



# CFA

Aprende Inglés y Construye Futuro

Cursos **de inglés** en Colombia

# BANCO DE PREGUNTAS CFA I



cfaingles



cfaingles

[www.construyefuturo.com](http://www.construyefuturo.com)



## What do CFA INTRO students need?

We believe that in 9 out of 10 cases when a student signs up for English classes, their goal is to speak. Speaking a foreign language is very hard, so students need a great deal of motivation to encourage them to speak in English.

A1 learners' language level is low, but they need interesting topics and texts just as much as B1 or C1 students.



## Speaking

- Regular opportunities to use new language orally.
- Topics that will arouse their interest and prompt them to describe their experiences and express their ideas.
- Realistic and achievable tasks.



CFA motivates students to speak by providing varied and achievable tasks, and the language that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts and listenings, and practicing grammar and vocabulary orally.



## Grammar

- Clear and memorable presentations of basic structures.
- Regular and varied practice in useful and natural contexts.
- Student-friendly reference material.

When explaining grammar rules to students, and sometimes when setting up complicated activities, teachers who know their students' mother tongue may wish to use it. Although you should try to keep it to a minimum, we believe that a very judicious use of students' Spanish can save time and help build good teacher-class rapport. Contrasting how English grammar works with the rules in students' Spanish can also help students to assimilate the rules more easily.





## Listening

- A reason to listen.
- Exposure to as much aural English as possible.
- Confidence-boosting by listening to short accessible texts and conversations with achievable tasks.
- Get the gist of what is being said by focusing on the key words in an utterance.

The listenings in English File are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time.



## Reading

- Engaging topics and stimulating texts.
- Manageable tasks that help students to read.
- Deal with unknown words in a text.

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. All reading texts here are available with audio, which helps build reading fluency and confidence.







## Writing

- Clear models
- The 'nuts and bolts' of writing on a word and sentence level

The growth of the internet and social media means that people worldwide are writing in English more than ever before both for business and personal communication.



## Vocabulary

- A focus on high-frequency words and phrases.
- Opportunities to personalize new vocabulary.
- Accessible reference material.

Every lesson should focus on high-frequency vocabulary and common lexical areas, and keep the load realistic.

**MAKE SURE STUDENTS CAN INTERPRET FROM SPANISH TO ENGLISH AND VICE VERSA**





## UNIT 1

### PAST CONTINUOUS

In this first lesson, focus on the forms of was and were in the past continuous

### PERSONAL PRONOUNS AND VERB TO BE (USE T.P.R.)

I  
HE  
SHE  
IT

- WAS



Interrogative



Afirmative

YOU  
WE  
THEY

- WERE



Negative + Not



## past continuous: was / were + verb + -ing

At 8.45 last Saturday I **was walking** in the park.

The birds **were singing**. It **wasn't raining**.

**A Was it raining** when you got up? **B No, it wasn't.**

**A What were you doing** at 11 o'clock last night? **B I was watching TV.**

+	I / He / She / It	was working.	You / We / They	were working.
-	I / He / She / It	wasn't working.	You / We / They	weren't working.
? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Was he working?		Yes, he was. / No, he wasn't.	
	Were they working?		Yes, they were. / No, they weren't.	

- We use the past continuous to describe an action in progress at a specific moment in the past.
- We often use the past continuous to describe the situation at the beginning of a story, e.g. *In 1972 I was living in London.*

## past simple or past continuous?

We **were walking** in the gardens when he **took** a photo of us.

My sister **arrived** when I **was having** lunch.

- We often use the past continuous and the past simple together in the same sentence. We use the past continuous to talk about a longer action that was happening in the background when the shorter past simple action happened.

### 1 READING

**a** Look at the photo by the famous French photographer Henri Cartier-Bresson, and answer the questions. Say why.

- 1 What decade do you think it's from?
- 2 What time of year do you think it is?
- 3 What do you think the couple are looking at?
- 4 What does the woman have in her pocket? What do you think it's for?

**b** Read the article. Were your answers in **a** right?

The Guardian newspaper has a weekly feature called *That's me in the picture*, where people describe famous photos they were in. This photo was sent in by Jane Rangeley.

**I**n 1972, I was living in London. I was in my early twenties, and I was working for an advertising agency. That summer, I went on a camping holiday with my parents in the south of France. One night, I went to a nightclub on the beach and I met a young Frenchman, and we fell in love. When I got home, I immediately started looking for a job in Paris. He was at university there – he was studying medicine. In the end, I found a job as a secretary with UNESCO, and I went to live there.

We lived together for six years. On Sundays, we often went for a walk, and one of our favourite places was the botanical gardens. It had a zoo, and I often put some bread in my pocket to give to the animals. We were walking in the gardens one Sunday in autumn when we stopped because a lot of noise was coming from one of the trees. There was an owl there, maybe escaped from the zoo, and some little birds were attacking it. I also noticed a man with a camera. When we started walking again, I said 'Why was that man taking photographs of us?'

I now know that Cartier-Bresson often waited in parks in Paris for the perfect photo opportunity. The following year, one of my boyfriend's friends saw the photo in a magazine. Before I returned to London, I phoned the magazine and I got Cartier-Bresson's phone number. I was very shy, but I called him. He was very friendly, and he sent me a copy. Years later I met him and he signed the photo for me.

I love this picture. It was a happy time for me. And although my French boyfriend and I broke up in the end, we're still in touch.

Adapted from the British press



**c** Read the article again and answer the questions.

- 1 What was Jane's situation at the beginning of the story?
- 2 Where did she meet the Frenchman and how did this change her life?
- 3 What did they often do on Sundays?
- 4 Why did they stop in the gardens and what did they see?
- 5 How did Jane get a copy of the photo?
- 6 Why is this photo important to her?

**d** Is there a photo with you in it that you really love? Describe it. Why do you like it so much?



Talk to a partner. Give more information if you can.

- 1 Do you post photos on social media sites like Instagram or Facebook? What kind of photos do you post? If not, how do you share photos with friends and family?
- 2 Do you have a photo as a background on your phone, tablet, or computer? Who or what is it of? What's the story behind it?
- 3 Do you have any photos you really like on your phone? Show them to your partner. What was happening at the time?
- 4 Do you have a favourite photo of yourself as a child? Who took it? What were you wearing? Is there a story behind it?

## Vocabulary

### Nouns

birthday  
bow  
brother  
cafeteria  
chemistry  
city  
class  
classmate  
club  
English  
family  
friend  
hobby  
member  
name  
parents  
person  
semester  
sister  
teacher  
student  
university  
vacation  
year

### Pronouns

#### Subject pronouns

I  
you  
he  
she  
it  
we  
they

#### Titles

Miss  
Mr.  
Mrs.  
Ms.

### Adjectives

#### Possessives

my  
your  
his  
her  
its  
our  
their

### Other

beautiful  
big  
common  
cool  
exciting  
famous  
friendly  
good  
interesting  
new  
next  
nice  
old  
same  
shy  
unusual

### Articles

a  
an  
the

### Verbs

am  
are  
has  
is  
love

### Adverbs

#### Responses

no  
yes

#### Other

actually  
here  
(over) there  
not  
now  
really (+ adjective)  
too (+ adjective)  
very (+ adjective)

### Prepositions

at (10:00/City College)  
from (Seoul/Korea)  
in (the morning/the same class)  
on (my way to . . .)

### Conjunctions

and  
but  
or





## UNIT 2

### PRESENT PERFECT

Focus on pronunciation sentence stress, and Vocabulary looks at common irregular past participles.

I  
YOU  
WE  
THEY

- HAVE



Interrogative



Afirmative

- HAS



Negative + Not

HE  
SHE  
IT





## present perfect

- 1 A **Have you seen** the new Matt Damon film?  
 B Yes, I **have**.  
**She hasn't read** any books in English.
- 2 **Have you ever read** a Russian novel?  
 I've **never worked** in an office.
- 3 **Have you finished** the exercise?  
 Your parents **have arrived**. They're in the living room.

- 1 We use the present perfect when we talk or ask about events in the past, but when we don't say or ask when.
- 2 We often use the present perfect with *ever* (= at any time in your life) and *never* (= at no time in your life).
- 3 We also use the present perfect to talk about recent events, e.g. *I've finished my homework*.

full form of <i>have</i>	contraction	past participle of main verb
I have	I've	seen that film.
You have	You've	
He / She / It <b>has</b>	He / She / It's	
We have	We've	
They have	They've	

full form of <i>have</i>	contraction	past participle of main verb
I / You / We / They have not He / She / It <b>has not</b>	<b>haven't</b> <b>hasn't</b>	seen that film.

?		✓	✗
Have I / you / we / they <b>Has</b> he / she / it	seen that film?	Yes, I / you / we / they <b>have</b> . Yes, he / she / it <b>has</b> .	No, I / you / we / they <b>haven't</b> . No, he / she / it <b>hasn't</b> .

- To make the present perfect we use *have / has* + the past participle of the verb.
- 's = *has* in present perfect.

infinitive	past simple	past participle
like	liked	liked
want	wanted	wanted

- Past participles of regular verbs are the same as the past simple.

infinitive	past simple	past participle
read /ri:d/	read /red/	read /red/
see	saw	seen

- Past participles of irregular verbs are sometimes the same as the past simple, e.g. *read /red/* but sometimes different, e.g. *seen*.



## GRAMMAR present perfect

Look at the photos from two films and a TV series.  
Can you match them to the books?

Listen to three conversations. Complete them with the phrases below.

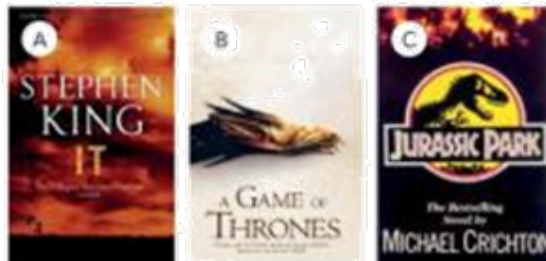
I've read the book. I haven't seen it.  
Have you seen it? No, I haven't. Yes, I have.

- 1 **Stella** The first Jurassic Park is on TV tonight.  
*Have you seen it?*  
**Paul** \_\_\_\_\_ And \_\_\_\_\_  
The film's better than the book, I think.  
**Stella** Let's watch it then. I know it's an old film,  
but I haven't seen it.
- 2 **Matt** Have you read the Game of Thrones books?  
**Tom** \_\_\_\_\_ They're really long! Life's  
too short for 700-page books!  
**Matt** Have you watched the TV series?  
**Tom** Yes, I've watched the first three seasons, and  
I've downloaded the fourth.
- 3 **Ann** Have you seen the film *It*? The recent one.  
**Mike** Is it the film of the Stephen King book?  
**Ann** Yes.  
**Mike** I've heard of it, but \_\_\_\_\_ I've  
read the book – it's fantastic.

Listen to and read the conversations again.  
Complete the chart for *read*, and answer the  
questions with a partner.

Present perfect: <i>read</i>	
+	I've read the book.
-	_____ the book.
?	_____ the book?
✓	_____
x	_____

- 1 What is the full form of *I've read*?
- 2 How do you think *have* and *haven't* change in the third person singular?
- 3 *Seen*, *read*, and *heard* are **irregular past participles**. What are the infinitives?
- 4 *Watched* and *downloaded* are **regular past participles**. What are the infinitives?
- 5 When Tom says *I've watched the first three seasons*, do we know when he watched them?



**a Write the sentences with contractions.**

I have seen the film. *I've seen the film.*

- 1 She has not read the book. \_\_\_\_\_
- 2 You have not finished your ice cream! \_\_\_\_\_
- 3 We have heard the news. \_\_\_\_\_
- 4 He has arrived at the airport. \_\_\_\_\_
- 5 They have not asked for the bill. \_\_\_\_\_
- 6 We have not seen him before. \_\_\_\_\_
- 7 It has stopped raining. \_\_\_\_\_

**b Write  $\oplus$  and  $\ominus$  sentences and  $\text{?}$  in the present perfect. Use contractions where possible.**

$\oplus$  I / see a famous actor. *I've seen a famous actor.*

- 1  $\oplus$  I / change my email address \_\_\_\_\_
- 2  $\ominus$  my boyfriend / work abroad \_\_\_\_\_
- 3  $\text{?}$  you / decide what to do \_\_\_\_\_
- 4  $\ominus$  they / pass the exam \_\_\_\_\_
- 5  $\text{?}$  he / accept the invitation \_\_\_\_\_
- 6  $\oplus$  she / study three languages \_\_\_\_\_
- 7  $\ominus$  the train / arrive \_\_\_\_\_
- 8  $\text{?}$  the children / tidy their room \_\_\_\_\_
- 9  $\ominus$  my girlfriend / phoned me \_\_\_\_\_
- 10  $\oplus$  my father / help me a lot \_\_\_\_\_

**c Write a sentence in the present perfect for each picture. Use the verbs in the list.**

ask clean not finish paint pass see



*He's cleaned* the floor.

- 1 \_\_\_\_\_ a good film.
- 2 \_\_\_\_\_ his driving test.
- 3 \_\_\_\_\_ her book.
- 4 \_\_\_\_\_ the wall.
- 5 \_\_\_\_\_ a difficult question.

## Vocabulary

### Nouns

*Movies*  
horror film  
science fiction  
thriller  
western  
*TV programs*  
game show  
news  
soap opera  
talk show  
*Music\**  
classical  
country  
gospel  
jazz  
pop  
R&B (rhythm and blues)  
rap  
rock  
salsa

### Musical instruments

cello  
guitar  
piano  
*Entertainers*  
actor  
actress  
group  
singer  
*Other*  
concert  
date  
fan  
(baseball) game  
gate  
kind (of)  
(soccer) match  
(text) message  
(electronic) note  
play  
stadium  
ticket  
video  
voice

### Pronouns

#### Object pronouns

me  
you  
him  
her  
it  
us  
them

#### Verbs

*Modal*  
would  
*Other*  
come  
have to (+ verb)  
go out  
guess  
know  
listen to  
meet  
miss  
need to (+ verb)  
play (an instrument)

see

save  
send  
study  
think  
visit  
win

#### Adverbs

especially  
just  
never  
pretty (+ adjective)  
still  
tomorrow  
(not) very much

#### Prepositions

about (it)  
for (dinner)  
with (me)  
from ... until/till ...

\*Names of musical styles can be used as nouns or adjectives.







## UNIT 3

### PRESENT PERFECT, OR PAST SIMPLE?

When to use present perfect? When to use past simple?

#### present perfect or past simple?

- A **Have you been** to that new Italian restaurant?  
 B Yes, I **have**.  
 A When **did you go** there?  
 B I **went** last weekend.  
 A Who **did you go** with?  
 B I **went** with some people from work.

- We often use the **present perfect** to ask / tell somebody about a past action for the first time. We don't ask / say when the action happened.  
*Have you been to that new Italian restaurant?*
- Then we use the **past simple** to ask / talk about the details.  
*'When did you go there?' 'I went last weekend.'*
- We use the past simple **NOT** the present perfect with when and past time expressions, e.g. *yesterday, last week*.  
*When did you see the film? NOT When have you seen the film?*  
*I saw it last week. NOT I've seen it last week.*

#### been or gone?

- A Have you ever **been** to Italy?  
 B Yes, I've **been** to Rome three times.  
 A My sister has **gone** to Italy to study Italian.

- been** and **gone** have different meanings. **been** is the past participle of **be**, and **gone** is the past participle of **go**.
- In the present perfect we use **been** to (**NOT** ~~gone to~~ **OR been in**) to say that somebody has visited a place.  
*I've been to Rome three times.*  
*Have you been to the new Italian restaurant in George Street?*
- We use **gone** to when somebody goes to a place and is still there.  
*My parents have gone to the USA for their holidays. They're having a fantastic time.*
- Compare:  
*Nick has been to Paris.* = He visited Paris and came back at some time in the past.  
*Nick has gone to Paris.* = He went to Paris and he is in Paris now.

#### a Circle the correct form.

- Have you ever seen / Did you ever see* a Japanese film?  
 1 I *haven't finished / didn't finish* this book. I'm on page 210.  
 2 My boyfriend *has given / gave* me a ring for my last birthday.  
 3 They've *bought / bought* a new house last month.  
 4 *Have you ever danced / Did you ever dance* a tango?  
 5 My friends *have gone / went* to a party last weekend.

#### b Circle the correct verb, **been** or **gone**.

- Let's go to the Peking Duck. I've never *been / gone* there.  
 1 The secretary isn't here. She's *been / gone* out for lunch.  
 2 I've never *been / gone* to the USA.  
 3 My neighbours aren't at home. They've *been / gone* on holiday.  
 4 Have you ever *been / gone* to China?  
 5 We have lots of food. I've *been / gone* to the supermarket.

#### c Put the verbs in brackets in the present perfect or past simple.

- A *Have* you ever *been* to Spain? (be)  
 B No, but I *went* to Portugal last year. (go)  
 A <sup>1</sup> \_\_\_\_\_ you ever \_\_\_\_\_ any countries outside Europe? (visit)  
 B Yes, I have. I <sup>2</sup> \_\_\_\_\_ to New York a few years ago. (go)  
 A <sup>3</sup> Who \_\_\_\_\_ you \_\_\_\_\_ with? (go)  
 B My boyfriend. It was a work trip and his company <sup>4</sup> \_\_\_\_\_ for everything. (pay)  
 A How wonderful! <sup>5</sup> \_\_\_\_\_ you there for long? (be)  
 B No, we <sup>6</sup> \_\_\_\_\_ only there for five days. (be)  
 A <sup>7</sup> Where \_\_\_\_\_ you \_\_\_\_\_? (stay)  
 B We <sup>8</sup> \_\_\_\_\_ a suite in a five-star hotel. It was beautiful! (have)  
 A <sup>9</sup> \_\_\_\_\_ the company \_\_\_\_\_ you on any other trips recently? (invite)  
 B No. My boyfriend <sup>10</sup> \_\_\_\_\_ working there a year later, so that was our only trip. (stop)





## LISTENING

Look at the list of ten popular types of foreign restaurant in the UK. Answer the questions.

Chinese French Greek Indian Italian  
Japanese Mexican Spanish Thai Turkish

- 1 Which do you think are the top three?
- 2 Which of these kinds of food have you eaten?
- 3 What are the most popular types of foreign restaurant where you live?

Listen to four people trying to decide where to go for dinner. Do they agree which restaurant to go to?

Listen again. Tick (✓) the restaurants Joe has been to, and write when. Write ? if he doesn't say when.

	Has he been there?	When?
Curry Up		
The Great Wall		
Thai-Chi		
Mexican Wave		
The Acropolis		

Do you know any annoying people like Joe?

## GRAMMAR present perfect or past simple?

Look at part of the conversation in 1. Answer the questions.

Alison Have you been to Mexican Wave?  
 Joe Yes, I have.  
 Alison When did you go there?  
 Joe Last month. I went for dinner with people from work.

- 1 What tense is Alison's first question?
- 2 What tense is Alison's second question?
- 3 Which of the two questions is about a specific time in the past?

Write down the names of two restaurants you've been to recently, two films you've seen recently, and two places you've visited recently.

In pairs, ask and answer questions.

*Have you been to...?*

*(Yes, I have.)*

*When did you go there? Did you like it?*



## Vocabulary

### Nouns

#### Family/Relatives

aunt  
brother  
children  
cousin  
dad  
daughter  
father  
grandfather  
grandmother  
grandparents  
great-grandfather  
great-grandmother  
great-grandparent  
husband  
mom  
mother  
nephew  
niece  
sister  
sister-in-law  
son  
uncle  
wife

### Other

adult  
age  
bus stop  
college  
couple  
elevator  
e-mail  
family tree  
fact  
foreign language  
government  
money  
only child  
people  
percent  
(wildlife) photographer  
project  
teenager  
shopping trip  
television  
women

### Pronouns

anyone  
no one

### Adjectives

#### Quantifiers

all  
nearly all  
most  
many  
a lot of/lots of  
some  
not many  
a few  
few

#### Other

dear (+ name)  
married  
secret  
single  
stuck  
typical  
unmarried  
young

### Verbs

eat  
enjoy  
get (married)  
marry

move  
spend (money)  
stand  
tell  
travel  
vote  
wait

### Adverbs

#### Time expressions

(almost) always  
right now  
this week/month/year  
these days

#### Other

abroad  
alone  
away  
together

### Prepositions

between (the ages of . . .  
and . . . )  
by (the age of . . . )  
of

### Conjunction

because







## UNIT 4

### YET, ALREADY, JUST

For some students, present perfect may be new, so it's important for them to know the meaning of these adverbs

#### present perfect

- I've **cleaned** the fridge – it looks new!  
He **hasn't done** the washing-up. Can you help me do it?  
A The concert starts soon. **Have** you **turned off** your phone?  
B Yes, I **have**.
- Mary's **had** her baby! A parcel **has arrived** for you.

1 We often use the present perfect to talk about the recent past and its relationship with the present, e.g. *I've cleaned the fridge, so now it looks new.* We don't say exactly when things happened, e.g. *I've cleaned the fridge.* **NOT** *I've cleaned the fridge ten minutes ago.*

2 We often use the present perfect to give recent news.

full form	contraction	negative	past participle
I have	I've	I haven't	finished the washing-up.
You have	You've	You haven't	
He / She / It has	He / She / It's	He / She / It hasn't	
We have	We've	We haven't	
They have	They've	They haven't	
Have you finished the exercise?	Yes, I have. / No, I haven't.		
Has he done the homework?	Yes, he has. / No, he hasn't.		

- For regular verbs the past participle is the same as the past simple (+ -ed). For irregular verbs the past participle is sometimes the same as the past simple (e.g. *buy, bought, bought*) and sometimes different (e.g. *do, did, done*). See *Irregular verbs* p.164.

#### yet, just, already

- A Have you finished your homework **yet**?  
B No, not **yet**. I haven't finished **yet**.
- My sister's **just** started a new job.
- A Do you want to see this film?  
B No, I've **already** seen it three times.

- We often use *yet, just, and already* with the present perfect.
  - We use *yet* + the present perfect in  and  sentences to ask if something has happened or to say if it hasn't happened. We put *yet* at the end of the sentence.
  - We use *just* in  sentences to say that something happened very recently. We put *just* before the main verb.
  - We use *already* in  sentences to say that something happened before now or earlier than expected. We put *already* before the main verb.





present perfect + yet, just, already

Look at the pictures and read the conversations. Then complete them with a past participle from the list.

been broken come done finished made put started

- 1 A Have you finished the washing-up?  
 B Not yet.  
 A Have you \_\_\_\_\_ it?  
 B Er...yes.  
 A What's that noise? Have you \_\_\_\_\_ something?  
 B Sorry. Only a glass.



- 2 A What's for dinner?  
 B I don't know. I haven't \_\_\_\_\_ anything. I've just \_\_\_\_\_ home.  
 A Is there anything in the fridge?  
 B Not much. I haven't \_\_\_\_\_ to the supermarket yet.  
 A Oh!  
 B Maybe you can go?



- 3 A Are you going to take the rubbish out?  
 B I've already \_\_\_\_\_ it.  
 A And have you \_\_\_\_\_ a new bag in the bin?  
 B No, I couldn't find the bags.





## Vocabulary

### Nouns

#### Family/Relatives

aunt  
brother  
children  
cousin  
dad  
daughter  
father  
grandfather  
grandmother  
grandparents  
great-grandfather  
great-grandmother  
great-grandparent  
husband  
mom  
mother  
nephew  
niece  
sister  
sister-in-law  
son  
uncle  
wife

#### Other

adult  
age  
bus stop  
college  
couple  
elevator  
e-mail  
family tree  
fact  
foreign language  
government  
money  
only child  
people  
percent  
(wildlife) photographer  
project  
teenager  
shopping trip  
television  
women

### Pronouns

anyone  
no one

### Adjectives

#### Quantifiers

all  
nearly all  
most  
many  
a lot of/lots of  
some  
not many  
a few  
few

#### Other

dear (+ name)  
married  
secret  
single  
stuck  
typical  
unmarried  
young

### Verbs

eat  
enjoy  
get (married)  
marry

move  
spend (money)  
stand  
tell  
travel  
vote  
wait

### Adverbs

#### Time expressions

(almost) always  
right now  
this week/month/year  
these days

#### Other

abroad  
alone  
away  
together

### Prepositions

between (the ages of ...  
and ...)  
by (the age of ...)  
of

### Conjunction

because





## UNIT 5

### Something, anything, nothing, etc

In this lesson students learn how to use something, anything, nothing, etc. These words will be familiar to Sts by this stage, but here their grammar is focused on in detail.

#### something, anything, nothing, etc.

people	<input checked="" type="checkbox"/> <b>Somebody / Someone</b> has taken my pen!
	<input type="checkbox"/> I didn't speak to <b>anybody / anyone</b> all weekend.
	<input type="checkbox"/> Did <b>anybody / anyone</b> phone? <input checked="" type="checkbox"/> No, <b>nobody / no one</b> . <b>Nobody / No one</b> phoned.
things	<input checked="" type="checkbox"/> I bought <b>something</b> for dinner.
	<input type="checkbox"/> I didn't do <b>anything</b> at the weekend.
	<input type="checkbox"/> Is there <b>anything</b> in the fridge? <input checked="" type="checkbox"/> No, <b>nothing</b> . There's <b>nothing</b> in the fridge.
places	<input checked="" type="checkbox"/> Let's go <b>somewhere</b> this weekend.
	<input type="checkbox"/> We didn't go <b>anywhere</b> this summer.
	<input type="checkbox"/> Is there <b>anywhere</b> to park? <input checked="" type="checkbox"/> No, <b>nowhere</b> . There's <b>nowhere</b> to park.

- We use *somebody / someone, something, somewhere*, etc. with a  verb when you don't say exactly who, what, or where.
- We use *anybody / anyone, anything, anywhere* in questions and negatives. We can also use *something* in a request or offer, e.g. *Can you buy some milk? Would you like something to drink? I didn't do anything last night. NOT ~~I didn't do nothing.~~*
- We use *nobody / no one, nothing, nowhere* in short answers or in a sentence with a  verb.

#### any, anything, etc. + positive verb

We also use *any, anything*, etc. + positive verb to mean 'it doesn't matter what, who, etc.', e.g.

*You can come any day.* = It doesn't matter which day you come.

*Anybody can come to the party.* = It doesn't matter who comes.

*I can sleep anywhere.* = It doesn't matter where I sleep.

*You can bring anything.* = It doesn't matter what you bring.

#### a Complete with *something, anything, nothing, etc.*

Are you doing anything tonight?

- 1 Did you meet \_\_\_\_\_ last night?
- 2 \_\_\_\_\_ phoned when you were out. They're going to call back later.
- 3 I've seen your wallet \_\_\_\_\_, but I can't remember where.
- 4 There's \_\_\_\_\_ interesting on at the cinema tonight. Let's stay in.
- 5 Did \_\_\_\_\_ see you when you left the house?
- 6 Did you go \_\_\_\_\_ exciting at the weekend?
- 7 I've bought you \_\_\_\_\_ really nice for Christmas!
- 8 I rang the doorbell, but \_\_\_\_\_ answered.
- 9 **A** What would you like for your birthday?  
**B** \_\_\_\_\_! I really don't mind.
- 10 There's \_\_\_\_\_ to go swimming – the pool is closed.

#### b Answer with *Nobody, Nowhere, or Nothing.*

- 1 What did you do last night? \_\_\_\_\_
- 2 Where did you go yesterday? \_\_\_\_\_
- 3 Who did you see? \_\_\_\_\_

#### c Answer the questions in b with a full negative sentence.

- 1 I didn't do \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.





## GRAMMAR *something, anything, nothing, etc.*

Read the tweets. Complete the hashtags with *goodweekend* or *badweekend*.



1

Saturday night, friends away, ordered takeaway, but **nothing** on TV. 😞



2

Very excited! We're going **somewhere** hot and sunny – see you all on Monday!



3

Had two theatre tickets for Saturday night but couldn't find **anybody** to go with me! **Nobody** loves me. 😞



Look at the **highlighted** words in a. Complete the rules with *people, places, or things*.

- 1 Use *something, anything, and nothing* for \_\_\_\_\_.
- 2 Use *somewhere, anywhere, and nowhere* for \_\_\_\_\_.
- 3 Use *somebody, anybody, and nobody* for \_\_\_\_\_.





## VIDEO LISTENING

Watch the documentary *The history of the weekend*. Mark the sentences **T** (true) or **F** (false).

- 1 In the 19th century Manchester was the home of the cotton industry.
- 2 Until 1843 factory workers only had Sundays free.
- 3 Then Robert Lowes and some other men asked factory owners to give their workers all day Saturday off too.
- 4 One reason why they wanted people to have more free time was so that they could go shopping.
- 5 The factory owners agreed to close their factories at 3 o'clock on Saturdays.
- 6 People started to relax more and play more sports.
- 7 St Mark's football club was started, which later became Manchester United.
- 8 By the 1950s most people had a two-day weekend.
- 9 In the 1990s shops started to open on Sundays.
- 10 Most British workers think a three-day weekend wouldn't make people happier.



How long is the weekend where you live? Are shops and businesses open? Do you think this is a good thing?

What do you think of the idea of a 'four-day week'?



## Vocabulary

### Nouns

*Neighborhood/  
Recreational facilities*  
amusement park  
apartment (building)  
aquarium  
avenue  
bank  
barber shop  
bookstore  
(botanical) garden  
campus  
clothing store  
dance club  
drugstore  
gas station  
grocery store  
gym  
hotel  
ice-skating rink  
in-line skating path  
Internet café  
laundromat  
(public) library  
movie theater  
(science) museum  
music store  
park

pay phone  
post office  
restaurant  
shopping center  
skateboard park  
stationery store  
swimming pool  
theater  
traffic light  
(public) transportation  
travel agency  
video arcade  
youth center  
zoo  
*Other*  
ad(vertisement)  
(car) alarm  
animal  
bedroom  
card  
cat  
choice  
cleanliness  
complaint  
crime  
dog  
door  
fashion

floor  
garbage  
grass  
haircut  
kid  
parking  
pet  
pollution  
privacy  
reservation  
roommate  
utilities  
yard

### Adjectives

available  
convenient  
fancy  
loud  
quiet

### Verbs

agree  
bark  
borrow  
call back  
cut  
dry  
find

hold on  
look for  
share  
wash

### Adverbs

*Responses*  
of course  
*Other*  
everywhere  
in fact  
too (= also)

### Prepositions

on  
next to  
near(by)  
close to  
across from  
opposite  
in front of  
in back of  
behind  
between  
on the corner of

### Conjunction

so





## UNIT 6

### Comparative adjectives and adverbs

In this lesson students revise comparative adjectives, and learn to use comparative adverbs and the structure (not) as...as to compare things.

#### comparatives

##### adjectives

- 1 I'm **busier than** I was five years ago.  
People are **more impatient today than** in the past.
- 2 I'm **less relaxed this year than** I was last year.
- 3 The service in this restaurant isn't **as good as** it was.

- To compare two people, places, or things we use:
  - 1 comparative adjectives.
  - 2 less + adjective.
  - 3 (not) as + adjective + as.

##### comparative adjectives

short	shorter	one syllable: + -er
hot	hotter	one vowel + one consonant: double final consonant
stressed	more stressed	one syllable adjectives ending in -ed: more + adjective
busy	busier	two syllable adjectives ending in consonant + y: y + -ier
relaxed	more relaxed	two or more syllables: more + adjective
good	better	irregular
bad	worse	irregular
far	further	irregular (also farther)

##### adverbs

- 1 People walk **more quickly than** in the past.
- 2 My brother speaks French, but **less fluently** than me.
- 3 She doesn't drive **as fast as** her brother.

- To compare two actions we use:
  - 1 comparative adverbs.
  - 2 less + adverb.
  - 3 (not) as + adverb + as.

##### comparative adverbs

quickly	more quickly	adverbs ending in -ly: more + adverb
fast	faster	irregular
hard	harder	irregular
well	better	irregular
badly	worse	irregular

##### Comparatives with pronouns

After comparative + *than* or *as...as* we use an object pronoun (*me, her, etc.*) or a subject pronoun + auxiliary verb, e.g.  
*My brother's taller than me. My brother's taller than I am.*  
*He's not as intelligent as her. He's not as intelligent as she is.*

- a Write sentences with a comparative adjective or adverb + *than*.
- New York is more expensive than Miami. (expensive)
- 1 Modern computers are much \_\_\_\_\_ the early ones. (fast)
  - 2 My sister is \_\_\_\_\_ me. (short)
  - 3 This exercise is \_\_\_\_\_ the last one. (easy)
  - 4 Newcastle is \_\_\_\_\_ from London \_\_\_\_\_ Leeds. (far)
  - 5 I thought the third Bridget Jones film was \_\_\_\_\_ the first two. (bad)
  - 6 Manchester United played \_\_\_\_\_ Arsenal. (good)
  - 7 I'm \_\_\_\_\_ this year \_\_\_\_\_ I was last year. (stressed)
  - 8 I'm working \_\_\_\_\_ this year \_\_\_\_\_ last year. (hard)
  - 9 The new airport is \_\_\_\_\_ the old one. (big)
  - 10 I'm not lazy – I just work \_\_\_\_\_ you! (slowly)

- b Rewrite the sentences so they mean the same. Use *as...as*.

Luke is stronger than Peter.  
Peter isn't as strong as Luke.



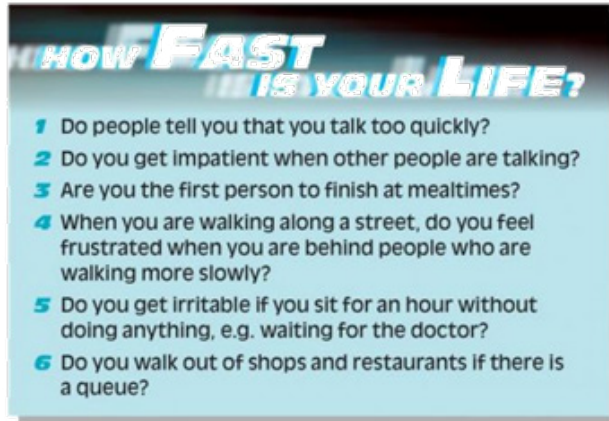
- 1 Adam is shorter than Jerry.  
Jerry isn't \_\_\_\_\_ Adam.
- 2 Your bag is nicer than mine.  
My bag isn't \_\_\_\_\_ yours.
- 3 Tokyo is bigger than London.  
London isn't \_\_\_\_\_ Tokyo.
- 4 Tennis is more popular than cricket.  
Cricket isn't \_\_\_\_\_ tennis.
- 5 Children learn languages faster than adults.  
Adults don't \_\_\_\_\_ children.
- 6 I work harder than you.  
You don't \_\_\_\_\_ me.
- 7 England played better than France.  
France didn't \_\_\_\_\_ England.





## READING & SPEAKING

a Look at the questionnaire. In pairs, ask and answer the questions. Answer with *often*, *sometimes*, or *never*.



**HOW FAST IS YOUR LIFE?**

- 1 Do people tell you that you talk too quickly?
- 2 Do you get impatient when other people are talking?
- 3 Are you the first person to finish at mealtimes?
- 4 When you are walking along a street, do you feel frustrated when you are behind people who are walking more slowly?
- 5 Do you get irritable if you sit for an hour without doing anything, e.g. waiting for the doctor?
- 6 Do you walk out of shops and restaurants if there is a queue?

b Read the results. Do you agree?

c Read the article. What is the main reason why life is faster today?

d In **two minutes** find the answers to questions 1–8 in the article.

- 1 How do we feel when things don't happen immediately?
- 2 What has changed the way we meet people?
- 3 How much faster are we walking than in the past?
- 4 How many Google searches are made every hour?
- 5 How many people decide not to go back to a web page if it takes more than ten seconds to load?
- 6 What do some Facebook users expect to get less than a minute after posting a picture?
- 7 How long are British people prepared to wait for a bus?
- 8 Which activity do they find more annoying, waiting for a replacement credit card or for a shopping delivery?

e Underline six technology words in the article.

f Answer the questions with a partner.

- 1 Do you think the statistics are true in your country?
- 2 Which of the 'time-wasting' activities annoys you the most? Why?
- 3 Do you think it's a good thing that life is getting faster? Why (not)?

## I WANT IT, AND I WANT IT NOW! Why are we so impatient?

Tuesday 22 Oct 6:00 am

### Whatever happened to patience?

We don't like waiting for things anymore. With faster broadband, instant searches, and immediate downloads, we expect things to happen immediately, and if they don't we get impatient.

Fast food restaurants have changed the way we eat. The growth of mobile phone apps like Tinder has changed the way we meet new people. We don't need to wait a week to see the next episode of a TV series – we can download it on Netflix. We are even walking 10% faster than 20 years ago, and talking more quickly. Everything is getting faster, but is it getting better? That depends on how fast you like to live.



More than  
**125m**  
Google searches are made every hour.



**50%** of users leave a web page that doesn't load in ten seconds. Three out of five people don't return to that site.



**1/3** of British people expect a 'like' on a Facebook picture in less than a minute after posting it.



Adapted from the British press





## Vocabulary

### Nouns

appearance  
beard  
centimeter  
contact lenses  
couple  
e-pal  
eye  
feet  
girlfriend  
glasses  
guy  
hair  
height  
length  
looks  
man  
meter  
mustache  
picture  
sweater  
window  
woman

### Adjectives

bald  
blond  
casual  
classic  
curly  
dark  
elderly  
funky  
good-looking  
gorgeous  
handsome  
long  
medium  
middle aged  
serious-looking  
short  
straight  
tall

### Verbs

describe  
hold  
learn  
sit  
suppose  
wear

### Adverbs

fairly (+ adjective)  
quite (+ adjective)

### Prepositions

in (a T-shirt/jeans/his twenties)  
on (the couch)  
to (the left of)  
with (red hair)





## UNIT 7

### Superlatives

#### superlatives

- 1 Tokyo is **the cleanest** capital city in the world.  
Spain is one of **the most popular** holiday destinations.  
Camping is **the least expensive** way to go on holiday.
- 2 It's **the most beautiful** city I've ever been to.  
It's **the best** film I've seen this year.

- 1 We use **the + superlative** adjectives to say which is the biggest, etc. in a group.
- After superlatives we use **in + names of places or singular words for groups of people**, e.g.  
*It's **the noisiest** city **in** the world. Ann's **the oldest** **in** the class.*
  - We can also use **the least + adjective**, e.g. *the least expensive* OR *the cheapest*.

- 2 We often use **the + superlative** with the present perfect + **ever**.

adjective	comparative	superlative
cold	colder	the coldest
thin	thinner	the thinnest
healthy	healthier	the healthiest
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst
far	further	the furthest (also the farthest)

**a Complete the sentences with a superlative.**

Is Shanghai **the biggest city** in the world? (big)

- The Polish are \_\_\_\_\_ people I've ever met. (generous)
- Yesterday was \_\_\_\_\_ day of the year. (hot)
- Early morning is \_\_\_\_\_ time to drive in the city centre. (bad)
- She's \_\_\_\_\_ girl at school. (friendly)
- This is \_\_\_\_\_ part of the exam. (important)
- \_\_\_\_\_ time to visit New England is autumn. (good)
- Delhi in India is one of \_\_\_\_\_ cities in the world. (polluted)
- \_\_\_\_\_ I've ever flown is to Bali. (far)
- It was \_\_\_\_\_ film I've ever seen. (funny)
- Rob's daughters are all pretty, but I think Emily is \_\_\_\_\_ (pretty)

**b Write sentences with a superlative + ever + the present perfect.**

It / good film / I / see

*It's the best film I've ever seen.*

- It / windy place / I / be to
- She / unfriendly person / I / meet
- It / easy exam / we / do
- They / expensive trousers / I / buy
- This / long book / I / read
- He / attractive man / I / see
- It / bad meal / I / eat
- He / interesting teacher / we / have
- It / exciting job / I / do





**GRAMMAR** superlatives (+ ever + present perfect)

- a Look at the photos. Which countries are the cities in? What do you know about them? Have you been to any of them?
- b The seven cities in a all did very well in a recent survey. With a partner, try to guess which cities were the winners in the different categories. Use the photos to help you.



TripAdvisor World Cities Survey is based on responses from over 54,000 travellers' reviews for cities around the world. The survey looked at different categories, from how clean the cities were to how friendly the taxi drivers were.

**OVERALL WINNER**                       
It came first in five of the categories, with the **cleanest** streets and the **best** public transport.

- OTHER CATEGORY WINNERS:**
- The easiest to get around            2
  - The best value for money            3
  - The friendliest taxi drivers            4
  - The most exciting nightlife            5
  - The most family-friendly            6
  - The best attractions            7



Adapted from a website



- a Read about a recent experiment. Then cover the text and in your own words explain how the experiment worked.

## What are the **most** (and **least**) honest cities in the world?

*Reader's Digest* organized an experiment to try to find out...

Their reporters 'lost' 12 wallets in 16 cities around the world. They left the wallets in different areas of each of the chosen cities, places like shopping malls, or in parks, or on the pavement. In each wallet there was the equivalent of 50 dollars in local currency, a family photo, and a couple of business cards with a name and phone number. A reporter waited somewhere near each wallet to see what happened. Another reporter answered the phone when people called to report the lost wallet, and then met the people and asked them why they returned the wallet.



- b Look at the 16 cities from the experiment. Which do you think was the most honest? Which do you think was the least?

<input type="checkbox"/> Amsterdam	<input type="checkbox"/> Lisbon	<input type="checkbox"/> Mumbai	<input type="checkbox"/> Zurich
<input type="checkbox"/> Berlin	<input type="checkbox"/> Ljubljana	<input type="checkbox"/> New York	
<input type="checkbox"/> Budapest	<input type="checkbox"/> London	<input type="checkbox"/> Prague	
<input type="checkbox"/> Bucharest	<input type="checkbox"/> Madrid	<input type="checkbox"/> Rio de Janeiro	
<input type="checkbox"/> Helsinki	<input type="checkbox"/> Moscow	<input type="checkbox"/> Warsaw	





## Vocabulary

### Nouns

#### *Health problems*

backache  
burn  
cold  
cough  
dry skin  
fever  
flu  
headache  
hiccups  
insomnia  
itchy eyes  
mosquito bites  
sore eyes/muscles/throat  
stomachache  
sunburn  
toothache  
upset stomach

#### *Containers*

bag  
bottle  
box  
can  
jar  
pack  
stick  
tube

#### *Pharmacy items*

aspirin  
bandages  
breath mints  
cough drops  
deodorant  
eye drops  
face cream  
heating pad  
lotion  
multivitamin  
ointment  
shaving cream  
tissues  
toothpaste  
vitamin C

#### *Other*

advice  
back  
chicken stock  
dentist  
energy  
garlic  
hand  
head  
idea  
liquid  
muscle  
rest  
throat  
tooth

### Adjectives

helpful  
homesick  
itchy  
stressed (out)

### Verbs

#### *Modals*

could  
may

#### *Other*

burn  
chop up  
concentrate  
faint  
get (a cold)  
hurt  
rest  
put  
see (a doctor/a dentist)  
suggest  
sneeze  
take (medicine/  
something for . . . )  
work (= succeed)

### Prepositions

in (bed)  
under (cold water)





## UNIT 8

### Review of verb forms: Present, Past and Future

#### review of verb forms: present, past, and future

tense	example	use
present simple	I <b>live</b> in the city centre. She <b>doesn't smoke</b> .	things that always or usually happen
present continuous	He's <b>looking</b> for a new job. I'm <b>leaving</b> tomorrow.	things that are happening now or around now things that we have arranged for the future
past simple	We <b>saw</b> a good film last night. We <b>didn't do</b> anything yesterday.	finished actions that happened once or more than once in the past
past continuous	He <b>was working</b> in Paris. What <b>were</b> you <b>doing</b> at 7.00?	actions that were in progress at a past time
be going to + infinitive	I'm <b>going to see</b> Tom tonight. Look! It's <b>going to snow</b> .	future plans predictions when we know / can see what's going to happen
will / won't + infinitive	You'll <b>love</b> New York. I'll <b>phone</b> her later. I'll <b>help</b> you. I'll <b>pay</b> you back tomorrow.	predictions instant decisions offers promises
present perfect	I've <b>finished</b> the book. <b>Have</b> you <b>ever been</b> to Iran?	recently finished actions (we don't say when) past experiences

**a Complete the questions with one word.**

- I didn't see you last week. Were you ill?
- \_\_\_\_\_ you often remember your dreams?
  - \_\_\_\_\_ you watch the match last night?
  - Who do you think \_\_\_\_\_ win the election next year?
  - \_\_\_\_\_ you been to the supermarket?
  - \_\_\_\_\_ your brother like rock music?
  - What \_\_\_\_\_ you going to watch on TV tonight?
  - \_\_\_\_\_ it snowing when you left?
  - \_\_\_\_\_ you at the party last night?
  - \_\_\_\_\_ the film finished yet?

**b Read the conversation. Put the verb in the correct form.**

- A What are we doing tonight? (do)  
 B We <sup>1</sup>\_\_\_\_\_ dinner with Jack and Mary. (have)  
 A But we <sup>2</sup>\_\_\_\_\_ dinner with them last week! (have)  
 B Yes, but they <sup>3</sup>\_\_\_\_\_ to tell us some good news. (want)  
 A Oh, OK then. <sup>4</sup>\_\_\_\_\_ I \_\_\_\_\_ some champagne? (buy)  
 ...  
 B It's eight o'clock! Where <sup>5</sup>\_\_\_\_\_ you \_\_\_\_\_? (be)  
 A I'm sorry. When I <sup>6</sup>\_\_\_\_\_ home I <sup>7</sup>\_\_\_\_\_ to buy the champagne. And then I <sup>8</sup>\_\_\_\_\_ Mark in the shop... (walk, decide, see)  
 B Well, hurry up. We <sup>9</sup>\_\_\_\_\_ late! (be)  
 A It's OK. I <sup>10</sup>\_\_\_\_\_ a taxi and I <sup>11</sup>\_\_\_\_\_ ready in five minutes. (already book, be)



## LISTENING

a In pairs, ask and answer the questions.

- Do you often remember your dreams?
- Have you ever had the same dream more than once?
- Have you ever dreamed about something that then happened?
- Do you think dreams can tell us anything about the future?

b Listen to a psychoanalyst talking to a patient about his dreams. Number the pictures 1–6 in the correct order.

c Listen again and complete the gaps with a verb in the correct form.

**Dr Melloni:** So, tell me, what did you dream about?  
**Patient:** I was at a party. The room was full of people.  
**Dr:** What were they <sup>1</sup> \_\_\_\_\_?  
**P:** They were drinking and <sup>2</sup> \_\_\_\_\_.  
**Dr:** Were you drinking?  
**P:** Yes, I was <sup>3</sup> \_\_\_\_\_ champagne.  
**Dr:** And then what happened?  
**P:** Then, suddenly I was in a garden. There <sup>4</sup> \_\_\_\_\_ a lot of flowers.  
**Dr:** Flowers, yes...what kind of flowers?  
**P:** I <sup>5</sup> \_\_\_\_\_ see – it was a bit dark. And I could hear music – somebody was <sup>6</sup> \_\_\_\_\_ the violin.  
**Dr:** The violin? Go on.  
**P:** And then I <sup>7</sup> \_\_\_\_\_ an owl, a really big owl in a tree...  
**Dr:** How did you <sup>8</sup> \_\_\_\_\_? Were you frightened of it?  
**P:** No, not frightened really, no, but I <sup>9</sup> \_\_\_\_\_ I felt incredibly cold. Especially my feet – they were freezing. And then I <sup>10</sup> \_\_\_\_\_.  
**Dr:** Your feet? Mmm, very interesting, very interesting. Were you <sup>11</sup> \_\_\_\_\_ any shoes?  
**P:** No, no, I wasn't.  
**Dr:** Tell me. Have you ever <sup>12</sup> \_\_\_\_\_ this dream before?  
**P:** No, never. So what does it <sup>13</sup> \_\_\_\_\_, Doctor?



d What do you think the patient's dream means? Match five of the things in his dream to interpretations 1–5. Compare with a partner.

You dream...	This means...
<input type="checkbox"/> that you are at a party.	1 you're feeling positive about the future.
<input type="checkbox"/> that you are drinking champagne.	2 you are going to be very busy.
<input type="checkbox"/> about flowers.	3 you want some romance in your life.
<input type="checkbox"/> that somebody is playing the violin.	4 you need to ask an older person for help.
<input type="checkbox"/> about an owl.	5 you'll be successful in the future.



e Listen to Dr Melloni interpreting the patient's dream. Check your answers to d.

f Dr Melloni is now going to explain what picture 6 means. What do you think the meaning could be? Listen and find out.





## Vocabulary

### Nouns

argument  
bowling  
city  
dishes  
flight  
food  
gardening  
homework  
hotel  
insect  
karaoke bar  
laundry  
luggage  
neighbor  
noise  
party  
passport  
photocopy  
(air)plane  
room  
service  
surfing  
test

tourist  
trip  
vacation  
waves  
weather

### Pronouns

anything  
anybody  
something

### Adjectives

amazing  
awful  
broke  
cloudy  
cold  
cool  
excellent  
foggy  
freezing  
full  
hot  
incredible  
lost  
lucky

rude  
sick  
terrible  
special  
terrific  
whole

### Verbs

believe  
call  
cook  
drive  
fish  
forget  
happen  
hear  
invite  
make (a phone call)  
rain  
read  
stay (home)  
stop  
take (a day off)  
worry  
wrong

### Adverbs

#### Time expressions

again  
all day/night/weekend  
as usual  
last night/Saturday/  
weekend  
most of the time  
the whole time  
today  
yesterday  
*Other*  
also  
anywhere  
downtown  
first of all  
unfortunately

### Prepositions

on (business/vacation/a  
trip)  
over (the weekend)





## UNIT 8

### Use of the infinitive with -> to

#### uses of the infinitive with to

- 1 You need **to be** on time.  
Try **not to talk** too much.
- 2 It'll be nice **to meet** new people.  
It's important **not to be** late.
- 3 I don't know where **to go** or what **to do**.
- 4 **A** Why did you wear a suit?  
**B To make** a good impression.  
I wore a suit **to make** a good impression.

- The infinitive is the base form of the verb. It is often used with to. It can be positive (e.g. to be) or negative (e.g. not to be).

- We use the infinitive with to:
  - 1 after some verbs, e.g. want, need, would like, etc. See **Verb forms** p.158.
  - 2 after adjectives.
  - 3 after questions words, e.g. what, where, when, etc.
  - 4 to say why you do / did something.  
*I came to this school **to learn** English. **NOT** ~~for~~ learn English.*

#### Infinitive without to

Remember that we use the infinitive without to with auxiliary verbs (*do / does / didn't*) and after most modal verbs (*can, could, will, would, etc.*), e.g. **Do you live** near here?  
**Can you help** me? **I won't forget**. **What would** you do?

#### a Match the sentence halves.

- You need to be ready **B**
- 1 I know you're tired, but try
  - 2 In my job it's important
  - 3 I don't know where
  - 4 We were late, so Simon offered
  - 5 When you give a presentation it's normal

- A to give us a lift to the station.  
B to show your ID at the gate.  
C to feel nervous.  
D to dress smartly.  
E to park.  
F to stay awake for the party.



#### b Complete the sentences with a positive or negative infinitive.

not be do not drive have learn look for  
not make meet pay

I'm planning to have a party next week.

- 1 **A** Hi, I'm Donna. **B** I'm Renée. Nice \_\_\_\_\_ you.
- 2 What do you want \_\_\_\_\_ tonight? Stay in or go out?
- 3 Let's meet outside the cinema. I promise \_\_\_\_\_ late.
- 4 Try \_\_\_\_\_ a noise. Your father's asleep.
- 5 I'd really like \_\_\_\_\_ a new language.
- 6 Be careful \_\_\_\_\_ too fast – the roads are icy.
- 7 My brother has decided \_\_\_\_\_ a new job.
- 8 The museum is free. You don't need \_\_\_\_\_ to go in.





## How to survive your first day in a new office

Everybody gets nervous on their first day at any job, but these tips can help you to get it right...



Wake up early, have breakfast, wash, and get dressed. Wear smart work clothes, but not too smart. Check the weather forecast to make sure your clothes are right, and if you're driving, check traffic reports to see if there are any problems.

6.30

**TOP TIP:** 1 \_\_\_\_\_

Plan to arrive at least ten minutes early, but not more than 20 - you don't want to look too enthusiastic. Say hello to people, smile, and use this time to ask questions.

8.50

**TOP TIP:** 2 \_\_\_\_\_ If you can't, admit it and say 'Sorry, I've forgotten your name.'

Offer to make coffee or to bring water for your colleagues.

11.00

**TOP TIP:** 3 \_\_\_\_\_ If it's very bad, people will always remember it. If it's very good, they'll always ask you to make it.

Don't be the first person to ask about lunch. Wait to see what everybody else does.

12.00

**TOP TIP:** 4 \_\_\_\_\_

Be prepared to have problems. Many bosses give new employees some difficult work on their first day to see how they manage.

13.00

**TOP TIP:** 5 \_\_\_\_\_ If you can't, don't be afraid to ask for help.

If you go to a meeting, listen, keep quiet and take notes.

15.00

**TOP TIP:** 6 \_\_\_\_\_ You don't want to annoy other people on day one.

Don't think that staying late will impress your boss. It won't, at least not on your first day. Go home.

17.00

**TOP TIP:** 7 \_\_\_\_\_ If you made any mistakes, make sure you don't make them again tomorrow.

Adapted from a website

## READING

a Imagine that somebody you know is starting a new office job tomorrow. Think of two important tips you could give him or her to make the first day go well.

Do \_\_\_\_\_

Don't \_\_\_\_\_

b Now read the article. Are your tips there?

c Read *Top tips* A–G. Then read the article again, and put them in the correct place (1–7).

A Don't make it either very well or very badly.

B Try to remember everybody's name.

C If they invite you to go with them, go!

D Decide what to wear the night before.

E Think about everything that you've learned today.

F Keep your good ideas for the next meeting.

G Try to solve the problem yourself first.

d Which tip do you think is the most important? Do you think any of the tips could also be useful for the first day in a new class or on a course?

## LISTENING

a \_\_\_\_\_ Listen to Simon and Claire describing their first day at work. What problems did they have? What advice from the article in 1 would you give them?



## Vocabulary

### Nouns

(savings) account  
(photo) album  
credit  
card  
career  
change  
course  
future  
goal  
graduation  
(driver's) license  
life  
(bank/student) loan  
lottery  
responsibility  
skill  
vocabulary  
weight

### Adjectives

broke  
outgoing  
own  
successful

### Verbs

achieve  
become  
bring about  
catch up  
change  
dress  
dye  
fall (in love)  
gain  
graduate  
grow  
hope (+ verb)  
improve  
pay off  
take (the bus)  
win

### Adverbs

anymore  
differently  
less  
someday

### Prepositions

in (ages/a few years)  
into (my own apartment)







## UNIT 10

### Uses of the gerund (verb + ing)

Vocabulary and Grammar by focusing on common verbs which are followed by the gerund and other uses of the gerund

#### uses of the gerund (verb + -ing)

- 1 Eating outside in the summer makes me feel good. Happiness is **getting up** late and **not going** to work.
- 2 I love **having** breakfast in bed. I hate **not getting** to the airport early.
- 3 I'm thinking of **buying** a new car. Jim left without **saying** goodbye.

- The gerund is the base form of the verb + *ing*. It can be positive (e.g. *going*) or negative (e.g. *not going*).
- We use the gerund:
  - 1 as a noun, e.g. as the subject or object of a sentence.
  - 2 after some verbs, e.g. *like, love, hate, enjoy*, etc.
  - 3 after prepositions.

#### a Complete the sentences with a verb from the list in the -ing form.

do not know message practise remember  
study swim teach travel

I really enjoy doing exercise. It makes me feel great!

- 1 One thing that always makes me happy is \_\_\_\_\_ in the sea.
- 2 You can't learn to play a musical instrument well without \_\_\_\_\_ regularly.
- 3 My mother's very bad at \_\_\_\_\_ names.
- 4 \_\_\_\_\_ teenagers is very hard work.
- 5 My sister spends hours \_\_\_\_\_ her friends.
- 6 I hate \_\_\_\_\_ the answer when somebody asks me a question.
- 7 \_\_\_\_\_ by train is usually cheaper than by plane.
- 8 My brother wants to go on \_\_\_\_\_ French for as long as he can. He'd like to speak it really fluently!

#### b Put the verbs in the -ing form or infinitive.

I like listening to the radio in the mornings. (listen)

- 1 \_\_\_\_\_ Pilates is good for your health. (do)
- 2 We offered \_\_\_\_\_ for the meal. (pay)
- 3 We won't take the car. It's so expensive \_\_\_\_\_. (park)
- 4 I'm not very good at \_\_\_\_\_ directions. (give)
- 5 You can borrow the car if you remember \_\_\_\_\_ some petrol. (get)
- 6 Has it stopped \_\_\_\_\_ yet? (rain)
- 7 I don't mind \_\_\_\_\_, but I don't like \_\_\_\_\_ the washing-up. (cook, do)
- 8 I hate \_\_\_\_\_ in the dark during the winter. (get up)







## VOCABULARY & GRAMMAR

verbs + gerund; uses of the gerund

Talk to a partner. Is there a book, a film, or a song that makes you feel happy? What is it?

Read about *Happiness is...*, and look at the Instagram posts. Tick (✓) the ones you most agree with. Then compare with a partner.

Look at the first cartoon. Which verb form do we use after the verb 'finish'?

Look at the cartoons again. Find an example of a gerund (verb + -ing):

- 1 after a preposition \_\_\_\_\_
- 2 used as a noun \_\_\_\_\_
- 3 in the negative form \_\_\_\_\_

Write your own continuation for *Happiness is...*

Work in small groups. Read your idea to the group. Do you agree with the other students' ideas of happiness?

Illustrators Ralph Lazar and Lisa Swerling got the idea for *Happiness is...* while sitting together one day in a hot tub at their home in California. Lisa had just finished answering all her emails, and she said 'Happiness is having an empty inbox'. Ralph replied 'Happiness is getting into a hot tub'. They began to list things which made them happy, and illustrated them. Later they asked people on Facebook 'What makes you happy?' and Ralph drew and posted on Instagram the ones they liked best...

<p><b>HAPPINESS IS</b></p>  <p>...when a song ends the exact moment you finish parking.</p>	<p><b>HAPPINESS IS</b></p>  <p>...a free coffee refill without asking.</p>	<p><b>HAPPINESS IS</b></p>  <p>...fitting in to jeans that you haven't worn for a very long time, and THEN, finding money in one of the pockets.</p>
<p><b>HAPPINESS IS</b></p>  <p>...sitting next to someone nice on a plane.</p>	<p><b>HAPPINESS IS</b></p>  <p>...finding a delicious food with no calories or fat or cholesterol.</p>	<p><b>HAPPINESS IS</b></p>  <p>...landing in a new country.</p>
<p><b>HAPPINESS IS</b></p>  <p>...reading a really good book and then finding it's a series.</p>	<p><b>HAPPINESS IS</b></p>  <p>...finding the other ear ring.</p>	<p><b>HAPPINESS IS</b></p>  <p>...not having to set the alarm for the next day.</p>





## Vocabulary

### **Nouns**

#### *Leisure activities*

(comedy) act  
barbecue  
(dance) performance  
gathering  
hockey game  
picnic  
(golf) tournament  
rock concert

### *Other*

address  
babysitter  
DVD  
excuse  
favor  
invitation  
meeting  
message  
relative  
request  
roller coaster  
statement  
puppy

### **Adjectives**

canceled  
physical

### **Verbs**

accept  
give  
open  
pick (someone) up  
practice  
refuse  
return  
speak

### **Adverbs**

afterward  
on time  
overtime





## UNIT 11

### CONDITIONAL TYPE 1

This lesson presents the first conditional through the humorous context of 'Murphy's Law', which states that if something can happen, it will happen

first conditional: *if + present, will / won't + infinitive*



- 1 If we **get** to the airport early, the flight **will be** delayed.  
If you **tell** her the truth, she **won't believe** you.  
What **will** you **do** if you **don't find** a job?
- 2 If you **don't go**, she **won't be** very pleased.  
She **won't be** very pleased if you **don't go**.
- 3 If you **miss** the last bus, **get** a taxi.  
If you **miss** the last bus, you **can get** a taxi.

- 1 We use *if + present* to talk about a possible situation and *will / won't + infinitive* to talk about the consequence.
- 2 The *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.
- 3 We can also use the imperative or *can + infinitive* instead of *will + infinitive* in the other clause.

**a Match the sentence halves.**

If you leave now, **C**

- 1 The hotel will be cheaper
  - 2 If you don't hear from me this afternoon,
  - 3 You'll learn more quickly
  - 4 If you get that new job,
  - 5 You won't pass your driving test
  - 6 If I lend you this book,
- A if you don't have enough lessons.  
B will you remember to give it back?  
C you'll catch the 8.00 train.  
D if you book it early.  
E if you come to every class.  
F will you earn more money?  
G call me this evening.

**b Complete the sentences with the correct form of the verbs.**

If we start walking, the bus will come. (start, come)

- 1 If you \_\_\_\_\_ me what really happened, I \_\_\_\_\_ anybody else. (tell, not tell)
- 2 If I \_\_\_\_\_ it down, I \_\_\_\_\_ it. (not write, not remember)
- 3 \_\_\_\_\_ you \_\_\_\_\_ me if you \_\_\_\_\_ any news? (call, get)
- 4 She \_\_\_\_\_ you if you \_\_\_\_\_ her nicely. (help, ask)
- 5 I \_\_\_\_\_ you if I \_\_\_\_\_ from Alex. (phone, hear)
- 6 You \_\_\_\_\_ your friends if you \_\_\_\_\_ to Paris. (miss, move)
- 7 If you \_\_\_\_\_ carefully, you \_\_\_\_\_ everything. (listen, understand)
- 8 Your boss \_\_\_\_\_ pleased if you \_\_\_\_\_ late for work today. (not be, be)
- 9 I \_\_\_\_\_ you home if you \_\_\_\_\_ me directions. (drive, give)
- 10 If you \_\_\_\_\_ an umbrella, it \_\_\_\_\_! (not take, rain)





## READING

- a If you're in a slow queue at the supermarket and you change to a different queue, what will usually happen?
- b Read the first two paragraphs of the article and check. Who was Murphy? What is his 'Law'?

### If something can go wrong...

If you're in a queue at the supermarket and you change to another queue which is moving more quickly, what will happen? The queue you were in before will suddenly start moving faster. What will happen if you take your umbrella because you think it's going to rain later? It won't rain, of course. It will only rain if you forget to take your umbrella. These are examples of Murphy's Law, which says, 'If there is something that can go wrong, it will go wrong'.

Murphy's Law took its name from Captain Edward Murphy, an American aerospace engineer from the 1940s. He was trying to improve safety for pilots flying military planes. Not surprisingly, he got a reputation for always thinking of the worst thing that could happen in every situation. Here are some more examples of Murphy's Law.

#### Shopping

- 1 If you lose a glove and buy a new pair,...
- 2 If you order something online,...

#### Transport

- 3 If you stop waiting for a bus and start walking,...
- 4 If you're in a taxi and you're late for something important,...

#### Technology

- 5 If a technician comes to fix your computer,...
- 6 If you need to print a document urgently,...

#### Air travel

- 7 If you get to the airport early,...
- 8 If you're late for your flight,...

- c Now look at the eight examples of Murphy's Law in the article and match them to sentences A–H.

- A it will immediately start working.
- B three will come at the same time.
- C all the traffic lights will be red.
- D you'll find the lost one.
- E your flight will be delayed.
- F the printer won't have any paper.
- G there'll be a long queue at security.
- H you'll be out when they deliver it.

- d Do any of these things (or things like this) often happen to you?

## GRAMMAR *if* + present, *will* + infinitive

In pairs, cover A–H and look at 1–8 in the article. How many of the laws can you remember?

Look at the laws again. What tense is the verb after *if*? What form is the other verb?

In pairs, complete these examples of Murphy's Law.

- 1 If you find a pair of shoes that you really like in a shop,...
- 2 If you're in the street and you need a taxi,...
- 3 If you wear a new white shirt,...
- 4 If you leave your phone at home,...
- 5 If there's a football match on TV and you leave the room for 30 seconds,...

Compare your answers with other students. Do you have the same (or similar)?







## Vocabulary

### **Nouns**

#### *Geography*

capital  
coastline  
desert  
earth  
forest  
island  
lake  
ocean  
planet  
river  
sea  
view  
valley  
volcano  
waterfall  
world

#### *Distances and measurements*

degree (Celsius/Fahrenheit)  
kilometer  
meter  
(square) mile

### *Other*

airport  
farm  
gift  
knowledge  
metal  
million  
number  
population  
quiz  
winter

### **Adjectives**

deep  
far  
hard  
high  
isolated  
mountainous  
wet  
worse

### **Verbs**

get up (to)  
go down (to)

### **Adverb**

next year

### **Prepositions**

in (the summer/the world/the Americas)  
of (the three)  
on (the island/earth)  
from ... to ...





## UNIT 12

### Phrasal verbs

This lesson provides an introduction to phrasal verbs and how they work. Phrasal verbs are an important feature of English, and are used very frequently by native speakers.

#### word order of phrasal verbs

- 1 What time do you **get up**?  
I don't usually **go out** during the week.
- 2 **Put on** your coat. **Put** your coat **on**. **Put it on!**  
**Turn off** the TV. **Turn** the TV **off**. **Turn it off**.
- 3 I'm **looking for** my glasses.  
**A** Have you found your glasses?  
**B** No, I'm still **looking for** them.

- A phrasal verb = verb + particle (preposition or adverb), e.g. *get up, go out, turn on, look for*.
  - 1 Some phrasal verbs don't have an object, e.g. *get up, go out*.
  - 2 Some phrasal verbs have an object and are separable. With these phrasal verbs we can put the particle (*on, off, etc.*) before or after the object.
- When the object is a pronoun (*me, it, him, etc.*) it always goes between the verb and particle.  
*Here's your coat. Put it on. NOT Put on it.*
- 3 Some phrasal verbs have an object and are inseparable, e.g. *look for*. With these phrasal verbs the verb (e.g. *look*) and the particle (e.g. *for*) are never separated.  
*I'm looking for my glasses. NOT I'm looking-my-glasses-for.*

a Circle the correct form. If both are correct, tick (✓) the box.

- Turn off your mobile / Turn your mobile off* before the film starts. ✓
- 1 Tonight I have to look *my little sister after* / *look after my little sister*.
  - 2 Let's *go out this evening* / *go this evening out*.
  - 3 I'll *drop off the children* / *drop the children off* at school.
  - 4 My brother is *looking for a new job* / *looking a new job for*.
  - 5 You should *throw away those old jeans* / *throw those old jeans away*.
  - 6 I don't like shopping for clothes online – I prefer to *try them on* / *try on them* before I buy them.
  - 7 *Take off your shoes* / *Take your shoes off* before you come in.
  - 8 We're meeting my mother tomorrow – I think you'll really *get on with her* / *get on her with*.
  - 9 If the jacket doesn't fit, *take back it* / *take it back* to the shop.

b Complete the sentences with *it* or *them* and a word from the list.

back in on (x2) up (x2)

I can't hear the radio. Turn it up.

- 1 Your clothes are all over the floor. Pick \_\_\_\_\_.
- 2 Here's your coat. Put \_\_\_\_\_.
- 3 **A** What does this word mean?  
**B** Look \_\_\_\_\_.
- 4 To get your passport there are three forms. Please fill \_\_\_\_\_ now.
- 5 You remember that money I lent you? When can you give \_\_\_\_\_?
- 6 **A** Is the match on TV?  
**B** I don't know. Turn \_\_\_\_\_ and see.



# Phrasal verbs

## VOCABULARY BANK

### a Match the sentences and pictures.

- The match will **be over** at about 5.30.
- My alarm **goes off** at six o'clock every morning.
- We **set off** for the airport at 6.30.
- I want to **give up** chocolate.
- Don't **throw away** that letter!
- Turn down** the music! It's very loud.
- Turn up** the TV! I can't hear.
- He **looked up** the words in a dictionary.
- Could you **fill in** this form?
- I want to **find out** about hotels in Madrid.
- It's bedtime – go and **put on** your pyjamas.
- Could you **take off** your boots, please?
- My sister's **looking after** Jimmy for me today.
- I'm really **looking forward** to the holidays.



### ACTIVATION

a Cover the sentences and look at the pictures. Remember the phrasal verbs.

b Look at these phrasal verbs from Files 1–10. Can you remember what they mean?

- check in (for a flight)
- come on
- get up
- go away (for the weekend)
- go back (to work)
- go out (at night)
- sit down
- stand up
- wake up
- call back (later)
- drop off (somebody at the airport)
- give back (something you've borrowed)
- pay back (money you've borrowed)
- pick up (something on the floor, somebody from the airport)
- put away (e.g. clothes in a cupboard)
- send back (something you don't want)
- take back (something to a shop)
- take out (the rubbish)
- try on (clothes)
- turn off (the TV)
- turn on (the TV)
- write down (the words)
- go on (doing something)
- get on / off (a bus)
- get on with (a person)
- look for (something you've lost)
- look round (a shop, city, museum)
- run out of (petrol, printer ink)

#### 🔍 Type 1 = no object

The verb and the particle (*on, up, etc.*) are **never separated**.  
*I get up at 7.30.*

#### Type 2 = + object

The verb and the particle (*on, up, etc.*) can be separated.  
*Turn the TV on. OR Turn on the TV.*

#### Type 3 = + object

The verb and the particle (*on, up, etc.*) are **never separated**.  
*Look for your keys. NOT Look your keys for.*





## VOCABULARY & GRAMMAR phrasal verbs

### Phrasal verbs

*Wake up, get up, go out, give up, etc.* are common phrasal verbs (verbs with a preposition or adverb).

Sometimes the meaning of the two separate words can help you guess the meaning of the phrasal verb, e.g. *go out*. Sometimes the meaning of the two words does not help you, e.g. *give up*.

- a Look at some things that Ella and Peter say. With a partner, explain what the **highlighted** verbs mean.
- 1 'The alarm **goes off** at 2.35.'
  - 2 'I **wake up** on time because I have an alarm that repeats.'
  - 3 'I **get up** at about 4.45.'
  - 4 'During the week we don't **go out** at all.'
  - 5 'I really love my breakfast show, and I never want to **give it up**.'
- b Can you think of a phrasal verb which means...?
- |   |                |
|---|----------------|
| 1 to try to find something                                      | l_____ f_____  |
| 2 to put on clothes in a shop to see if they are the right size | tr_____ o_____ |
| 3 to have a friendly relationship (with somebody)               | g_____ o_____  |







## Vocabulary

### Nouns

#### *Food and beverages*

banana  
bean  
beef  
bread  
burrito  
cake  
cappuccino  
(blue) cheese  
chicken  
chocolate  
cucumber  
(main) dish  
dessert  
dressing  
flavor  
french fries  
hamburger  
ice cream  
kebab  
lamb

lemon  
lettuce  
meat  
meatball  
mushroom  
noodle  
omelet  
pizza  
potato  
rice  
salad  
salmon  
sandwich  
seafood  
shrimp  
soup  
sushi  
tofu  
tomato  
tuna  
vinaigrette  
water

### *Other*

coffee shop  
menu  
order  
review  
waiter  
waitress

### Adjectives

baked  
bland  
fresh  
fried  
greasy  
grilled  
healthy  
international  
mashed  
mixed  
rich  
salty  
sour  
spicy  
stir-fried  
sweet  
vegetarian

### Verbs

#### *Modals*

will  
would

#### *Other*

bring  
order  
take (an order)

### Adverbs

a bit (+ adjective)  
either  
neither  
tonight

### Preposition

with (lemon)





## UNIT 13

### SO, NEITHER + AUXILIARIES

The vocabulary focus is on different words / phrases used to express similarity, and the structure So am I / Neither am I

#### so, neither + auxiliaries

- 1 A I love classical music.  
B **So do I.**  
A I went to a classical concert last night.  
B **So did I.**
- 2 A I'm not married.  
B **Neither am I.**  
A I don't want to get married.  
B **Neither do I.**

- We use *So do I*, *Neither do I*, etc. to say that we have something in common with somebody.
  - Use *So + auxiliary + I* to respond to positive sentences.
  - Use *Neither + auxiliary + I* to respond to negative sentences.
- The auxiliary we use after *So...* and *Neither...* depends on the tense of the verb that the other speaker uses.

present simple	A I don't like classical music.	B Neither <b>do I.</b>
present continuous:	A I'm having a great time.	B So <b>am I.</b>
can / can't	A I can swim.	B So <b>can I.</b>
past simple	A I didn't like the film. A I was very tired.	B Neither <b>did I.</b> B So <b>was I.</b>
would / wouldn't	A I wouldn't like to go there.	B Neither <b>would I.</b>
present perfect	A I've been to Brazil.	B So <b>have I.</b>

! Be careful with the word order.  
*So do I / Neither do I. NOT So + do / Neither + do.*

#### neither and nor

We can also use *nor* instead of *neither*, e.g.

A I didn't like the film. B **Nor / Neither did I.**

*Neither* is usually pronounced /'neɪðə/, but can also be pronounced /'ni:ðə/.

#### a Complete B's answers with an auxiliary verb.

- A I love chocolate ice cream. B So do I.
- 1 A I'm really thirsty. B So \_\_\_\_\_ I.
- 2 A I didn't go out last night. B Neither \_\_\_\_\_ I.
- 3 A I was born in Rome. B So \_\_\_\_\_ I.
- 4 A I don't eat meat. B Neither \_\_\_\_\_ I.
- 5 A I've been to Moscow. B So \_\_\_\_\_ I.
- 6 A I can't sing. B Neither \_\_\_\_\_ I.
- 7 A I'd like to go to Bali. B So \_\_\_\_\_ I.
- 8 A I saw a great film last week. B So \_\_\_\_\_ I.
- 9 A I wouldn't like to be famous. B Neither \_\_\_\_\_ I.
- 10 A I can play rugby. B So \_\_\_\_\_ I.

#### b Respond to A. Say you are the same. Use *So...I* or *Neither...I*.

- A I don't like Indian food. Neither do I.
- 1 A I live near the football stadium. \_\_\_\_\_
- 2 A I'm not afraid of snakes. \_\_\_\_\_
- 3 A I went to bed late last night. \_\_\_\_\_
- 4 A I haven't been to Canada. \_\_\_\_\_
- 5 A I don't have any pets. \_\_\_\_\_
- 6 A I can speak three languages. \_\_\_\_\_
- 7 A I'll have the chicken with rice. \_\_\_\_\_
- 8 A I'm waiting for Maria. \_\_\_\_\_



## GRAMMAR *so, neither + auxiliaries*

Read about two more twins and answer the questions.

- 1 Who are Jim Springer and Jim Lewis?
- 2 Why didn't they know each other?
- 3 What did Jim Lewis decide to do when he was 39?
- 4 How long did it take him?

**In the USA**, identical twin brothers were adopted soon after they were born. One brother was adopted by a couple named Lewis in Lima, Ohio, and his brother was adopted by a couple named Springer in Dayton, Ohio. By coincidence, both boys were called 'Jim' by their new parents. Jim Springer's parents told him that he had an identical twin brother, but that he was dead. But Jim Lewis knew the truth. For many years he did nothing about it, but when he was 39, he decided to try to find his brother. Six weeks later, the two Jims met for the first time in a café in Dayton, and they probably had a conversation something like this...



Cover the conversation below. Listen once. Try to remember three things they have in common.

Listen again and complete the gaps. Which coincidence do you find the most surprising?

- |   |  |
|---|--|
| <p>A Hi! I'm Jim.</p> <p>B So <sup>1</sup> _____ I. Great to meet you. Sit down. Are you married, Jim?</p> <p>A Yes...well, I've been married twice.</p> <p>B Yeah? So <sup>2</sup> _____ I. Do you have any children?</p> <p>A I have one son.</p> <p>B So <sup>3</sup> _____ I. What's his name?</p> <p>A James Allen.</p> <p>B That's amazing! My son's name is James Allen, too!</p> <p>A Did you go to college, Jim?</p> <p>B No, I didn't.</p> <p>A Neither <sup>4</sup> _____ I. I was a terrible student.</p> | <p>B So <sup>5</sup> _____ I. Hey, this is my dog Toy.</p> <p>A I don't believe it! My dog's called Toy, too!</p> <p>B He wants to go outside. My wife usually takes him. I don't do any exercise at all.</p> <p>A Don't worry. Neither <sup>6</sup> _____ I. I drive everywhere.</p> <p>B What car do you have?</p> <p>A A Chevrolet.</p> <p>B So <sup>7</sup> _____ I!</p> <p>A + B Let's have a beer, Jim.</p> <p>A What beer do you drink?</p> <p>B Miller Lite.</p> <p>A So <sup>8</sup> _____ I!</p> |
|---|--|

Look at the conversation again. Answer the questions with a partner.

- 1 Find two phrases that the twins use...





## Vocabulary

### Nouns

#### Health problems

backache  
burn  
cold  
cough  
dry skin  
fever  
flu  
headache  
hiccups  
insomnia  
itchy eyes  
mosquito bites  
sore eyes/muscles/throat  
stomachache  
sunburn  
toothache  
upset stomach

#### Containers

bag  
bottle  
box  
can  
jar  
pack  
stick  
tube

#### Pharmacy items

aspirin  
bandages  
breath mints  
cough drops  
deodorant  
eye drops  
face cream  
heating pad  
lotion  
multivitamin  
ointment  
shaving cream  
tissues  
toothpaste  
vitamin C

#### Other

advice  
back  
chicken stock  
dentist  
energy  
garlic  
hand  
head  
idea  
liquid  
muscle  
rest  
throat  
tooth

### Adjectives

helpful  
homesick  
itchy  
stressed (out)

### Verbs

#### Modals

could  
may

#### Other

burn  
chop up  
concentrate  
faint  
get (a cold)  
hurt  
rest  
put  
see (a doctor/a dentist)  
suggest  
sneeze  
take (medicine/  
something for . . . )  
work (= succeed)

### Prepositions

in (bed)  
under (cold water)







## UNIT 14

### PAST PERFECT

This is a crucial lesson in CFA I. Students must understand the time expressions of this verbal tense.

#### past perfect

- + When I woke up the garden was all white. It **had snowed** during the night. I suddenly realized that I **'d left** my phone in the taxi.
- We got home just in time – the match **hadn't started**. When she got to class, she realized that she **hadn't brought** her book.
- ? A I went to Paris last weekend. I really loved it.  
B **Had you been** there before?  
A No, I **hadn't**.

- We use the past perfect when we are already talking about the past and want to talk about an earlier past action.
- *When I woke up the garden was all white. It **had snowed** during the night. = It snowed before I woke up.*
- We make the past perfect with *had / hadn't + the past participle.*
- The form of the past perfect is the same for all persons.
- *had* is sometimes contracted to *'d*.

#### had or would?

Be careful, 'd can be *had* or *would*.

*I didn't know that you'd found a new job. ('d = had)*

*If you went by taxi, you'd get there much quicker. ('d = would)*

#### a Match the sentence halves.

I couldn't get into my flat because **C**

- 1 When our friends arrived, **A**
- 2 I took the jacket back to the shop because **B**
- 3 Jill didn't come with us because **F**
- 4 I turned on the TV news **D**
- 5 He was nervous because **E**
- 6 When I got to the supermarket checkout, **G**

- A she'd made other plans.
- B I realized that I'd left my wallet at home.
- C I'd lost my keys.
- D I'd bought the wrong size.
- E it was the first time he'd flown.
- F to see what had happened.
- G we hadn't finished cooking the dinner.

#### b Complete the sentences. Put the verbs in the past simple or past perfect.

We didn't get a table in the restaurant because we hadn't booked. (not get, not book)

- 1 Caroline \_\_\_\_\_ a lot, and I \_\_\_\_\_ her. (change, not recognize)
- 2 My friend \_\_\_\_\_ to tell me that I \_\_\_\_\_ my coat in his car. (phone, leave)
- 3 When I \_\_\_\_\_ the radio, the news \_\_\_\_\_. (turn on, already finish)
- 4 She \_\_\_\_\_ me the DVD because she \_\_\_\_\_ it yet. (not lend, not watch)
- 5 The bar \_\_\_\_\_ by the time we \_\_\_\_\_. (close, arrive)
- 6 When we \_\_\_\_\_ home, we saw that somebody \_\_\_\_\_ the kitchen window. (get, break)
- 7 When we \_\_\_\_\_ in the morning, we \_\_\_\_\_ that it \_\_\_\_\_ in the night. (get up, see, snow)



## READING & VOCABULARY time expressions

- Look at the pictures and the headlines for three news stories. What do you think the stories are about?
- Read the stories and check. Match them to the headlines.

### LEFT BEHIND



### FALSE ALARM



### IN THE POST



1

Last Sunday at about 2.00 a.m., police in Sydney, Australia, received several phone calls about shouting and loud noises that were coming from an apartment in a suburb of the city. The callers had heard a woman screaming, a man shouting 'I'm going to kill you! You're dead!', and somebody throwing furniture.

A police car went to the apartment immediately. A man opened the door. 'Where's your wife?' the officer asked. 'I don't have one,' the man replied. 'Where's your girlfriend?' 'I don't have one,' the man replied again. The officer told the man that his neighbours had heard shouting and screaming. 'Come on, what have you done to her?' the officer asked. 'It was a spider,' the man replied. 'A really big one.' 'What about the woman who was screaming?' 'Yes, sorry, that was me,' the man said. 'I really, really hate spiders. I was trying to kill it.' The police looked around the apartment and confirmed that nobody was hurt. Except the spider.

2

A woman in Worthing, West Sussex, got a big surprise yesterday when she opened a large box of DVDs that she had bought on eBay and a cat suddenly jumped out. The cat, called Cupcake, had got into the box eight days earlier, when her owner Julie Baggott was packing the box to send to her customer. Julie didn't notice that Cupcake had climbed into the box and fallen asleep.

Julie's customer called the RSPCA, who collected the cat and took it to a vet. Dr Ben Colwell, who treated Cupcake, said that she was very frightened and very thirsty – the cat had survived the 260-mile journey with no food or water. Luckily Cupcake had a microchip in her neck, so the vet found Julie's details and phoned her.

Julie had been very sad about losing her cat. She had put up posters and looked for Cupcake for days. 'I feel terrible,' said Julie. 'I put the DVDs in the box and I closed it straight away, so I don't know how she got in there. It was a miracle she was alive.'

3

An Argentinian family was driving home after a holiday in Brazil when the husband, Walter, made an unfortunate mistake. He stopped at a petrol station, filled up the car with petrol, and went to the toilet. But when he drove off, he didn't notice that his wife Claudia wasn't in the car.

Claudia had been asleep in the back seat. While her husband was in the toilet, she woke up and went into the shop to buy some cookies, but when she came back outside she found that her husband had left without her. The couple's 14-year-old son didn't notice that his mother wasn't there because he was playing on his phone in the front seat.

Walter only realized his wife wasn't in the car after he'd driven 100 kilometres. Meanwhile, Claudia tried to phone him, but she couldn't get a signal, so she asked the petrol station manager for help. He contacted the local police, who took her to the police station.

Her husband eventually returned to pick her up two hours later. When he arrived, Claudia was so angry that all she could do was scream and kick the car.

#### Glossary

RSPCA Royal Society for the Prevention of Cruelty to Animals

Adapted from the British press



## Vocabulary

### Nouns

attraction  
bargain  
beach  
event  
(city) guide  
harbor  
hometown  
information  
sight  
souvenir  
spot  
subway  
summer  
taxi  
town  
visitor

### Pronoun

you (= anyone)

### Adjectives

best  
clean  
crowded  
delicious  
efficient  
fast  
historical  
local  
inexpensive  
noisy  
polluted  
safe  
spacious  
stressful  
ugly

### Verbs

*Modal*  
should

### Other

arrive  
get around  
move away  
plan to (+ verb)  
recommend  
rent  
use

### Adverbs

anytime  
definitely  
easily  
extremely (+ adjective)  
maybe  
somewhat (+ adjective)

### Prepositions

outside (the city)  
about (Mexico City)

### Conjunctions

however  
though







## UNIT 15

### SHOULD, MIGHT, INTRODUCTION TO MODALS

Focus in modal verbs, not only in might and should

#### should / shouldn't

- 1 You **should** leave your boyfriend.  
She's very stressed. She **shouldn't** work so hard.  
You **shouldn't** drink coffee in the evening. It'll keep you awake.
- 2 I think you **should** get a new job.  
I don't think you **should** speak to him.

- 1 We use *should / shouldn't + verb* (infinitive without to) to give somebody advice or say what we think is the right thing to do.  
*should / shouldn't* is the same for all persons.
- 2 We often use *I think you should... or I don't think you should...*  
**NOT** *I think you shouldn't...*

#### ought to

You can also use *ought to / ought not to* instead of *should / shouldn't*, e.g.

You **ought to** leave your boyfriend.  
She **ought not to** work so hard.

#### a Complete with *should* or *shouldn't*.



You should lose a bit of weight.

- 1 You \_\_\_\_\_ work really long hours every day.
- 2 You \_\_\_\_\_ stop smoking.
- 3 You \_\_\_\_\_ eat more fruit and vegetables.
- 4 You \_\_\_\_\_ put so much sugar in your coffee.
- 5 You \_\_\_\_\_ start doing some exercise.
- 6 You \_\_\_\_\_ drink less alcohol.
- 7 You \_\_\_\_\_ drink more water.

#### b Complete the sentences with *should* or *shouldn't* + a verb from the list.

be buy book drive leave  
relax spend study wear

We should leave now. It's getting late.

- 1 You \_\_\_\_\_ a scarf. It's really cold today.
- 2 I \_\_\_\_\_ this afternoon. I have an exam tomorrow.
- 3 You \_\_\_\_\_ a holiday. You need a break.
- 4 You look really ill. You \_\_\_\_\_ at work.
- 5 She \_\_\_\_\_ more. She's very stressed at the moment.
- 6 You \_\_\_\_\_ so fast – this road's very dangerous.
- 7 Parents \_\_\_\_\_ more time with their children.
- 8 You \_\_\_\_\_ him an iPad – he's only seven years old.





## might / might not (possibility)

We **might** have a picnic tomorrow, but it depends on the weather.  
 Karen **might** come with us tomorrow, but she's not sure yet.  
 I **might not** take my laptop on holiday. I haven't decided yet.  
 We **might not** see the boss today. I think she's away.

- We use *might / might not* + verb (infinitive without to) to say that perhaps somebody will or won't do something.
- We *might have a picnic tomorrow*. = Perhaps we will have a picnic tomorrow.
- *might / might not* is the same for all persons.
- *might not* is not usually contracted.

### *may / may not*

We can also use *may* instead of *might* for possibility, e.g.  
 We **may** have a picnic tomorrow.  
 I **may not** take my laptop on holiday.

### a Match the sentences.

- |  |  |
|--|--|
| Take some sun cream. <b>D</b>            | A Someone might want some for breakfast. |
| 1 Let's buy a lottery ticket. <b>B</b>   | B It may not be your size.               |
| 2 Can you phone the restaurant? <b>B</b> | C We might get lost.                     |
| 3 Don't finish the milk. <b>B</b>        | <del>D It might be really hot.</del>     |
| 4 Let's use the satnav. <b>B</b>         | E We may not have enough money.          |
| 5 You should try the shirt on. <b>B</b>  | F You might cut yourself.                |
| 6 Don't wait for me tonight. <b>B</b>    | G It may be closed on Sundays.           |
| 7 Be careful with that knife! <b>B</b>   | H We might win.                          |
| 8 Ask how much it costs. <b>B</b>        | I I may finish work late.                |

### b Complete the sentences with *might* + a verb phrase from the list.

be cold   be ill   be in a meeting  
 go to the cinema   not have time  
 not like it   have the pasta

I'm not sure what to do tonight.  
 I *might go to the cinema*.

- 1 Kim isn't at school today. She \_\_\_\_\_.
- 2 His phone is turned off. He \_\_\_\_\_.
- 3 It's an unusual book. You \_\_\_\_\_.
- 4 I don't know if I'll finish this today.  
I \_\_\_\_\_.
- 5 I'm not sure what to order. I \_\_\_\_\_.
- 6 Take a warm jacket. It \_\_\_\_\_ later.





## READING & LISTENING

If you have a problem that you need to talk about, do you talk to a friend or to a member of your family? Why?

TV chat show host Graham Norton has an advice column in a British newspaper. Read a problem which was sent to him and three possible options. Then talk to a partner. Which of the three pieces of advice do you agree with? Why?

Now listen to Tracey reading Graham's advice. Which of the three options does Graham think is right? Why?

### Dear Graham,

I'm 24 and my partner is 46. We've been together for two years, and we have a wonderful relationship. I also have a great relationship with his children from his previous marriage. But I feel worried when I think about our future together. He has already lived life. He's been married, he's had children, and he's owned a business. I'm just starting my life. I want to have children, but he's not sure. I love him and I want to be with him, but I also want to share the adventures of life with someone. Should I leave him? Am I making my life more difficult by choosing to be with someone who's more than 20 years older than me?

Tracey



### What should Tracey do?

- a She should leave him and find somebody who is nearer her age and shares her interests.
- b She should think hard about what kind of man she really wants to be with before making a decision.
- c She should stay with him if she loves him. Being with an older man has advantages as well as disadvantages.

Adapted from the British press

## GRAMMAR *should*

Look at the sentences. Answer questions 1–3.

**Should** I leave him?

She **should** stay with him.

You **shouldn't** make a decision in a hurry.

- 1 What do we use *should* for?  
a rules b advice c permission
- 2 Does *should* change in sentences with the third person?
- 3 How do we make negatives and questions with *should*?

Read the messages. What should the people do? Write a short answer to each message.

My neighbours have noisy parties every weekend. I can't sleep and it's driving me mad!



It was my girlfriend's birthday yesterday, and I forgot to get her anything. She isn't happy.

I share a flat with a friend, but she never does any housework.

My ten-year-old son wants a smartphone – he says all his friends have one.

## PRONUNCIATION /ʊ/ and /u:/

Listen and repeat the words and sounds. What's the difference between the two sounds? Which consonant isn't pronounced in *should* and *would*?

	bull	should would good put
	boot	choose do truth you

Put the words in the correct row. Then listen and check.

book cool could flew food look lose  
pull push shoes school

Practise saying the sentences.

- 1 What **should** I do?
- 2 **You shouldn't** lose your cool.
- 3 **You should** tell the truth.
- 4 What **school should** they choose?



## GRAMMAR *might*

Interview your partner with the questionnaire. Ask for more information. Which of you is more indecisive?



**Are you indecisive?**

Well, I might need it...

Why are you packing that?

**Do you have problems deciding...?**

- what to pack when you're going away
- what to buy when you go shopping
- what to wear in the morning
- what to order in a restaurant
- where to go on holiday

**Do you often change your mind about things? What kind of things?**

**Do you think you are indecisive?**

Yes  No  I'm not sure

Nancy and Brian are going on holiday. Nancy is packing. Listen to their conversation. What four things does Brian think Nancy doesn't need to take?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

Listen again. Complete Nancy's reasons for taking the things.

- I might \_\_\_\_\_
- It might \_\_\_\_\_
- The hotel might not \_\_\_\_\_
- They're \_\_\_\_\_

Listen to them at the airport. What happens?

Look at sentences 1–3 in c. Do we use *might* for...?

- 1 an obligation OR 2 a possibility

In pairs, take turns to ask and answer the questions below. Use *I'm not sure*, *I might...* or *I might...* and give two possibilities each time.

- 1 What are you going to do after class?
- 2 What are you going to have for dinner tonight?
- 3 What are you going to do on Saturday night?
- 4 Where are you going to have lunch on Sunday?
- 5 Where are you going to go for your next holiday?

*What are you going to do after class?*

*(I'm not sure. I might go home or I might...)*

## PRONUNCIATION diphthongs

Listen and repeat the words and sounds.

1	 bike	might buy decide since
2	 train	may fail key break
3	 phone	know although trousers won't
4	 chair	fear there wear scared
5	 ear	here idea souvenir where
6	 tourist	sure bus Europe curious
7	 owl	round towel south throw
8	 boy	town noisy enjoy annoy

Look at the words next to the sounds. Which one has a different sound?







## UNIT 16

### CONDITIONAL TYPE 2

This is one of the most important lessons in English

#### second conditional: *if + past, would / wouldn't + infinitive*

- 1 If a cow **attacked** me, I'd run away.  
If she **didn't have** a dog, she **wouldn't do** any exercise.  
**Would you go** for a swim **if there were** sharks in the sea?
- 2 If I **had** more time, I'd **do** more exercise.  
I'd **do** more exercise **if I had** more time.
- 3 If we **went** by car, we **could stop** at places on the way.

- 1 We use *if + past* to talk about an imaginary or hypothetical future situation and *would / wouldn't + infinitive* to talk about the consequence.
  - *would + infinitive* is sometimes known as the conditional tense. We also use it without an *if*-clause to talk about imaginary or hypothetical situations e.g. *I'd never have a cat as a pet. They'd be happier in a bigger house.*
  - *would / wouldn't = is the same for all persons. Contractions: 'd = would (I'd, you'd, he'd, etc.); wouldn't = would not.*
- 2 In a second conditional the *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.
- 3 We can also use *could + infinitive* instead of *would + infinitive* in the other clause.

#### **be in second conditionals**

With the verb *be* we can use *were* (instead of *was*) after *I / he / she / it*, e.g.  
*If Jack **was** / **were** here, he'd know what to do.*  
Use *were* (not *was*) in the expression *If I were you,...*  
We often use this expression for advice, e.g.  
*If I **were** you, I wouldn't take that job.*

#### **first or second conditional?**

Compare the first and second conditionals:

- We use the **first conditional** for **possible** future situations.  
*If I **don't have to** work tomorrow, I'll **help** you.*  
(= It's a possibility. Maybe I will help you.)
- We use the **second conditional** for **imaginary or hypothetical** situations.  
*If I **didn't have to** work tomorrow, I'd **help** you.*  
(= It's a hypothetical situation. I have to work, so I can't help you.)

#### a Match the sentence halves.

You'd feel much better **A**

- 1 I'd enjoy the weekend more **B**
- 2 If you didn't have to study for your exams, **C**
- 3 Would you really wear a suit **D**
- 4 If we took a taxi, **E**
- 5 I wouldn't work **F**
- 6 If I went to live in London, **G**

- A if you did some exercise.  
B would you come to visit me?  
C if I bought one for you?  
D we could go out tonight.  
E if I didn't have to work on Saturday.  
F we would get there sooner.  
G if I didn't need the money.

#### b Complete the sentences with the correct form of the verb to make second conditional sentences.

If I *found* a good job, I *'d move* to the USA. (find, move)

- 1 We \_\_\_\_\_ a dog if we \_\_\_\_\_ a garden. (get, have)
- 2 If you \_\_\_\_\_ Indian food, I'm sure you \_\_\_\_\_ it. (try, like)
- 3 I \_\_\_\_\_ it if I \_\_\_\_\_ it. (not buy, not like)
- 4 If we \_\_\_\_\_ a car, we \_\_\_\_\_ drive to the mountains. (hire, can)
- 5 We \_\_\_\_\_ our children more often if they \_\_\_\_\_ nearer. (see, live)
- 6 I \_\_\_\_\_ to that restaurant if I \_\_\_\_\_ you – it's very expensive. (not go, be)
- 7 You \_\_\_\_\_ more if you \_\_\_\_\_ more homework. (learn, do)
- 8 I \_\_\_\_\_ to work if the traffic \_\_\_\_\_ so bad. (cycle, not be)
- 9 \_\_\_\_\_ you \_\_\_\_\_ abroad if you \_\_\_\_\_ a well-paid job? (work, find)
- 10 I love living here. I \_\_\_\_\_ happy if I \_\_\_\_\_ leave. (not be, have to)







## READING & SPEAKING

Read the quiz questions and answers. Complete each question with an animal or insect from the list.

bee cows dog jellyfish shark snake wasp

## WOULD YOU KNOW WHAT TO DO?

We all love seeing animals on TV and in zoos, but some animals can be dangerous. If you met one in real life, would you know the right thing to do? Read about some common and some less common situations and decide what you would do.

### IN THE CITY

- What would you do...if a large, aggressive \_\_\_\_\_ ran towards you?
  - I would **shout** 'down' at it several times.
  - I would put my hands in my pockets and walk slowly backwards.
  - I would **keep** completely **still** and look in its eyes.
- What would you do...if you were driving and a \_\_\_\_\_ or \_\_\_\_\_ flew into the car?
  - I would open all the windows and wait for it to fly out.
  - I would try to kill it with a map or a newspaper.
  - I would **wave** my hand to make it go out.

### IN THE COUNTRY

- What would you do...if a poisonous \_\_\_\_\_ bit you on the leg, and you were more than 30 minutes from the nearest town?
  - I would put something very cold on it, like a water bottle.
  - I would **suck** the bite to get the poison out.
  - I would **tie** something, e.g. a scarf, on my leg above the bite.
- What would you do...if you were walking a dog on a lead and some \_\_\_\_\_ started moving towards you?
  - I would let the dog run free.
  - I would pick the dog up in my arms.
  - I would shout and wave my arms.

### IN THE WATER

- What would you do...if you were in the sea and a \_\_\_\_\_ stung you?
  - I would **rub** the sting with a towel to clean it.
  - I would wash the sting with fresh water.
  - I would wash the sting with vinegar or sea water.
- What would you do...if you were in the sea quite near the shore and you saw a \_\_\_\_\_?
  - I would swim to the shore as quickly and quietly as possible.
  - I would **float** and pretend to be dead.
  - I would shout for help.

Look at the **highlighted** verbs and verb phrases. With a partner, try to guess their meaning from the context.

Read the quiz again and **circle** your answers, a, b, or c.

## GRAMMAR *if* + past, *would* + infinitive

Look at quiz questions 1–6 again. Are they about a past situation or an imagined future situation? What tense is the verb after *if*? What form is the other verb?

## SPEAKING

Work in groups of three. Take turns to choose a question and ask the others in the group. Then answer it yourself.

### WHAT WOULD (OR WOULDN'T) YOU DO...?

- ...if you saw a mouse in your kitchen
- ...if you saw a dog attacking someone
- ...if a bird or a bat flew into your bedroom
- ...if you saw a large spider in the bath
- ...if it was a very hot day and you were on a beach that was famous for shark attacks
- ...if someone offered to buy you a fur coat
- ...if your neighbour's dog barked all night
- ...if a friend asked you to look after their cat or dog for the weekend
- ...if you went to somebody's house for dinner and they gave you...?
  - a horse meat b goat c kangaroo



### Talking about imaginary situations with *would* / *wouldn't*

- I'd* (definitely)...
- I think I'd* (probably)...
- I* (probably) *wouldn't*...
- I* (definitely) *wouldn't*...
- I don't think I'd*...



# Describing people

## APPEARANCE

What does he/she look like?

Match the sentences and photos.



- She has curly /'kɜːli/ red hair.
- She has long straight /straɪt/ hair.
- She has big blue eyes /aɪz/.
- She has short blonde hair.
- He has a beard /biːd/ and a moustache /mə'stuːʃ/.
- He's bald /bɔːld/.
- He's very tall and thin.
- He's medium height /hiːt/ and very slim.
- He's quite short and a bit overweight /əvə'weɪt/.

Listen and check.

Cover the phrases and look at the photos. Test yourself or a partner.

**Using two adjectives together**  
Adjectives go in this order: **size** → **style** → **colour** noun  
She has *long straight blonde hair*. He has *big brown eyes*.

**thin or slim? fat or overweight?**  
Thin and slim are both the opposite of fat, but slim = thin in an attractive way.  
Fat is not very polite. It is more polite to say someone is (a bit) overweight.

**handsome or beautiful?**  
Handsome is used for men, beautiful is used for women and good-looking and attractive are used for both men and women.

## VOCABULARY BANK

### PERSONALITY What's he / she like?

Match the adjectives to the definitions.

clever /'kleɪv/ friendly /'frendli/ funny /'fʌni/  
generous /dʒenərəs/ kind /kaɪnd/ lazy /'leɪzi/ shy /ʃaɪ/  
talkative /'tɔːkətɪv/

	Adjective	Opposite
1 A person who is open and warm is	<u>friendly</u>	_____
2 A person who talks a lot is	_____	_____
3 A person who likes giving people things is	_____	_____
4 A person who is friendly and good to other people is	_____	_____
5 A person who doesn't want to work is	_____	_____
6 A person who makes people laugh is	_____	_____
7 A person who is quick at learning and understanding things is	_____	_____
8 A person who can't talk easily to people he / she doesn't know is	_____	_____

Complete the **Opposite** column with an adjective from the list.

extrovert /ek'strɔːvɜːt/ hard-working /hɑːd 'wɜːkɪŋ/  
mean /miːn/ quiet /kwaɪət/ serious /sɪəriəs/ stupid /'stjuːpɪd/  
unfriendly /ʌn'frendli/ unkind /ʌn'kaɪnd/

Listen and check.

Cover the adjectives and look at the definitions. Say the adjective and its opposite.

**What does she look like? What is she like?**  
What does she look like? = Tell me about her appearance.  
(Is she tall / short? What colour hair does she have?)  
What is she like? = Tell me what kind of person she is.  
(Is she friendly? Is she shy?)

**ACTIVATION** In pairs, ask and answer questions about a member of your family or a good friend.

- A What does your sister look like?  
( B She's quite tall and she has short dark hair.  
A What's she like?)





# Holidays

## PHRASES WITH GO

Match the phrases and photos.



- go abroad /ə'brɔ:d/
- go away for the weekend
- go by bus (or car, plane, train)
- go camping
- go for a walk
- go on holiday
- go out at night
- 1 go sightseeing /'saɪtsi:ŋ/
- go skiing (or walking, cycling)
- go swimming (or sailing, surfing, fishing)

Listen and check.

Cover the phrases and look at the photos. Test yourself or a partner.

## VOCABULARY BANK

### OTHER HOLIDAY PHRASES

Complete the verb phrases.

book buy have hire /'haɪə/ rent spend stay  
sunbathe /'sʌnbəʊð/ take

stay \_\_\_\_\_ in a hotel / at a \_\_\_\_\_ money (or time)  
\_\_\_\_\_ campsite / with friends \_\_\_\_\_ an apartment  
\_\_\_\_\_ photos \_\_\_\_\_ a bicycle (or skis)  
\_\_\_\_\_ souvenirs /su:va'nɪəz/ \_\_\_\_\_ a flight online  
\_\_\_\_\_ on the beach (or a hotel)  
\_\_\_\_\_ a good time

Listen and check.

#### rent or hire?

Rent and hire mean the same but we normally use rent for a longer period of time, e.g. you rent a flat or an apartment, and hire for a short time, e.g. you hire skis, a bike, a boat, etc. With a car you can use hire or rent.

Test yourself. Cover the verbs. Remember the phrases.

### ADJECTIVES

Match the questions and answers.

- 1 What was the weather like? It was...
- 2 What was the hotel like? It was...
- 3 What was the town like? It was...
- 4 What were the people like? They were...

- |  |   |
|--|---|
| <input type="checkbox"/> + comfortable, <u>luxurious</u> | <input type="checkbox"/> - basic, <u>dirty</u> , <u>uncomfortable</u> |
| <input type="checkbox"/> + friendly, <u>helpful</u>      | <input type="checkbox"/> - unfriendly, <u>unhelpful</u>               |
| <input type="checkbox"/> + beautiful, <u>lovely</u>      | <input type="checkbox"/> - noisy, <u>crowded</u>                      |
| <input type="checkbox"/> + warm, <u>sunny</u>            | <input type="checkbox"/> - very windy, <u>foggy</u> , <u>cloudy</u>   |

Listen and check.

#### General positive and negative adjectives

- great, lovely, wonderful, fantastic
- OK, not bad, all right
- awful, horrible, terrible

**ACTIVATION** Talk to a partner. Which do you prefer? Why?

- going abroad or going on holiday in your country
- going by car, bus, plane, or train
- going to the beach or going to a city
- staying in a hotel (or apartment) or going camping
- sunbathing, going sightseeing, or going for walks
- hot, sunny weather or cool, cloudy weather
- going on holiday with friends or going with your family



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- |   |  |
|---|--|
| <input type="checkbox"/> + comfortable, luxurious | <input type="checkbox"/> basic, dirty, uncomfortable |
| <input type="checkbox"/> + friendly, helpful      | <input type="checkbox"/> unfriendly, unhelpful       |
| <input type="checkbox"/> + beautiful, lovely      | <input type="checkbox"/> noisy, crowded              |
| <input type="checkbox"/> + warm, sunny            | <input type="checkbox"/> very windy, foggy, cloudy   |

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