother got me for Christmas.
 - No, I've been playing tennis.
 - Beth from accounts.
 - On the sofa – the bedroom still smells of paint.

Sentence completion

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

- I _____ (work) a lot recently.
- She _____ (run) in the park.
- We _____ (paint) the room.
- You _____ (eat) too much lately.
- They _____ (watch) a video.
- We _____ (not see) one another much lately.
- They _____ (not shop).
- I _____ (not sleep) well at night.

Sentence creation

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

watch, work, walk, talk, speak, think, move, take, catch, play, listen, dream, drink, eat, get, give, go, sell, send, show, run, call, learn

Fluency practice

Answer the questions.

- Have you been working a lot lately?
- Have you been doing any exercise recently?
- Have you been eating well these days?
- Have you been getting enough sleep this week?
- Have you been working from home at all this week?
- Have you been drinking a lot of water today?
- Have you been watching anything good on TV lately?
- Have you been listening to any new music?

Conversation completion

Complete the conversation with the correct form of the verbs in brackets. Use the Present Perfect Continuous.

- Interviewer:** So, tell me a bit about your trip to the rainforest.
Lisa: Yes, well, we (1) _____ (work) in a remote area of a rainforest quite near the capital.
Interviewer: So, what exactly (2) _____ you _____ (do)?
Lisa: Well, many villages in this area have no electricity or running water. So, we (3) _____ (help) with the

construction of a new school and the installation of electricity lines.

Interviewer: What's it like?

Lisa: Well, it's been really difficult. I (4) _____ (suffer) as there are so many mosquitoes at night. They (5) _____ (bite) me non-stop ever since I got here – I have to sleep under a mosquito net at night, but they still manage to get in. We (6) _____ (also / have) problems getting supplies up there. The roads are really bad.

Interviewer: So, are you enjoying the experience?

Lisa: Oh, yes. I wouldn't miss it for the world. I've learnt so much, and I've made so many good friends.

Interviewer: Well, thank you so much for that.

Lisa: No problem.

Your turn!

Write a dialogue between an interviewer and someone who has been working for a charity organisation.

Much, Many, Few, Too, Enough

- *Very* goes before an adjective or an adverb: *The situation isn't very good.*
- *Too* goes before an adjective or an adverb. It can be followed by an infinitive with *to*. It usually has a negative meaning: *It's too dry here to grow anything.*
- We can use *enough* to say that there is a sufficient amount of something. Notice how *enough* is placed before the noun. For example, "There are enough chairs."
- We usually use *much / many* in negative and interrogative sentences and *a lot of* in affirmative sentences:
 - a) How many people work here?
 - b) They haven't got much water.
 - c) There are a lot of people here.

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."

Poster completion

Choose the correct words to complete the poster.

HUNGER AID

Please help us to help others!



(1) **Few / Little** of us today in the developed world know what it's like to truly be hungry. Unfortunately many people across the globe know this feeling only too well.



At Hunger Aid we know that (2) **a little / little** money can go a very long way in countries where poverty and hunger are part of everyday life. Please help us by donating to Hunger Aid.

Hunger Aid operates in areas with very (3) **a little / little** water and very few natural resources. Very often, there aren't (4) **doctors enough / enough doctors** or hospitals, and clean drinking water is hard to find. As a result, many local people are suffering from malnutrition and some are critically ill. So much needs to be done, and there simply aren't (5) **enough funds / funds enough**.

But this is where YOU can help!

We need to raise money to build more hospitals and to provide people with (6) **enough water / water enough** and food. Over the years, our projects have helped thousands of people. Please feel free to donate as much or as (7) **a little / little** as you can. Every bit counts! Thank you so much for your collaboration!

[CLICK HERE TO FIND OUT HOW YOU CAN HELP. ►](#)

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LISTEN & RESPOND



PRONUNCIATION PERFECTION

Living a healthy lifestyle!

Pre-listening

What's the definition of a healthy lifestyle? Look at the words below and think of ideas for each one. Then, discuss your ideas with a partner.

Food	<i>Don't eat too much fatty food</i>
Drink	
Alcohol	
Exercise	
Work	
Relaxation	
Smoke	
Free time	
Sport	
Personal weight	

Listening I

You are going to listen to a doctor talking to a patient about his lifestyle. Listen once. Is Mr Jones living a healthy lifestyle?

Listening II

Listen again. Then, answer the questions.

- How much weight has Mr Jones put on in a year?
- Where is he working?
- Why is Mr Jones interested in the job in the Italian restaurant?
- How much does he smoke a day?
- How far away is the place where he works?



Word linking

A

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

- about it = **abou** tit
- on it = **o** nit
- for it = **fo** rit
- living in = **livin** gin
- for us = **fo** rus
- fix it = **fi** xit

Now listen to these sentences. Notice how the word sounds merge. Mark this on the page:

- I've been **living in** India.
- She's been waiting **for us**.
- They've been trying to **fix it**.

B

Listen and repeat these sentences. Where does the word linking occur?

- They've been talking about it.
- We've been thinking about our time there.
- She's been painting it.

C

Now listen and write the sentences you hear.

- _____
- _____
- _____
- _____

UNIT 14 Help!

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	They've been discussing it.	1.	
2.	They raised enough money to pay for a new school.	2.	
3.	They've been thinking about it.	3.	
4.	She's been learning French for a couple of months.	4.	
5.	I've been talking to them about it.	5.	
6.	I've been jogging in the park.	6.	
7.	They've been chatting in the pub.	7.	
8.	We've been painting the house.	8.	
9.	I haven't been working on it very much.	9.	
10.	Have you been repairing the fridge?	10.	
11.	Have you been doing much exercise?	11.	
12.	We've been shopping in that new department store.	12.	
13.	We haven't been seeing much of each other lately.	13.	
14.	How much money have you invested in it?	14.	
15.	How many people are you expecting to come?	15.	
16.	We haven't had much time to work on it.	16.	
17.	Quite a few people have expressed an interest in it.	17.	
18.	There aren't enough places for all the people who apply.	18.	
19.	Feel free to donate as much or as little as you can.	19.	
20.	I don't think there's enough for everyone.	20.	

Read and listen to as much English as you can. It's the best way to improve. You can read online articles, listen to songs, watch films, TV series, YouTube videos... the options are limitless.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Identify parts of speech.

Understand a text about the emergency services.

Use the present perfect continuous to describe activities in progress.

Understand an e-mail from someone who's working for a charity.

Understand a recording of a conversation between a patient and a doctor.

Identify connected speech in sentences.

UNIT 15 Transport Time

Objectives

In this unit, you'll learn how to...

...ask for and give directions, use the first and zero conditionals to identify possible courses of action, use contractions in speech



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

Forms of transport

Tick the forms of transport you use at least once a week. Put a circle around the ones you use sometimes. Cross out the ones you never use.

- Car
- Bus
- Aeroplane
- Helicopter
- Train
- Underground
- Light railway
- Ship
- Taxi
- Ferry
- Motorbike
- Scooter
- Bicycle
- Van
- Lorry / truck

Think about it!

Which forms of transport do you use most frequently? What do you use them for? Which ones do you prefer? Why? How often do you walk to places? What do you like/dislike about using the car? Have you used any other forms of transport? Which ones?



UNIT 12 Transport Time

WORD BUILDING

Vocabulary: Giving directions & transport

1 Giving directions

Match the sentences to the icons.

1. Go straight on until you come to...
2. Turn left into (Gordon Street).
3. Turn right at the next road.
4. Take the (second) turning on the left.



2 Identifying places on a map

Look at the map and complete the sentences with the correct prepositions or words.

1. The hospital is _____ to the hotel.
2. The toy shop is _____ the bookshop and the restaurant.
3. The post office is on the corner of Pine Street and _____ Street.
4. The train station is _____ the police station.
5. The police station is on _____ Street. It's next to a bar.



3 Asking for directions

Write out directions to go from one point on the map to another.

4 Personal travel

Answer the questions. Remember to say *by train / car / bus*, etc. and *on foot*.

How do / would you go from your house to...?

- ...work?
- ...the shops (for something small)?
- ...the shops (for a lot of shopping)?
- ...your friend's house?
- ...your parent's house?
- ...London?
- ...the beach?
- ...the mountains?
- ...New York City?
- ...the train station?

5 Online article analysis

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

London Transport

There are lots of ways to get around London.

• The Underground

The Underground (also known as the Tube) is one of the oldest underground train systems in the world! You can get just about anywhere in London on the Underground.

• Walking

Central London is great for walking as many landmark locations are closer than you might think. For example, the Tube stops between Covent Garden and Leicester Square are just five minutes' walk apart!

• Bicycle

Cycling is also easy in London. You can rent a bike from one of the many cycle-hire shops, or you can pick up a "Boris bike" (named after London's Mayor, Boris Johnson). Simply swipe your credit or debit card, grab a bike and off you go. Best of all, it's free for the first 30 minutes.

• Taxi

London taxis (black cabs) are fast and efficient. If the yellow taxi sign at the front is illuminated, the cab is available for hire. There are no additional charges for items of luggage.

• Bus

London is famous for its red, double-decker buses (with an upstairs and a downstairs). A famous politician (William Gladstone) once said, "The best way to see London is from the top of a bus." One of the most famous double-decker buses is the Routemaster. These buses are open at the back and you can jump on and off.

[CLICK HERE FOR MORE INFORMATION ►](#)

1. Another word for the Underground is the Tube.
2. The writer doesn't recommend walking in London.
3. The first 30 minutes of a Boris bike is free!
4. Taxi drivers charge extra for luggage.
5. Some of London's buses have two floors.

Your turn!

Write a short paragraph describing transport in your city.

Think about it!

Do you like travelling by air? Why? Why not? What's the transport system like in your town / city / country? Do you think the government should invest more in public transport or road construction? Why? What would you do about transport in your country if you were president?

1 Pre-reading

Match the forms of transport (1 to 8) to the pictures (a-h).

1. A fishing boat
2. A sailing boat
3. A catamaran
4. A rowing boat
5. A snow mobile
6. A wakeboard
7. A tuk-tuk
8. A rickshaw



2 Reading I

Read the article once and answer this question. What is unusual about Charlie Boorman's trip in the television series *By Any Means*?

3 Reading II

Read the article again and answer the following questions. What form of transport did Charlie take...

1. ...in Burma?
2. ...from Ireland to Liverpool?
3. ...from Dover to Calais?
4. ...from Dubai to Mumbai?
5. ...from Wicklow to the Irish Sea?
6. ...in Nepal?
7. ...in China?
8. ...from Malaysia to Singapore?
9. ...in Delhi?



112 WAYS TO TRAVEL AROUND THE WORLD!

What's the best way to travel around the world? Of course, that depends. If you want to do it quickly, then you'll need to go by aeroplane. But if you want to make it fun, you should do what Charlie Boorman did.

If you like motorbikes, you may have heard of Charlie Boorman, who is an actor, traveller and world famous motorbike enthusiast. He's been all over the world on a bike. In 2004, he and his best friend, film star Ewan McGregor, rode from London to New York via Europe and Asia – *The Long Way Round*, as their hit TV series was called. In 2007, he and Ewan set off again, this time riding *The Long Way Down*, from Scotland to Cape Town, South Africa. However, Charlie doesn't only love motorbikes – he's a fan of lots of different types of transport. In fact, if it moves, Charlie will try to ride it, sail it, fly it or drive it. This was demonstrated in 2008 when Charlie travelled from Wicklow in Ireland to Sydney, Australia, by any means of transport except a plane.

The series, called *By Any Means*, was a big hit on British TV. One of the aims of the trip was for Charlie to travel by as many different forms of transport as possible... and he was very successful. He managed to use 112 different types of transport, and he only had to catch a plane once (after a natural disaster in Burma made other ways of travelling impossible).

Can you think of 112 different forms of transport? If you can, you're a genius. In fact,

Charlie used lots of different types of cars, boats, and bikes and each one counted as part of the 112. For example, Charlie took a fishing boat from Ireland to Liverpool, a small sailing boat from Dover to Calais, a catamaran from Venice to Croatia, a cargo ship from Dubai to Mumbai, India, a rowing boat along the Ganges, and a yacht from Indonesia to Darwin, Australia. And these are only some of the examples of the ways he travelled on water.

Of course, Charlie Boorman also got to ride lots of different motorbikes. In fact, the journey began with a bike ride from Wicklow to the Irish Sea. He also rode motorcycles in India, Cambodia and Australia, where the journey ended with Charlie riding into Sydney with a big gang of Australian bikers.

There were also lots of more unusual forms of transport on the journey. Charlie rode an elephant in Nepal and horses in Australia. He flew by balloon in China and helicopter in the Himalayas. He rode a snow mobile and a ski tube in the Snowy Mountains of Australia and he was also the first man to wakeboard from Malaysia to Singapore. One of his favourite vehicles was a tuk-tuk – a three-wheeled motorised rickshaw that he rode in Delhi. In total, the trip took 102 days and Charlie and his crew travelled through 24 countries. The journey was such a success that in 2009, Charlie set off again, this time to travel from Sydney to Tokyo "by any means". The TV series and the book should be out soon!

Language Structures:

Zero Conditionals

Affirmative	Negative	Interrogative
<i>If it rains, we take an umbrella.</i>	<i>If you press that button, the light doesn't come on.</i>	<i>If they arrive late, do you get angry?</i>

We form the Zero Conditional with **if** + a verb in the Present Simple tense, and another Present Simple verb. For example, "If you open the window, it gets cold in here."

We use the Zero Conditional to talk about things that always happen and that are always true. For example, "If you heat the butter, it melts."

The First Conditional

We form the First Conditional with **if** + a Present Simple verb, followed by a clause with **will** + an infinitive (without "to"). For example, "If you go by train, it'll be much quicker."

Affirmative	Negative	Interrogative
<i>If it rains, we'll take an umbrella.</i>	<i>If you press that button, the light won't come on.</i>	<i>If they arrive late, will you get angry?</i>

We use the First Conditional to talk about things that will probably happen in the future if certain conditions are met. For example, "If you don't tell her, she'll be angry."

We can also use modal verbs (*can, should, must*, etc.) with conditional structures. For example, "If you leave it here, someone might steal it."



Mini-dialogues completion

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

- If it rains while we're having the BBQ, we'll...
 - If you're hungry, I...
 - If there's enough time,...
 - If I can't find the car keys, we...
 - If you leave the window open,...
 - If you bring your camera, you'll be...
- ...it'll get really cold.
 - ...cook the food inside.
 - ...we must visit the museum too.
 - ...can make you a sandwich.
 - ...able to take some photos.
 - ...won't be able to go by car.

Word choice

Choose the correct words to complete the sentences.

- If you **will tell / tell** me what the problem is, I'll be able to help you.
- If they don't leave now, they **not get / won't get** to the airport in time for their flight.
- If you press this button, the machine **stop / stops** working.
- If you **call / will call** them now, you'll be able to speak to them about it.
- If she goes by car, she **will get / get** there a lot more quickly.
- If he **buy / buys** two of them, he'll get a discount.

Ideas completion

Complete the sentences with your own ideas.

- If I have some free time tomorrow, I'll probably...
- If I go shopping tomorrow, I'll probably buy...
- If I go out tonight, I'll probably eat at...
- If I get offered a better job, I'm sure I'll...
- If I'm hungry before lunch, I'll probably...
- If I have time this week, I can...

UNIT 15 Transport Time



WORD LINKING

Fluency practice

Answer the questions.

What will you do if...

- ...it rains tomorrow?
- ...your boss tells you to go home early next week?
- ...you're offered a job abroad?
- ...you run out of money before the end of the month?
- ...there's a traffic jam on the way home?
- ...you feel sick later on?
- ...you can't find your wallet?

Adverbs

We form many adverbs by adding the ending *-ly* to an adjective: *slow- slowly; polite-politely; careful-carefully*.

Adverbs of manner show us *how* somebody does something. We generally place the adverb after the verb. For example, "They were walking slowly."

There are several irregular adverbs: *good-well; fast-fast; hard-hard*

Table completion

Complete the table by writing the adverbs from the following adjectives.

Adjective	Adverb
1. careful	
2. quick	
3. quiet	
4. urgent	
5. pleasant	
6. direct	
7. calm	
8. cautious	
9. safe	
10. dangerous	
11. slow	
12. good	
13. fast	

Word choice

Choose the correct words to complete the sentences.

1. She told us to lift it... a) carefully b) careful
2. She works really... a) quick b) quickly.
3. They spoke to us... a) really nicer b) really nicely
4. He was driving... a) dangerous b) dangerously
5. The program is updated... a) hourly b) by hour
6. The meetings are held... a) monthly b) in a monthly
7. They were eating... a) noisy b) noisily
8. She did really... a) good b) well

Instant message analysis

Read the instant messages and write either **S** (Shelly) or **B** (Brandon) next to each question. Afterwards, read through the messages again and see if you can find any examples of conditionals or adverbs. How many can you find?

Shelly: Hey, Brandon, what do you think of the new high-speed train link between Weyshore and Benton. I'm all for it!

Brandon: If they go ahead with this, it'll put the country in even more in debt. If we upgrade the existing road to accommodate a high-speed bus lane, we'll save a huge amount of money. Buses aren't so bad.

Shelly: People will be able to travel much more comfortably and quickly between the two places. They're reliable, modern and really efficient. The construction work will help create jobs in the road-building industry and it'll increase trade between the two cities enormously. The new line will be able to take freight from the coast in Weyshore directly to Benton, and if they extend the high-speed lines to other cities in the country, then they'll be able to take goods anywhere really quickly and quite cheaply. Think what that will do for trade!

Brandon: If we invest this money in other projects, it'll have a bigger impact on employment. We've got hospitals, roads and schools in urgent need of renovation. Also, the train line will go through the national park, which will be a disaster for the wildlife there.

Shelly: Just think – you could be on the beach in 2 hours. If they build the line, it'll cut travel time between the two cities by up to three hours!

Who...

1. ...thinks the high-speed train line will help create jobs?
2. ...would like to invest the money in other projects?
3. ...thinks it'll put the country in more debt?
4. ...is unhappy about the line going through a nature reserve?
5. ...thinks it'll be good for trade?

Your turn!
Write an e-mail to someone trying to convince him/her of the benefits of a course of action.

LISTEN & RESPOND PRONUNCIATION PERFECTION

The benefits of trams!

1 Pre-listening

What are the pros and cons of having a tram network in a city? How do they compare to other forms of transport? Make notes.

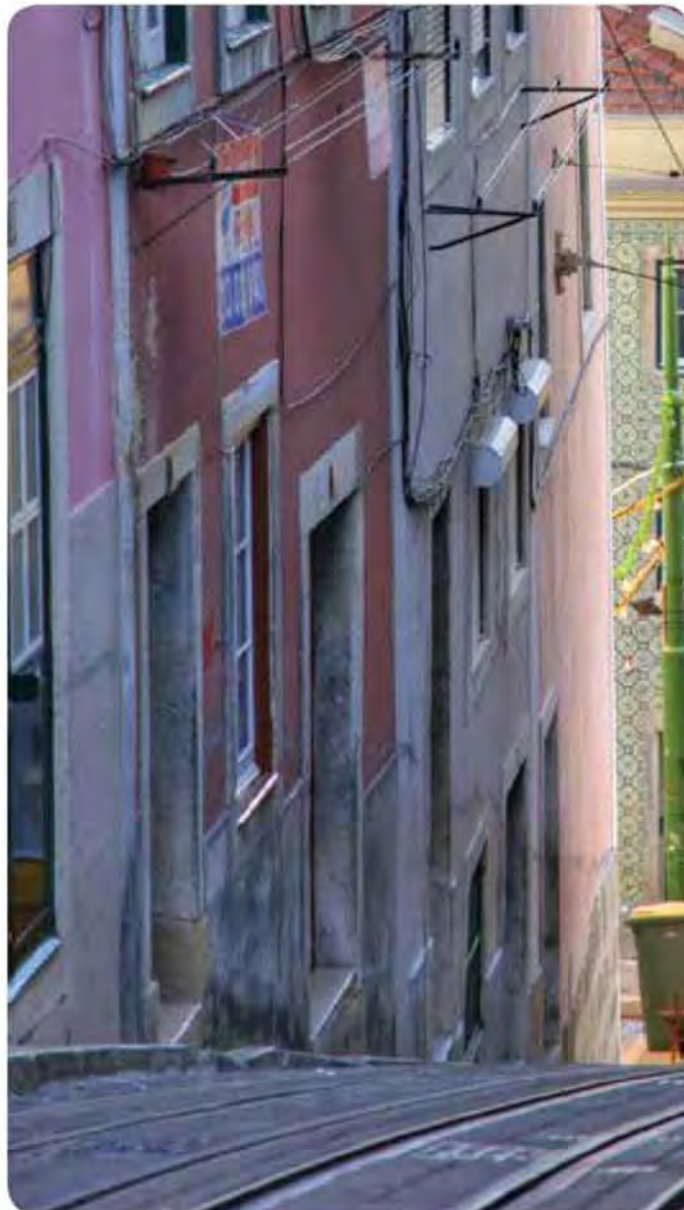
2 Listening I

According to the information in the recording, are trams good or bad for cities in general?

3 Listening II

Listen to the information again. Then, answer the questions.

1. How many people can trams transport at a time?
2. How many can a bus carry?
3. What does the speaker say about the doors?
4. Where are the ticket machines?
5. Why are they more flexible than trains?
6. Why are they more reliable than buses?
7. What happens to road traffic during the week where tram lines are installed?



Contractions

A

Listen and repeat these common contractions.

- a) I'm, you're, he's, she's, it's, we're, they're
- b) I've, you've, he's, she's, it's, we've, they've
- c) I'll, you'll, he'll, she'll, we'll, they'll

Remember:

He's can mean *he is* or *he has*.

She's can mean *she is* or *she has*.

And *it's* can mean *it is* or *it has*.

B

Listen and repeat these sentences with contractions. What are the full forms?

- a) I'll talk about it later.
- b) She'll do it if she's got the time.
- c) We'll go if it isn't too late.
- d) I've never heard of it.
- e) She's eaten here before.
- f) They've had enough of it.

C

Now listen and write the sentences you hear.

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



UNIT 15 Transport Time

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	If it starts to rain, we'll go inside.	1.	
2.	If you're hungry, I'll make you a sandwich.	2.	
3.	If you leave the window open, it gets quite cold in here.	3.	
4.	If there's enough time, we can visit the castle.	4.	
5.	If you bring your camera, you'll be able to take some photos.	5.	
6.	If you don't leave soon, you'll be late.	6.	
7.	If you tell me what the problem is, I'll see if I can help you.	7.	
8.	If you press this button, it turns off the machine.	8.	
9.	If you go by car, you'll probably get there in time.	9.	
10.	If we go shopping tomorrow, we'll probably go to that new shop.	10.	
11.	If I'm hungry before lunch, I usually have a little snack.	11.	
12.	If you buy both of them, you get a discount.	12.	
13.	If she tells us what she wants, we'll try to help her.	13.	
14.	They were walking quite slowly.	14.	
15.	She went there as quickly as she could.	15.	
16.	They were talking excitedly.	16.	
17.	They were eating quite slowly.	17.	
18.	He was driving a bit too fast.	18.	
19.	They reacted quite well to the news.	19.	
20.	She spoke slowly so they'd understand her.	20.	

Talk in English with your friends. This will help you develop your speaking fluency. The more you practise speaking, the better you'll be.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Ask for and give directions.

Write a short paragraph on transport in my city.

Understand a text about a round-the-world trip.

Use first and zero conditionals to discuss several courses of action.

Understand a recording on the pros and cons of trams.

Use contracted forms of words.

UNIT 16 What a Disaster!

Objectives

In this unit, you'll learn how to...

...create useful collocations, write a short story about something that went wrong, use perfect modal verbs to reflect on the past, identify weak sounds



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

1 Annoying Things

Tick the things you find annoying. Which one is the most annoying?

- When you hold the door open for someone and they just walk through without saying "thank you".
- When you're in the cinema and there's someone who just won't stop talking.
- When you're in a rush and someone in front of you is driving really slowly.
- When someone shows up more than an hour late for a dinner you've prepared.
- People who sit in parked cars with the engine running.
- People on a train or bus who have loud conversations on their mobile phones.
- When you're walking in the street and someone in front of you suddenly stops.
- When you're watching TV and someone changes the channel without asking.
- Someone who stands in front of the TV and starts talking to you when you're watching your favourite show.

Think about it!

Have any of these things ever happened to you? What did you do? What other things annoy you? What annoys you at work? What annoys you at home? What do you do when you get annoyed?



Vocabulary: disasters

Photo matching

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

1. He slipped on the ice.
2. She dropped the vase.
3. He burnt the dinner.
4. She got lost.
5. He put petrol in a diesel engine.
6. She spilt some red wine on her shirt.
7. He lost his wallet.
8. She ripped her skirt.



Useful expressions

Add words to any five verbs to create new collocations. Then, write three sentences with any of the expressions.

- Miss a... *plane, train...*
- Burn... *yourself, food...*
- Drop... *an expensive vase...*
- Scratch... *a car, a pair of glasses...*
- Lose... *a wallet, a passport...*
- Crash... *a car, into a tree...*
- Arrive late to... *an appointment, a meeting...*
- Buy something... *that breaks, you don't really need...*
- Fall down... *in public, in front of the audience...*
- Rip... *a pair of jeans, a shirt...*
- Spill... *a drink on your shirt...*
- Stain... *a carpet, a sofa...*
- Get... *wet, tired, stuck in a lift, lost in a city...*
- Forget... *to cancel an appointment, back-up a document...*

For example: *I forgot to say goodbye to her at the party.*

Online story analysis

Read the story. Then, choose the correct answers.

onlineanecdotes.com



Today's topic: disasters.
Write in with your stories.

Live demo disasters

I'm a computer saleswoman and I often go to technology trade fairs. As part of my job I have to do live demos of software programs. Over the years, quite a few things have gone wrong. For example, about two years ago, I was doing a live demonstration of a new computer in front of about 200 people when it burst into flames.

Another time, I was demonstrating this voice-recognition software. As part of the demo, I had to dictate a letter for the computer to write out. But everything went wrong. "Dear mom comma" I said, but the computer wrote out, "Dear aunt,". Then I told the computer to "fix aunt," at which point the words "let's set" appeared on the screen. "Delete that!" I ordered, but the word "so" popped up. By this time the audience were in hysterics. I then ordered the computer to "delete select all" but then more words appeared. Eventually, the message read, "Dear aunt, let's set so double the killer delete select all." What a disaster!

By Rebecca Graves

READ MORE ▶

1. What does Rebecca often go to as part of her job?
a) trade fairs b) conferences
2. When was she demonstrating the new computer?
a) about three years ago b) about two years ago
3. How many people were watching the live demo?
a) about 100 b) about 200
4. What happened to it?
a) She dropped it. b) It burst into flames.
5. What was she demonstrating when the other incident occurred?
a) some voice-recognition software b) a new type of smartphone
6. How did the audience react?
a) They seemed to enjoy it. b) They walked out in anger.

Your turn!

Write a short story about something that went wrong.

Think about it! Personal disasters

Have you ever missed a flight? What happened? Have you ever broken anything expensive? What was it? Have you ever arrived late to a meeting or interview? Why? Have you ever fallen down in public? What happened? Have you ever spilt something down the front of your shirt? Where were you? When was the last time you got lost? Where were you? What happened in the end?



1 Pre-reading

Answer the following questions. Discuss your answers with a partner. For each affirmative response, explain what happened?

Have you ever...

- ...called someone the wrong name?
- ...told a joke that went down really badly?
- ...wrongly accused someone of something?
- ...said something you shouldn't have said?
- ...said something then regretted it immediately afterwards?
- ...said something in private that was later repeated in public?
- ...been caught listening in to a private conversation?

2 Reading I

Read the article once and compare your "embarrassing moments" from the Pre-reading activity to the ones in the article. Whose are worse?

3 Reading II

Complete the sentences with the correct words.

1. Gordon Brown was talking to a voter called...

2. He didn't realise that he had a _____
_____ on his shirt.
3. He described Mrs Duffy as a sort of _____
_____ woman.
4. Brown sent an e-mail to Labour activists saying that he was _____
_____.
5. Brown once confused Reese Witherspoon with _____
_____.

GETTING IT WRONG... BIG STYLE!

Have you ever said something then **regretted** it immediately afterwards? It's nothing unusual, and even some of the most powerful people on earth do it.

Take the case of Gordon Brown. Remember him? He was the prime minister of the UK until the 2010 elections. He made a famous **gaffe**. Towards the end of the **campaign**, he found himself talking to **potential voter** Mrs Gillian Duffy. After a few seconds of friendly chat, Brown said, "Very nice to meet you," and **hopped into** a waiting car. And that was the end of the interview... or so it seemed.

Not realising that he still had a microphone **pinned** to his shirt, Brown began talking to an **aide**, with journalists outside **listening in**. "That was a disaster – they should never have put me with *that woman* [Mrs Duffy]. Whose idea was that? It's just ridiculous..." And when asked by the aide what Mrs Duffy had said, Brown is heard to reply, "She's just a sort of **bigoted** woman." **Whoops!** Not the most intelligent

thing in the world to say... especially as reporters were still recording what Brown was saying. Of course, Brown later claimed that he was "**mortified**". He even **paid** Mrs Duffy (65) a **visit** to her house in Rochdale to **apologise**, and sent an e-mail to Labour **activists** to say he "profoundly" regretted his comments.

But this isn't the first time that Brown has **put his foot in it**. In another incident, Brown confused American actress Renée Zellweger (of *Bridget Jones' Diary*) with fellow actress Reese Witherspoon (of *Legally Blonde*). Reese Witherspoon was a guest in parliament as part of her work as a **global ambassador** for **cosmetics firm** Avon and their campaign against **domestic violence**. During the visit, Brown told **baffled** MPs that he was very grateful that "Renée" [sic] Witherspoon was **leading** the campaign. He also said he **recalled fondly** how Miss "Witherspoon" [sic] had spoken at a memorial service for film director Anthony Minghella, at which Brown had been a guest. This was all very charming, but for the

fact that it was Renée Zellweger who had spoken at the service, not Reese Witherspoon. ☺

GLOSSARY

- to regret** *v* to feel bad about something you have said/done
- a gaffe** *n* a mistake that causes embarrassment / feelings of shame
- a campaign** *n* a series of planned activities that people carry out over a period of time in order to achieve change, etc.
- a potential voter** *n* someone who may vote for a candidate in an election
- to hop into** *phr v* to jump into
- to pin to** *phr v* to put on; to attach (often with a pin – a small thin, metal object for holding things together)
- an aide** *n* an assistant to an important person
- to listen in** *phr v* to hear a conversation secretly without the participants knowing
- bigoted** *adj* with prejudices or intolerant feelings towards others
- whoops!** *exp* oh, dear!, oh, no!
- mortified** *adj* embarrassed; with feelings of shame
- to pay someone a visit** *exp* to go to someone's house
- to apologise** *v* to say sorry
- an activist** *n* someone who works for a political cause by campaigning for it, etc.
- to put your foot in it** *exp* to say or do something stupid/ embarrassing
- a global ambassador** *n* a representative of a company who attends functions/events all over the world
- a cosmetics firm** *n* a company that produces beauty products
- domestic violence** *n* violence in the home, often between a husband and wife or two partners
- baffled** *adj* confused
- to lead** *v* to direct/manage
- to recall fondly** *exp* to remember with feelings of happiness

Language Structures: Perfect Modal Verbs

Affirmative	Negative	Interrogative
I should have gone.	I shouldn't have gone.	Should I have gone?
You should have gone.	You shouldn't have gone.	Should you have gone?
He should have gone.	He shouldn't have gone.	Should he have gone?
She should have gone.	She shouldn't have gone.	Should she have gone?
It should have gone.	It shouldn't have gone.	Should it have gone?
We should have gone.	We shouldn't have gone.	Should we have gone?
They should have gone.	They shouldn't have gone.	Should they have gone?

We can use Perfect Modal Verbs to comment on things from the past. We often use these modals to give our opinions about things. We form Perfect Modals with a modal verb + **have** + a past participle. For example, "You should have gone home early."

In general, we use modal verbs to give advice and express our feelings about situations. We can also use them to express possibility, regret and certainty, among many other things. For example:

- a) You should leave now. [advice]
- b) It might rain tomorrow. [possibility]

1 Sentence completion

Complete the sentences with the participles from below.

listened taken told gone seen got done invited

- He should have _____ the shopping last night.
- They should have _____ him to the party.
- They should have _____ the film.
- It's Keira's birthday today. I should have _____ her something.
- I'm so tired. I should have _____ to bed earlier last night.
- Brandon and Alex should have _____ a raincoat as it was pouring with rain.
- I should have _____ to your advice.
- He shouldn't have _____ you that secret.

2 Word order

Put the words in the correct order.

- should / she / have / by train / gone
- taken / should / a taxi / have / they
- at that restaurant / we / have / eaten / shouldn't
- shouldn't / I / bought / have / it
- the e-mail / he / have / should / sent

1 Picture description

Look at the photos. What can you see? Make four sentences using **should have** + past participles. For example: *The man in picture 1 should have cooked more food for the guests.*



4 Telephone conversation completion

Complete the telephone conversation with the past participles from below. After failing to get a job, Bruce calls up the interviewer (Molly) for a bit of feedback on his interview technique.

taken sent found made thanked done
worn opened

- Bruce:** Thanks a lot for taking my call.
Molly: Well, it was the fifth time you phoned so...
Bruce: ...anyway, I know I didn't get the job, but just for future reference, is there anything I could have done differently?
Molly: Well, actually, there were quite a few things. It's difficult to know where to start. Erm, well, firstly, I definitely think you should have (1) _____ a bit more research on our company – you didn't even have the right name. And you probably should have (2) _____ out where we're located – you were forty-five minutes late! And you shouldn't have (3) _____ that bright Hawaiian shirt. And to be honest, I don't think you should have (4) _____ those comments about the photos on my desk, and you definitely shouldn't have (5) _____ your shoes off or (6) _____ the window without asking first. And at the end of the interview, you definitely should have (7) _____ me for taking the time to interview you... especially as you were so late. And when you got home, you should have (8) _____ us a thank-you e-mail.
Bruce: Oh, right, erm, was that it?
Molly: Actually, no, there were a few more things. Erm, OK, I'll start with some basics. Firstly... [fades out]

Your turn!

Write an e-mail to a friend saying what they should / shouldn't have done.

Fluency practice

Comment on the statements using *should have* + past participles.

For example:

A: *The party was really boring.*

B: *You should have left earlier then.*

- The holiday was really expensive.
- I went to bed really late last night.
- The film was so boring.
- I went to a great party last night.
- I couldn't get to sleep last night.
- I really wanted to go to the cinema yesterday.
- It was a beautiful day yesterday afternoon.
- I didn't do anything in the holidays.

Sentence creation

Create as many sentences as you can in just two minutes with *should have* + the past participles of the verbs below. Use both affirmative and negative forms.

tell, take, see, go, help, carry, count, order, change, send, explain, help, pay, throw, damage, touch, clean, close, describe, press, start, walk, talk, want, forget, jump, wear, wake up, get up, leave, arrive

Intransitive & transitive verbs

Intransitive verbs

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

- a) I **waited**.
- b) They were **running**.
- c) She **jumped**.
- d) He **arrived**.

However, intransitive verbs *can* be followed by a prepositional or adverbial phrase. For example:

- a) I waited **for twenty minutes**.
- b) They were running **down the street**.
- c) She jumped **over the fence**.
- d) He arrived **at twenty past one**.

Transitive verbs

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

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

Transformation

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

1. I took **the report** to work.

2. I gave **Stephanie** the money.
3. They read **the results** to Kate and Patrick.
4. They sent **the e-mails** to Harriet and me.
5. He didn't bring **his passport** with him.
6. I bought **Harry** a new jacket.
7. She lent **Ben and Abbie** some money.
8. I passed **the exam**.

True / false

Read the stories and write **T** (true) or **F** (false) next to each statement. Afterwards, see if you can identify any transitive verbs (put a circle around them).

PR Disasters

Getting some unwanted attention.

McDonald's

In 1986, environmental group London Greenpeace published a pamphlet with the title *What's Wrong with McDonalds: Everything they don't want you to know*.



The document was extremely critical of the fast food chain. As a result, McDonald's decided to sue five of the environmentalists for libel. In the end, they won the case, although the judge agreed that some of Greenpeace's claims had a basis in truth. Ironically, McDonald's received a lot more negative publicity from the actual court case than they ever received from the original pamphlet. Some say they should have just ignored it!

Barbra Streisand

In 2003, photographer Kenneth Adelman took some photos of California's coastline as part of The "California Coastal Records Project".



Organisers of the project needed the photos in order to analyse coastal erosion. In total, more than 12,000 were taken and were later posted on the photo-hosting website www.pictopia.com. One of the photos included a shot of Barbra Streisand's beachfront property. Angry that her privacy had been violated, Barbra sued Kenneth Adelman and the organisation for US\$50 million. In response, lawyers for the organisation countersued... and won. As a result, public knowledge of the photo increased ten times, with more than 400,000 people visiting the site to see Barbara's house. Now, if only she'd ignored it!

1. Greenpeace published the pamphlet in 1986.
2. The pamphlet was critical of the fast food chain McDonald's.
3. Greenpeace won the court case.
4. Kenneth Adelman took the photos in 2003.
5. In total, more than 120,000 photos were taken.
6. Barbra Streisand won her court case.

LISTEN & RESPOND



PRONUNCIATION PERFECTION

Applying for a job!

1 Pre-listening

What skills and qualifications do you think you need for the following jobs? Think about the following in particular: education, knowledge, contacts, skills, qualifications, experience, personality, other?

- Journalist
- Computer engineer
- Politician
- Opera singer
- Market researcher
- Doctor
- Accountant
- Engineer
- Lawyer

For example: A journalist needs to be good at writing.

2 Listening I

You are going to listen to a job interview. Which job from the Pre-listening activity is the candidate applying for?

3 Listening II

Listen again. Then, answer the questions.

1. Why does Mr Lennon want to be a music journalist?
2. What interests him about the job?
3. What writing did he do at school?
4. What writing did he do at university?
5. Which musician does he like?
6. What does he like about him?

Strong & weak forms: *have*

A

Many grammar words (such as modal verbs and auxiliary verbs) have strong forms and weak unstressed forms.

We often use the strong forms for emphasis in speech, or when we're speaking slowly and clearly. For example:

- a) *have* /hæv/: You must **have** seen it.
- b) *have* /hæv/: You should **have** told us.

And we use the weak, unstressed forms in fast, casual speech. For example:

- a) *have* /həv/: You must **have** seen it.
- b) *have* /həv/: You should **have** told us.

B

Now listen to these sentences. Write **S** (Strong) or **W** (Weak) according to the pronunciation of the words in bold.

1. You should **have** worked harder.
2. He should **have** left earlier.
3. She should **have** bought the dress.
4. I shouldn't **have** told them.
5. You could **have** won.
6. You might **have** told me!



UNIT 16 What a Disaster!

LANGUAGE-TO-GO

Learn these Useful Sentences. Suggestions: **1.** Listen to the sentences and repeat them until you can say them fluently. **2.** Study them for a couple of minutes, then cover them up and try to re-write them in the right-hand column. **3.** Write translations of the sentences. Later, read over the translations and try to write them in English (without referring to the original versions). **4.** Listen to a sentence, then try to write it out on a piece of paper. **5.** Cut out the table to carry with you and learn while you're on the bus, train...



USEFUL SENTENCES		REVISION	
1.	We should have been more careful with it.	1.	
2.	She shouldn't have done it without telling us first.	2.	
3.	He scratched the car as he was leaving the car park.	3.	
4.	They got wet on the way home.	4.	
5.	I forgot to cancel the appointment.	5.	
6.	We should have told them about it.	6.	
7.	They should have invited him to the party.	7.	
8.	We shouldn't have left it so late.	8.	
9.	I should have gone to bed earlier.	9.	
10.	You shouldn't have ordered so much food.	10.	
11.	We should have taken a taxi.	11.	
12.	They should have warned us about it.	12.	
13.	I should have bought her something for her birthday.	13.	
14.	They shouldn't have left without saying goodbye.	14.	
15.	We should have told them where it was.	15.	
16.	We waited for about 20 minutes.	16.	
17.	I gave her the money for the present.	17.	
18.	They told us what they thought of it.	18.	
19.	I bought him a new jacket.	19.	
20.	We lent her the money.	20.	

Remember, you learn a language by reading it, listening to it and using it! It really is that simple. And the more you read, listen and use it, the better you'll be.

Speaking Gym!

Practise everything you've learned! Talk to a native-English speaking teacher on Skype or by telephone. Get your speaking English classes from here: www.learnhotenglish.com/speaking-gym

Put ticks in the boxes:

✓✓✓ I can do it well! ✓✓ I can do it quite well! ✓ I need to work on it!



Congratulations! You've completed a unit. Now you can...

Create and use useful collocations.

Use perfect modal verbs to reflect on the past.

Write a short story about something that went wrong.

Understand a recording of a job interview.

Understand a text about people saying the wrong things.

Identify weak sounds in words.



SELF-ASSESSMENT

Congratulations! You have finished the course.
Now, please take some time to reflect on your learning and progress.

▣ My feelings at the end of the course are...

- a. Positive
- b. Negative
- c. OK

▣ 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.

▣ 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: _____.

▣ 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? _____

▣ 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.



Use mnemonics to help you memorise difficult words. As part of this, you could... **a)** draw a picture of the word; **b)** create a funny sentence with it; **c)** base a short story around it; **d)** find a word that sounds or looks similar in your own language and make a connection between the two words... the options are limitless!



VOCABULARY

GRAMMAR

1 Word choice

Complete the sentences with the correct words.

1. She put the books in her **backpack/ruckback**.
2. They voted in the polling **place/station**.
3. The rate of **tax/imposition** for those earning less than \$30,000 has gone up.
4. The shop was **founded/grounded** in 1888.
5. They **sponsored/volunteered** to help at the weekends.
6. They **lost/missed** their flight.
7. She forgot to cancel her **appointment/meet**.

2 Collocation completion

Complete the sentences with the correct words.

1. She voted _____ the other candidate.
2. The shop specialises _____ luxury goods.
3. The shop is famous _____ its bags.
4. They're raising money _____ charity.
5. Go straight _____ until you get to the traffic lights.
6. She spilt some wine _____ her jacket.
7. He slipped _____ the ice.
8. They got wet because it was pouring _____ with rain.

TRACK 16D

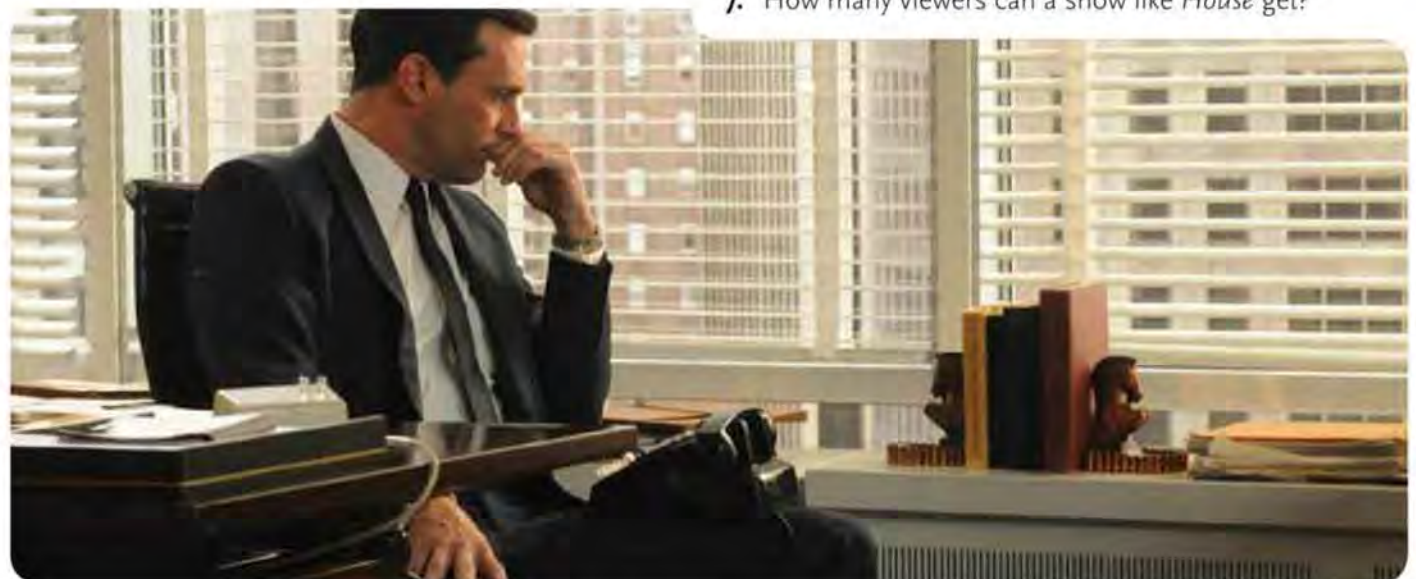
LISTENING TEST

Discussing the TV series *Mad Men*

1 Listening I

You're going to listen to someone who is talking about the television series *Mad Men*. Listen once. How popular is the TV series?

- a) Very popular with everyone.
- b) Not so popular with viewers.
- c) Very popular with TV critics.



1 Sentence completion

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

1. They offered _____ (help) us finish it.
2. We enjoyed _____ (stay) with you over the weekend.
3. I can't imagine _____ (live) there.
4. They suggested _____ (go) by train.
5. They expect us _____ (do) it over the weekend.
6. The man who _____ (give) us the report last night is over there.
7. They've been _____ (work) on it.

2 Word choice

Choose the correct words.

1. He said that he **would / had** do it on Friday.
2. This is the house where I **lived / living** as a child.
3. Has she been **staying / stay** at your house?
4. If it rains, we **took / will** take an umbrella.
5. She said she **wasn't pleased / aren't please** with the results.
6. They told us that **they look / would look** at it later that week.
7. They **be / will** be angry if you arrive late.

2 Listening II

Listen again. Then, complete the sentences with the correct words/numbers, etc.

1. Where is *Mad Men* set?
2. In which decade is it set?
3. What's it about?
4. Why is it called *Mad Men*?
5. Who is the main character?
6. How many viewers were there for the first episode of season 5 in the US?
7. How many viewers can a show like *House* get?



READING TEST

1 Reading I

Read over the national survey questions and answer them. Then, read the article once to compare your ideas.

Do you...

- ...enjoy taking part in family activities?
- ...think children under the age of 16 should have a mobile phone?
- ...think children under the age of 16 should have a social networking account?
- ...enjoy spending time with your partner?
- ...know your partner very well?
- ...enjoy listening to classical music?
- ...watch more than four hours of TV a day?
- ...think climate change is caused by humans?
- ...think religion unites a nation?

2 Reading II

Read the article again and say what the numbers refer to.

1. 55%
2. 25%
3. 50%
4. 11%
5. 20%
6. 75%

What's it really like in the UK?

What's your image of Britain? A nation of happy families? A country that loves the royal family and that's addicted to tea? Recent opinion poll results seem to show that the British are none of these things.

For a start, British families don't seem to be happy. According to surveys, about 30% of British adults find taking part in family activities "monotonous". Fifty percent of British kids would like to spend more time with their parents but one in six believe their parents find playing with them "boring". It may also come as a surprise to learn that 55% of British parents prefer to describe themselves as more of a "friend" than a parent. And about 25% of parents don't like to discipline their children because "it might upset them".

This may also explain why so many parents allow their children to have mobile phones. The British Government suggests that no one under the age of 16 should have one. However, 50% of children aged between five and nine own one; as do 75% of those aged from nine to 15. Thirty-eight percent of children aged between nine and 12 also have a social networking account.

Quite a lot of British parents don't appear to enjoy spending time with each other either. Sixty percent of UK men claim to know their partner "extremely well". Yet, 30% don't know their partner's shoe size,

11% don't know their job title, and 8% can't name their natural hair colour. Also, an incredible 25% claim that they'd change partners if they met someone they liked more (whereas only 10% would change their football team!).

What about culture and education? A surprising 61% of Britons claim to enjoy listening to classical music. But 27% have never heard of the British composer Sir Edward Elgar, and an unbelievable 11% don't know who Mozart is. A third of adults have never played a classical CD. On the other hand, the British do watch a lot of TV – an average of four hours and 18 minutes a day. As for education, around 20% of 16- to 19-year-olds are functionally illiterate and innumerate (meaning they can't write or do maths). Having said that, about 33% of call-centre workers have a university degree.

On a more positive note, 75% of adult Britons accept that the climate is changing. However, only 26% think that the causes are human. Britain is still quite a religious country, with nearly 80% claiming to belong to a religion (mostly Christian, Muslim or Jewish). Unfortunately, 52% of the population in general feel that the country is not religiously harmonious, and that religion divides rather than unites the country.

And what of the future? The world financial recession has led to 65% of Britons reporting that they think they'll be poorer in the future. Even more concerning is the fact that 42% claim they'll emigrate if they get the chance! Smile! You could be British! ☺



RESOURCE SECTION

Answers



UNIT 1 Introduction unit

VOCABULARY

	Harriet	Nigel	Lauren
Surname	Grant	Bailey	Bramwell
Age	32	29	28
Nationality	Australian	Scottish	English
City of residence	Sydney	Edinburgh	Singapore
Job	Stockbroker	Chef	Journalist
Hobbies	Swimming and surfing	He plays the guitar in a band.	Skiing and sailing

1 Table completion

2 Conversation completion

1. tare; 2. am; 3. is; 4. from; 5. born; 6. company

3 Matching – useful questions

1d 2e 3a 4c 5b 6f

4 Verb tenses

1. lives; 2. play; 3. doesn't eat; 4. are watching; 5. isn't listening; 6. are working; 7. was; 8. walked; 9. didn't see

5 Question time

Student's own answers.

6 Picture matching

1g 2e 3f 4h 5d 6c 7a 8b

7 Vocabulary

Student's own answers.

8 E-mail completion

1. went; 2. got up; 3. walked; 4. ate; 5. left; 6. got

9 Telephone dialogue

1. Julian; 2. Britney; 3. Stephanie's; 4. 605 448 309; 5. Because there's a lot of noise.

UNIT 2 Film Fun

1 Film taglines

1. comedy; 2. blood; 3. alone; 4. screaming; 5. innocence; 6. man; 7. roll

VOCABULARY

1 Film matching

1e 2d 3i 4f 5a 6g 7b/h 8h/b 9c

2 Descriptions

1. entertaining; 2. implausible; 3. gory; 4. fictional; 5. moving; 6. tedious; 7. classics

3 Film review

1T 2F 3F 4T 5F 6T

READING

1 Reading I

1. five; 2. live; 3. more; 4. three (and 20 minutes); 5. South Africans; 6. Reality

READING

GRAMMAR

1 Fact file analysis (wording may vary)

1. Her full name is Kiera Bennett.
2. She's 31 years old.
3. She's from Canada.
4. She lives in Hong Kong.
5. She's an accountant.
6. She likes horror and science-fiction films.

2 Sentence completion

1. stars; 2. doesn't want; 3. includes; 4. do (you) think; 5. does (he) want; 6. don't like

3 Question word completion

1. What; 2. Where; 3. What; 4. When; 5. Why; 6. Where

4 Sentence completion

1. is interviewing; 2. isn't singing; 3. are arresting; 4. is talking; 5. aren't cleaning; 6. is bringing

5 Conversation

1. are travelling; 2. are sitting; 3. start; 4. wants; 5. is thinking; 6. has; 7. thinks; 8. finds out; 9. has; 10. happens

6 Film proposal analysis

1. The film is *My Summer*.
2. He's working in a café in northern France.
3. He writes information about the customers in his diary.
4. The customers include tourists and locals from the small town.
5. He's studying to be a criminal profiler.
6. The strange man is a notorious gangster.

LISTENING

1 Pre-listening

1b 2a 3f 4e 5d 6c

2 Listening II

1. fiancée; 2. novel; 3. don't like; 4. party; 5. F. Scott Fitzgerald

PRONUNCIATION

1. She plays a lot of tennis.
2. He teaches in a school.
3. He likes it a lot.
4. She feels much better.

UNIT 3 Mobile Mania

1 Text messages

1. I'll see you at 6.
2. What are you doing tonight?
3. Send it to me.
4. I will be back at 4.
5. I can't come because I'm busy.
6. I can't see it.
7. The test is easy.
8. The film was great.
9. Mike and Bob are coming tonight.
10. Have you got a tennis racket?
11. We'll wait for you.
12. Are you coming by car?

VOCABULARY

1 Labelling

1. screen; 2. answer button; 3. menu; 4. End-call button; 5. key pad

2 Collocations

Student's own answers.

3 Voicemail messages

1. Dylan; 2. Susan; 3. Patrick; 4. Dylan; 5. Patrick; 6. Susan

READING

3 Reading II

1. Emma Schweiger; 2. Andrew Cheatele; 3. Michael Meehan; 4. a passenger on a flight to New York; 5. Frank Jones; 6. a British husband

GRAMMAR

1 Matching

1c 2e 3d 4a 5f 6b

2 Order

1. We went there last week.
2. I burnt the food.
3. She cut her finger.
4. They forgot to close the window.
5. The floor got wet last night.
6. She heard the noise.
7. I showed them to the room.
8. I thought the meeting was on Friday.

3 Sentence completion

1. saw; 2. bought; 3. didn't want; 4. took; 5. ate; 6. didn't like; 7. did (you) hear; 9. did (they) think

4 Mobile phone stories

1F 2F 3T 4T 5F 6T

5 Sentence creation

Student's own answers.

6 Story completion

1. charged; 2. used; 3. offered; 4. stated; 5. appealed; 6. had; 7. fell; 8. didn't know; 9. explained

LISTENING

1 Listening II

1. a three-year old boy; 2. a young woman; 3. a young man; 4. a middle-aged father; 5. a farmer;

PRONUNCIATION

1T 2D 3T 4D 5D 6ID 7D

UNIT 4 That's Unusual!

1 World famous mysteries

1. The Bermuda Triangle; 2. The Loch Ness Monster; 3. The Abominable Snowman; 4. Stonehenge; 5. Atlantis; 6. The Nazca Lines; 7. The Moai of Easter Island

VOCABULARY

1 Matching

1f 2e 3a 4d 5c 6g 7b

2 Sentence completion

1. off; 2. up; 3. away; 4. down; 5. back; 6. onto; 7. into

3 Article analysis

1. On 5th December 1872.
2. Nobody.
3. The aliens took them up to their spaceship.
4. 1,700.
5. He thought it might explode.
6. They all got into the lifeboat.

READING

1 Reading II

RESOURCE SECTION



Answers

1. The Book; 2. The Brothers; 3. The Baby; 4. The Friends; 5. The Baby; 6. The Game

GRAMMAR

1 Matching

1a 2d 3c 4f 5e 6b

2 Ordering

1. She was writing an e-mail.
2. We weren't watching television.
3. I was arguing with him.
4. They were making dinner.
5. Nell was using the phone.
6. You were playing tennis.

3 Instant messages analysis

1. cooking; 2. some friends; 3. because he was cooking / chatting with his friends; 4. because he was chatting with his friends; 5. to the cinema; 6. go with her

4 Online news story

1. was flying; 2. saw; 3. radioed; 4. shouted; 5. was flying; 6. decided; 7. was coming; 8. didn't know; 9. turned out

5 Sentence completion

1. started; 2. were eating; 3. heard; 4. began; 5. were having; 6. saw

6 Story analysis

1. yes; 2. no; 3. yes; 4. no; 5. no; 6. no

7 Fluency practice

Student's own answers.

LISTENING

1 Listening

1. Kennedy; 2. Lincoln; 3. Lincoln; 4. Kennedy; 5. Lincoln; 6. Lincoln; 7. Kennedy; 8. Kennedy

2 Listening II (wording may vary)

1. 1809 = Lincoln's date of birth.
2. 1837 = when Lincoln qualified as a lawyer.
3. 1846 = when Lincoln became a member of the House of Representatives.
4. 1865 = when Lincoln was assassinated.
5. 1917 = Kennedy's date of birth.
6. 1963 = when Kennedy was assassinated.

PRONUNCIATION

1. They were running down the street.
2. He was watching the film.
3. We were trying to fix it.
4. She was working on the computer.
5. He was eating the food.
6. They were trying to finish it.

UNIT 1 Let's get personal

VOCABULARY

1 Useful verbs & expressions matching

1b/d 2d 3f 4e 5a 6c

2 Questions

Student's own answers.

3 Collocations

Student's own answers.

4 Online quiz analysis

1F 2T 3F 4T 5T 6F

READING

1 Reading II

1T 2F 3F 4T 5F

GRAMMAR

1 Matching

1e 2a 3b 4c 5d

2 Profile analysis

1. yes; 2. yes; 3. yes; 4. no; 5. yes

3 Ordering

1. He has made a lot of money.
2. She has taken the photo.
3. I haven't seen her.
4. She hasn't bought the car.
5. They have cleaned the rooms.
6. I haven't replied to the e-mails.

4 "To do" list analysis

1. Petra has already painted the picture.
2. She hasn't written the report yet.
3. She still hasn't bought the new software program.
4. She has already painted the studio walls.
5. She has already ordered some more pens.
6. She still hasn't sent the images by e-mail.

5 Sentence completion

1. has climbed; 2. has tried; 3. haven't taken; 4. haven't worked; 5. haven't spoken; 6. have already had dinner

6 Survey completion

1. won; 2. won; 3. broken; 4. ridden; 5. happened; 6. taken; 7. took; 8. eaten; 9. fallen; 10. fell

LISTENING

1 Listening

He gives her a free magazine.

2 Listening II

1.no; 2.yes; 3.no; 4.no; 5.no; 6.no

PRONUNCIATION

1. We've taken it away.
2. They've brought it with them.
3. She's spoken to him about it.
4. I've hidden it in the house.
5. She's spent it all already.

UNIT 2 Event Planning!

1 World fairs

1B; 2D; 3A; 4C; 5A; 6E; 7C; 8B

VOCABULARY

1 Trade fair matching

1a 2e 3g 4b 5d 6f 7h 8c

2 Trade fair poster analysis

1. August 10th – 13th 2014
2. www.businessfair.com
3. 7pm
4. careersfair@hotmail.com
5. Weston Farm (just off the M48)
6. 11am.

READING

1 Reading II

1. for 500 years; 2. five days; 3. more than 7,000; 4. a prize for the books with the oddest

titles; 5. two weeks; 6. 1823; 7. the Agricultural Society of New South Wales; 8. over one million

2 Language focus

1. the biggest; 2. the tallest; 3. the prettiest; 4. the best; 5. the most interesting; 6. the worst

GRAMMAR

1 Speech bubble completion

1. worst; 2. best; 3. boring; 4. longest

2 Sentence completion

1. tallest; 2. shortest; 3. longer; 4. bigger; 5. younger; 6. better; 7. most impressive; 8. youngest; 9. more interesting; 10. most boring; 11. most intelligent

3 Trade fair analysis

1. no; 2. no; 3. yes; 4. no; 5. yes; 6. yes; 7. yes; 8. no

4 Fluency practice

Student's own answers.

5 Word choice

1. but; 2. despite; 3. although; 4. however; 5. even though; 6. in spite of; 7. but; 8. even though; 9. although; 10. however

6 Trade fair review

1. despite; 2. although; 3. popular; 4. oldest; 5. despite; 6. cheaper; 7. expensive; 8. longer

LISTENING

1 Listening I

angel

2 Listening II

1. Thanksgiving; 2. May Day; 3. Oktoberfest; 4. Saturnalia; 5. Yule; 6. St Ivan's festival

PRONUNCIATION

1. This film isn't as good as the other one.
2. This book is just as good as her first one.
3. I don't think it's as cheap as the last one.

UNIT 3 Eat up!

1 Drinks analysis

1. hot chocolate; 2. chocolate milkshake; 3. Mojito; 4. Gin and tonic; 5. Martini; 6. Irish coffee; 7. Bloody Mary

VOCABULARY

1 Food matching

1j 2d 3a 4f 5h 6c 7g 8e 9i 10b

2 Shopping dialogue

1. go; 2. half a kilo; 3. half a kilo; 4. a kilo; 5. a kilo; 6. three pounds fifty

READING

1 Reading II

1T 2T 3F 4T 5F

GRAMMAR

1 Word choice

1. is spoken; 2. are left; 3. is kept; 4. are sent; 5. are painted; 6. are designed; 7. are watered

2 Website completion

1. picked; 2. taken; 3. processed; 4. washed; 5. discarded; 6. roasted; 7. packaged; 8. sold

RESOURCE SECTION

Answers



1 Sentence creation

Student's own answers.

2 Transformation

1. The alcohol is produced in this factory.
2. The drink is exported all over the world.
3. It is sold locally.
4. The bags were packed two hours ago.
5. The dish is served with a red wine.
6. It wasn't completed.
7. It was promoted on national radio.

3 Invitation analysis

1. no; 2. no; 3. yes; 4. yes; 5. no; 6. no; 7. yes

4 Website analysis

1. S; 2. G; 3. S; 4. G; 5. S; 6. G; 7. G; 8. S

LISTENING

1 Listening II

- 1.B; 2.M; 3.B; 4.M; 5.B; 6.M; 7.B; 8.M

PRONUNCIATION

1. I was told about it last week.
2. He was taken to the police station.
3. They were given two weeks to do it.
4. She was given a prize.

UNIT 7 Art Fun

1 Famous works of art

1. *Mona Lisa*
2. *The Dream*
3. *The Persistence of Memory*
4. *Café Terrace at Night*
5. *Luncheon of the Boating Party*
6. *The Kiss*

VOCABULARY

1 Preposition exercise

1. of; 2. in; 3. in; 4. for; 5. for; 6. in; 7. of; 8. as; 9. on

2 Art blog analysis

1. My Bed
2. Fountain
3. Work No.227...
4. The Physical Impossibility of Death...
5. One and Three Chairs
6. Shibboleth

READING

1 Reading II

- 1.M; 2.V; 3.M; 4.V; 5.M; 6.V; 7.M; 8.V; 9.M

GRAMMAR

1 Word order

1. All the food has been eaten.
2. He has been given more time.
3. The parcels haven't been sent yet.
4. They have been taken to the market.
5. She has been charged extra for the trip.
6. They haven't been told how much to pay.

2 "To do" list

1. yes; 2. no; 3. yes; 4. no; 5. yes; 6. yes

3 Sentence creation

1. The office has already been painted.
2. The estate agent still hasn't been contacted.

3. The e-mail has already been sent.
4. The auction house still hasn't been called.
5. James has already been spoken to.
6. The bills have already been paid.

4 Word choice

1. was stolen; 2. haven't been paid; 3. was built;
4. was invented; 5. wasn't written; 6. were made;
7. have been arrested; 8. was constructed

5 Transformation

1. It was painted in the 18th century.
2. The painting has been sold for €30,000.
3. The painting was displayed in a gallery in central London.
4. Three exhibitions of his works have been held.
5. €5,000 has been offered for the sculpture.
6. A description of the painting was included in the brochure.
7. The painting was taken back to New York.

6 Sentence creation

Student's own answers.

7 Website completion

- 1c 2a 3b 4a 5b 6c 7c 8b 9a 10c

LISTENING

1 Pre-listening / Listening II

1. A Waldorf Salad; 2. vodka; 3. sulphur and nitrogen; 4. decibels; 5. earthquakes; 6. The Atlantic Ocean and the Pacific Ocean; 7. XIV; 8. 1914-1918; 9. The Brothers Grimm; 10. Dom Pérignon; 11. A bronze medal

PRONUNCIATION

1. I haven't been shown it yet.
2. She hasn't been given enough time.
3. They haven't been told about it.
4. I haven't been paid a lot.

UNIT 8 Protest Power

1 Protest placards

- 1d 2f 3a 4c 5e 6b 7g

VOCABULARY

1 Picture matching

- 1b 2d 3e 4c 5f 6g 7h 8a

2 Useful words

1. leaflets / flyers; 2. slogan; 3. protesters; 4. crowd; 5. baton charge

3 Interview completion

1. against; 2. route; 3. leaflets; 4. sit-in; 5. slogans; 6. megaphones; 7. trouble

READING

1 Reading II

(wording will vary)

1. When people marched to Washington D.C.
2. When the Salt March took place.
3. When the protests in Madrid began.
4. When people marched through New York's financial district.
5. When protesters outside St Paul's Cathedral were evicted.

GRAMMAR

1 Word choice

1. is going to rain; 2. won't leave; 3. won't need; 4. coming; 5. are meeting up; 6. am going to have; 7. are taking; 8. will have

2 Gap fill

1. have 2. like 3. rain 4. having 5. be 6. take 7. seeing 8. watch

3 Ideas completion

Student's own answers.

4 Sentence creation

Student's own answers.

5 Fluency practice

Student's own answers.

6 Leaflet analysis

1. Saturday 16th April
2. Against the education cuts
3. 10am
4. the boating lake in Grant Park
5. speeches and protest songs
6. Parliament Building

7 Article analysis

1. after; 2. by the time; 3. until; 4. after; 5. when;
6. as soon as; 7. while; 8. until; 9. eventually

LISTENING

1 Listening I

No, he doesn't.

2 Listening II

1. on Monday; 2. on Sunday night; 3. two; 4. no;
5. "Save the park"; 6. trees

PRONUNCIATION

1. They weren't sure about it.
2. We put the wine in a cup.
3. They thought it was really tough.
4. She bought enough for everyone.

Progress test II (units 1 to 8)

VOCABULARY

1 Word choice

1. message; 2. asleep; 3. cheated; 4. told; 5. card; 6. crowd; 7. told

2 Collocation completion

1. off/on; 2. up; 3. in; 4. in; 5. in; 6. out; 7. into

GRAMMAR

1 Sentence completion

1. goes; 2. aren't going; 3. did he manage; 4. discussing; 5. has never been; 6. have ever read; 7. is manufactured; 8. are going to make

2 Word choice

1. working; 2. do; 3. writing; 4. seen; 5. had; 6. sold; 7. given; 8. told

LISTENING

1. about 60 AD; 2. in 1776; 3. \$11 billion; 4. in the US; 5. in the UK; 6. in France; 7. In Britain

READING

- 1d 2g 3a 4e 5c 6f 7b

RESOURCE SECTION

Answers



UNIT 1 Fun Time!

VOCABULARY

1 Matching

1f 2a 3e 4b 5g 6c 7h 8d

2 Parts of speech

1. to box, a boxer; 2. to swim, a swimmer; 3. to surf, a surfer; 4. to climb, a climber; 5. to ski, a skier; 6. to scuba dive, a scuba diver

3 Conversation analysis

1. She went parachuting.
2. She was given a jumpsuit, a helmet and a pair of goggles.
3. They went in a little Cessna.
4. She jumped from about 700 metres.
5. She attached the cord on the parachute to a hook in the plane.

READING

1 Reading 11

1. David; 2. Scarlett; 3. Isaac; 4. Colette; 5. Molly; 6. Leo

GRAMMAR

1 Multiple choice

1a 2a 3b 4a 5c 6b 7a

2 Word order

1. I can't read it.
2. They should start now.
3. You shouldn't use that one.
4. You should turn the lights off.
5. We might not go to the match.
6. I must start saving up for my summer holiday.

3 Picture description

Student's own answers.

4 Sentence creation

Student's own answers.

5 Ideas completion

Student's own answers.

6 E-mail word choice

1. could; 2. could; 3. could; 4. might; 5. should; 6. could; 7. can

7 Fluency practice

Student's own answers.

8 "How to" guide analysis

1a 2b 3b 4a 5b

LISTENING

1 Listening 1

b

2 Listening 11

1. She last went ages ago.
2. A helmet, some knee pads, elbow pads, gloves and a waterproof jacket.
3. No, he doesn't.
4. He went climbing.
5. No, he doesn't.
6. He wants her to call an ambulance.

PRONUNCIATION

1. We like going windsurfing.
2. They should try mountain biking.
3. We can go scuba diving.

4. Have you ever tried waterskiing?
5. She can go horse riding while she's there.

UNIT 10 Political Play

1 Political quotes

1. tomorrows; 2. easy; 3. country; 4. believe; 5. happen

VOCABULARY

1 Politician identification

1. Barack Obama (USA); 2. Vladimir Putin (Russia); 3. Wen Jiabo (China); 4. Angela Merkel (Germany); 5. David Cameron (UK); 6. François Hollande (France); 7. Hillary Clinton (USA); 8. Mariano Rajoy (Spain)

2 Matching

1f 2b 3d 4h 5g 6a 7c 8e

3 Manifesto completion

1. foreign; 2. economy; 3. science; 4. animal; 5. transport; 6. housing; 7. education; 8. health

READING

1 Pre-reading

1b 2e 3d 4a 5c

2 Reading 11

1. Two years; 2. November 2009; 3. From 2010; 4. 10%; 5. up to 7.5%; 6. 72%; 7. £5.5bn

GRAMMAR

1 Matching

1f 2c 3b 4e 5a 6d

2 Sentence completion (in some cases, alternative answers with the Present Tense may be possible)

1. They said it was hot.
2. She said they were French.
3. He told me that he likes to cook.
4. She said that she didn't live in London.
5. She told us that she didn't go to the concert.
6. He said that he had brought the bags.
7. She told them that she would tell them about it.
8. He said that they were going to leave.

3 Sentence creation

Student's own answers.

4 E-mail analysis

1. Friday; 2. a few; 3. Thursday afternoon; 4. Francesca; 5. this afternoon.

5 Transformation (alternative answers may be possible)

1. He said he was coming to the meeting.
2. She said the food was delicious.
3. They said they worked in the centre.
4. He told me he didn't drive to work.
5. She said they went to the cinema. / She said they had gone to the cinema.
6. He said that they didn't finish the work. / He said they hadn't finished the work.
7. She said she would do it the next day.

6 Conversation transformation

1c 2a 3d 4f 5b 6e

7 Summary transformation

1. "We will reduce the base rate of tax."
2. "We are going to increase investment in

healthcare by 20%.

3. "We will construct 100,000 new homes."
4. "We will invest more in solar energy and wind power."
5. "We are going to reduce crime rates by 10%."
6. "We will pull all troops out by Easter."

LISTENING

1 Listening 11

1. 300; 2. government; 3. Wednesday; 4. Saturday; 5. car

PRONUNCIATION

1. We told him to take the photo.
2. They told us to get the early train.
3. She said that she'd be there by six.
4. They said that they wanted to change it.

UNIT 11 Social Splash

1 What are they saying?

1. been; 2. much; 3. staying; 4. international; 5. match; 6. cold; 7. do; 8. work

VOCABULARY

1 Matching

1d 2a 3f 4e 5c 6b

2 Expressions completion

1. shall; 2. let's; 3. fancy; 4. why; 5. for; 6. idea; 7. would; 8. afraid
- 3 Conversational analysis

 1. train; 2. 4pm; 3. car; 4. London; 5. conference; 6. overnight

READING

1 Reading 11

(wording will vary)

1. You've got no clothes on...
2. You're being chased...
3. You discover hidden rooms...
4. You're falling...
5. You've missed an important appointment...
6. You're lost or trapped...

GRAMMAR

1 Speech bubble completion

1. actually; 2. truth; 3. but; 4. fact

2 True or false

1T 2F 3T 4F 5T 6F

3 Making small talk

1. sport; 2. the home; 3. film; 4. the weekend; 5. music; 6. TV; 7. free time; 8. sport; 9. books; 10. travel

4 Conversation completion

1. I'm not working; 2. I don't really have time; 3. see much of each other; 4. I'm getting married; 5. do you remember

LISTENING

1 Listening 11

- 1.27; 2. 30s; 3. months; 4. weekend; 5. work; 6. conference; 7. meat

RESOURCE SECTION

Answers



PRONUNCIATION

1. It was really interesting.
2. I studied history at university.
3. This chair isn't very comfortable.
4. Would you like some more chocolate?
5. The government is going to change the law.

UNIT 10 Product Promotion

1 Product analysis

1. Baby & Toddler; 2. Clothes & Accessories;
3. Electronics; 4. Electronics; 5. Food & Beverages; 6. Furniture; 7. DIY / Home Repairs; 8. Health & Beauty; 9. Home & Garden; 10. Sporting Goods; 11. Toys & Games; 12. Office Supplies

VOCABULARY

2 Product description

1. Markby; 2. wardrobe; 3. three; 4. five; 5. one;
6. 184cm; 7. five kilos; 8. €139; 9. generally positive

READING

1 Pre-reading

1e 2f 3a 4d 5b 6c

2 Reading II

1. David Beckham;
2. Madonna;
3. Marilyn Manson;
4. Elizabeth Hurley;
5. Dale Earnhardt Jr.;
6. Francis Ford Coppola;
7. Kiss

GRAMMAR

1 Matching

1c 2e 3d 4f 5a 6b

2 Sentence completion

1. to start; 2. to help; 3. to see; 4. participating;
5. sending; 6. wanting; 7. to stay; 8. to pay

3 Ordering

1. I'd like to go out tonight.
2. We want to finish it as soon as possible.
3. They offered to go with us.
4. They suggested taking a taxi.
5. We expect to complete it by early next week.
6. I enjoyed talking with her at the party.
7. The thieves managed to get in through the broken window.

4 Errors

1. ✓
2. We hope to see you again very soon.
3. They enjoyed talking to you about it.
4. She decided to resign from her position as managing director.
5. ✓

5 Sentence creation

Student's own answers.

6 Fluency practice

Student's own answers.

7 Product description analysis

1. using; 2. cooking; 3. to toast; 4. to use; 5. to cook; 6. to roast; 7. to grill; 8. to take; 9. to find

LISTENING

2 Listening I

1b 2d 3a 4c

3 Listening II

1. Eau de Tap
2. Faster Pasta Paste
3. Easy Egg & Chips
4. Veggie Funny Faces
5. Faster Pasta Paste
6. Eau de Tap
7. Easy Egg & Chips
8. Veggie Funny Faces

PRONUNCIATION

1S 2W 3W 4W 5S

UNIT 11 Fashion Fun

VOCABULARY

1 Clothes matching

1d 2c 3h 4e 5a 6g 7f 8b

2 Information analysis

1. Chanel
2. Gucci
3. Giorgio Armani
4. Hugo Boss
5. Prada
6. Louis Vuitton

READING

1 Reading II

1. clothes made from human hair; 2. the mankini; 3. gas masks; 4. iron clothes;
5. the Urban Security Suit; 6. pirate hats and big belts and boots; 7. gold jeans; 8. the "fun" military uniform

GRAMMAR

1 Matching

1b 2a 3f 4c 5d 6e

2 Sentence completion

1. (that / which); 2. who / that; 3. where; 4. whose; 5. (that / which); 6. (that / which)

3 Word choice

1. whose; 2. that; 3. who; 4. which; 5. who; 6. where

4 Fluency practice

Student's own answers.

5 Online text analysis

1. 19th August 1883; 2. nuns in an orphanage;
3. a millinery business; 4. 1910; 5. an old jumper; 6. 1920s

LISTENING

1 Listening II

1. 1920s; 2. Brick Lane, Portobello and Camden Market; 3. Paloma Faith, Duffy, Amy Winehouse; 4. Downton Abbey, Mad Men, Boardwalk Empire; 5. The Great Gatsby; 6. A 1920s fashion revival

PRONUNCIATION

1. They produced a new one.

2. They sold the product online.
3. They promoted it a lot.
4. They expected to sell several thousand of them.
5. It doesn't have many calories.
6. This aftershave smells really good.

UNIT 12 Help!

1 Charity check

1. Barnados; 2. Oxfam; 3. RSPCA; 4. Cancer Research; 5. The National Trust

VOCABULARY

1 Matching

1b 2d 3e 4a 5f 6c

2 Parts of speech

1. to sponsor; 2. a volunteer; 3. donation; 4. to train; 5. a victim; 6. to fundraise; 7. to pollute;
8. distribution

3 Collocations

Student's own answers.

4 E-mail analysis

1. no; 2. yes; 3. yes; 4. no; 5. no

READING

1 Reading II

1. a tap; 2. shampoo; 3. a remote control; 4. a wardrobe; 5. an owl; 6. ducks

GRAMMAR

1 Ordering

1. She has been driving her new car.
2. He has been talking to his boss.
3. I have been working at home.
4. She has been reading the book.
5. They have been watching a film.
6. We have been listening to the radio.

2 Matching

1e 2f 3a 4d 5b 6c

3 Sentence completion

1. have been working; 2. has been running; 3. have been painting; 4. have been eating; 5. have been watching; 6. haven't been seeing; 7. haven't been shopping; 8. haven't been sleeping

4 Sentence creation

Student's own answers.

5 Fluency practice

Student's own answers.

6 Conversation completion

1. have been working; 2. have (you) been doing; 3. have been helping; 4. have been suffering; 5. have been biting; 6. have also been having

7 Poster completion

1. few; 2. a little; 3. little; 4. enough doctors; 5. enough funds; 6. enough water; 7. little

LISTENING

1 Listening I

No

2 Listening II

1. He's put on 15 kilos in a year.

RESOURCE SECTION

Answers



2. At a fast food restaurant.
3. Because the pizzas are fantastic.
4. Two packets.
5. About five metres away.

PRONUNCIATION

1. They've been working on it.
2. I've been using it at home.
3. She's been taking it to work.
4. I've been helping them out.

UNIT 10 Transport Time

VOCABULARY

1 Giving directions

1d 2c 3a 4b

2 Identifying places on a map

1. next; 2. between; 3. Main; 4. behind; 5. Oak

3 Asking for directions

Student's own answers.

4 Personal travel

Student's own answers.

5 Online article analysis

1T; 2F; 3T; 4F; 5T

READING

1 Pre-reading I

1h 2f 3g 4a 5e 6c 7d 8b

2 Reading II

1. plane; 2. fishing boat; 3. sailing boat;
4. cargo ship; 5. bike; 6. elephant;
7. balloon; 8. wakeboard; 9. rickshaw

GRAMMAR

1 Mini-dialogues completion

1b 2d 3c 4f 5a 6e

2 Word choice

1. tell; 2. won't get; 3. stops; 4. call; 5. will get; 6. buys

3 Ideas completion

Student's own answers.

4 Fluency practice

Student's own answers.

5 Table completion

1. carefully; 2. quickly; 3. quietly; 4. urgently; 5. pleasantly; 6. directly; 7. calmly; 8. cautiously; 9. safely; 10. dangerously; 11. slowly; 12. well; 13. fast

6 Word choice

1a; 2b; 3b; 4b; 5a; 6a; 7b; 8b

7 Instant message analysis

1S; 2B; 3B; 4B; 5S

LISTENING

1 Listening I

1. 250
2. 120
3. There are several doors for people to get on or off.
4. On the platform
5. Because they stop more often.
6. Because they don't get caught up in traffic.
7. It decreases by up to 20% during the week

PRONUNCIATION

1. If we leave now, we'll have time to see it.
2. If they give us the key, we'll open it ourselves.
3. I've told her about it before.
4. He's prepared everything for the trip.

UNIT 11 What a Disaster!

VOCABULARY

1 Photo matching

1c 2d 3b 4g 5h 6a 7f 8e

2 Useful expressions

Student's own answers.

3 Online story analysis

1a; 2b; 3b; 4b; 5a; 6a

READING

1 Reading II

1. Mrs Gillian Duffy;
2. microphone;
3. bigoted;
4. sorry;
5. Renée Zellweger

GRAMMAR

1 Sentence completion

1. done; 2. invited; 3. seen; 4. got; 5. gone; 6. taken; 7. listened; 8. told

2 Word order

1. She should have gone by train.
2. They should have taken a taxi.
3. We shouldn't have eaten at that restaurant.
4. I shouldn't have bought it.
5. He should have sent the e-mail.

3 Picture description

Student's own answers.

4 Telephone conversation completion

1. done; 2. found; 3. worn; 4. made; 5. taken; 6. opened; 7. thanked; 8. sent

5 Fluency practice

Student's own answers.

6 Sentence creation

Student's own answers.

7 Transformation

1. it; 2. her; 3. them; 4. them; 5. it; 6. him; 7. them; 8. it

8 True / false

1T; 2T; 3F; 4T; 5F; 6F

LISTENING

1 Listening I

Music journalist

2 Listening II

1. Because he's unemployed.
2. The salary and the holidays.
3. He wrote record reviews.
4. He wrote concert reviews.
5. Justin Timberlake.
6. The way he dances.

PRONUNCIATION

1W 2S 3W 4W 5S 6W

Progress test 1 (units 9 to 16)

VOCABULARY

1 Word choice

1. backpack; 2. station; 3. tax; 4. founded; 5. volunteered; 6. missed; 8. appointment

2 Collocation completion

1. for; 2. in; 3. for; 4. for; 5. on; 6. on; 7. on; 8. down

GRAMMAR

1 Sentence completion

1. to help; 2. staying; 3. living; 4. going; 5. to do; 6. gave; 7. working;

2 Word choice

1. would; 2. lived; 3. staying; 4. will take; 5. wasn't pleased; 6. would look; 7. will be

LISTENING

1. New York City
2. The 1960s
3. The world of advertising
4. Because many important advertising agencies had offices on Madison Avenue.
5. Don Draper
6. 3.5 million
7. 19 million

READING

1. The percentage of parents who prefer to describe themselves as a friend rather than a parent.
2. The percentage of parents who don't like to discipline their children.
3. The percentage of children between the ages of five and nine who have a mobile phone.
4. The percentage of people who don't know their partner's job title.
5. The percentage of 16- to 19-year-olds who are functionally illiterate and innumerate.
6. The percentage of people who accept that the climate is changing.

RESOURCE SECTION



Audio scripts

1 Talking about a film!

Lara: So, did you do anything last night?

Fred: I watched that Woody Allen film on TV. Did you see it?

Lara: Woody Allen? You must be joking. His recent films are terrible.

Fred: I've only seen a few. This one was really good. It was *Midnight in Paris*.

Lara: So, what's it about?

Fred: Well, there's this American film writer and he's in Paris with his fiancée and her parents, and it's 2011, or something like that. Anyway, he really loves Paris, especially the literary world of Paris in the 1920s, which he thinks is the greatest time to have lived, and he wants to move to Paris and live there and write a novel.

Lara: Sounds hilarious. Really funny.

Fred: Wait a minute! I haven't finished. Anyway, his fiancée and her family don't like Paris. They're very American.

Lara: So, what happens?

Fred: Well, one night the writer guy gets a bit drunk and lost and he ends up sitting on some steps, trying to decide where he is when an old-fashioned car stops next to him.

Lara: What do you mean "an old-fashioned car"?

Fred: You know, like, from the 1920s. Anyway, the people in the car invite him to a party, so he gets in the car and goes with them. And they take him to this party and it's strange because everyone is wearing old-fashioned clothes, from the 1920s.

Lara: OK.

Fred: And at the party, the writer starts talking to this American couple and they're F. Scott and Zelda Fitzgerald.

Lara: Do you mean Scott Fitzgerald the writer? The guy who wrote *The Great Gatsby*?

Fred: Yeah. And then they take him to a bar where he meets Ernest Hemingway.

Lara: Ernest Hemingway!

Fred: Yeah. Ernest Hemingway.

Lara: But Scott Fitzgerald and Ernest Hemingway lived in Paris in the 1920s. How could the writer have met them? It sounds a bit crazy.

Fred: It is. He's travelled back in time, you see. Anyway, he talks to Hemingway [fades out]

2 Seven excuses for lost mobile phones

Have you ever lost your mobile phone? The website mobileinsurance.com has published some of the most unusual claims for lost phones. Here are a few of them.

A young man broke his phone after he dropped it from a tree. At the time, he was trying to film a Blur concert in Hyde Park. He'd climbed up there for a better view.

A 33-year-old woman lost her mobile phone after her three-year-old son flushed it down the toilet.

A farmer lost his phone inside a cow. He was using the torch on the phone to help him deliver a calf.

A young woman dropped her mobile phone overboard during a cruise.

She was with her boyfriend at the time, re-enacting the famous "I'm the king of the world" scene from the film *Titanic*.

A middle-aged man lost his iPhone 4S after it fell down a toilet bowl. Unfortunately, he only realised that it had fallen out after he flushed the toilet.

A young woman lost her mobile phone to a seagull. She was walking along the beach when one of the birds swooped down and snatched it out of her hand.

A middle-aged father had his mobile phone stolen by a monkey. He was with his family at a nature reserve when some monkeys got into their car and one of them ran off with the phone. The man offered to give a description of the monkey that took it.

1 Kennedy & Lincoln - the strange connections

Two of America's most famous presidents are Abraham Lincoln and John Fitzgerald Kennedy (JFK). They both lived completely different lives at completely different times, but there are a number of coincidences that connect the two men.

Lincoln was born in 1809 in Kentucky. He was the first President to be born in the West. Lincoln's parents were poor farmers and he grew up in a small log cabin. You can see a reconstruction of the cabin at his birthplace, which is now a national park. Lincoln only went to school for 18 months but he loved reading and he taught himself from the books he read. He eventually qualified as a lawyer in 1837.

Lincoln's political career started in 1832 when he was only 23. He tried to get elected to the Illinois General Assembly, but he wasn't successful until 1834. He became a member of the House of Representatives in 1846 but he only worked there for two years. In 1854 he joined the Republican Party and was their candidate for the presidency in 1860, when he became the 16th President. He was president during the American Civil War, when the northern states fought the southern states that had broken away from the Union. In 1865, just after the end of the war, Lincoln was assassinated by John Wilkes Booth while watching a play at Ford's Theatre.

John Fitzgerald Kennedy (JFK) was born in 1917 and came from a very rich family. He went to exclusive schools, and later studied at The London School of Economics and Harvard University. He decided to become a politician after the Second World War and was elected to the House of Representatives and the US Senate before he became the 35th President. He led the US during the Cuban Missile Crisis and the start of the Vietnam War. He was a Democrat. JFK was assassinated in Dallas in 1963. So, apart from the assassinations, the two men didn't seem to have much in common... or did they? For example: Lincoln was elected to the House of Representatives in 1846, and Kennedy was elected to it in 1946. Lincoln won the presidency in 1860, JFK in 1960. Both men were shot on a Friday, and both were shot in the head from

RESOURCE SECTION



Audio scripts

behind. Lincoln's killer had a three-word, fifteen-letter name: John Wilkes Booth; and so did Kennedy's alleged murderer: Lee Harvey Oswald.

Booth ran from a theatre and was caught in a warehouse. Oswald ran from a warehouse and was caught in a theatre. Both killers were themselves killed before their trials. Lincoln was shot at Ford's Theatre. Kennedy was in a Ford motor car when he was killed. Lincoln's wife was there when he was shot; Kennedy's was sitting next to him in the car. Lincoln was succeeded by Vice-President Andrew Johnson, Kennedy by Vice-President Lyndon B Johnson.

Of course, these are just merely strange coincidences, and there's no real connection between the two men and their deaths... or is there?

4 Asking about travel experiences!

Mrs Hall: Yes?

Man: Oh, good morning. I was wondering whether you had five minutes to spare. I'm from the magazine Travel Delight and we're doing a survey on people's travel and transport experiences.

Mrs Hall: Erm... I'm not sure...

Man: At the end of the five minutes, you'll get a free gift.

Mrs Hall: Oh, OK.

Man: So, first of all, have you ever been to any of these countries? France?

Mrs Hall: No

Man: Italy?

Mrs Hall: No

Man: Japan?

Mrs Hall: No

Man: Moldova?

Mrs Hall: Yes.

Man: Really?

Mrs Hall: Yes. My husband's from there. We go there every summer for the day. Lovely place. We sit on the beach and watch the boats.

Man: Erm, Moldova doesn't have any beaches.

Mrs Hall: Where?

Man: Moldova.

Mrs Hall: Where's that then?

Man: Eastern Europe. You told me that you've been there.

Mrs Hall: Oh, I thought you said Dover, in Kent. I've never been to this Moldova place. It's abroad, I imagine. My husband can't go abroad because of the food.

Man: Why? Does he have allergies?

Mrs Hall: No, he doesn't like foreign food. Except tinned spaghetti. He loves tinned spaghetti.

Man: I see. Well, just a few more questions. Have you ever flown business class?

Mrs Hall: What?

Man: You know, business class on a plane.

Mrs Hall: No, we always drive to Dover. My husband doesn't like

flying.

Man: OK, and have you ever been on a long train journey?

Mrs Hall: Well, we usually go to London at Christmas to see the lights and do a bit of shopping. That takes about 45 minutes.

Man: Erm, I was thinking of something a bit longer than that. You know more like a day trip.

Mrs Hall: Oh, no. My husband couldn't spend a day on a train. He doesn't like the constant movement.

Man: Oh, right. Well, erm, have you ever been on a ship?

Mrs Hall: Oh, no. My husband doesn't like water. Oh, wait, we did once go on a rowing boat in the lake in the park. Does that count?

Man: Erm, not really. I was thinking more like a cruise ship journey or something like that. But never mind. Erm, have you ever been on a bus trip?

Mrs Hall: Oh, yes, I go on a bus every day to work.

Man: OK, but what about a bus trip that takes a day or so.

Mrs Hall: Oh, no I'd never do that. I get sick on buses.

Man: Right. That's all then. And here's your free gift.

Mrs Hall: What's this then?

Man: A free copy of our magazine.

Mrs Hall: Erm, haven't you got anything else? A scarf, perhaps? Or a bag or some jewellery?

Man: Erm, no. Sorry. Well, thank you for your time. Good morning. [He runs off.]

Mrs Hall: Hey, come back! I want my gift! Come back! Stop that man!

5 Festivals from around the world!

Spring, summer, autumn, winter... there are festivals for every season of the year. Here are several from around the world.

1 Spring

Spring is an important season for many cultures. It's seen as a time to celebrate youth, light and birth after the darkness of winter. In England, there are May Day festivals in many villages around the country. Traditionally, a May Queen (a young girl) rides or walks at the front of a parade wearing a crown and a white gown (to symbolise purity). She makes a speech and then festival goers dance round a Maypole.

2 Summer

Summer festivals are often held around Midsummer, which is usually between 21st and 24th June (in the northern hemisphere). This represents the longest day of the year. In Scandinavia, Estonia, Lithuania and Latvia, Midsummer is the most celebrated festival after Christmas. Fire plays an important part in many of these festivals. In Hungary girls jump over bonfires on 24th June as part of St Ivan's festival. In France, people also celebrate this festival with bonfires on the same date.

3 Autumn

Autumn marks harvest time – the time when crops are gathered from the fields. In the US, Thanksgiving commemorates the good harvest of 1621, which the early colonists celebrated in Plymouth (Massachusetts). And in Germany, there's the famous Munich beer festival, the

RESOURCE SECTION



Audio scripts

Oktoberfest, which is part of this harvest tradition.

4 Winter

Many cultures have festivals to mark the winter solstice. This is usually between 21st and 22nd December (in the northern hemisphere), and it's the longest night (and shortest day) of the year. Traditionally, the winter solstice marks the end of the darkness of winter and the promise of spring. Germanic people had the festival of Yule. As part of this, they decorated and then burnt a Yule log. The Romans had Saturnalia in honour of the god Saturn – the Roman god of agriculture and time. One of the strangest traditions of Saturnalia was that masters and slaves changed jobs, with the masters serving their slaves for a day.

6 Two famous restaurants: Maxim's and El Bulli

■ Maxim's, Paris

Maxim's of Paris is one of the most famous restaurants in the world. It was opened in 1893 by Maxime Gaillard, a former waiter. However, it was its next owner, Eugene Cornuché, who really made the restaurant popular. Very soon, the restaurant became the meeting place for the rich and famous; and over the years, diners at Maxim's have included Greek shipping tycoon Aristotle Onassis, opera singer Maria Callas, and film stars Brigitte Bardot and John Travolta. The restaurant and the brand are also closely associated with glamour. It's mentioned in two of Ian Fleming's James Bond novels (*The Man with the Golden Gun* and *A View to a Kill*), and it's appeared in several films, including Woody Allen's 2011 movie, *Midnight in Paris*. Right now, Maxim's is owned by Pierre Cardin, the French fashion designer.

■ El Bulli, Spain

El Bulli was a restaurant in the town of Roses in Catalunya, Spain. Before it closed down in 2011, it was considered one of the best restaurants in the world. It was originally opened in 1964 by owners Dr Hans Schilling, a German, and his Czech wife, Marketa. It was named after their pet bulldog. El Bulli became well-known when the Spanish chef Ferran Adrià started working there in 1984. By 1987, Adrià was head chef. During his time there, El Bulli was rewarded two and then three Michelin stars. The restaurant was only open for a limited season, usually from June to December. Reservations for the following season were taken on a single day in December. There were only 8,000 places available but over 2 million requests were usually received. A meal would cost about €250 on average, and consisted of up to 30 different dishes. However, El Bulli wasn't profitable and it had been losing money since 2000. Eventually, Adrià closed it down. El Bulli will open again in 2014 but as a creativity centre devoted to cuisine rather than as a restaurant.

7 Participating in a quiz!

Host: Good evening and welcome to the Million-Dollar Quiz. And on tonight's show we have Charlene Baker.

Welcome back, Charlene.

Contestant: Hi.

Host: Nervous?

Contestant: Yes, a bit.

Host: Well, you should be. Remember, viewers. If Charlene answers all of tonight's questions successfully, she'll win our million-dollar prize.

Contestant: I know. I can't believe it.

Host: In a matter of minutes, you could be a millionaire... on the other hand, if you mess it up, you'll go home with nothing! [He laughs.] Ready to start?

Contestant: Yes, OK. Can I just say hi to my mum?

Host: No. Let's get started! Which popular salad is named after the New York hotel where it was first made?

Contestant: A Waldorf Salad.

Host: What is added to tomato juice to make a Bloody Mary?

Contestant: Vodka.

Host: Acid rain is composed mainly of the oxides of two elements. Name either.

Contestant: Sulphur and Nitrogen.

Host: What units are used to measure sound intensity?

Contestant: Decibels.

Host: What is measured by the "Richter scale"?

Contestant: Earthquakes.

Host: Which two oceans are linked by the Panama Canal?

Contestant: The Atlantic Ocean and Pacific Ocean.

Host: How is the number 14 written in Roman numerals?

Contestant: XIV.

Host: When was World War I fought?

Contestant: Between 1914 and 1918.

Host: Who were the books *Rumpelstiltskin* and *Hansel and Gretel* written by?

Contestant: The brothers Grimm.

Host: According to legend, which Benedictine monk was Champagne invented by?

Contestant: Dom Pérignon.

Host: Incredible. You've answered every question correctly. Now, there's just one left. If you answer this one correctly, you'll walk away with one million pounds! Are you ready for your last question?

Contestant: I think so.

Host: It's an easy one.

Contestant: OK. Go on then.

Host: What's awarded to someone who comes third at an Olympic Games event?

Contestant: Oh, that's easy, a silver medal.

Host: Silver?

Contestant: I mean bronze. A bronze medal.

Host: I'm sorry but I'll have to accept your first answer. And that's it, folks. Charlene goes home with nothing!

Contestant: [desperate] Can I try again?

Host: No, you can't. Goodbye! [to audience] And don't forget to join us next week for another exciting game of "Who wants to be a Millionaire!" Goodnight and sleep tight!

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8 Organising a protest!

- Marianne:** OK, so what's the plan?
- Declan:** Well, they're going to dig up the park on Monday. So, I thought that we should set up our camp in the park on Sunday night. Then, on Monday morning, we can stage a sit-in.
- Marianne:** Great! How many people are coming?
- Declan:** Well, there's you, and, erm, there's me.
- Marianne:** Is that it?
- Declan:** You don't think it's enough?
- Marianne:** A demonstration needs hundreds, even thousands, of people. Locals are really angry about this issue. We can easily get a big crowd of protestors together. Have you been handing out those leaflets?
- Declan:** Erm... I've been a bit busy with work and stuff.
- Marianne:** What about the placards? Have you put some catchy slogans on them?
- Declan:** I've got this. [He holds up a small piece of paper. Marianne reads it.]
- Marianne:** "Save the park." That isn't very catchy. And it's quite small. In fact, I can hardly read it. What about this, "Handsoff our trees!"?
- Declan:** Yeah, that's great!
- Marianne:** And we'll need a megaphone so the crowd can hear us! And let's chain ourselves to the trees. They'll have to cut through us with their chainsaws!
- Declan:** Erm... I was thinking of something a bit more peaceful. What if the riot police come? What if they charge... or throw teargas?
- Marianne:** Even better! Imagine the publicity.
- Declan:** Actually, I've got to go to work on Monday. So, erm, I'll be off. [Walking away.] Hey, but good luck, and I hope it all goes well!

Progress test 1 All about ice cream!

What's your favourite dessert? Ice cream often appears at the top in opinion polls. But why?

Ice cream has had a long history. Its origins go back to about 60 AD, when the Roman emperor Nero would order ice to be brought from the mountains. Later, he would combine the ice with fruit toppings. In the 13th century, Marco Polo learned of the Chinese method of creating ice and milk mixtures and took this back to Europe. The first ice cream parlour in America opened in New York City in 1776. And since then, ice cream has developed into the delicious dessert we know and love.

There's no denying that ice cream is popular. It's an \$11 billion retail industry, and it's popular all over the world, with the US, New Zealand, Denmark, Australia, Belgium, Sweden, Canada, Norway, Ireland and Switzerland being the top consumers in terms of consumption per head.

The great thing about ice cream is that there are so many different flavours. There are simple ones such as chocolate, strawberry and vanilla. Or mixed flavours such as "rum and raisin" (vanilla, rum and raisins), "rocky road" (chocolate, nuts and marshmallow), "raspberry ripple" (vanilla and raspberry syrup), and "cookies and cream" (sweet cream and chocolate cookies).

Each country seems to have its favourite flavours. In the US, "rocky road" and "cookies and cream" are popular; whereas in the UK, it's "rum & raisin" and "raspberry ripple". But there are also lots of unusual flavours. In America you can try a scoop of "Cold Sweat", an ice cream made with jalapeño peppers and other hot chillies. It's supposed to be VERY spicy. If you want a really luxurious ice cream, go to France to try Philippe Faur's "foie gras ice cream" made with goose livers. It costs about \$150 a tub.

For a smelly ice cream, try Britain's "Seriously Stilton", with 25% of it consisting of blue stilton cheese. Amazingly, it's very popular.

9 Skating in the park!

- Jerry:** Hey, Alexis. Great to see you. Ready for a bit of skating?
- Alexis:** Yeah! I haven't been roller-skating for ages.
- Jerry:** Me neither. But I'm a natural when it comes to sports. So, what's in your backpack?
- Alexis:** A few things: a helmet, some knee pads, elbow pads, gloves, a waterproof jacket... the usual skating safety gear.
- Jerry:** We're only going around the park!
- Alexis:** Well, you never know...
- Jerry:** I don't bother with helmets and knee pads or that sort of stuff. I find it gets in the way. I can't maximise my performance.
- Alexis:** Don't you worry about getting hurt?
- Jerry:** No! I love danger. Just the other day, I went climbing on this climbing wall and I didn't even use a safety harness.
- Jerry:** And I never wear shin pads when I play football. If I get hurt, I just ignore the pain.
- Alexis:** Well, I'm not that brave.
- Jerry:** Hey, come on, let's get going!
- Alexis:** Wait a sec. I need to get my gear on. [Alexis puts on her helmet, knee pads and gloves. Then they start skating through the park.]
- Jerry:** Come on, slow coach! Oh, this is amazing! It's so much better without a helmet! I can feel the wind in my hair! You should take yours off and...
[Suddenly, he crashes into another skater.]
- Alexis:** Oh no! Are you OK?
- Jerry:** Ow! It really hurts. I think I've cut my knee. [crying]
- Alexis:** Oh, come on! It's just a little graze. [smiles]
- Jerry:** Ow, ow! It really hurts. I think you should call an ambulance? [crying]
- Alexis:** Come on! You'll be all right... Just try and ignore the pain.
- Jerry:** Ow!

10 Saving the planet!

Interviewer: Hello, tonight on Save the Earth we're talking to

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Audio scripts

Rupert and Camilla Pongleton-Jones, environmental activists and self-styled "eco-warriors". Good evening, Rupert and Camilla.

Camilla: Well, good evening to you Max. It's simply lovely to have you here

Rupert: Power to the trees, Max, power to the trees. Let me hug you.

Interviewer: Er, yes. Thank you, Rupert. Now recently I believe you were fighting the local government about a tree near your house.

Camilla: Yes, that's right. Those horrible politicians wanted to cut down a beautiful oak tree. It was the oldest tree in our village. Over 300 years old. Well, we had to try to stop them.

Interviewer: And why did the government want to cut down the tree?

Rupert: Well, the tree was dead. And it was next to the primary school. And the local people said that the tree would fall on the school.

Interviewer: So, what did you do?

Rupert: We climbed the tree and lived in it. It was the only way to stop the local government cutting it down.

Interviewer: And how many weeks did you live in the tree?

Camilla: Well, not weeks. We had to go to work, you know. We have busy lives. But I drove past the tree every Wednesday evening on my way to my tennis lessons. Finally Rupert climbed up there last Saturday afternoon on his way to play golf.

Interviewer: That was when the tree came down, I believe.

Camilla: Yes, that's right. It fell onto Rupert's Range Rover. The poor darling had parked it under the tree, you see.

Rupert: But we were correct. It didn't fall onto the school. The tree was completely safe. It was a victory for environmentalists everywhere. Power to the trees.

Camilla: Oh, yes. Power to the trees.

Interviewer: And what of the future? What are your next projects?
[fades out]

Meeting for the first time!

Julia: Hi, Benny. It's great to finally meet you.

Benny: You too, Julia. Wow! You look, erm, different. I mean, you've got blonde hair in the picture you sent me, haven't you?

Julia: Well, you know, that was a long time ago.

Benny: A few years, I'd say. You aren't really 27, are you?

Julia: Give or take a few years. You certainly aren't in your early 30s. Early 40s more like.

Benny: [angry] No, I'm still in my 30s. Right, I'll get the first round. You like beer, don't you?

Julia: Erm, actually, I gave up alcohol a few months ago. I think I'll have a lemonade.

Benny: Oh, OK. One lemonade coming up.

Julia: It's nice here.

Benny: Yes.

Julia: So, have you got any plans for the weekend?

Benny: Yeah, I'm going to see the match with a few mates from work.

Julia: The match?

Benny: Yeah, Chelsea are playing at home.

Julia: Oh, right, football. I'm not really a big fan. [silence]

Benny: So, erm, what about you? What are you up to this weekend?

Julia: I'm going to a conference on vegetarianism. It's going to be really interesting. Benny: Vegetarianism? You're a vegetarian!

Julia: Yes, I hate meat.

Benny: Oh, well, actually I work in the marketing department of a large meat supplier. We're the number-one producer of ham.

Julia: Oh, you were working in an advertising agency, weren't you?

Benny: I was, but I left.

Julia: But you do like animals, don't you?

Benny: Oh, yes. [pause] I often go to the zoo.

Julia: The zoo! I can't stand zoos. They're so cruel. [silence] You have got a pet cat, haven't you?

Benny: Oh, right, Tibbles. Yes, erm, I found out that I was allergic to cat hair, so, unfortunately I had to get rid of him.

Julia: Get rid of him? What did you do?

Benny: I released him into the wild. [fades out]

Four ads for unusual food products!

Ad 1: Egg and Chips

Wife: What's for dinner?

Husband: Egg and chips.

Wife: Oh, no. Not again. We've had egg and chips twice this week.

Husband: Yes, but today it's different!

Wife: How?

Husband: Well, today we're having... Easy Egg & Chips. It's new from Whizzo Foods.

Wife: Hey, great. I love Whizzo Foods.

Husband: Yeah, all I have to do is add a bit of water to this bag of powdered egg and chips mixture, pop it in the microwave, and in three minutes you can enjoy some delicious egg and chips.

Wife: Great.

Husband: Here you are darling. Enjoy your meal.

Wife: Thanks!

Ad 2: Vegetable Surprise

Tired of serving the same old meals? Can't think of anything to cook? Bored of the same old dishes day after day? Then why not open a box of Veggie Funny Faces. Made from genuine British vegetables, Veggie Funny Faces make a refreshing change. Best of all, Veggie Funny Faces feature the faces of some of your favourite stars, including Lady Gaga, Colin Firth and Keira Knightley. Coated in a crisp and golden breadcrumb coating, Veggie Funny Faces will make mealtime fun again. Simply open the bag, fry them up and enjoy your Veggie Funny Faces. By Whizzo Foods!

Ad 3: Eau de Tap

Man: What shall we have to drink with dinner, darling?

Woman: I don't know. What have we got?

Man: Well, there's a bottle of champagne we've had in the

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Audio scripts

fridge for the past month, or I could open that bottle of red wine we've kept since we got back from France.

Woman: Actually, you know what I really fancy?

Man: No, what?

Woman: Eau de Tap.

Man: Eau de Tap? What's that?

Woman: It's a fantastic new drink from Whizzo Foods.

Man: What is it?

Woman: Well, it's a one-litre bottle of carbonated tap water that's come from genuine British reservoirs.

Man: Great. I'll pop down to the supermarket now and see if they've got any.

Woman: Thanks darling.

Voiceover: Why don't you open a bottle of Eau de Tap? Only 17 euros from Whizzo Foods.

Ad 4:

Woman: I really feel like pasta for dinner tonight.

Man: Well, you're in luck darling because we're having Faster Pasta Paste. It's new from Whizzo Foods.

Woman: Really?

Man: Yes, it's a self-heating bag of a range of top-selling pasta dishes. The scientists at Whizzo Food have put everything in a bag for you. All you have to do is heat it up.

Woman: But how?

Man: Simply sit on the bag or put it under your armpit for two minutes and you'll have a lovely pasta dish that's ready to eat. New Faster Pasta Paste saves time and effort and it's made by Whizzo Foods.

Woman: Great. Can I try some?

Man: Here! I've just been sitting on this one.

Woman: Great!

Defining your style with vintage clothes!

How would you define your style? Smart? Casual? Sporty? These days, vintage clothes are back in fashion.

The term "vintage" is used to describe things from the past. When it comes to clothes, this could be anything from a 1920s flapper dress to a pair of 1970s flared jeans. The most popular vintage items tend to come from the 20th century. Clothes older than this are usually considered antiques. But vintage is a broad term and even brand new items made in styles of the past are often called "vintage".

Vintage clothing has been popular in the UK and the USA for several years. But recently there's been an authentic vintage boom. There are vintage tea rooms, vintage hairdressers, vintage jewellers, vintage tattoo designs and even vintage weddings. In London there's a lively vintage clothes scene around the areas of Brick Lane (in the East End), Portobello (near Notting Hill) and Camden Market (in the north of London). But every large town or city in the UK has its shops or market stalls selling vintage clothes.

So, why is vintage suddenly so popular? There are a number of reasons. For a start, singers such as Duffy and Paloma Faith often wear vintage clothes, as did the late Amy Winehouse. And songs by these artists have been called "vintage pop" because they're similar in style to songs from the 50s and 60s.

Many recent TV series have also had an effect. The clothes worn on shows such as *Downton Abbey*, *Mad Men* and *Boardwalk Empire* have shown us what fashions from those eras were like. Films have contributed to the vintage boom too. Director Baz Luhrmann's *The Great Gatsby*, which stars Leonardo DiCaprio, is based on F. Scott Fitzgerald's classic novel set in 1922. Fashion experts are predicting that the film will inspire a 1920s fashion revival when it comes out.

Living a healthy lifestyle!

Doctor: Come in, Mr. Jones. Please sit down.

Mr. Jones: Thank you.

Doctor: Well, Mr. Jones, I've got the results from your recent medical.

Mr. Jones: Oh, yes. Right. So, will I live?

Doctor: Let's see, shall we? Right. There's your weight to start with.

Mr. Jones: Er, yes. I may have put on a few kilos.

Doctor: You've put on 15 kilos in a year, Mr. Jones.

Mr. Jones: Really? Are you sure?

Doctor: I'm afraid so, Mr. Jones. What have you been eating?

Mr. Jones: Well, I've got a new job working in a fast food restaurant. I suppose I've been eating a lot of free burgers.

Doctor: I see. Well, I think you'll have to stop, Mr. Jones.

Mr. Jones: Working?

Doctor: No, eating burgers!

Mr. Jones: But they're delicious. And the chips are good too. I can't resist them.

Doctor: Then you'll need to find a new job.

Mr. Jones: They need a waiter at the new Italian restaurant. I suppose I could ask there. The pizzas are fantastic.

Doctor: I think a job outside the food industry might be a better idea, don't you, Mr. Jones?

Mr. Jones: Yes. Perhaps you're right. Maybe I could get a job in a pub. I love beer.

Doctor: Yes, I'm sure you do, Mr. Jones, but you need to drink less too. Beer's very fattening. No burgers. No beer.

Mr. Jones: You'll be telling me to give up smoking next.

Doctor: I thought you'd given up last year. You told me you had.

Mr. Jones: Well, I've been trying to smoke less.

Doctor: How many do you smoke a day?

Mr. Jones: Two...

Doctor: Well, that's not so bad.

Mr. Jones: ...packets.

Doctor: Two packets! That's 40 a day. You really should give

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Audio scripts

up, you know.
Mr. Jones: Yes, yes. OK, I'll try.
Doctor: Now, have you been doing any exercise?
Mr. Jones: Well, I walk to work every day.
Doctor: That's good. How far do you walk?
Mr. Jones: About five metres. I live next door to the burger bar.

15 The benefits of trams!

How do you get around the city? By train? By car? By bike?
Trams are becoming more and more popular, but are they worth the investment? Yes, or so it seems!

For a start, they're extremely efficient. Trams can transport up to 250 people at a time, compared to a maximum of 120 on a bus.

There are multiple doors for people to get on and get off, so the trams don't have to stop for long. And there are ticket machines on the platform so people can buy tickets quickly and easily before getting on the tram.

Trams are more flexible than trains because they stop more often, and they're more reliable than the bus because there's a dedicated track so they don't get caught up in traffic. Finally, low-level boarding at every stop makes it easier for the disabled to get on or off.

Trams can also help reduce traffic problems. Studies have shown that where tram lines are installed, road traffic decreases by up to 20% during the week, and about 50% at the weekend.

16 Applying for a job!





















Janet: Right. So, Mr. Lennon. Why do you want to be Senior Music Journalist at Music Now!?
Harry: Well, I need a job. I'm unemployed.
Janet: OK, but what interests you most about the job?
Harry: The salary. That looked quite good. Oh, and the holidays, of course.
Janet: OK, and anything else?
Harry: Erm, let me look at my notes. I told you about the money and I mentioned the holidays. No, I think that's everything.
Janet: I see. So, I see from your CV that you wrote for your school magazine. That must have been interesting.
Harry: No, not really. I had to write record reviews – you know about the latest CDs and albums. It was really boring.
Janet: And at university you wrote concert reviews for bands that played at your college.
Harry: Yes. So, what was the best concert you saw?
Janet: Well, to be honest, I didn't like them. The music was very loud. It gave me a headache. I hate live music even more than recorded music.
Janet: Is there anything you do like about being a music journalist?

Harry: Well, after the concerts you get really nice food.
Janet: So, you must have met a lot of interesting musicians...
Harry: Oh, no. I never go to the musicians' parties. They're horrible. I always go to an Indian restaurant near my flat. The food's very nice. And they don't play any loud music in the restaurant. It's lovely and quiet.
Janet: So, Mr. Lennon. Which musicians do you like?
Harry: Justin Timberlake. He's good.
Janet: And which Justin Timberlake songs do you like best?
Harry: Oh, no, I don't like his songs. I just like the way he dances. When he's on TV, I turn the sound off and just watch him dance.
Janet: I'm sorry, Mr. Lennon, but I can't see why you've come for this interview. You don't like music!
Harry: My dad told me to come here.
Janet: Your dad? [fades out]

Progress test III

Discussing the TV series *Mad Men*

Presenter: ...but first of all, tell us, briefly, what it's about.
Marcus: Well, *Mad Men* is set in New York in the 1960s and it's about the world of advertising. The series is called *Mad Men* because many of the most important advertising agencies had offices on Madison Avenue in New York. The series tells the story of one agency and its employees.
Presenter: And who are the main characters?
Marcus: There are lots of regular characters but the star of the show is a man called Don Draper, who's a partner in the agency. He's a mysterious man and as the series has progressed we, the viewers, have found out a little more about him. For example, his real name isn't really Don Draper... although no one in his agency knows this.
Presenter: And why is *Mad Men* so popular?
Marcus: Well, to be honest, *Mad Men* isn't that popular. This is what I was saying earlier. The show is shown on the American cable AMC, and its viewing figures are quite small.
Presenter: So, what sort of numbers are we talking about?
Marcus: About 3.5 million viewers watched the first episode of season 5 in the US. That sounds like a lot, but a top-rated show such as *House* can get 19 million. In the UK, only 72,000 people watched the first episode of season 5, and that isn't a lot of people.
Presenter: So, why's it so famous?
Marcus: Mainly because the critics love it. It's won four Golden Globes and fifteen Emmys, including the Emmy for Outstanding Drama Series four times in four seasons. That's why I described it as a cult series. Not that many people watch it but those who do love it. And as it's so popular with TV critics, the show gets a lot of coverage in the media. [fades out]

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Cat 	Duck 	Car 	Dog 	Hair 	Fly 	Cow 	
p	b	t	d	tʃ	dʒ	k	g
Pen	Back	Tea	Day	Church	Judge	Key	Get
f	v	θ	ð	s	z	ʃ	ʒ
Five	Very	Think	Those	Six	Zoo	Short	Pleasure
m	n	ŋ	h	l	r	w	j
More	Nice	Ring	Hot	Live	Right	Window	Yes



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Phonetic Table

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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>

RESOURCE SECTION

Punctuation



Punctuation Revision

1 (.) Full stop ("period" in US English)

We use the full stop at the end of a sentence. For example: **She is lucky.**

For website and e-mail addresses we say "dot". For example: **www.ebdj.com = www dot ebdj dot com**

2 (,) Comma

We use the comma for pauses in sentences, or for lists of things. For example:

- a) I went to the shops, and then I went to the swimming pool.
- b) I bought a computer, two televisions and a pencil.

We also use the comma in non-defining relative clauses. For example:

- a) My sister Joan, who lives in Paris, is a pharmacist.
- b) My aunt, who likes to spend her weekends in the country, is a dentist.

We also use the comma before quoting someone. For example:

- a) She said, "I never go there!"
- b) He added, "And I would like to leave now."

3 (;) Semicolon

This is used to mark a pause between two ideas that are connected. For example:

- a) You must come to the show; you'll love it.
- b) There are some things that I like; and there are others that I hate.

4 (:) Colon

We use the colon to start a list of

something. For example:

- a) I got everything ready: the tickets, traveller's cheques and my passport.
- b) There are two reasons: firstly, I don't like it; and secondly, I don't have the time.

5 (?) Question mark

We use this at the end of a question.

6 (!) Exclamation mark

We use this to show surprise/anger, etc.

7 (') Apostrophe

We use the apostrophe with contractions and the genitive. For example: **I'm, you're, don't, I've, John's, Mary's, etc.**

8 ("") inverted commas (also known as "speech marks" or "quotation marks")

We often use these for quotes. For example: **"To be, or not to be. That is the question."**

Some people use single speech marks, which are like this: **'To be, or not to be. That is the question.'**

9 (–) Dash

We often use the dash in informal styles to add a bit of extra information at the end of a sentence. She wasn't too happy about it – but that doesn't matter.

10 (-) Hyphen

This is similar to a dash but much shorter. It is used to join two words together. For example: **co-worker, eating-time, etc**
Hyphens are often used in website or e-mail addresses.

For example:

john-smith@ace.com = john hyphen smith at ace dot com

11 () Brackets ("parentheses" in US English)

We use brackets to add additional information inside a sentence. For example:

Mary (Jane's sister) is coming tonight.

When dictating, we can say:

- a) "open brackets": (
 - b) "close brackets":)
- These are known as "square brackets" = []

12 (/) Slash

This is often used in internet addresses. There are two types: forward slash (/), and back slash (\).

13 (_) Underscore

This is also used in e-mail and website addresses. For example: **alan@hedo_now.com = alan at hedo underscore now dot com**

14 Capitals

Capital letters (or "upper-case letters") look like this: **WHAT IS THE TIME?**

And lower case letters look like this: **what is the time?**

15 E-mail and website addresses

"www" is pronounced "double u, double u, double u".

And "@" is pronounced "at". For example:

My web address is www.sure.com (double u, double u, double u dot sure dot com). My e-mail address is sure@hotmail.com (sure at hotmail dot com)

RESOURCE SECTION

Pronunciation of Past Tense verbs



The pronunciation of regular past simple verbs.

There are **THREE** ways of pronouncing regular past tense verbs in English. Look at the following sentences:

- a) "He **played** football for the Dallas Cowboys."
- b) "They **needed** to arrive to the restaurant by 10.00."
- c) "She **stopped** off for a coffee six times during the trip!"

These sentences all have an example of a regular past simple verb form: **played**, **needed** and **stopped**. However, they are all pronounced in different ways.

1 The / d / sound

Some regular past tense verbs have a / d / sound at the end. These include the following kinds of verbs:

- a) Verbs ending in the / m / sound, such as "**informed**".
- b) Verbs ending in the / n / sound, such as "**rained**".
- c) Verbs ending in the / v / sound, such as "**lived**".
- d) Verbs ending in the / w / sound, such as "**showed**".
- e) Verbs ending in the / z / sound, such as "**dozed**".
- f) Verbs ending in the / I / sound, such as "**carried**".

Verbs ending in this category are **VOICED** sounds. Voiced consonants produce a vibration in your throat when you say them. This is a completely natural sound, and your voice

will automatically produce it if you relax and don't stress the endings. You can feel this by placing your finger on your throat when you say the sounds / m /, / n /, / v /, / w /, / z / and / I /.

2 The / t / sound

Some regular past tense verbs have a / t / sound at the end. These include the following kinds of verbs:

- a) Verbs ending in the / tʃ / sound, such as "watched".
- b) Verbs ending in the / f / sound, such as "laughed".
- c) Verbs ending in the / k / sound, such as "worked".
- d) Verbs ending in the / p / sound, such as "dropped".
- e) Verbs ending in the / s / sound, such as "passed".
- f) Verbs ending in the / ʃ / sound, such as "washed".

Verbs ending in this category are **UNVOICED**. Unvoiced sounds do not produce a vibration in your throat, and instead produce a blast of air. You should be able to feel this on your hand by placing your hand in front of your mouth and saying the following sounds: / tʃ /, / f /, / k /, / p /, / s /, / ʃ /.

3 The / I d / sound

Some regular past tense verbs have a / I d / sound at the end. These include the following kinds of verbs:

- a) Verbs ending in the / d / sound, such as "**handed**".
- b) Verbs ending in the / t /

sound, such as "**wanted**".

Put the regular past simple verbs in the correct headings on the table according to the pronunciation of their Past Simple endings.

liked, walked, looked, listened, talked, chatted, arrived, travelled, washed, played, tried, painted, studied, danced, picked, lived, watched, enjoyed, jumped, fainted, borrowed, touched, discovered, danced, borrowed, arranged, fixed, fitted, forced, frightened, dressed, dropped, confessed, claimed, avoided, attempted, changed, increased, interrupted, kicked, joined, listened, looked, laughed

/t/	/d/	/I d/

RESOURCE SECTION

Pronunciation



Understanding the basic principles of English pronunciation will really help with your listening skills. Here are a few important words and terms that are used in this book.

Phoneme = an individual sound. For example: the sound /i:/ as in “sheep”.

Phonetic alphabet = an alphabet that represents the sounds in English.

Phonetic transcription = a form of writing a word using symbols to identify the individual sounds in a word. For example: /ʃi:p/ = sheep

Intonation = this refers to the way your speech goes up and down while you're speaking.

Linking = this is when one word sound merges with another sound. This often happens when a consonant sound is followed by a vowel sound. For example: “Can I take it from here?” = Ca ni ta kit from here?

Minimal pairs = these are two words with all the sounds the same except one. For example:
a) *fat-sat* – the /f/ and /s/ sounds are different.
b) *cat-cot* – the /æ/ and /o/ sounds are different.

Syllable = a single unit of sound. For example, the word “table” has two syllables: *ta / ble*.

Word stress = putting emphasis on a syllable in a word. For example: educa**tion**.

Pitch = this refers to the way you speak with a high voice or a low one.

Tone = this refers to the emotion you show when you speak. For example: anger, sadness, happiness, excitement, etc.

Voiced sound = a sound that creates vibrations. For example, touch your throat and say “very” and you’ll feel a vibration with the /v/ sound.

Unvoiced sound = a sound that doesn’t create vibrations. For example, touch your throat and say “kiss” and you won’t feel a vibration

Stress-timed = English is a stress-timed language with a special rhythm and beat. This means that we stress words (or syllables within words) at regular intervals. These stressed words are usually nouns, verbs and adjectives. **Unstressed** words in natural speech include articles (*the, a, an*), auxiliary verbs (*can, have, is, are, etc.*) and prepositions (*for, to, at, etc.*). Other languages are syllable-timed. This means that all the syllables are stressed. This isn’t the case with English.

Strong and weak forms = Many words in English have strong and weak forms. Here are the strong and weak forms for the modal verb *can*:

- a) Strong/stressed form (often used for emphasis in speech): *can /kæn/ Can I go?*
- b) Weak/unstressed form (often

used in casual speech): *can / kən/*: Can I go?

We use weak/unstressed forms when we’re speaking naturally and quickly. And this is why it’s very important to only focus on the key words (the stressed nouns, verbs and adjectives, etc.) when you’re listening to English. All the other unstressed words are often very difficult to hear.

Sentence stress = putting emphasis on specific words in a sentence or phrase. We generally put stress on nouns, verbs and adjectives are stressed, and articles (*the, a, an*), auxiliary verbs (*can, have, is, are, etc.*) and prepositions (*for, to, at, etc.*) aren’t stressed.



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