

ENGLISH PRACTICE MATERIAL

LISTENING

A2·B1

**Free Online
Activities!**



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ENGLISH PRACTICE MATERIAL

LISTENING

A2·B1

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Welcome to telc!

telc, the vhs test experts, are proud to provide English practice material especially for vhs courses. In this book, we provide a variety of emotion-based units helping participants to acquire more language competence. Being able to express oneself, stating a personal opinion, maybe even agreeing to disagree – that's central to communication. The aim of this book is to give a fresh perspective to learners at the CEFR levels A2 and B1: with a firm foundation, but not yet fully confident in their language use.

Learning to use English effectively is an essential part of success at work and for crossing language barriers in private life. The Volkshochschule or vhs stands for exactly that: providing everybody with a chance to get ahead, whatever their circumstances. It's a democratic institution, open to all kinds of learners, offering them accessible courses and a chance to reach their goals.

telc, as a proud member of the vhs family, provides state-of-the-art assessment. With telc certificates, success is made visible on the way from the classroom to the employer, to university or to wherever valid proof of language competence is required. telc, the VHS's own certificate system, started to certify competence in English in the 1960s – a truly innovative step at that time.

Innovation today means that we offer more: not just a test, but also a way to reach language goals. May this book provide an enjoyable learning experience, with perceivable and maybe even certified progress towards more confident use of the English language!



Jürgen Keicher
Managing Director, telc gGmbH

English Practice Material – vhs is a four-part series: Reading, Writing, Listening and Speaking. The four parts can either be used individually or together in any combination.

Who is English Practice Material – vhs intended for?

It is intended for adult learners who would like to consolidate their A2 skills and to develop their language skills on a B1 level. It is also suitable for refreshers who have already reached level B1 but still lack confidence or practice.

How many units does each book include?

Each book contains 20 short units (one double-page spread per unit).

What topics are covered in the units?

Each unit is about an emotion. The order in which the emotions appear in each of the four books is always the same, so that there is a thematic connection. However, each book deals with different aspects of the emotion in order to avoid repetition.

Why is it about emotions? Does this really matter for communication in everyday life?

Yes. Exchanging personal experiences plays a central role for learners at levels A2 and B1. Personal experiences are usually closely linked with emotional responses. For example, somebody gets a great job offer and expresses how happy they are about this (pride) or someone talks about their about an experience where they were very worried (worry). For learners of a foreign language, it is also often a challenge to express their emotions – especially “negative” emotions such as boredom or embarrassment – in an appropriate manner. All four skills provide useful activities for this purpose, including easy-to-use phrases.

Do the units have an additional focus?

Yes. In each unit there is a CEFR descriptor (“Can-Do Statement”) to which the activities are tailored. The descriptor can be found in a box at the end of each unit. Thus, learners do not only become familiar with the CEFR step by step, but are also encouraged to monitor and take charge of their own progression. The descriptors are usually in the original CEFR wording, but in abbreviated, learner-friendly form.

How are the units structured?

All units have the same structure: A unit begins with an illustration on the left page. The illustration shows a communicative situation depicting the emotion of the unit. The first exercise is always a warm up, which enables the participants to ease into the topic in a light, playful manner. It is followed by several activities in which the subject is dealt with in more depth. Each unit always ends with the relevant CEFR descriptor. In addition, each unit has a “sticky note”, in which a simple, practical tip or an additional piece of information is offered. The “sticky note” has no fixed place; it appears where it fits the content.

Is there a clear distinction between A2 and B1 activities?

There are texts and activities of varying difficulty in each unit. Activities that are not specifically identified are suitable for all participants. They are designed in a way that they can be implemented both at a lower and at a higher level. More “difficult” activities are marked by pictograms: one chilli pepper = challenging, two chilli peppers = very challenging.

Is an audio CD included?

Speaking, Listening and Reading all include an audio CD. Only Writing has no audio CD.

Why do Reading and Speaking also have an audio CD?

Speaking provides audio texts that are intended to be used as preparation for an oral activity. For example: A dialogue on the audio CD might serve as a model for a role-playing activity. The CD also provides a variety of examples of useful everyday expressions. Reading offers selected texts as audio texts. Having the possibility to take in information on multiple sensory channels makes it easier for learners to process (difficult) texts and also provides more variety in the classroom.

Speaking activities appear in all four skills. Is speaking of particular importance?

Yes. The primary goal is to get the participants to talk and to encourage them to overcome their fear of making mistakes. Therefore, there are numerous activities that promote oral communication, not only in Speaking. However, the oral exercises are always linked to the particular skill, i.e. Listening, Reading or Writing. For example: In Reading, texts are often followed by a discussion question. Exchanging their ideas with other students allows a further personal analysis of the text and thus leads to a deeper understanding. In addition, alternating silent work phases and conversation phases increases concentration in the classroom.

Can the material be used as additional material in the classroom?

Yes, it can accompany any textbook that is used in English courses at the appropriate levels. The units can be flexibly combined. This has the advantage that teachers can put together activities according to their needs, i.e. activities for a particular skill, a particular CEFR descriptor or a particular emotion. Of course, the material can also be used as primary learning material, e.g. Speaking is ideal for a conversation course.

Can the material be used to prepare for a telc examination?

Yes, but not on its own. The material will greatly help the participant to deepen A2 and B1 language knowledge and thus prepare well for the communicative requirements of the test. However, it is highly recommended that it is used in conjunction with the telc mock examinations, as these give students a complete overview of the structure of the examination and typical examination questions.

Welcome to EPM Online!

With the purchase of this book, you have free and unlimited access to EPM online!

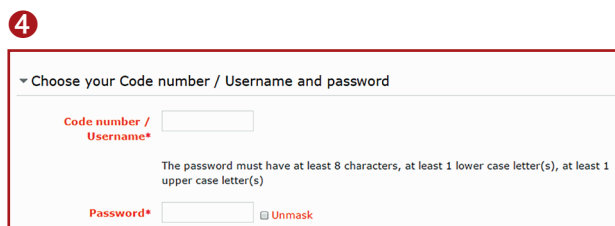
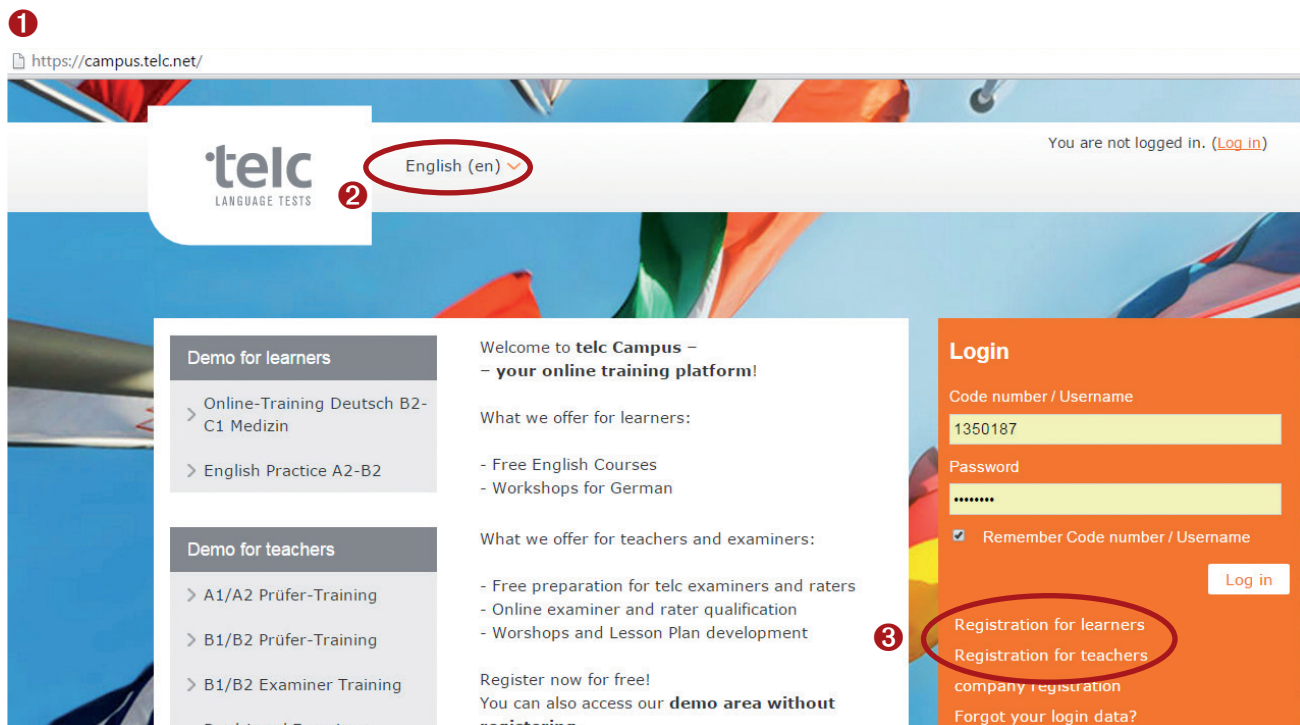
This includes extra activities in:

- Listening
- Grammar
- Vocabulary

Last but not least, you have the opportunity to test your skills with a telc online practice examination!

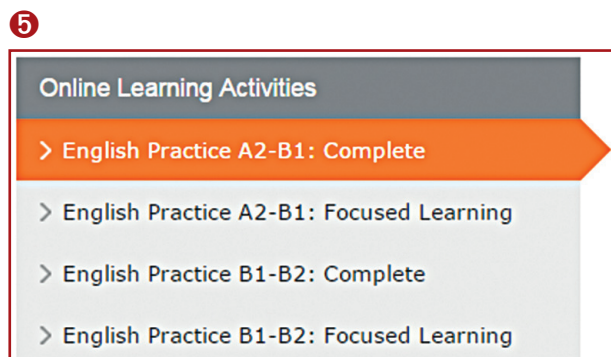
Getting Started

- 1) Go to: **campus.telc.net**
- 2) Choose your user language
- 3) Click on “registration for learners” or “registration for teachers”
- 4) Choose a password for yourself, with at least 8 characters: At least one lower case letter, and at least one upper case letter
- 5) Once you’re logged in, choose the course you like!



Then you can start learning!

Have fun!





Warm up

a Work in small groups. List three hobbies for each of the following categories. Then compare your ideas in class.

sports	collecting things
outdoor activities	arts and crafts
games	music

b Do you have any of these hobbies? If so, which ones? Why do you find them interesting?



Activity 1

a Listen to the conversation between Serena and Eddie. What hobby do they have? Tick the box.

windsurfing snorkeling river rafting sailing

b Listen again. The speakers mention four pieces of equipment that they need for their hobby. What are they?

1 2
3 4



Activity 2

a Listen to the conversation between Owen and Adam. What hobby do they have?

.....

b Listen again. You may listen as many times as you wish.

1 What other word for "picture" do the speakers use?

2 What do you think a "tripod" is?

a piece of clothing a group of stars a piece of equipment

3 What do you think the word "grab" means?

to take or get something to look for something to forget something



Activity 3

a First, read the four words below and circle the ones that you don't know. Then, listen to four short conversations and try to guess the meaning of the words. Compare your answers in class.

Conversation 1 LEASH

Conversation 2 POTTERY

Conversation 3 GOGGLES

Conversation 4 CANVAS

Don't worry if you do not understand every word. You can often guess the meaning of unfamiliar words from the context.

- b** Listen to the recording again. Then describe in your own words what each conversation is about. What is the situation? What hobbies do the speakers have?

Activity 4

- a** When we talk about our hobbies, we often use the verbs **make** or **do**. The two verbs are frequently confused. Unfortunately, there are no easy rules to follow, but here is some help.

We generally use **make** for creating or producing things that you can touch.

We use **do** for jobs, tasks and activities.



She **makes** pottery.



They **do** exercises twice a week.

Complete the sentences below with **do** or **make**. Then listen to check your answers.



- 1 What do you in your free time?
- 2 I want to learn how to jewellery.
- 3 Do you know how to blueberry muffins?
- 4 How often do you yoga?
- 5 Can you money with your hobby?

- b** Now complete the sentences with the correct form of **do** and **make**.

- 1 Simon is in the kitchen. He is a pizza.
- 2 Did you sports in high school?
- 3 Nick weight training every morning.
- 4 Who this teddy bear? It's really cute.
- 5 Can you show me how to paper airplanes?

doing	made	did
make	does	made
done	making	do

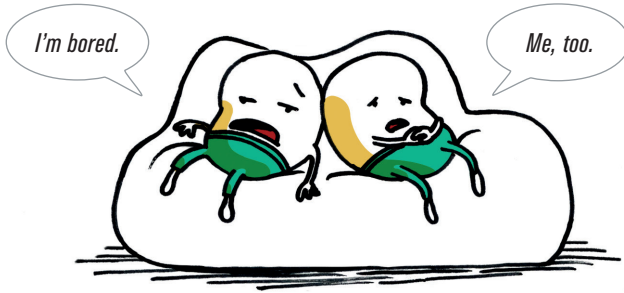
Activity 5

- a** In class, talk about your hobbies:
- What are your hobbies? Describe them in as much detail as you can.
 - Do you need any special clothes or equipment for your hobbies? If so, what?
 - What hobbies did you have when you were a child?
- b** Work with a partner. Your partner wants to try out one of YOUR hobbies. Tell him or her how to get started (where to go, clothes or equipment needed, cost, etc.).

Identifying clues and guessing the meaning

- B1** Can guess the meaning of occasional unknown words from the context [...].
- A2** Can look for clues in short texts (spoken or written) on everyday topics to guess the meaning of unknown words from the context.





Warm up

- a Together with a partner write down as many professions as you can think of, for example: teacher, politician, electrician, etc.
- b In class, discuss which professions you find boring and why.

Activity 1

a Which job would you link to each of the photos below?

A



Speaker

B



Speaker

C



Speaker



b Listen to three people talking about their jobs and match each speaker to a picture. Do they find their job boring? Why?/Why not?

c Listen again and complete the phrases.

Speaker 1 Actually, it's deadly boring because

.....

Speaker 2 Sometimes it's a bit boring because

.....

Speaker 3 They feel sorry for me because they think

.....



Activity 2

Work with a partner. Use the ideas below to talk about tasks that you find really boring at work, using the expressions from the sticky note.

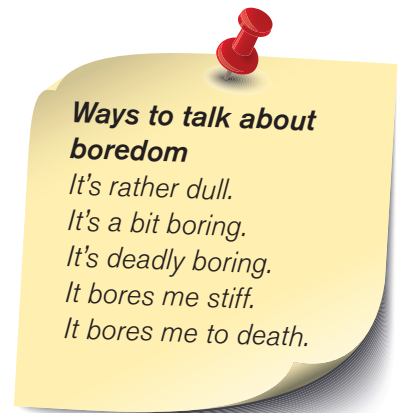
Examples: I think filing is a bit boring.
 I think photocopying is deadly boring.
 Some meetings bore me stiff.

Telling customers the same thing again and again

Having nothing to do

Doing the same thing every day

Everything to do with numbers



Activity 3

- a Some jobs are boring but pay amazingly well. Some jobs are great fun but the pay is not good. Which kind of job is better? Discuss in class.
- b You are going to hear a talk show with four people giving their opinions about their jobs. First read the statements below. Then listen to the recording and decide which statement best matches the opinion of each speaker.



Speaker 1 Speaker 2 Speaker 3 Speaker 4

- a A job becomes enjoyable if you identify with the company you work for.
- b It's easy to be satisfied if you don't expect much from your job.
- c Whether you find your job boring or not depends on your attitude.
- d If your job is not very challenging, use your spare energy for something else.

- c Listen again. Which speaker says the following? One expression is not used.

- such a positive feeling
- so boring
- so dull
- such a bore
- such an easy job

So comes before an adjective.
The flight was so boring.

Such comes before an adjective plus noun.
It was such a boring flight.

Activity 4

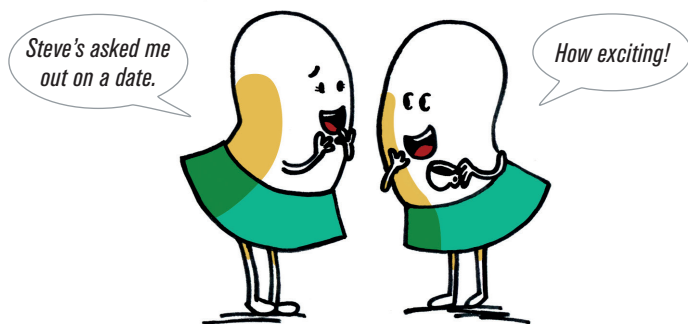
Fill in the gaps below with the words **so** or **such**.

- 1 I don't want to work in an office because desk work is boring.
- 2 I don't earn a good salary, but my job is interesting.
- 3 I don't like my job because I have to work long hours.
- 4 An unfriendly boss can make life difficult sometimes.
- 5 Work is monotonous because it's the same every day.
- 6 I fell asleep because the workshop was boring.
- 7 The lecturer was an uninteresting speaker I stopped listening.
- 8 The customer service was unhelpful that I complained to the manager.
- 9 This is a dull job! I think I'll look around for a new one.
- 10 How can you work in a boring place?

Overall listening comprehension

- B1** Can understand straightforward factual information about common everyday or job related topics [...].
- A2** Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.





at your favourite bar or coffee shop
at a speed dating event

on an online dating site
on a holiday for singles

at a sports club
at an after-work class

Warm up

- a** Look at the illustration and describe what is happening.
- b** What are the most effective ways to meet people if you're looking for a romantic partner? In class, discuss the suggestions below. You can also add your own ideas.

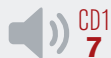
Activity 1

- a** Look at the two sentences below. What is the difference between a date and an appointment? Discuss in class.

I had **an appointment** with a new client yesterday. | Jen had **a date** with Tom last Saturday.

- b** Listen to the recording and complete the four statements below.

- 1 Lisa got divorced two years ago. She says that she's ready to someone new now.
- 2 I asked Marcia, and guess what? She said yes!
- 3 I'm not going out with the girls tonight. I with my new boyfriend.
- 4 Did you really with my ex-girlfriend?



Activity 2

- a** You are going to hear a radio talk show with four people giving dating tips. Which statement a–f best matches the opinions 1–3? Listen to the recording twice.

Example: Carla

b

1 Aaron

2 Grace

3 J.K.



- Dating websites allow you to meet people that you normally would not meet.
- Enjoying yourself is more important than dating people.
- Dating websites allow you to find out what a person is like before you meet in person.
- Speed dating saves you time and money.
- Dating websites help you to find the right person because they offer personality tests.
- Speed dating works because people decide quickly if they like another person or not.

- b** What do you think? Can people fall in love over the Internet without meeting each other first? Discuss in class.

Useful
"dating expressions":
to ask s.o. out on a date
to have a date with s.o.
to go out on a date
to date s.o.

Activity 3

There are regular and irregular verbs in English.

Regular verbs have the ending -ed in the simple past: call – called | love – loved
study – studied (spelling!)

Irregular verbs do not have the ending -ed. They have different forms:
buy – bought | see – saw | speak – spoke

With a partner, look at the verbs below. Are they regular or irregular? Write down the simple past forms.

to talk to meet to have
to chat to go to be
to try to take to become

If you are not sure, look for them in the audio script for Activity 2.

Activity 4



You are going to hear some more of the radio talk show. Listen to the interview twice and decide if the statements are true or false.

- | | true | false |
|--|--------------------------|--------------------------|
| 1 Natalie accepted Tim's dinner invitation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Natalie disliked Thai food. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The steakhouse was near the Thai restaurant. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The Italian restaurant was closed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Tim and Natalie are still a couple today. | <input type="checkbox"/> | <input type="checkbox"/> |



Activity 5

Work with a partner or in small groups. Choose one of the questions below and talk about it.

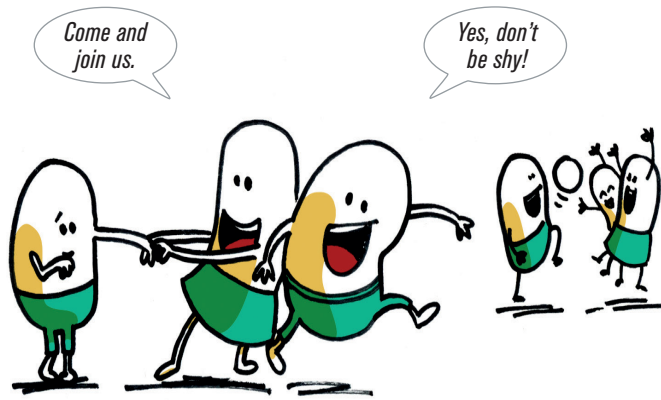
- Do you remember the first time you went out on a date with a boy or a girl? What clothes did you wear? Where did you go together?
- Do you know anybody who has tried online dating or speed dating? What are his/her experiences?
- Did you have a crush on anyone when you were a teenager? If so, who? Did you ever go out on a date with him or her?

to have a crush on someone =
to like someone very much
Tim had a crush on Natalie.

Listening to audio media and recordings

- B1** Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- A2** Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.





Warm up

Work with a partner. How would you feel in the situations listed below? (afraid, nervous, excited, etc.) Talk about what you would do.

- You are expected to give a talk to 300 people.
- You have the chance to meet a famous film star.
- A TV film team stops you outside the shop and wants to ask you a couple of questions.

Activity 1

Using **too** or **not enough**: She was too nervous to go to the event. / She was not relaxed enough.

People who are shy do not like being the centre of attention. They feel too insecure. They are not confident enough. Rewrite the following sentences using "not enough".

- Fred thought the test was **too difficult**. It was
- Janet felt nervous because the group was **too big**. The group
- Sally was **too short** to see what was happening. She



Activity 2

- Listen to Alice talking about her shyness. Why does she like her job?
- What does Alice think? Listen again and fill in the gaps.

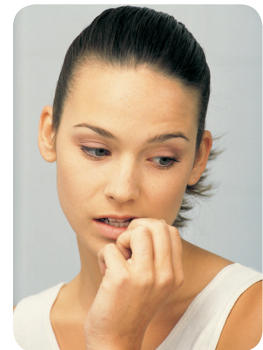
Example: Perhaps my clothes **are too casual**.

- Perhaps my skirt
- Perhaps I talk
- Perhaps I'm for the job.

- Now write an alternative using "not enough".

Example: Perhaps my clothes **are not smart enough**.

- Perhaps my skirt
- Perhaps I don't speak
- Perhaps I'm for the job.



Activity 3

- Listen to Luke talking about his experiences. What does he do to overcome his shyness these days?
- What are Luke's school memories? With a partner, make sentences using one word from each column.



The classroom	was	too noisy
The teachers	wasn't	too big
The children	were	too strict
Luke	weren't	too afraid
		confident enough
		friendly enough
		quiet enough
		small enough

Activity 4

a Listen to two conversations and decide which title in the green box best summarizes each conversation.

Conversation 1 Conversation 2

- a Excuses!
- b Practice makes perfect!
- c You won't know until you've tried!



b Listen again and decide if the following statements are true or false.

Conversation 1

- | | | |
|--|--------------------------|--------------------------|
| | true | false |
| 1 Diana thinks their son has a problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Their son is 13 years old. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Paul has known Max since school times. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Diana is surprised by Paul's story. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Paul is still worried about their son. | <input type="checkbox"/> | <input type="checkbox"/> |

Conversation 2

- | | | |
|---|--------------------------|--------------------------|
| | true | false |
| 6 Barry doesn't think the professor is very good. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Teresa likes staying at home. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Teresa says she can't drive. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Vicky is part of Barry's family. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Teresa is worried about wearing the wrong clothes. | <input type="checkbox"/> | <input type="checkbox"/> |



c Work with a partner. In your own words talk about:

- 1 how the teachers help Max.
- 2 the four reasons Teresa gives for not coming to the BBQ and Barry's replies.



Activity 5

a Do you know the opposites of the words in the box? Collect ideas in class.

difficult | fast | late | sad | shy | cold | long | old | expensive | far away | pessimistic | ill

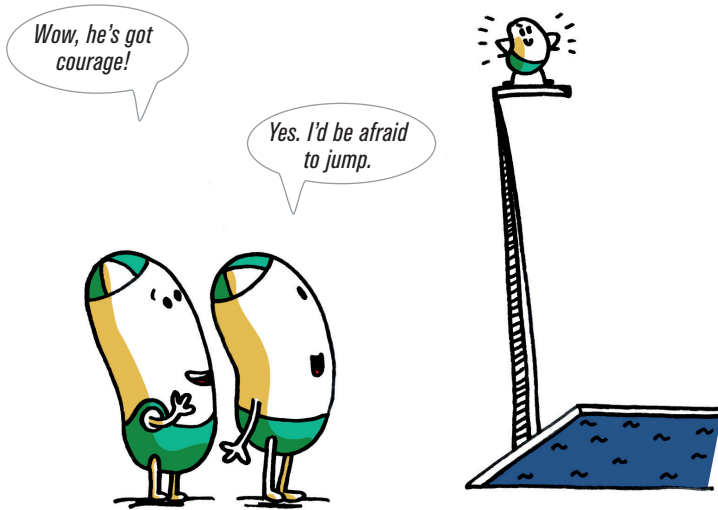
b Work with a partner. Student A chooses one of the adjectives from the box above and makes a sentence with "too". Student B listens carefully, chooses the adjectives that means the opposite using a sentence with "not enough".

Example: Student A: It's too cold to have a BBQ. Student B: I agree. It's not warm enough to have a BBQ.

Propositional precision

- B1** Can express the main point he/she wants to make comprehensibly.
- A2** Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters ... [...].





Warm up

Many people find it hard to say 'no' to their family, their colleagues or their friends. How about you? What would you do in the following situations? Discuss in class.

- Your parents ask you to pick them up from the airport, but you don't have time.
- You're on your way out of the office, but your colleague URGENTLY needs your help.
- You're spending the day with your friends. They all want to do something that you dislike.

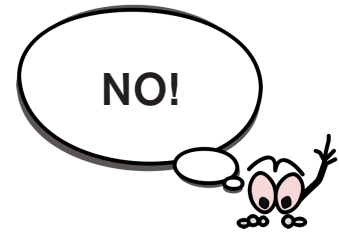


Activity 1

- a** Why is it difficult to say 'no'? Listen to the recording twice. What reasons does the speaker mention? Tick the boxes.

People have difficulty saying 'no' because they ...

- | | |
|--|---|
| <input type="checkbox"/> don't know HOW to say 'no'. | <input type="checkbox"/> want to please others. |
| <input type="checkbox"/> don't want to hurt others. | <input type="checkbox"/> are afraid of conflict. |
| <input type="checkbox"/> want to be liked. | <input type="checkbox"/> think saying 'no' is rude. |



- b** Can you think of any other reasons? Talk about them in class.



Activity 2

Listen to two short conversations and decide if the statements are true or false:

Conversation 1

- 1 Neil and Rosalie are colleagues.
- 2 Rosalie has helped organize school events before.
- 3 Rosalie explains why she says 'no' to Neil's request.
- 4 Neil is upset because Rosalie says 'no'.
- 5 Rosalie is planning to go to the party.

true false

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



Conversation 2

- 6 Ian suggests going to the football stadium.
- 7 Eric wants to stay home because he's ill.
- 8 Ian teases Eric.
- 9 Eric says 'no' at first but then changes his mind.
- 10 Eric offers to bring something to drink.

true false

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



Activity 3

We often use questions tags (... aren't you? ... doesn't she?) to check information.

A: You're coming home late tonight, **aren't you?** – B: Yes, around midnight.

We also use question tags when we want other people to agree with us or to say 'yes'.

A: New York is an amazing city, **isn't it?** – B: Yes, it's fantastic!

A: You'll help Amy with her homework, **won't you?** – B: Yes, of course.

Use negative question tags with positive sentences and positive question tags with negative sentences:

This is your phone, isn't it?
This isn't your phone, is it?

- a Listen to the conversations from Activity 2 again. Who uses a question tag in the first conversation, Neil or Rosalie? And in the second conversation?
- b Complete the sentences with the question tags below. Then listen to check your answers.



aren't you | isn't it | don't you | won't you | haven't you

- 1 You're coming to the party, ?
- 2 Sometimes it's difficult to say 'no', ?
- 3 You like classical music, ?
- 4 You've helped your parents a lot, ?
- 5 You'll do the laundry for me, ?

Activity 4



- a Listen to the telephone conversation between Rick and his mother. Which question tags does Rick's mother use? Circle them.

didn't you? | do you? | don't you? | can't you? | aren't you? | won't you? | wasn't it?

- b Listen again and discuss in class:

- 1 Why does Rick's mother call?
- 2 Why can't Rick go to his mother's house on Sunday?
- 3 What do you think his plans are? Use your imagination.
- 4 Why does Rick's mother get upset?
- 5 Do you think Rick handled the situation well? Why or why not?
- 6 Imagine you were in a similar situation as Rick (or his mom). What would you do?



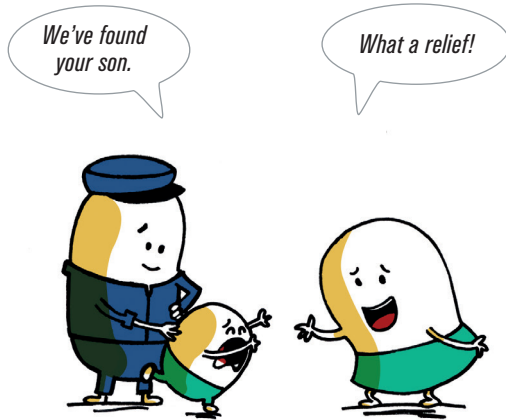
- c Talk about a situation when somebody asked you to do something that you did not want to do (or did not have the time to do). What was the situation? Who was there? Did you say 'no' and stick to it or did you say 'yes' in the end?



Understanding interaction between native speakers

- B1** Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
- A2** Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.





Warm up

The definition of relief is to feel good and stop worrying because a problem is over or because something terrible doesn't happen. In small groups, talk about situations where things looked bad and then turned out well.

Examples: Have you ever

- lost your way and then recognized some building that told you where you were?
- lost your wallet and then found it in your jacket pocket?
- locked yourself out of your home and then remembered that your neighbour has a spare key?



Activity 1

- a Listen to three conversations where people have a reason to feel relief. Which picture matches which conversation?

A



B



C



- b Listen to the conversations again. Are the following statements true or false?

Conversation 1

- The man's manager is pleased with him.
- The man had to sign a contract.
- There are many Newports across the world.
- Roger was in another country for 12 months.
- The contract is in the office.

true false



Conversation 2

- Melanie is in hospital.
- Jamie is Frank's son.
- The doctor is worried about Jamie.
- Jamie has had an operation.
- Frank had an accident when he was six years old.

true false



Conversation 3

- The conversation takes place in December.
- Carole talks about her husband.
- There were not many people on the train.
- The train driver was very helpful.
- Carole found the presents disappointing.

true false



Intonation

Notice the way that the speakers' voices go up when they ask a question or express interest or surprise.



c Work with a partner and fill in the table below. Then compare in class.

Conversation	Who had a problem?	What was the problem?	Why do they feel relieved?
1			
2			
3			

Activity 2



a When we have a conversation, it is important to show that we are listening. This is called **Active Listening**. One of the easiest ways to show interest is to use the word "really". Listen to this little conversation and then practise it with a partner.

Yesterday was not a good evening.	→ Really?
I had a bad argument with my partner.	→ Really?
Yes, it was so bad that I feared our relationship would end!	→ Really!
But it turned out to be a misunderstanding, so we're the best of friends again.	→ That's good to hear.

b Apart from "really", there are other expressions that encourage your partner to keep talking. Listen to the conversations from Activity 1 again and tick the expressions in the box below when you hear them.

Tell me more.	Go on.	Oh, no!	That's a relief!	Oh, dear!	Really?
---------------	--------	---------	------------------	-----------	---------



c Another technique is to echo the last word of what has just been said. Work with a partner. Turn to the audio script and read through the conversations together. Underline all the times that one person echoes the word or phrase that they have just heard.

Activity 3

a Work in small groups. Here are some problems that have turned out well. Match the statements in the right hand column to the situations on the left. How would you feel in these situations?

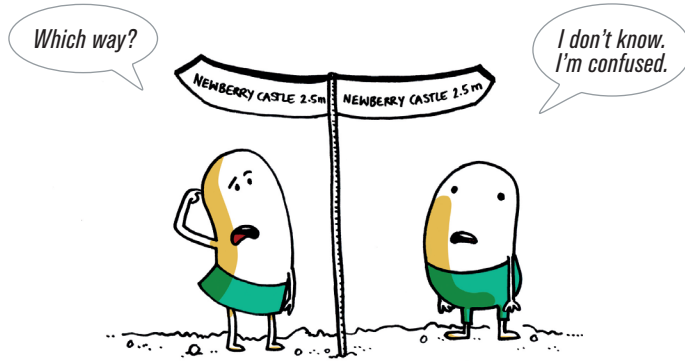
Oh no!	What a relief!
1 The traffic is bad and you get to the train station late.	a Two days later, after giving the plants lots of water, they start to look better.
2 It begins to snow heavily while you are driving home.	b She rings to say she has been given a seat on a flight with another airline.
3 Your neighbour is on holiday and you have forgotten to water her plants!	c Your partner has cooked a meal and is waiting for you.
4 You come home late, tired and hungry.	d The train you want to catch has a 20-minute delay.
5 Your daughter has been in America for the past year and her flight home has been cancelled.	e You get home before the roads are too bad!

b Tell each other stories about similar situations and practise active listening. You can use ideas from the table above or your own ideas.

Cooperating

- B1** Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
- A2** Can indicate when he/she is following.





Warm up

The differences between American English and British English can sometimes be confusing. Listen to two mini conversations. Where do you think the speakers are, in Britain or in the United States? How do you know?

- Conversation 1 Britain USA
 Conversation 2 Britain USA



Activity 1

a Look at the **British English** words below. Do you know their American equivalents? Write them next to the sentences. If you don't know them, listen to the recording and find out.

- 1 Here's your key, sir. You're in room 504. The **lift** is to your right.
- 2 The **motorway** is closed in both directions because of an accident.
- 3 Check the bus **timetable** before buying your ticket.
- 4 The new courses start in **autumn**, but you can register now.
- 5 There's a **car park** next to the Botanical Gardens.
- 6 There's always a long **queue** at the ticket office.
- 7 Could you **fill in** the registration form, please?
- 8 The **underground** station is only two blocks from the hotel.
- 9 The **toilet** is upstairs, at the end of the hall.
- 10 You can **hire** a car at the airport.

b Do you know any other words that are different in British and American English? Discuss in class and make a list on the board.

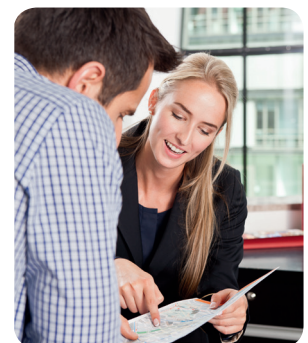
c Think about your own language. Do people in different parts of the country use different words for the same things?



Activity 2

You're going to hear two conversations between a hotel guest and a receptionist. The speakers are American. Listen and decide which answer is correct: a, b or c.

- 1 The receptionist tells the man to park the car
 - a in a car park nearby.
 - b in the hotel's parking facilities.
 - c on the street.
- 2 The receptionist recommends
 - a buying a ticket from the ticket machine.
 - b checking the timetable before leaving.
 - c taking the bus instead of the underground.



Activity 3

In British English we often use “have got” (or “has got”):

I've got a bus ticket. | He's got ...
 I haven't got a ticket. | He hasn't got ...
 Have you got a ticket? | Has he got ...?

In American English just “have” (or “has”) is used:

I have a bus ticket. | He has ...
 I don't have a ticket. | He doesn't have ...
 Do you have a ticket? | Does he have ...?

a Make questions with “have got” and “have”. Then listen to check your answers:

Example: (you – any money?) → **Have you got** any money? **Do you have** any money?
 1 (he – an umbrella?) 2 (you – a credit card?) 3 (she – a city map of Bath?)

b Now make negative sentences. Then listen to check your answers:

Example: (I – any coins.) → **I haven't got** any coins. **I don't have** any coins.
 1 (I – a ticket for the concert) 2 (he – a boarding pass) 3 (I – time today.)



Activity 4

a You're at Newberry Castle. Listen to the tour guide and decide if the statements are true or false. Then compare your answers in class.

- | | true | false |
|--|--------------------------|--------------------------|
| 1 You are not allowed to take pictures inside the Great Hall. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 You can get a map of the castle grounds from the tour guide. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 You can buy an umbrella at the gift shop. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 You have to pay extra if you want to see the art exhibition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The toilets for visitors with disabilities are upstairs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The tour guide is American. | <input type="checkbox"/> | <input type="checkbox"/> |

b Turn to the audio script for Activity 4a and highlight the words and phrases that are typical of British English. Use a different colour to highlight the American English words.

c Listen to the second version of the text where the nationalities have been changed around. Read along paying special attention to the differences.



In **British English** the floor of a building at street level is called the **ground floor**. The one above it is the **first floor**.

In **American English** the floor at street level is usually called the **first floor**. The one above it is the **second floor**.

Listening to announcements and instructions

- B1** Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
- A2** Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, on foot or by public transport.





Warm up

Work with a partner. Look at the illustration and describe what is happening. Have you ever experienced a situation like this? What did you do?



Activity 1

a People react differently to situations. Some people see things positively and hope for the best, others see things negatively and fear the worst. Listen to six people describing their fears. What are they talking about? Number the topics in the order you hear them.

exam mother football match lottery missing cat boyfriend

b Listen again and choose the best alternative for each speaker's last sentence from the list below to make them sound more hopeful.

		Speaker
A	But I tried my best, so I just hope that I get enough points to pass.	
B	When I visit her, I always hope that it'll be a good day and that she'll recognize me.	
C	But we're a great team and we still have the second half, so I still hope we'll win.	
D	I know there's only a very small chance of winning, but I hope my ticket is lucky this week.	
E	He's only been missing for four days, so I still hope he'll find his way home again.	
F	I'm going to try and phone him because I really hope that we can get together again.	



c Listen and check your answers.

Activity 2

The verb **hope** is used when you want something and you think it is possible.

It can be followed by the present tense: *I hope we arrive on time.*

or by the future tense with will: *I hope she'll be happy to see us.*

Optional: In both cases you can use **that**.

I hope that we arrive on time. / I hope that she'll be happy to see us.



a Look at the statements in Activity 1b. Circle all the times the future tense with will is used. How many have you found?

b What hopes do you have? Write down three sentences about yourself. For example: *I hope my English skills will get better and better.*

Activity 3

a Many people write a book and hope to become famous but have no luck. Listen to an interview with an author who kept on hoping and was successful. Decide if the following statements are true or false.

There is one true/false statement for the introduction and one for each interview question.

	true	false
1 Rick Howell has written two books.	<input type="checkbox"/>	<input type="checkbox"/>
2 Rick has been writing stories since he was a child.	<input type="checkbox"/>	<input type="checkbox"/>
3 Rick has a younger sibling.	<input type="checkbox"/>	<input type="checkbox"/>
4 Rick worked in an office.	<input type="checkbox"/>	<input type="checkbox"/>
5 Rick's first book was published at Christmas time.	<input type="checkbox"/>	<input type="checkbox"/>
6 Rick enjoys everything about being a famous author.	<input type="checkbox"/>	<input type="checkbox"/>

b Listen again and choose the correct answer.

- 1 The author's nickname is
 - a Howell.
 - b Jamie Dee.
 - c The Storyteller.

- 2 Rick's brother asked Rick to
 - a talk about a rugby match.
 - b tell him a specific story.
 - c write a Jamie Dee story for him.

- 3 Rick hoped to get a book published because he
 - a disliked his job so much.
 - b remembered what his father had said.
 - c wasn't earning enough money.

- 4 Rick's first book was published after his nephews
 - a asked Rick for a Christmas story.
 - b gave Rick's stories to a friend.
 - c told their school friends about Rick.



- 5 Rick has changed his hairstyle so that
 - a he looks more handsome.
 - b his family can be proud of him.
 - c nobody will stop him in the street.

c Rick mentioned hope three times. Can you remember what he hoped?

Activity 4

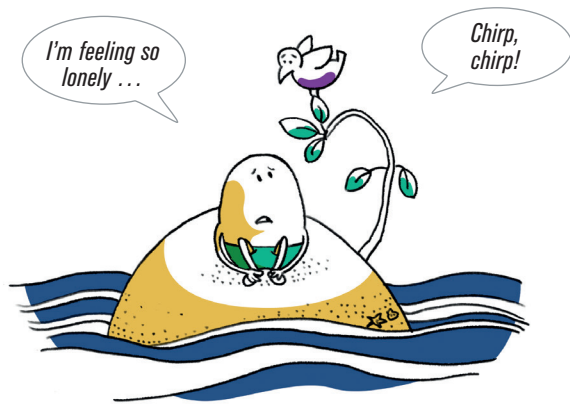
Work in small groups. There are many songs about overcoming problems and challenges and not giving up. Do you know any?



Listening to audio media and recordings

- B1** Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- A2** Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.





Warm up

- What is the difference between "being alone" and "being lonely"? Discuss in class.
- Do you like spending time alone? What do you like to do most by yourself?
- Have you ever eaten in a restaurant or been on holiday alone? Did you enjoy it or did you feel uncomfortable? Talk about your experiences in class.

Activity 1

- Party animal or lone wolf? Match the words on the left and the definitions on the right.

- | | |
|------------------|---|
| 1 to be sociable | a a person who loves going to parties |
| 2 loner | b a person or an animal whose company you enjoy |
| 3 party animal | c to enjoy spending time with others |
| 4 to socialize | d a person who likes to be alone |
| 5 companion | e the situation of being alone |
| 6 solitude | f to spend time with other people |

A person who likes to be alone is sometimes called a "lone wolf".

- Complete the sentences with the words from Activity 1a. Then listen to check your answers.

- Alyssa is a real She likes to go out every night.
- Eric was my travelling on my trip through South America last year.
- Alex is a very person. He enjoys talking to people and makes friends easily.
- I love the peace and of the forest.
- My parents think I'm a bit of a because I like travelling by myself.
- Company parties are a great opportunity to with your co-workers.

Activity 2

- Listen to five people talking about how they feel about being alone. Which speakers enjoy being alone?
- Listen again and choose the best answer:

- Diane is sad because she
 - does not have anybody to socialize with.
 - sometimes feels misunderstood.
 - thinks there's something wrong with her.
- Steve says he likes his family more when he has spent some time alone.

true	<input type="checkbox"/>	false	<input type="checkbox"/>
------	--------------------------	-------	--------------------------
- Kelly says she dislikes
 - coming home to a quiet house.
 - online friendships.
 - watching TV alone.



4 Nick says that solitude helps him to be more creative.

true false

- 5 Samantha believes that people
- do not have enough time for their friends.
 - need the company of others.
 - should spend more time alone.



c Which of the speakers do you most sympathize with? Discuss in class.

Activity 3

We often use the expression **by myself, etc.** to say that we did something **alone**.

Example: I went to the concert by myself. = I went to the concert alone.

The other forms are:

you – **by yourself** | he – **by himself** | she – **by herself** | we – **by ourselves** | they – **by themselves**

Make sentences with **by myself, by yourself, etc.**

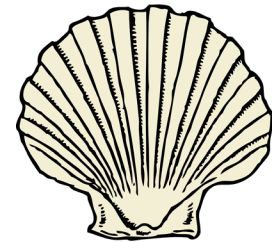
- Does your mother live alone?
- When we saw the children, they were alone.
- Do you enjoy spending time on your own?
- Ben wants to spend the evening alone.
- Did you go to New York alone?
- I walked home alone.

Activity 4

a Have you heard of the “Camino de Santiago” (The Way of St. James)? What do you know about it? Do you know anyone who has walked it?

b Listen to Adam’s story and answer the questions:

- Why did Adam and his wife Dana get divorced?
- How did Adam’s friends try to help him?
- How did Adam create time to be alone?
- What did he discover about himself?
- What did he change after he returned?



Activity 5

“Without great solitude no serious work is possible.”

Pablo Picasso

Discuss in class:

- Would you like to have more alone time in your life? What can you do to find more time for yourself?
- What are some of the benefits of spending time alone?



Overall spoken interaction

- B1** Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
- A2** Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.





Warm up

- a** Work with a partner. Look at the illustration and describe what is happening. Where do you think they are? What do you think the mother will say to her daughter after the concert?
- b** Have you or anyone you know ever performed on stage, alone or in a group? What did you or they do? When? Where?

Activity 1

- a** Have you ever had music lessons? Do you still play an instrument? What instrument do/did you play? How often do/did you play it?



- b** Gwen has just played the violin on stage. Listen to her mother and decide if the following statements are true or false.

	true	false
1 Gwen didn't feel hungry today.	<input type="checkbox"/>	<input type="checkbox"/>
2 Gwen hasn't played in a concert before.	<input type="checkbox"/>	<input type="checkbox"/>
3 Gwen plays the violin daily.	<input type="checkbox"/>	<input type="checkbox"/>

- c** Listen again and answer these two questions.

- 1 What do you know about Mrs. Davies? 2 How long has Gwen had lessons with Mrs. Davies?



Activity 2

Listen to four voicemail messages, which are from a time before Gwen's concert. Decide which is the correct answer: a, b or c. You will hear each message once.

- Rick wants Gwen's mother to
 - allow Gwen to play in the school orchestra.
 - buy Gwen a new violin.
 - send Gwen to another violin teacher.
- Mrs. Davies wants Gwen to
 - have a violin lesson before school.
 - play the violin twice a day.
 - practise 30 minutes every day.
- Gwen's grandmother has been asked to
 - advise which violin would be best.
 - buy Gwen a new instrument.
 - help finance a better violin for Gwen.
- Gwen's mother needs to
 - decide what Gwen will play in the concert.
 - give permission for Gwen to play in the concert.
 - persuade Gwen to play in the concert.



Present perfect with **for** and **since**.

How long have you played the violin? = you started playing the violin in the past and you still play.

Use **for** when you refer to a time period: I have played the violin **for** two years.

Use **since** when you refer to a point in time: I have played the violin **since** I was ten years old.

Activity 3

a Answer these questions using full sentences. Then listen again to check your answers.

1 How long has Gwen played in the school orchestra?

.....

2 How many lessons has Gwen had with Mrs. Davies?

.....

3 How long has Gwen had her current violin?

.....

4 How long has Mrs. Davies known about Gwen's solo?

.....

Remember:

I, you, we, they + **have**

Example: I have played ...

he, she, it + **has**

Example: She has played ...

b Work with a partner and ask each other questions.

Example: How long have you lived in your house? → I have lived there for ... years/since XXX.

How long have you ...

... been married? | ... had your job? | ... known your best friend? | ... been in this room? |

... had your car? | ... been awake today? | ... known your English teacher? | other ideas

Activity 4

a Listen to a voicemail message that Mrs. Davies leaves. Decide if the following statements are true or false.

1 Simon and Maggie Davies have seen each other recently.

true **false**

2 Simon has won the Young Musician of the Year Competition.

3 Maggie wants Simon's advice.

b Turn to the audio script and underline all the times the Present Perfect is used. Is it used with **for** or **since**?

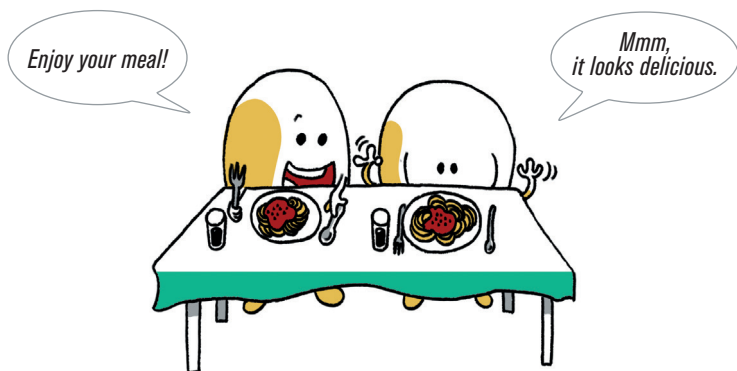
Identifying clues and guessing the meaning*

B1 Can guess the meaning of occasional unknown words from the context [...].

A2 Can look for clues in short texts (spoken or written) on everyday topics to guess the meaning of unknown words from the context.



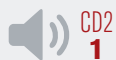
* simplified version of the CEFR descriptor Identifying clues and inferring



Warm up

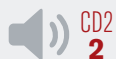
Discuss in class:

- What do you like to eat when you don't have much time to cook?
- Do you like pizza? Do you prefer to make pizza at home, call the delivery service or go to a restaurant?
- Why do you think pizza is popular?



Activity 1

- a** Look at the pizza menu on the right and listen to the telephone conversation. Which toppings does Tessa mention? Tick the boxes.
- b** Listen again. Tessa mentions three toppings that are not on the menu. Which ones?
-
- c** What are your favourite pizza toppings?



Activity 2

a Listen to the telephone conversation and answer the questions.

- Which topping does the woman NOT mention?
 - anchovies
 - feta cheese
 - ham
- What does the woman order with her pizza?
 - bread sticks
 - two large drinks
 - garlic bread
- How much does the woman have to pay?
 - \$ 14.50
 - \$ 15.40
 - \$ 15.50
- What's the woman's address?
 - 167 West 29th Avenue
 - 176 West 29th Avenue
 - 176 East 29th Avenue
- When will the pizza arrive?
 - within 20 minutes
 - within an hour
 - within half an hour

b



Do you remember what the employee said exactly? Circle the correct verb in the expressions below. Then listen again to check your answers.

- Can I (have – make – take) your order?
- Would you (care – like – want) for some bread sticks ...?
- Your total (arrives – comes – sums up) to

How would you say these things in your language?

We use **some** in positive sentences:

There are **some** black olives on the pizza.

I'd like **some** garlic bread, please.

We use **any** in negative sentences or questions:

We don't have **any** olives.

Do you have **any** garlic bread?

Exception: We use **some** in questions when we offer things or when we ask for things:

Would you like **some** dessert? Can I have **some** more water, please?

Activity 3

Complete the sentences with **some** or **any**.

- 1 I want sweet peppers on my pizza, but I don't want chili peppers.
- 2 I'm sorry. We don't have cheesecake today. Would you like apple pie instead?
- 3 Do you have pineapple juice? – No, but we have fresh orange juice.
- 4 I ordered cheese sticks because they didn't have garlic bread.
- 5 Would you like more cheese on your pizza? – No, but I'd like more olives, please.

Activity 4

a Listen to Part 1 of a conversation.

- 1 Where are the people?
- 2 What does the man order?
- 3 What's another expression for "A table for two"?

b Complete the sentences with the phrases below. Then listen to Part 2 of the conversation to check your answers.

comes with | your meal | to order | anything else | you are | care for | would you like | finished

- 1 Are you ready
- 2 It a cream sauce, fresh spinach and tomatoes.
- 3 What kind of salad dressing
- 4 Is there I can get you?
- 5 Here
- 6 Enjoy
- 7 Have you
- 8 Would you some coffee or dessert?

c Work with a partner. Turn to the audio script and read the dialogue.

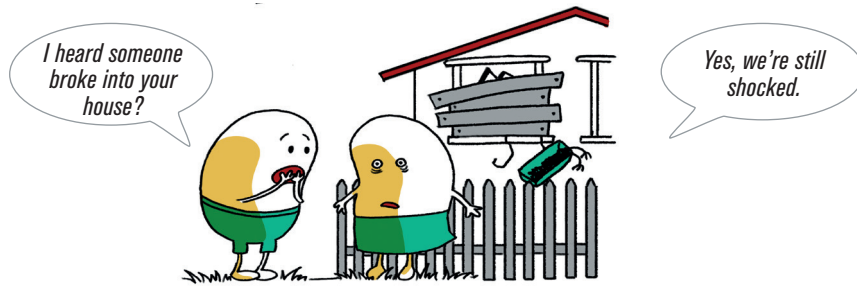


Understanding a native speaker interlocutor

B1 Can follow clearly articulated speech directed at him/her in everyday conversation [...].

A2 Can understand enough to manage simple, routine exchanges without undue effort.





Warm up

Look at the illustration and describe what is happening. Do you know anyone who has experienced a situation like this? What did they do?

Activity 1

a Match the words with their definitions.

- | | |
|---------------|--|
| 1 pickpocket | a anyone who steals things |
| 2 burglar | b someone who takes money from a bank by force |
| 3 thief | c someone who enters a building illegally and steals something |
| 4 bank robber | d someone who steals something from your bag or pocket |

b Work with a partner. Look at the following groups of words. Cross out the word that does not fit and explain why.

- apartment | castle | flat | house | stable
- bracelet | earring | necklace | ring | scarf
- clues | evidence | fingerprints | footprints | police
- balcony | carpet | door | stairs | window
- fence | gloves | mask | sack | torch



Activity 2

a Listen to Rosemary and circle the words you hear from Activity 1.

b Listen again and decide if the following statements are true or false.

- | | true | false |
|--|--------------------------|--------------------------|
| 1 Rosemary was awake when the burglar entered the flat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The burglar used the toilet window to get into the flat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The burglar escaped through the front door. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The burglar only stole money. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Rosemary has been in contact with her bank. | <input type="checkbox"/> | <input type="checkbox"/> |



Activity 3

a Listen to a woman talking about her neighbour and answer these questions.

- What is happening today?
- What happened three months ago?
- What happened last month?

b Listen again and choose the correct answer.

- Janie didn't like the house because
 - it wasn't big enough.
 - she felt too alone.
 - the neighbours were difficult.



- 2 The police found
 - a fingerprints from three burglars.
 - b footprints near the back door.
 - c some clues near the fence.

- 3 After the burglary Janie
 - a asked her neighbour for advice.
 - b didn't sleep in the house again.
 - c moved to her parents' home the same day.

Activity 4

- a Listen to an interview on the radio. How many questions does the radio presenter ask Chief Inspector Jones?
- b When you listen and take notes, it is not possible to write full sentences because you do not have enough time. Just write down the most important words. Listen again and fill in this table.



Why are burglaries shocking?	1 People enter 2 People your things 3 Things are
Possible reactions when you hear a burglar	1 make a noise and 2 stay 3
Reaction when you come home after a burglary	1 go 2 3 don't
What the police will do	1 2 3
What you should do
How to make your home safe	1 a lock 2 install 3

Activity 5

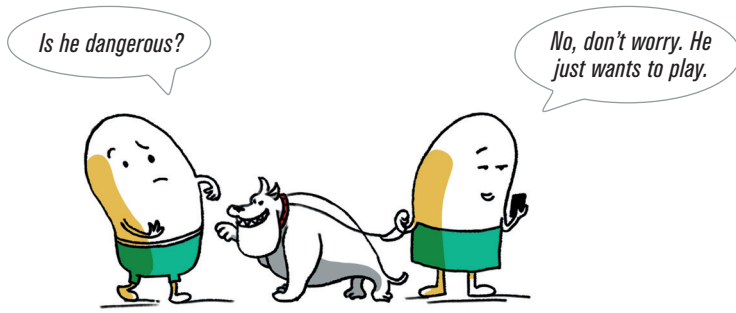
- a Listen to the recordings for Activity 2 and Activity 3 again and take notes. Then work with a partner and compare the two burglaries. Do Rosemary and Janie react in the same way? What differences are there between the two stories?
- b Work with a partner. One of you is Rosemary and one of you is Janie. Tell each other about the burglary that took place in your home.



Note-taking

- B1** Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
- A2** No descriptor available.





Warm up

Millions of people travel without problems every day. However, many travellers worry about what can go wrong when they go on a trip. What about you? What do you worry about when you travel? Here are some ideas. You may also add other ideas.

missing your flight | getting sick | getting lost | being attacked | not speaking the language

Compare notes and talk about your travel worries in class.



Activity 1

a How good is your "Airport English"? Work with a partner and fill in the gaps. Then listen to check your answers.



liquids | luggage | carry-on | boarding | delayed | aisle | boarding call | take off



Questions you will hear at the check-in counter:

- 1 How many pieces of are you checking in?
- 2 Do you have any luggage?
- 3 Would you like a window or an seat?



Questions you will hear at the security checkpoint:

- 4 Are you carrying any or sharp objects?
- 5 Could you your shoes, please?



Announcements you will hear at the gate:

- 6 Flight 392 to Manchester is now ready for
- 7 This is the final for passenger James Tanner, travelling to Rome.
- 8 Ladies and gentlemen, Flight 655, Honolulu, has been due to a mechanical problem.

The bags and suitcases that people carry when travelling are called **luggage** or **baggage**. Both these words are uncountable nouns: How much luggage do you have? To make them countable, say "pieces of ...": How many pieces of luggage do you have?

b Have you ever had any problems at an airport (e.g. a flight was cancelled or delayed, your luggage didn't arrive, etc.)? Tell your classmates what happened.



Activity 2

a Listen to the conversation at the check-in counter. Are the statements true or false?

- | | true | false |
|--|--------------------------|--------------------------|
| 1 The man has two pieces of carry-on luggage. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He is allowed to take his backpack onto the plane. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He prefers an aisle seat to a window seat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He is worried that his flight might be cancelled. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The man's flight leaves on time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The man has a nonstop flight to Dublin. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 He can get onto the airplane at 11:20. | <input type="checkbox"/> | <input type="checkbox"/> |



Listen again and double-check your answers. Then turn to the audio script and read the dialogue with a partner.

Activity 3



Some English verbs have two parts. They consist of a verb and a particle. Example: look + for
The particle often changes the meaning of the verb:

- look for** = try to find I'm **looking for** my passport.
look after = take care of Who **looks after** your dog when you're on holiday?

You already know many of these verbs. Fill in the gaps. Then listen to check your answers.

- We have to **get** early if we want to be at the airport at 8 o'clock.
- Our flight was delayed by two hours. The plane **took** at 1:15.
- Ladies and gentlemen, please **switch** your mobile phones now.
- Please **fill** this form and sign it at the bottom.
- In case of an emergency, you should **put** your oxygen mask.
- After the plane lands, you go to the baggage claim area to **pick** your luggage.

on
up (2x)
in
off (2x)

Activity 4

You're going to spend your summer vacation in California and are on your way to San Francisco.
Listen to the announcements and tick the correct answer.

You're at the airport, waiting for your flight to San Francisco.

Announcement 1

- Is there any reason to be worried? Why or why not? Yes No
- Which gate should you go to? A13 A15 A24



You're on the airplane.

Announcement 2

- Which safety feature does the flight attendant NOT mention?
 emergency exits life vests seat belts oxygen masks
- Listen again. What's another word for "airplane"?
And another word for "help" or "to help"?



Announcement 3

- Are you allowed to get up and walk around? Yes No
- Are you allowed to use your laptop? Yes No
- The flight attendant mentions two electronic devices: laptops and



Announcement 4

- The flight attendant says that you will
 experience turbulence. be landing soon. arrive with a 20-minute delay.



Announcement 5

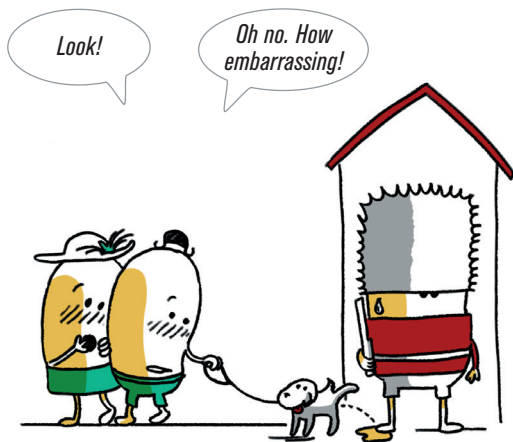
- What's the weather like in San Francisco?



Listening to announcements and instructions

- B1** Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
- A2** Can catch the main point in short, clear, simple messages and announcements.





Warm up

- a** "God save the King/Queen" has been the British National Anthem since the 18th century. The word "save" in the anthem means "keep him/her safe and well". Read the text.

God save our gracious Queen,
Long live our noble Queen, God save the Queen!
Send her victorious, Happy and glorious,
Long to reign over us, God save the Queen!

- b** How would the text change if there was a king on the throne?

Activity 1

- a** What do you know about Buckingham Palace, the Queen's main royal home in London? Try this quiz with a partner. You will have to guess some of the answers.

- Who was the first British king or queen to live in Buckingham Palace?
 King Henry VIII Queen Elizabeth I Queen Elizabeth II Queen Victoria
- How many rooms does Buckingham Palace have?
 225 450 775 900
- How often are the 760 windows at Buckingham Palace cleaned?
 once a month every six weeks every three months twice a year
- What is the name of the black hat that the Palace Guards wear?
 bearskin black cap top hat fur hat
- When does the Changing of the Guard at Buckingham Palace take place?
 9:30 a.m. 11:30 a.m. 2 p.m. 5 p.m.
- What is the name of the special flag that flies on the roof when the queen is at Buckingham Palace?
 the British Flag the Lion Flag the Royal Standard the Union Jack



- b** Work with a partner. Write down the six correct answers on a separate piece of paper. Close your books. Together try to remember the questions to these answers.



Activity 2

Every year the Queen holds three summer garden parties in the grounds of Buckingham Palace. All kinds of people are invited: People who have done voluntary work or helped their local community in some way, or done something special. The guests receive an official invitation in the post with the words: "The Lord Chamberlain is commanded by Her Majesty to invite XXX to a Garden Party at Buckingham Palace on ..."



- a** Listen to the recording. How often is the National Anthem played at a Buckingham Palace Garden Party?

b Listen again and fill in the gaps.

- 1 About guests are invited to each garden party.
- 2 The gates open at
- 3 In the garden there are bands playing.
- 4 About cups of tea are drunk.
- 5 About sandwiches and slices of cake are eaten.
- 6 There are about serving staff.
- 7 The Queen appears at
- 8 The Queen leaves at

Careful!

The dot is a decimal point: **12.75**
 The comma is used to indicate thousands: **20,000**

Activity 3



a What kind of embarrassing things could happen at a Buckingham Palace Garden Party? List your ideas on the board.

b Listen to some garden party guests talking about their experiences. Listen once and fill in why they were invited. Listen a second time and tick if they were embarrassed and fill in why.

Speaker	Reason for invitation	Embarrassed?	Why?
1			
2			
3			
4			

c Listen again and answer these questions:

- 1 Which speaker(s) actually met the Queen?
- 2 Which speaker(s) mention shaking hands with the Queen?
- 3 Which speaker(s) mention the weather?
- 4 Which speaker(s) talk about clothes?



Activity 4

We use question words plus **do/does** or **is/are** to form questions.

1. **When does** the Queen appear at the garden party?
2. **When do** the Palace Gates open?
3. **Where is** tea served?

The question word **how** is used with a phrase: how often, how long, how many XXX?

4. **How** often **does** the Queen have a garden party at Buckingham Palace?
5. **How** many cups of tea **are** drunk?
6. **How** long **do** the guests stay at the Queen's Garden Party?

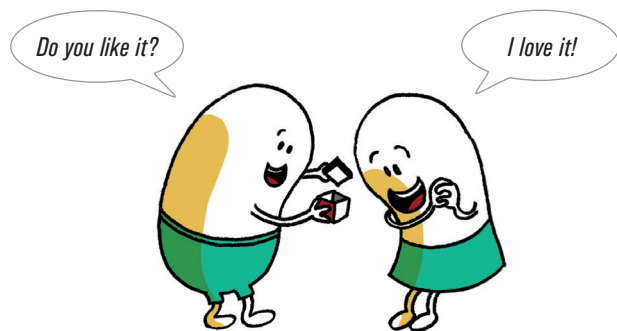
Work with a partner. Answer the above questions. Then turn to the audio script and ask each other questions using each of the question words above.

Listening to audio media and recordings

B1 Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

A2 Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.





Warm up

- a** What comes to mind when you hear the expression "go shopping"? Collect your ideas on the board.
- b** How many people in your class love shopping? Do women generally like shopping more than men? Why or why not?

Activity 1

- a** What are your shopping habits? First, answer the questions below. Then, compare with your classmates.

1 Where do you like to shop?

- shopping mall
 flea market
 online
 other

2 What do you like to buy?

- clothes
 electronics
 shoes
 other

3 Who do you like to go shopping with?

- your friends
 your partner
 alone
 other

4 What is most important to you?

- brand name
 fit / comfort
 price
 other



- b** Listen to the recording. What are Nick's shopping habits?

1 Where does he like to shop?

- shopping mall
 flea market
 online
 other

2 What does he like to buy?

- clothes
 electronics
 shoes
 other

3 Who does he like to go shopping with?

- his friends
 his partner
 alone
 other

4 What is most important to him?

- brand name
 fit / comfort
 price
 other



Activity 2

- a** Here's some useful shopping vocabulary. Complete the sentences with the expressions below. Then listen to check your answers.

on sale | window shopping | discount | shopaholic | bargain | saving up for | receipt

- My sister loves shopping. I'd say she's a real
- Some stores offer a when you pay in cash.
- I'm a hunter. I always wait for the sales before buying things.
- You cannot return the item without a
- We're a new TV.
- Look! The shoes are now. They're 20% off.
- I enjoy for inspiration. It gives me lots of fashion ideas.

- b** Discuss in class:

Are you a bargain hunter? What is the best bargain that you have ever found?

Are you saving up for anything that you would like to buy in the future (e.g. a new car, etc.)?

Notice the difference:
"do the shopping/ to go for groceries":
 buy things that you need regularly (e.g. food)
"go shopping":
 buy things that you do not need regularly (e.g. clothes); go shopping for fun

Activity 3

a Listen to three conversations between a customer and a salesperson. For each conversation there are two statements. Which of the two statements is true? Tick the box.

- 1 The saleswoman takes the shirt back even though the customer doesn't have a receipt.
 The customer wants to buy five shirts in different colours.
- 2 The customer is looking for a summer dress that doesn't cost a lot of money.
 The saleswoman tells the customer about some special offers.
- 3 The customer buys the ring although he doesn't know his girlfriend's ring size.
 The saleswoman suggests buying a different ring which is more expensive.



b People often use the expression **Do you want me to ...** when offering their help or assistance:
Do you want me to get you some water? = Can I get you some water?

Listen to the conversations again. How do the speakers use the expression "Do you want me to"? Complete the sentences with these words:

help | show you | wrap the box | where they are | for you | you

- 1 The shirts come in five different colours. Do you want me to ?
- 2 I have a 12-year-old son, so I have lots of ideas. Do you want me to ?
- 3 I'll put the ring in this pretty blue box. Do you want me to ?



c Do you remember what to say in these situations? If you're not sure, listen again.

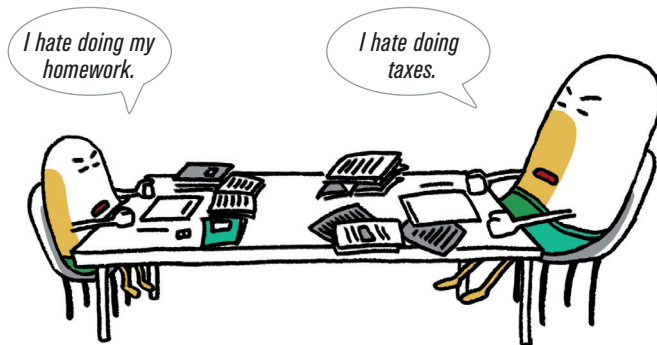
- 1 You don't need any help, but the salesperson asks you: "Can I help you find anything?"
No, thanks. (I'm just looking / I look around).
- 2 You decide to take an item back to the store:
Can I (change / return) it?
- 3 You want to find out if something fits:
Can I (pull / try) it on?
- 4 You've decided to buy an item:
(I'll / I) take it.



Transactions to obtain goods and services

- B1** Can deal with most transactions likely to arise whilst travelling [...]. Can cope with less routine situations in shops [...].
- A2** Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.





- I don't feel very well!
- I've got a temperature!
- It's my birthday today!

Warm up

Your 10-year-old son does not want to go to school today and tells you why. For which reasons below would you allow him to stay home? Compare with a partner. Do you agree?

- I've got stomach ache!
- I haven't done my homework!
- I've got a headache!
- I'm too tired!
- I've just been sick!
- I hate school!
- My classmates tease me!



Activity 1

a Why do some children hate school? You are going to hear five people talk about their experiences. First read the statements below and check that you understand them. Then listen to the speakers and decide if the statements are true or false.

to bully = repeatedly hurt or frighten a weaker person
dyslexia = when a person finds it hard to read, write and spell
truant = someone who misses school
to skip class = to not go to a class
to tease s.o. = to laugh at and criticise in a way that's either playful or unkind

- | | | |
|---|--------------------------|--------------------------|
| 1 The first speaker thinks her son is being bullied. | true | false |
| 2 The second speaker says he hated school because he had dyslexia. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The third speaker blames her parents for sending her to the wrong school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The fourth speaker says that he hated his classmates. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The fifth speaker says that he was a truant. | <input type="checkbox"/> | <input type="checkbox"/> |

b Listen again and fill in the gaps. There are always two words missing.

- 1 Some of the boys (...) are unkind to him during
- 2 I had terrible problems while I was at
- 3 While I was at school, life was for me.
- 4 During they played with their expensive smart phones.
- 5 During school hours it was much more fun to do things with

Activity 2

While and **during** have a similar meaning but are used in different ways.

We use **during** + a **noun**

During the **physics lesson** I fell asleep.

Many children are unhappy **during** **schooltime**.

We use **while** + **subject** + **verb**

While the **physics teacher** *talked*, I fell asleep.

Many children are unhappy **while** **they** *are* at school.

a Underline all the times **during** and **while** are used in Activity 1b.

b Add **during** or **while** to the following sentences, then listen to the recording to check your answers.



- 1 Tim fell asleep the French class.
- 2 It started raining we were doing sport outside.
- 3 Sally had a headache the test.
- 4 I left the room the teacher was looking the other way.
- 5 I was at school, I hated doing homework.
- 6 We were all bored the lesson.
- 7 I didn't make many friends I was at school.
- 8 He hurt his arm the football match.

Activity 3



a You will hear four voicemail messages. Which answer fits best: a, b or c?

- | | |
|--------------------------------|---|
| 1 Rory Blackwood | a asks why Martin wasn't at school.
b informs you about Martin's absences.
c tells you Martin's test marks are bad. |
| 2 Rory Blackwood suggests that | a Martin stays home tomorrow.
b the three of you have a meeting.
c you talk to Martin and ring him back. |
| 3 Rory Blackwood asks you to | a help Martin with his schoolwork.
b meet a school official.
c ring the Truant Officer. |
| 4 Rory Blackwood can | a cancel the meeting.
b look for another way to help.
c visit Martin's father. |



Martin, 14 years old

Study tip

When you have listened to the recordings, turn to the audio scripts and practise reading the texts aloud, together with the recording.

b Listen again and answer the following questions.

- 1 What did Martin miss today?
- 2 At what time is the first meeting?
- 3 What is the Truant Officer's name?
- 4 When will Martin start living with his Dad?



Activity 4

a What do you think Martin's problem is? Listen to the recording and see if you guessed correctly.

b Listen again and decide if the following statements are true or false.

- | | true | false |
|---|--------------------------|--------------------------|
| 1 Martin used to hate school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Martin complains about the music teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Martin's father is very nice. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Martin apologizes to his Mum. | <input type="checkbox"/> | <input type="checkbox"/> |



Listening to audio media and recordings

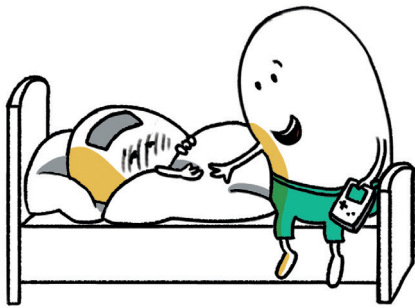
B1 Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

A2 Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.



I feel terrible.

I've come to cheer you up.



Warm up

a Here are the words for ten body parts. The letters of the words are all mixed up. Can you figure out what the words are?

thoum chosmat cenk deha refodeha

 anhd oet enkla eson ram

b What other body parts can you name? Work with a partner and write down as many as you can. Then compare in class.

Activity 1

a Do you remember the last time you had a cold? What were your symptoms? Tick the boxes.

- | | | |
|--|---|---|
| <input type="checkbox"/> a sore throat | <input type="checkbox"/> a stomach ache | <input type="checkbox"/> muscle aches |
| <input type="checkbox"/> a cough | <input type="checkbox"/> an itch | <input type="checkbox"/> a fever |
| <input type="checkbox"/> a headache | <input type="checkbox"/> a runny nose | <input type="checkbox"/> other symptoms |

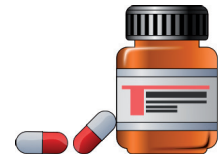


b Work with a partner and discuss: What do you usually do when you have a cold?

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> see a doctor | <input type="checkbox"/> stay in bed all day | <input type="checkbox"/> go to work |
| <input type="checkbox"/> drink lots of liquids | <input type="checkbox"/> take some cold medicine | <input type="checkbox"/> other ideas |

c Listen to the conversation between Harry and his doctor.

- Which of the symptoms from Activity 1a does Harry mention?
- Listen again. Which other symptoms does he have? Tick the boxes.
 feeling tired sneezing an itchy nose
- Which statement is true? The doctor tells him to ...
 stay at home for four days.
 drink warm milk with honey.
 take the cough syrup every four hours.



Activity 2

a Listen to the recording. Five people are describing their symptoms. What health problem does each person have?

- Speaker has **hay fever**.
 Speaker has **diarrhea**.
 Speaker has **mosquito bites**.
 Speaker has the **flu**.
 Speaker has a **hangover**.



b How do you respond when people tell you that they feel bad? Listen to two examples and write down the expressions that the speakers use:



“Oh, no. You must feel awful.” | “Cheer up!”

- 1 It's just a hangover. You'll be fine tomorrow.
- 2 Have you taken any medicine?

What is the difference between the two situations? When is it OK to say “Cheer up”? When should you not say it?

c Think about the conversation between Harry and the doctor in Activity 1c again. Do you remember which expression the doctor uses? If not, listen again. What is the situation?

Activity 3



We use **must + infinitive** (without “to”) to say that we are sure about something:
You **must feel** awful. = I'm sure you feel awful.

Rewrite the sentences. Use **must + infinitive**. Then listen to check your answers.

- 1 I have an itchy red bump on my hand. I'm sure it's a mosquito bite.
- 2 The phone's ringing. I'm sure it's Dr Clarke. He wanted to call me back.
- 3 You've been working hard. I'm sure you're tired.
- 4 I can't find my prescription. I'm sure it's in my bag.
- 5 Samantha drank a lot of wine last night. I'm sure she has a hangover.

Activity 4

a Look at the pictures on the right. Can you guess why the two girls feel bad?



b Listen to the two conversations. Which of the girls is Leah, which is Julia? Write their names below the pictures.



c Listen again. Are the statements true or false?

- | | true | false |
|--|--------------------------|--------------------------|
| 1 Leah has a fever and a runny nose. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Leah's friend is worried about catching the flu. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Leah's friend is going to buy some ice cream at the supermarket. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Julia doesn't want to go to school because she's ill. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Julia is worried that her classmates are going to laugh at her. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Julia's mother tries to cheer her daughter up. | <input type="checkbox"/> | <input type="checkbox"/> |



2

Using the right language in the right situation*

- B1** Can express himself/herself politely and appropriately in different situations.
- A2** Can perform and respond to basic language functions, such as information exchange and requests [...].



* simplified version of the CEFR descriptor Sociolinguistic appropriateness

I've got 600 friends on Facebook.



Wow, I envy you!

Warm up

Work in small groups. There are many fairy tales about people who are given three wishes. Some people use the wishes wisely, some wish for the wrong things and some don't know what to wish for. If a fairy gave you three wishes, what would you wish for?

Activity 1

- a** Do you know the song "You're as cold as ice"? If someone is as cold as ice, they are very, very cold. In other words, they have no feelings. This comparison is known as a simile. Instead of using the word very, we often compare things in this way. Work with a partner. Combine list A with list B to make some more similes. Example: as strong as an ox

A big | blind | flat | fast | good | light | old | quiet | ~~strong~~ | white

B a bat | an elephant | a feather | a ghost | gold | the hills | a mouse | ~~an ox~~ | a pancake | the wind

- b** Listen to check your answers. The order is the same as in list A. Then listen again and repeat each simile.



Activity 2

- a** Which simile from Activity 1 would you use for these situations?

- 1 I feel really, really old. → I'm as
- 2 The little boy behaved very well. → He was
- 3 The little girl didn't make a noise. → She was
- 4 Anthea can run very quickly. → She's
- 5 Richard can lift his own body weight. → He's

- b** Fill in the gaps with a simile from Activity 1, then listen to check your answers.

- 1 I envy you. I live in a very boring part of the world because there are no hills. The countryside is
- 2 Let me see the trophy you won at the horse riding competition. Wow, it's huge; it's
- 3 Cindy, are you all right? Come and sit down and have a glass of water. Has anything happened? You look
- 4 Don't worry about your heavy suitcase. Simon will carry it upstairs. He does weight training twice a week. So, for him, your suitcase will be
- 5 I couldn't find my sports shoes this morning. Do you know where they were? They were right next to my sports bag. I'm

- c** Close your books and test how many similes you can remember. Student A says: "As good as ..." and Student B adds the ending. Then Student B starts.



Activity 3

When you are not happy with the current situation, use **wish + past tense**.

My suitcase is too heavy. I wish it was lighter.

I've only been to Paris. I wish I had enough money to travel the world.



*see Reading unit 12 for using wish to talk about the past.

a *Very often we feel envious and wish that we had something that somebody else has. Or we wish that something was different. Listen to the speakers from Activity 2b again and write down what they wish.*



- 1 I wish
- 2 I wish
- 3 I wish
- 4 I wish
- 5 I wish



b *Make up some more sentences: Example: you are cold → I wish it was warmer.*

- 1 you feel ill | 2 your car is old | 3 your children are too loud | 4 your house is dirty | 5 you don't have enough money | 6 you don't like your job

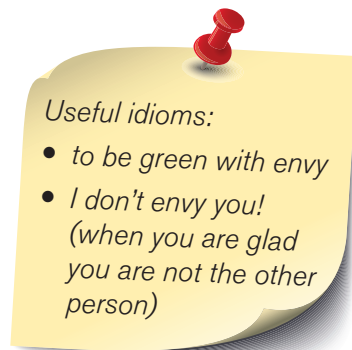


Activity 4

You are going to hear an interview on the radio. First read items 1 – 10. While you are listening decide if the statements are true or false. Listen to the recording twice.



- | | true | false |
|---|--------------------------|--------------------------|
| 1 You are listening to the radio at the weekend. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Alex Glover is a university professor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Alex says stress is always bad for us. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 We only feel envious about things. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Alex talks about being envious of a friend. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Analysing why you are envious can help you live a happier life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Alex says envy gives people a reason to do things. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Sidney turned envy into a personal goal. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Alex says everyone can win a medal if they want to. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 We need to think about other people in the right way. | <input type="checkbox"/> | <input type="checkbox"/> |



Activity 5

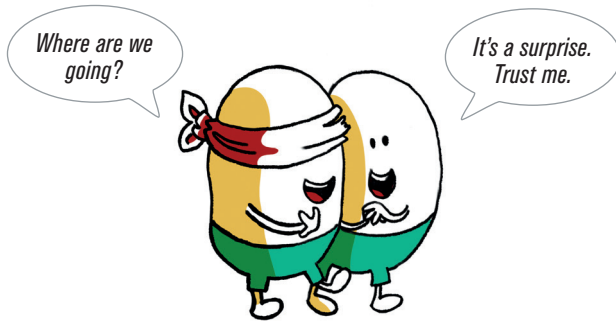
What makes you feel envious? Work with a partner and interview each other. Here are some things that could cause envy:

money, success, job, clothes, car, house, English skills, your neighbour's garden, other ideas

Interviewing and being interviewed

- B1** Can provide concrete information required in an interview (...) but does so with limited precision.
- A2** Can answer simple questions and respond to simple statements in an interview.





Warm up

Have you ever had a colleague (or boss, or business partner) that you really enjoyed working with?

Describe what he or she is/was like. List three qualities that make/made working with him or her enjoyable. Example: He or she is always helpful, listens to me, etc. Then compare with a classmate.

Activity 1

a Here are some examples of things that people can do to build or lose trust. Combine a word from the left box with a word or phrase from the right box.

- 1 keep
- 2 admit
- 3 spread
- 4 tell
- 5 play
- 6 talk

- the truth
- badly about people
- a promise
- rumors
- political games
- a mistake



b Work with a partner. Sort the phrases into the correct column. Then add two ideas of your own to each column.

ways to build trust	ways to lose trust



Activity 2

It's important / difficult / easy / unfair / necessary / best / better / possible etc. **(not) to ...**
 Examples: **It's important to** trust your colleagues. **It's important not to** lie.

Complete the sentences as in the example. Then listen to check your answers.

- possible – create a positive work environment. → It's possible to create a positive work environment.
- 1 difficult – admit your mistakes →
 - 2 important – keep your promises →
 - 3 unfair – talk badly about other people →
 - 4 easy – spread rumors →
 - 5 best – tell the truth →
 - 6 better – not play political games →
 - 7 necessary – work together →

Activity 3

Andrew Johnson is the manager of a company that designs kitchens. Two years ago, he received the "Best Boss of the Year Award". Today, he's talking to two students from the local Business School.



a First, read the statements below. Then listen to the first part of the conversation and decide if they are true or false.

Andrew says:

- 1 Trust is important for all types of work, not just teamwork.
- 2 Most people have experience with teamwork.
- 3 Trust between colleagues is the most important thing.

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



b Read the statements. Then listen to the second part of the conversation. Which of the options does Andrew mention? Tick the boxes.

- 1 In order to build trust, people should

<input type="checkbox"/> do what they say they will do.	<input type="checkbox"/> share information.	<input type="checkbox"/> tell the truth.
<input type="checkbox"/> treat others with respect.	<input type="checkbox"/> listen to other people's ideas.	<input type="checkbox"/> keep their promises.
- 2 People often start rumors when they

<input type="checkbox"/> are bored.	<input type="checkbox"/> do not get enough information.	<input type="checkbox"/> want to get attention.
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- 3 In a negative environment, people

<input type="checkbox"/> play political games.	<input type="checkbox"/> frequently complain.
<input type="checkbox"/> compete against each other.	<input type="checkbox"/> often have health problems.
- 4 In a positive environment, people

<input type="checkbox"/> earn more money.	<input type="checkbox"/> are more creative.
<input type="checkbox"/> are more motivated.	<input type="checkbox"/> are healthier.



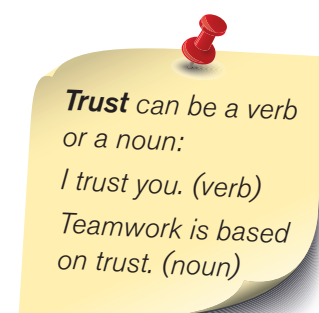
c With a partner, talk about your work environment. Is it positive or negative? Why do you (not) like it? What changes would you like to see?

d How can the work environment affect a person's health? Discuss in class.

Activity 4

a Work in small groups and discuss one of these questions:

- What are the advantages (and disadvantages) of teamwork? Do you prefer working alone or in a team? Why?
- What qualities should a good team player have?



Formal discussions and meetings

- B1** Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.
- A2** Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.





Warm up

Your teacher is going to take you on an imaginary journey to a special place. Maybe your destination will be a beach where you can hear the sea and feel the sand, or a garden where you can hear the wind in the trees and smell the flowers, or the top of a mountain ... Relax, close your eyes and listen to your teacher.

Activity 1

a It's not easy to calm down after a stressful day, so we have to find ways to help ourselves. Take it in turns to describe these pictures. Do you relax in any of these ways?



Speaker



Speaker



Speaker



Speaker



Speaker



Speaker



b Listen to six people talking about how they relax and decide which picture matches which speaker.

c What is each person's main message? Choose the best title for each picture from the options below. Then listen again to check.

- 1 A regular sauna gives you lots of new energy.
- 2 Buy tea that helps you relax.
- 3 Drink a cup of tea, and you'll feel better.
- 4 Everyone feels good after doing sport.
- 5 Having an animal companion can affect your life positively.
- 6 Healing sounds are all around us.
- 7 I love a combination of movement and fresh air.
- 8 If you want a healthy body, go to the sauna.
- 9 Listening to music makes everyone feel good.
- 10 Music gives me a feeling of freedom.
- 11 Pets need a lot of your time.
- 12 Some sounds have a healing effect on your body.

Picture

-
-
-
-
-
-
-
-
-
-
-
-

d Do you agree with what the speakers say? Why or why not?

Make and let

Structure: verb + object + infinitive verb (without to)

Example: Busy traffic makes me feel aggressive. (= causes me to feel this way)

I let Rex sit at my feet. (= allow)

You can use the verb **help** with or without **to**. Example: *A shower helps me relax. A shower helps me to relax.*

**Activity 2**

Decide if **make** or **let** fits in these gaps.

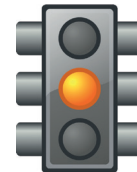
- 1 A massage me feel good.
- 2 him do what he likes doing.
- 3 A dog you feel welcome when you come home.
- 4 Please me have another cup of your delicious tea.
- 5 me help you to calm down.
- 6 Spending time with my friends me feel happy.
- 7 Drink some water, it'll you feel better.
- 8 I him sit down and told him to take it easy.

**Activity 3**

CD2
37

a Listen to two conversations. For each conversation there are two tasks. First decide if the statement is true or false. Then decide which answer fits best: a, b or c.

- 1 Rachel has just caused an accident. true false
- 2 Pete will meet Rachel
 - a at the garage.
 - b by the traffic lights.
 - c in the town centre.
- 3 Alice was angry with the flight attendant. true false
- 4 Alice told the passenger
 - a how important it was for her to calm down.
 - b that everything was all right.
 - c where she could get some water.



- b** Listen to the first conversation again and tick the expressions on the sticky note that you hear. Then turn to the audio script and read the conversation with a partner.
- c** Listen to the second conversation again. Then work in groups of three and role play the situation.

Useful expressions
 Keep calm.
 Calm down.
 Take it easy.
 Slow down.
 Don't worry.
 It doesn't matter.

Overall listening comprehension

- B1** Can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
- A2** Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.



Unit 1

Activity 1

- Eddie** Are you ready to go, Serena?
Serena Not just yet. I can't find my mask and snorkel. Have you seen them, Eddie?
Eddie On the kitchen table. Come on, let's go! It's a three-hour drive to the beach and I'd like to get there before noon.
Serena Just a minute. What about my flippers? I'd like to take the new ones with me. The yellow ones, you know?
Eddie They're already in the car, along with our wetsuits.
Serena Oh OK, great. Let's go then!

Activity 2

- Owen** Wow, look at the sky, Adam!
Adam It's amazing, isn't it? Do you think we'll be able to get a good shot of the full moon?
Owen I hope so. Taking pictures of the moon is not easy, though. There are a lot of things that can go wrong.
Adam I know, Owen. I took some shots of the moon from my balcony last month, but I wasn't very happy with them.
Owen Well, maybe today's your lucky day. Do you want to set up the tripod while I get the camera bag from the car?
Adam Sure. Could you also grab my sweater? It's a little chilly out here tonight.
Owen OK, I'll be right back.

Activity 3

- 1**
Cheryl Ryan? I'm taking the dog for a walk. Do you want to come?
Ryan Sure, why not. Ah, let's not forget the leash. You're not allowed to let the dogs run free in the park anymore.
Cheryl Oh really? You have to put them on a leash now?
Ryan Yes, there's a new sign at the entrance to the park. It says that dogs have to be on a leash at all times.
- 2**
Beth Have you heard that Eleanor has opened a pottery shop on Church Street?
Amber No, I had no idea.
Beth Yes, she sells handmade ceramics and pottery. But that's not all: she also teaches classes. You can learn how to work with clay and make your own pottery.
Amber That sounds interesting. I've always wanted to try that. Maybe Eleanor can show us how to make plant pots.
Beth I'm sure she can. Let's stop by her shop and find out more about her classes.
- 3**
Travis I'm really looking forward to our skiing trip next weekend.
Stella Me, too. But I have to buy new ski goggles before we go. I lost mine last year.
Travis I don't think you need goggles. When it's not windy, you can just wear normal sunglasses.
Stella You're right. Normal sunglasses should be fine.

- 4**
Lucy Hello?
Dan Hi, Lucy. It's me, Dan.
Lucy Hi, Dan. How are you doing? Are you ready for our new painting class?
Dan Well, that's why I'm calling. I just read the course description again. It said we're going to paint on a large canvas today.
Lucy Yes, that's right.
Dan Well, where can I buy one? And how large is large?
Lucy You don't have to worry about buying a canvas. The school will provide one.
Dan Oh OK, that's easy enough.
Lucy So, are you going to pick me up at around six?
Dan Sure thing. See you then.
Lucy See you.

Activity 4

- 1** What do you **do** in your free time?
2 I want to learn how to **make** jewellery.
3 Do you know how to **make** blueberry muffins?
4 How often do you **do** yoga?
5 Can you **make** money with your hobby?

Unit 2

Activity 1b

Speaker 1

I'm a security guard who does night watch. It sounds exciting, but, actually, it's deadly boring because nothing happens. I have to sit in my chair and stare at monitors showing images from security cameras for eight hours. There's no action at all. I'm not allowed to read a book or listen to music, and if I fall asleep, I'll lose my job. I just have to force myself to stay awake.

Speaker 2

At the beginning I thought my job was really exciting. Now I have mixed feelings. Sometimes it's a bit boring because you have nothing to do. I enjoy takeoffs and landings but once the plane has reached cruising altitude, the autopilot takes over. All you have to do as an airline pilot is to sit in your seat, watch the instruments, regularly check the computer and stay alert. Actually, airlines have invested quite a lot of money trying to find ways to keep pilots awake on long flights.

Speaker 3

When I tell people that I watch grass grow, they feel sorry for me because they think my job sounds so dull. But I think my job's fascinating and I enjoy working outside. I'm a grass seed analyst. Every day I count seeds and plant them. And every day I check the seeds and measure the grass. If grass grows too quickly or too slowly, I have to find out what the problem is. I make sure that customers buy good quality grass seeds.

Activity 3b

Moderator

Welcome to "Job World", the weekly radio programme that helps you stay up-to-date with the working world. This week we asked people if they find their jobs boring. Here is what they said:

Speaker 1

Well, work is not the most important thing in my life. I'm just happy to have such an easy job. I work in a call centre and spend the day on the phone talking to customers. It's not very

interesting because I say the same things twenty times a day, but the hours are good, I earn enough money and the call centre is not far away from where I live.

Speaker 2

I file away documents down in the archive all day. It's the same thing every day and it's deadly boring. However, apart from using the alphabet to find the files, I don't have to concentrate very hard. So, I'm making the best of things and using the time to my own advantage. At the moment I'm writing a book. During the day I think up ideas, and when I get home I write everything down.

Speaker 3

At first I was disappointed in my job because it was so dull. There didn't seem to be anything challenging in sitting at reception and welcoming guests and answering the telephone. But now I see things differently. It's such a positive feeling to know that if I'm friendly and do my job well, then it's good for the company that employs me. Also, I like being able to go home at night and forget about work. This wouldn't be possible if I had a job with a lot of responsibility.

Speaker 4

I think boredom is a mindset. If I feel bored, the world around me is boring, too. But seeing things positively gives life meaning. As an English teacher I used to hate marking pupils' tests – 30 pupils making the same mistakes and writing 30 essays on the same topic. That was so boring! But then I realised that the time I spent writing comments on the side of the paper gave each pupil the chance to learn something. Not many pupils used the opportunity, but some did and that was my motivation.

Moderator

Stay tuned in for some more comments, but first it's time for some music.

Unit 3

Activity 1b

- 1 Lisa got divorced two years ago. She says that she's ready to date someone new now.
- 2 I asked Marcia out on a date, and guess what? She said yes!
- 3 I'm not going out with the girls tonight. I have a date with my new boyfriend.
- 4 Did you really go out on a date with my ex-girlfriend?

Activity 2

Hello everybody and welcome to the Sunday Morning Show with Larry Fox. Today's topic is "Looking for Love". Finding the right romantic partner can be a difficult task. We talked to four people who have already found the man or woman of their dreams. Here are their tips on how to find long-lasting love.

Example

Hello, my name's Carla. Actually, I decided NOT to focus too much on finding a romantic partner. I simply went out more often, socialized and had fun. I became a member of the local book club, signed up for a language class and joined a hiking group. If you do things that you like, you'll automatically meet people with the same interests. It worked for me: I met my boyfriend at a book-signing event, and we've been together for almost a year now.

- 1 Hi, I'm Aaron O'Malley. I think online dating services have some great benefits, because they allow you to get to know

a person before the first date. My wife Tammy and I met on a dating website. At first, we only exchanged emails and chatted online. Then we had long conversations on the phone. When we decided to go out on our first "real date", we were already very comfortable with each other. I wasn't nervous at all, just very excited to finally meet her in person!

2

My name's Grace. Before I met my boyfriend Ryan at a speed dating event, I'd tried online dating. It didn't work for me because it took up too much time. I have a challenging job and simply don't have the time to spend hours in front of the computer looking through profiles and writing emails. So this is why I tried speed dating. We all know that people decide whether they are attracted to someone or not within the first 90 seconds of meeting them. With Ryan and me, it was love at first sight!

3

I'm J.K. Newman. I think speed dating is the best way to meet other singles. First of all, you get to meet several people in one evening. If you don't like a person, it's no problem. The conversation will be over after a few minutes. Secondly, it's a lot less expensive than a traditional date where you have to pay for dinner, drinks and some form of entertainment such as a concert or a movie.

And now, stay tuned in for an interview with Tim Barnbrook who will share a story about a dating disaster.

Activity 4

Host I'm here with Tim Barnbrook today who will share a story about a date that went terribly wrong. Welcome to the show, Tim.

Tim Thanks.

Host So, tell us what happened.

Tim There was this beautiful girl in my literature class: Natalie. I liked her a lot, but I was afraid to ask her out. One day, we had to prepare a presentation for class together. She was really nice and easy to talk to. So, after the presentation I just asked her if she wanted to go out to dinner with me.

Host ... but she said no.

Tim No, she said yes! I was so excited! I picked her up on Saturday evening and took her to a really fancy Thai restaurant.

Host You wanted to impress her!

Tim Of course. But she hated Thai food.

Host Well, tough luck, but you didn't know. Did you go somewhere else?

Tim She said she liked steak, so we drove to a steakhouse at the other end of the town. But we didn't get a table because we hadn't made reservations.

Host Oh no, I guess it wasn't your lucky day, huh?

Tim No, not at all. I suggested going to an Italian restaurant in the town centre next. When we got there, it was closed. We were both hungry and she was starting to get into a very bad mood. To cut a long story short, we ended up eating hot dogs at a fast food restaurant. Then she asked me to take her home.

Host And that was the end of the story?

Tim Not quite. She actually called me the next day and apologized for having been in such a bad mood.

Host Oh really? Did you see each other again?

Tim Yes. We actually dated for eight months. Then she moved to Canada, and that was the end of the relationship. But that's OK. I met a really sweet girl shortly after, and we've been together ever since.

Unit 4

Activity 2

I'm shy when there are lots of people around. I see myself through their eyes and I ask myself what they're thinking. Perhaps I'm wearing the wrong things and they think my clothes are too casual or my skirt is too short. Perhaps they don't understand me because I speak too quickly. Perhaps they think I'm too young for my job because they expect someone with more experience. I just don't have enough confidence to interact with people well. So, I've found the perfect job where I don't have to talk to people – I work in an office and analyse statistics.

Activity 3

I hate situations where everything is new, or I have to do something for the first time, for example the first day at a new job. I think it goes back to my first day at school. We had just moved to Swindon. All the other children seemed to know each other because they had played together or been to nursery school together, but I didn't know anyone. I was really afraid. The classroom was too big, the teachers were too strict, and the children were too noisy. Now, if I have to do something for the first time, I prepare myself as much as possible beforehand. I feel better if I know what to expect.

Activity 4

Conversation 1

- Diana:** Paul, do you realize how worried our son is about the school leaving exams at the end of this school year?
- Paul:** Exams are never easy, Diana. What's so different about these exams?
- Diana:** Well, he has to do a presentation in front of a group of examiners and he's always been a bit shy about talking in front of other people.
- Paul:** That's true! But he doesn't have the problems my friend Max had at school.
- Diana:** Max! Why, what happened?
- Paul:** Well, up to the age of about 13, Max always started crying when teachers asked him to say something in front of the class! Think how often you do group work at school and then have to present your results to the others. It was impossible for Max to do that! The others in the group always did the talking.
- Diana:** But Max is a university professor now and gives lectures to hundreds of students. Are we talking about the same person?
- Paul:** Yes, we are! But things were different back in school days. I remember the first time he had to present something in the English literature lesson. He had to present alone so that the teacher could give him a mark. We all knew that Max would be too shy and would cry so much that he wouldn't be able to do it. But the teacher gave the class some written work to do, told Max to choose a friend (that was me), and then we went outside the classroom. Max cried a bit but was able to present because only two people were listening.
- Diana:** Go on.
- Paul:** Yes, so each time he had to present, the teachers made sure he only had a few people listening, but each time the group got a bit bigger. In order to train him, the teachers asked Max to present quite often. In the last year at school, he was able to talk confidently to the whole class.
- Diana:** So you're suggesting that practising helps.
- Paul:** Yes, definitely. The best way to prepare for something is to do it again and again.

Conversation 2

- Barry:** So, Teresa, did you enjoy the lecture?
- Teresa:** Yes, very much, Barry. It gave me a lot of new ideas for the essay that I'm working on. It was the first time I'd heard Professor Green.
- Barry:** Oh, yes he's good. One of the professors that really have something to say. By the way, Teresa, I'm organising a big BBQ on Saturday at my parents' place in Lydford. They're away on holiday for two weeks. Would you like to come?
- Teresa:** Thanks very much, but I'm not sure. I don't really like BBQs and parties. I prefer being at home.
- Barry:** But I think you need to get out and meet people, Teresa. I'd love you to come and my parents' place is perfect for a summer BBQ.
- Teresa:** Well, I won't know anyone apart from you and you'll be busy looking after your other guests.
- Barry:** You're very welcome to bring a friend.
- Teresa:** And then Lydford is so far away. I don't have a car, so transport is a bit difficult.
- Barry:** That shouldn't be a problem. There is a good bus connection ... Better still, my sister Vicky will be driving there. I'm sure she'd be happy to pick you up.
- Teresa:** Oh, that would be nice. But, what will people be wearing? I don't know if I have anything smart enough to wear.
- Barry:** Don't worry. It'll be casual. We'll mostly be outside. So, have I managed to convince you, will you come?
- Teresa:** OK, sounds good.
- Barry:** If you give me your telephone number, I'll pass it on to Vicky and she can get in contact with you about the transport.

Unit 5

Activity 1

Have you ever said 'yes' to something that you didn't want to do? You're not alone. Many people find it hard to say 'no' to others.

Saying 'no' is particularly difficult when we really care about the other person. When we like somebody, we want them to like us, too. We don't want to say 'no' because we're afraid of hurting their feelings, or making them feel unwanted or unloved.

Also, there's what some people call "the disease to please". When we were kids, most of us were told to be 'nice' to the people around us. As adults, we still try to be kind and please others, even if we end up hurting ourselves.

Saying 'no' takes courage, but it's a reasonable thing to do sometimes. We need to look out for our own needs if we want to stay happy and healthy. And the good news is: everybody can learn how to say 'no' nicely and respectfully, and without burning any bridges.

Activity 2

- 1**
- Rosalie** Hello?
- Neil** Hello. May I speak to Rosalie Effron, please?
- Rosalie** Speaking.
- Neil** Oh, Hi, Rosalie. This is Neil Hughes, your daughter's class teacher. I'm calling about our Christmas party here at the school next month. You did such a great job organizing last year's event that I wanted to see

if you had time to help out again.

Rosalie Thanks for thinking of me, Neil. But actually, I've decided not to volunteer this year. My mother is ill, and I need time to look after her. Is there any way to get some of the other parents to help out?

Neil I'm sure I can find somebody. Don't worry. But you're coming to the party on December 17, aren't you?

Rosalie Yes, of course. I promised my daughter to be there.

Neil Great. So, I'll see you on the 17th. I'm sure it'll be a wonderful party!

Rosalie Yes. I'm already looking forward to it.

2

Ian Hey, Eric. What's up?

Eric Not much. I've just had a lot of work recently.

Ian Yeah, me too. Listen, everybody's coming over to my house tomorrow to watch the football game. You're coming, too, aren't you?

Eric Erm, no, not this time. I think I just want to stay home.

Ian Stay home?! What's the matter with you?

Eric I guess I'm just tired. I want to go to bed early.

Ian Gosh, you sound like my grandmother. Don't be such a loser!

Eric Well, I really ...

Ian Oh, come on. It'll be fun!

Eric Well, ... Alright then. Should I bring some beer?

Ian Sounds great. See you around six!

Eric Okie dokie.

Activity 3b

1

A You're coming to the party, aren't, you?

B Yes, of course. I'm looking forward to it.

2

A Sometimes it's difficult to say 'no', isn't it?

B Yes, I always feel guilty when I say 'no'.

3

A You like classical music, don't you?

B Yes, I love it!

4

A You've helped your parents a lot, haven't you?

B Yes, but I don't mind. They've done a lot for me, too.

5

A You'll do the laundry for me, won't you?

B Well, I'm sorry, but I don't think I have time today.

Activity 4

Rick Hello?

Mother Hi Rick, it's mom.

Rick Oh, hi mom. I was going to call you later ...

Mother Yes, dear, but you're always busy, aren't you? Well, never mind. Listen, Aunt Eleanor is coming to visit this weekend, and I thought it would be nice if we could all spend some time together. I'm making roast chicken on Sunday. Can you come over for dinner at around six?

Rick Actually, Sunday is not a good day for me, mom. I'm sorry, but I already have other plans.

Mother Well, you can change them, can't you? Eleanor doesn't visit us very often, and I'm sure she would love to see you.

Rick I know. And I'd like to see her, too. Just not this Sunday.

Mother But why? You don't have to work on Sunday, do you?

Rick No, but as I said, I've already made plans, and I really can't change them this time.

Mother Why? I just don't understand what you have to do that is so important?! But you're obviously not going to tell me ...

Rick Well, here's an idea, mom: Why don't you make dinner on Saturday? I have time all day and can come over whenever you want.

Mother No, that's not going to work. Eleanor and I are going to a concert on Saturday.

Rick Ah, OK. Well, I could come over in the afternoon. Maybe we can have coffee together?

Mother No, we're going shopping in the afternoon.

Rick How about lunch? I could meet you for lunch somewhere.

Mother Eleanor doesn't eat lunch. We're just going to have a snack in town.

Rick Well, OK. I guess we just can't make it work this time. I'm sorry.

Mother WE? WE can't make it work? YOU can't make it work! But you always have excuses, don't you? It's always the same with you. I'm sure Aunt Eleanor will be terribly disappointed and...

Unit 6

Activity 1

Conversation 1

Man Phew, that was close!

Woman What was?

Man I thought I'd made a big mistake and lost an important customer. I expected the boss to be angry with me. But he seemed pleased with me!

Woman Really? Start at the beginning and tell me the whole story.

Man Well, you know our company was hoping to start business with Sydney and Sons?

Woman Yes, and?

Man I was told to send them the signed contract, but I sent it to the wrong address!

Woman The wrong address! How was that possible? Wasn't the address on the contract?

Man The contract had the correct address, that wasn't the problem. You see, Sydney and Sons are based in Newport. Do you know how many places there are in the world that are called Newport?

Woman No, are there several?

Man Yes, nearly 30! Sydney and Sons are in Canada, but the express service ticked the box for Australia instead and I didn't notice!

Woman Oh, no! Did the customer ring up to ask where the contract was?

Man Yes, and they spoke to Roger who had just come back from his year abroad. Roger had heard of Sydney and Sons and had not heard good things! So, he got the management to check everything again.

Woman Really?

Man Yes, and they found out that Sydney and Sons had big money problems. They wouldn't be a good customer at all!

Woman OK, so where is the contract now?

Man The express service sent it back here, and that's where it's going to stay!

Woman So, your mistake was good for the company!

Man Yes, everyone's relieved!

Conversation 2

Frank Hi Melanie, what's up?

Melanie Oh Frank, I'm so glad to hear your voice. I've been trying to get hold of you for hours!

Frank Melanie, darling, where are you? What's the matter?

Melanie I've just got home from the hospital.

Frank Hospital?

Melanie Yes! What do you want first? The good news or the bad news about your son?

Frank Let's start with the bad news.

Melanie Jamie fell off the swing and hurt his arm badly. It was terrible, he cried so much. So I had to take him to hospital. And he kept asking for his daddy!

Frank Oh, poor Jamie, and poor you! I'm not surprised Jamie cried. He's only three! So, what's the good news?

Melanie Well, he was really lucky. His arm has been X-rayed and it's not broken. The doctor said it's nothing serious. Jamie mustn't use his arm much over the next two days. And he shouldn't run around too much!

Frank That's a relief. When I fell off the swing at the age of six, I had to have an operation. I can still remember how much it hurt. But I fell quite a long way because I was swinging so high.

Melanie Yes, your mum told me. She said that you were lucky, too. It could have been much worse. Anyway, I need to look after Jamie. I'll probably have to read to him for hours to keep him happy. Don't be home too late.

Frank No, I won't. I'll come early. Give Jamie a hug. Bye.

Melanie Bye.

Conversation 3

Carole What are you doing tomorrow, Eleanor?

Eleanor You know, Carole, I need to do my Christmas shopping.

Carole Christmas shopping?

Eleanor Yes, I haven't bought anything yet and Christmas is only two weeks away. I thought I'd take the train into town.

Carole Well, don't do what my husband did last year!

Eleanor Why, what did Bert do?

Carole He took the train into town and spent quite a lot of money on Christmas presents for the kids and a necklace for me!

Eleanor Go on. What happened?

Carole Well, on the way home he put the shopping bags in the rack above his head because the train was full. When he got out, he remembered his shopping, but it was too late. The doors were shut and the train moved off!

Eleanor Oh, no! So, what did he do?

Carole He phoned the railway company and was transferred from one person to the next. In the end he was connected to the train driver, who had just arrived at the station at the end of the line. The train driver had time to walk to the middle of the train where Bert had sat. And he found the shopping bags!

Eleanor He found everything?

Carole Yes! Then, when the train came back to our station, Bert was on the platform waiting. The train driver gave my husband the bags and my husband gave him a bottle of wine. Bert was really relieved! And we got our Christmas presents! They were wonderful!

Eleanor That's quite a story. I'll make sure that doesn't happen to me.

Unit 7

Warm up

1

Woman

Man

Excuse me, is there a pharmacy near here? Yes. Do you see the gas station over there? The pharmacy is right next to it. Ah, thanks.

Woman

2

Woman

Man

Excuse me, is there a chemist near here? Yes. Do you see the petrol station over there? The chemist is right next to it. Ah, thanks.

Woman

Activity 1

Speaker 1

Here's your key, sir. You're in room 504. The elevator is to your right.

Speaker 2

The highway is closed in both directions because of an accident.

Speaker 3

Check the bus schedule before booking your ticket.

Speaker 4

The new courses start in the fall, but you can register now.

Speaker 5

There's a parking lot next to the Botanical Gardens.

Speaker 6

There's always a long line at the ticket office.

Speaker 7

Could you fill out the registration form, please?

Speaker 8

The subway station is only two blocks from the hotel.

Speaker 9

The restroom is upstairs, at the end of the hall.

Speaker 10

You can rent a car at the airport.

Activity 2

1

Hotel guest

Excuse me, does the hotel have a parking garage?

Receptionist

Unfortunately, we don't have our own parking garage, but there are several parking options in the area. I'd suggest using the parking lot on Lime Street. It's just around the corner. Simply drive up to the gate and take a ticket. The gate will open automatically.

Hotel guest

OK, thanks.

Receptionist

You're welcome. Is there anything else I can help you with?

Hotel guest

Just one more thing: Do you have a city map by any chance?

Receptionist

Of course. Here you are, sir.

Hotel guest

Thanks.

2

Hotel guest

Excuse me, how do I get to the airport from here?

Receptionist

You can go by bus or subway. I suggest taking the bus because the bus stop is right across the street. The subway station is four blocks away.

Hotel guest

How often does the bus run?

Receptionist

Every half hour during the day and once an hour from 8.00 p.m.

Hotel guest

Do you have a bus schedule that I can take with me?

Receptionist

I can print one out for you. Just a moment ... Here you are. You can buy tickets from the driver or at the ticket machine. It's \$4.50 for a one-way ticket.

Hotel guest

Thank you.

Receptionist

You're very welcome.

Activity 3a

1
Speaker 1 Has he got an umbrella?
Speaker 2 Does he have an umbrella?

2
Speaker 1 Have you got a credit card?
Speaker 2 Do you have a credit card?

3
Speaker 1 Has she got a city map of Bath?
Speaker 2 Does she have a city map of Bath?

Activity 3b

1
Speaker 1 I haven't got a ticket for the concert.
Speaker 2 I don't have a ticket for the concert.

2
Speaker 1 He hasn't got a boarding pass.
Speaker 2 He doesn't have a boarding pass.

3
Speaker 1 I haven't got time today.
Speaker 2 I don't have time today.

Activity 4a

Tour guide Good afternoon, ladies and gentlemen and welcome to Newberry Castle. Before we start our tour, I'd like to give you some information. First, I'll show you around the inside of the castle. You may take pictures in most areas of the castle, but photography is not permitted in the Great Hall. At the end of the guided tour you'll have some time to explore the gardens on your own. Have you all got a map of the castle grounds? If not, I've got a few extra ones that I can give you. Also, on rainy days like today, you can borrow an umbrella if you haven't got one. If you'd prefer to stay inside, you can also visit a special art exhibition in the west wing of the castle. However, it's not included in the ticket price, and there's usually a queue at the ticket office. OK, has anyone got any questions or shall we get started?

Tourist Just one question: Could you tell us where the restrooms are?

Tour guide Of course. I forgot to mention that. The toilets are on the first floor, at the end of the hall. The toilets for visitors with disabilities are on the ground floor, next to the gift shop.

Tourist Erm, I'm sorry, you said the restrooms are upstairs?

Tour guide Yes, sir, on the first floor. Any other questions? No? OK, let's start in the castle kitchen. Just follow me, please ...

Activity 4c

Tour guide Good afternoon, ladies and gentlemen and welcome to Newberry Castle. Before we start our tour, I'd like to give you some information. First, I'll show you around the inside of the castle. You may take pictures in most areas of the castle, but photography is not permitted in the Great Hall. At the end of the guided tour you'll have some time to explore the gardens on your own. Do you all have a map of the

castle grounds? If not, I have a few extra ones that I can give you. Also, on rainy days like today, you can borrow an umbrella if you don't have one. If you'd prefer to stay inside, you can also visit a special art exhibition in the west wing of the castle. However, it's not included in the ticket price, and there's usually a line at the ticket office. OK, does anyone have any questions or shall we get started?

Tourist Just one question: Could you tell us where the toilets are?

Tour guide Of course. I forgot to mention that. The restrooms are on the second floor, at the end of the hall. The restrooms for visitors with disabilities are on the first floor, next to the gift shop.

Tourist Erm, I'm sorry, you said the toilets are upstairs?
Tour guide Yes, sir, on the second floor. Any other questions? No? OK, let's start in the castle kitchen. Just follow me, please ...

Unit 8

Activity 1a

Speaker 1 I'm going to buy a lottery ticket this week because I badly need some money. But I'm not usually lucky, so I probably won't win anything!

Speaker 2 My cat Tigger disappeared last week. I've looked everywhere and hung up notices, but nobody has seen him. I fear I've lost him because he's never been away so long before.

Speaker 3 That was a horrible test with really difficult questions. I've got a really bad feeling about it. And the examiners are usually strict, so I'll probably fail.

Speaker 4 We're not doing well in this match. The other side scored two goals in the first half and are clearly in the lead. I don't think we have a chance of winning anymore.

Speaker 5 I had a really bad argument with my boyfriend last weekend and I've not heard from him since. I fear that's the end of our time together because we seem to be arguing a lot at the moment.

Speaker 6 I've just been to see my mum. She's got bad Alzheimer's, so she lives in a nursing home where she's well looked after. I don't really know why I go there because she doesn't normally even know who I am!

Activity 1c

Speaker 1 I'm going to buy a lottery ticket this week because I badly need some money. I know there's only a very small chance of winning, but I hope my ticket is lucky this week.

Speaker 2 My cat Tigger disappeared last week. I've looked everywhere and hung up notices but nobody has seen him. He's only been missing for four days, so I still hope he'll find his way home again.

Speaker 3 That was a horrible test with really difficult questions. I've got a really bad feeling about it. But I tried my best, so I just hope that I get enough points to pass.

Speaker 4

We're not doing well in this match. The other side scored two goals in the first half and are clearly in the lead. But we're a great team and we still have the second half, so I still hope we'll win.

Speaker 5

I had a really bad argument with my boyfriend last weekend and I've not heard from him since. I'm going to try and phone him because I really hope that we can get together again.

Speaker 6

I've just been to see my mum. She's got bad Alzheimer's, so she lives in a nursing home where she's well looked after. When I visit her, I always hope that it'll be a good day and that she'll recognize me.

Activity 3

Interviewer Welcome to today's radio programme "Hope" in which we talk to people who have been motivated by hope. Today we are interviewing Rick Howell, who has just published his 2nd children's bestseller. If you have kids, you've probably heard of the hero of his books, Jamie Dee. So, Rick, when did Jamie Dee become part of your life?

Rick Well, I've always liked telling stories, even back at school. In fact, everyone in my family calls me "The Storyteller". When we have a family meeting, the children always ask me to tell them a story, and I always hope that I have enough ideas to keep them happy. However, up until two years ago, I never wrote down the stories.

Interviewer So what happened to change that?
Rick It was my younger brother. One day we went for lunch together and talked about the stories I used to tell him when he was a kid. He asked me if I could retell him the story where Jamie Dee wins the rugby match, but I couldn't! I could only remember parts of the story and that was frustrating. So, I went home and decided to try and write it down. And when I sat down at my computer and started writing, I found myself in a different world. It was fantastic.

Interviewer Did you give up your job to become a writer?
Rick No, I had to earn money. You can't live from writing stories unless you're famous. I continued working as an accountant, but the more writing I did, the more I hated the day at the office. I couldn't wait to come home in the evening and continue writing. So, I started to dream of just being a writer. I sent my stories to lots of publishers but they always sent them back. They were just not interested. But I didn't lose hope. I tried to get my stories published again and again. I remembered what my father told me as a kid: "Never give up!"

Interviewer But your book was published, so how did you find a publisher?

Rick One Christmas I printed out some of my Jamie Dee stories and gave them to my nephews as a Christmas present. They shared them with some of their school friends and one of the boys liked Jamie Dee so much that he told his father about the stories. His father was a publisher and that was my chance!

Interviewer And was your book successful overnight?
Rick Yes, it was! Everybody was surprised. Unfortunately, my picture was on the back of the book, so people recognized me. That was a

bad mistake. I couldn't go out any more without attracting attention. Kids stopped me in the street and asked me if I was the author of Jamie Dee and when the next book was coming out. So I changed my hairstyle and started wearing glasses. Now people don't know who I am when they see me, and I hope it'll stay that way!

Interviewer Let's take a break and listen to some music and then Rick will tell us some more about Jamie Dee. He's promised to read the beginning of a new story in which Jamie . . .

Unit 9

Activity 1b

Speaker 1 Alyssa is a real party animal. She likes to go out every night.

Speaker 2 Eric was my travelling companion on my trip through South America last year.

Speaker 3 Alex is a very sociable person. He enjoys talking to people and makes friends easily.

Speaker 4 I love the peace and solitude of the forest.

Speaker 5 My parents think I'm a bit of a loner because I like travelling by myself.

Speaker 6 Company parties are a great opportunity to socialize with your co-workers.

Activity 2

1
 Hi, I'm Diane. I live alone, but I don't feel lonely at all. In fact, I like having my own space and doing what I want to do. When I want company, I go out and socialize. When I need some quiet time, I stay at home. The problem is that many people don't understand me. They think there's something wrong with me, and that makes me sad. I may be an introvert, but I'm not some kind of weirdo just because I like to be alone.

2
 My name's Steve. I love being around my family, but spending time alone is also very important to me. I often go out into nature to relax and think about my life. The solitude of the forest helps me to clear my mind. It's like a form of meditation that keeps me mentally healthy.

3
 My name's Kelly Lansford. I'm a sociable person and can't stand being alone, not even for a few hours. The worst thing is the silence. When I get home and my husband is not there, I always turn the TV on, just to have some background noise. Then I go to my computer to see if any of my friends are online. Luckily, I usually find somebody to chat with. Thank goodness for social media!

4
 Hi, I'm Nick. One of my favourite activities is sitting on a beach and looking at the ocean, just me and the sound of the waves. I'm a musician, and I get the best ideas for my songs when I'm by myself. Solitude is an incredibly powerful tool for the creative process. In a quiet, peaceful environment you can reach deep within yourself and hear your inner voice.

5
 Hi, my name's Samantha. I think people are social animals; they're not meant to be alone. I enjoy nothing more than a night out with my friends. It makes me feel alive and happy because I know there are people who care about me. My worst nightmare would be to spend a weekend without my friends. I'd feel terribly lonely and wouldn't know what to do with myself.

Activity 4b

Two years ago, I went through a difficult time. My wife Dana fell in love with another man and left me after 15 years of marriage. After our divorce, my friends immediately tried to find a new girlfriend for me. They invited me to parties, introduced me to their female friends and even arranged dates for me. I know they wanted to be helpful, but they really got on my nerves.

That's when I decided to walk away and spend some time alone. And when I say 'walk away', I really mean it. Starting on the French side of the Pyrenees, I walked, and walked, and walked some more: over 700 kilometers through the north of Spain to Santiago de Compostela. That's approximately 20 kilometers a day for five weeks without a day of rest. In the evenings, I was tired, my legs hurt, and I often had blisters on my feet.

Would I do it again? No. But I'm glad I did it because I discovered things about myself that I didn't know before. I realized that I had always been a bit of a loner but never wanted to admit it, not even to myself. Society rewards outgoing people, and I tried hard to fit in. I didn't want my friends to think that I was weird.

I guess I got married for similar reasons. Dana and I had been together since high school. After I graduated from university, starting a family seemed like the natural thing to do. And our friends and families expected us to get married. Don't get me wrong – I loved Dana, but getting married was never a priority in my life.

So, here I am: 700 kilometers later and a little wiser. After I returned, I sold our house and moved into a nice apartment. I'm learning to be single and enjoying it more every day.

Unit 10

Activity 1b

Didn't Gwen play beautifully? I'm really proud of her. I'm so glad it went well. Gwen was very worried that she would make mistakes. She couldn't eat anything today because she was so nervous. Perhaps that was because it was the first time she played a solo in a concert. Normally she plays in the school orchestra, and their concerts are really good. Gwen plays the violin every day, you know. Her violin teacher, Mrs. Davies, is very strict and expects her to practise every day. Mrs. Davies is an expensive teacher but she's very good. She's taught Gwen for nearly a year now and you can really hear the difference.

Activity 2 and 3

1
Hello, Rick Rogers, from St. Anne's School. I'm in charge of the school orchestra in which your daughter Gwen has played for two years. Gwen has great talent. She's the youngest violinist in the orchestra but she's one of the best! I'd like to recommend a violin teacher who will help Gwen develop her talent more successfully. Could you ring me back at the school, please? Thanks.

2
Good afternoon, Mrs. Davies speaking. Gwen has just had her third violin lesson with me, which was a bit disappointing. Please could you make sure that Gwen practises every day. Best would be if she practised 30 minutes before school and at least 30 minutes later in the day. As you know, I have a long waiting list and I only teach students who work hard. Thank you.

3
Hi Mum. You can be really proud of your granddaughter. The violin teacher says Gwen has great potential but she needs a better quality violin. We bought Gwen's last violin three years ago. But now Gwen needs one for advanced players and that is going to cost us at least £1,500. Would you be willing to invest some money? I'll ring again later.

4
Good morning, Rick Rogers here. We're all so happy about Gwen's progress on the violin that we've decided to ask her to play a solo at our next school concert. I talked to Mrs. Davies this morning. She has approved the idea and suggested what Gwen could play. Now we need your OK and, of course, Gwen needs to agree. Please could you ring me back? Thanks.

Activity 4

Hi Simon. This is Maggie Davies. We haven't seen each other for ages. Can I invite you to come to a school concert next week-end? I've taught a very talented girl for the past ten months and I'd like you to come and listen to her. I think she has a good chance of winning some prizes. You've organised the Young Musician of the Year Competition for the last five years, so it would be great to hear what you think. Speak to you soon. Bye.

Unit 11

Activity 1

Employee Papa Alfredo's Pizza. This is Tessa. How can I help you?
Customer I'd like to order a pizza, please. What toppings do you have?
Employee We have sausage, ham, bacon, pepperoni ...
Customer Sorry, I forgot to mention that I don't eat meat.
Employee Ah, no problem. We also have mushrooms, pineapple, artichokes, onions, sweet peppers, olives, spinach, cheese, ...
Customer Do you have any fish or seafood?
Employee Yes, we have a delicious seafood pizza. We also have tuna, anchovies ...
Customer A seafood pizza sounds good. Are there any shrimps on it?

Activity 2

Employee Hello. Enzo's Pizza. Can I take your order?
Customer Yes. I'd like two medium pizzas: one with anchovies, tomatoes and extra cheese, and the other with ham, mushrooms and pineapple.
Employee All right. Would you care for some bread sticks with your order?
Customer Erm, is there any garlic in them?
Employee No, but we also have garlic bread if you'd prefer.
Customer No, thanks. I'll take the breadsticks.
Employee Anything to drink?
Customer Yes, a diet coke and an iced tea, please.
Employee What size?
Customer Large, please.
Employee OK. Anything else? Perhaps some dessert?
Customer No, thanks. That's all.
Employee All right. Your total comes to fourteen fifty, including tax. Could I have your name, please?
Customer Yes, it's Victoria Forman, F-O-R-M-A-N, and the address is 176 West 29th Avenue, apartment 4B.
Employee Did you say 4D as in "dog"?
Customer No, B as in "boy".
Employee ... apartment 4B. And your phone number, please?
Customer 657-5521.

Employee 657-5521?
Customer Correct.
Employee OK. Thank you for your order. Your pizza should arrive within 30 minutes. Have a nice evening.
Customer Thanks.

Activity 4

Part 1

Ed & Lynnnda Hello.
Waitress Hello. A party of two?
Ed Yes, please.
Waitress Over here, please. Is this all right for you?
Ed That's fine, thanks.
Waitress Great. Here's the menu. Our lunch specials are on the first page.
Ed & Lynnnda Thanks.
Waitress Can I get you anything to drink?
Lynnnda I'd like a glass of white wine, please.
Waitress All right. And for you, sir?
Ed Do you have any fresh orange juice?
Waitress Yes, we do, sir. Would you like some?
Ed Yes, please. And some water with no ice, please.
Waitress Tap water or mineral water?
Ed Tap water is fine.
Waitress OK. I'll be right back with your drinks.

Part 2

Waitress Here we are: a glass of wine, an orange juice and some water.
Ed & Lynnnda Thank you.
Waitress You're welcome. Are you ready to order?
Lynnnda Uh, yes, just one question: the seafood spaghetti What kind of sauce does that come with?
Waitress It comes with a cream sauce, fresh spinach and tomatoes.
Lynnnda Hmm, sounds good. I'll try that.
Waitress Good choice. It's really delicious. Would you care for a starter? Maybe some soup or a salad?
Lynnnda No, thank you.
Waitress How about you, sir?
Ed I'd like the chicken Milanese, please, and a small house salad.
Waitress What kind of salad dressing would you like?
Ed Vinaigrette, please.
Waitress All right. Is there anything else I can get you?
Ed I think that's all for now. Thanks.
Waitress OK. I'll leave the menu on the table in case you want to order some dessert later.
Waitress All right. The seafood spaghetti for you, ma'am ...
Lynnnda Thanks.
Waitress ... and the chicken Milanese and a small salad for you, sir. Here you are. Enjoy your meal!
Ed Thanks.
Waitress Have you finished?
Lynnnda Yes, thank you. It was delicious.
Waitress Would you care for some coffee or dessert?
Ed No, thanks. Could we have the bill, please?
Waitress Of course. Just a moment ...

Unit 12

Activity 2

We had an uninvited visitor in our flat last night. It was the middle of the night when I woke up. I lay in bed and heard somebody moving around. I woke my husband and together we got out of bed. But the burglar must have heard us because there was nobody to be seen. The door to our flat was open and we heard someone running down the stairs. The window to the balcony had been forced open, so the burglar must have got into our flat via the balcony. He didn't steal much, only some cash that was lying on the kitchen table, my silk scarf, and my handbag. But my handbag had everything in it. The police came but they couldn't find any fingerprints because the burglar wore gloves. It's not a nice feeling to know that someone strange was in your home, but the worst thing is all the paperwork. I had to cancel all my credit cards and inform the bank this morning. Additionally, I'll have to apply for a new ID card and driving licence.

Activity 3

I'm really sad because my neighbour, Janie, is moving away today. Three months ago she split up with her boyfriend and he moved out. She told me that she didn't like being on her own in the house because it was a bit big for one person. And then last month she came home and found she'd been burgled. The burglars had pulled everything out of the cupboards and made a terrible mess. All Janie's jewellery was missing and lots of other things had been stolen. The police found some footprints in the garden near the fence and said that there had been three burglars. They had entered the house through the back door. Janie didn't feel safe there after the burglary. She slept on my couch for a week and then decided to move back to her parents' house. It's a great shame because she was such a nice neighbour.

Activity 4

Host

Welcome to the Saturday Morning Breakfast show. Today our topic is burglaries and we have Chief Inspector Jones from the Essex Police here to give us some advice. Good morning Chief Inspector.

Chief Inspector

Good morning!

Host

So, why are burglaries such shocking experiences?

Chief Inspector

Well, it's a shock to discover that someone else can enter your home without being invited. Secondly, nobody likes the thought that someone else has looked through their private things. Thirdly, things are missing. These can be items that are worth a lot of money or belongings that have personal memories.

Host

Perhaps you could give us some practical tips. What should I do if I'm at home and hear a burglar?

Chief Inspector

A lot depends on the situation, whether you are alone or not. You could make a noise and hope the burglar will go or you could stay quiet and hope the burglar doesn't come into your room. If you have your mobile phone near you, ring the police.

Host

What should I do if I get home and see evidence of a burglary?

Chief Inspector

Don't go inside. Perhaps the burglar is still in the house! Instead, go to your neighbour and call the police. It's very important that you don't touch anything until the police have come.

Host

What should I do after a burglary?

Chief Inspector

Always phone the police. The police will search the house and look for fingerprints. If they find clues they might be able to track the burglar and find your things. Then you need to make a list of all the things that have been stolen. This includes writing down as many details as possible like serial numbers and anything else that will help identify the stolen item.

Host

Some people don't feel safe in their home after a burglary. What can they do to make sure a burglary doesn't happen again?

Chief Inspector

Homeowners can add a second lock, install an alarm and make sure windows are secure. We are very happy to advise people on how to make their homes safer. We also have advisors who come and talk to people who have been burgled so that they ...

Unit 13

Activity 1

Questions you will hear at the check-in counter:

How many pieces of luggage are you checking in?
Do you have any carry-on luggage?
Would you like a window or an aisle seat?

Questions you will hear at the security checkpoint:

Are you carrying any liquids or sharp objects?
Could you take off your shoes, please?

Announcements you will hear at the gate:

Flight 392 to Manchester is now ready for boarding. This is the final boarding call for Passenger James Tanner, travelling to Rome. Ladies and gentlemen, Flight 655 Honolulu has been delayed due to a mechanical problem.

Activity 2

Traveler Good morning.
Agent Good morning, sir. Where are you flying to?
Traveler Dublin.
Agent May I have your passport, please?
Traveler Here you are.
Agent Thanks. How many pieces of luggage are you checking in?
Traveler Just this one suitcase.
Agent All right. Place your suitcase on the scale, please.
Agent Do you have any carry-on luggage?
Traveler Yes, my backpack. Can I take it on the plane or is it too large?
Agent No, it's fine. Would you like a window or an aisle seat?
Traveler An aisle seat, please. Could you tell me if the flight will be on time? I heard there have been some delays because of the snow.
Agent Yes, sir. Unfortunately, there's a 30-minute delay.
Traveler Oh no! Does that mean I'm going to miss my connecting flight in New York?

Agent No, don't worry. You'll have plenty of time to make your connection. Here's your boarding pass, sir. Your flight leaves from Gate 18B. Boarding time is 11:20, and your seat number is 25D. Have a good flight!
Traveler Thanks.

Activity 3

- 1 We have to get up early if we want to be at the airport at 8 o'clock.
- 2 Our flight was delayed by two hours. The plane took off at 1:15.
- 3 Ladies and gentlemen, please switch off your mobile phones now.
- 4 Please fill in this form and sign it at the bottom.
- 5 In case of an emergency, you should put on your oxygen mask.
- 6 After the plane lands, you go to the baggage claim area to pick up your luggage.

Activity 4

You're at the airport, waiting for your flight to San Francisco.

Announcement 1

This is the final boarding call for Mr and Mrs Hayes booked on flight 792 to Philadelphia. Please proceed to Gate A13 immediately.

Attention passengers on Flight 515 to London Heathrow. Your flight has been cancelled because of a strike by British air traffic controllers. Please contact your airline for further information.

Ladies and gentlemen, Flight 824 to San Francisco is now ready for boarding. Please proceed to Gate A15 and have your boarding pass ready for inspection.

You're on the airplane.

Announcement 2

Ladies and gentlemen, we will be showing our safety demonstration and would like a few minutes of your attention. There are several emergency exits on this aircraft. Please take a few moments to locate the exit closest to you. In some cases, the nearest exit may be behind you. Should the cabin lose air pressure, oxygen masks will drop down from above your seat. Place the mask over your mouth and nose and breathe normally. If you are traveling with a child or someone who needs assistance, put your own mask on first, and then assist the other person. In the event of an emergency, stay calm and listen for instructions from the cabin crew. Life vests are located below your seats, and emergency lighting will lead you to your closest exit ...

Announcement 3

Ladies and gentlemen, the Captain has turned off the seat belt signs, and you may move around the cabin. For your safety, however, we recommend you keep your seat belt fastened while you're seated. You may now turn on your electronic devices such as mp3 players and laptops. In a few moments, the flight attendants will be passing around the cabin to offer you hot or cold drinks, as well as a light meal.

Announcement 4

Ladies and gentlemen, we have now started our descent into San Francisco, and should be on the ground in approximately 25 minutes. Please return to your seats, fasten your seatbelts and put your tray tables into their upright position. We'd also like to ask you to turn off all electronic devices at this time. Thank you.

Announcement 5

Ladies and gentlemen, welcome to San Francisco International Airport. The local time is 2:40 p.m. It's a sunny day with a light breeze, and the outside temperature is 79 degrees Fahrenheit or 26 degrees Celsius. Please remain seated until we're safely parked at the gate. Thank you for flying with us today, and we're looking forward to seeing you on board again in the near future. Have a nice stay!

Unit 14

Activity 2

About 8,000 guests are invited to each of the Queen's Buckingham Palace Garden Parties. The Palace gates open at 3 p.m. At the main entrance, guests go through a security check and show their passport. Then they walk through two splendid ground floor rooms to enter the garden. Walking around the beautiful garden and lake is a special experience because this area is not normally open to the public.

In the garden, two military bands take it in turns to play the whole afternoon. Then there are tea tents where refreshments are served for the guests from 3:30. At a typical garden party, about 27,000 cups of tea are drunk, and about 20,000 sandwiches and 20,000 slices of cake are eaten. Providing all these refreshments is a big job! About 400 staff serve the guests. A Royal Garden Party costs about GBP 130,000!

The Queen appears at 4 p.m. and stands at the top of the steps to the garden while the National Anthem is played. Then the Queen and other Members of the Royal Family walk around and talk to some guests. After about one hour, the Queen goes to the Royal Tea Tent where she meets important people like visiting diplomats and politicians. At about 6 p.m. the Queen and Members of the Royal Family leave and the National Anthem is played to signal the end of the garden party.

Activity 3

1
When I received the letter asking if I'd be interested in receiving an invitation to a Royal Garden Party, I was really surprised. I suppose I was invited because I do a lot of voluntary work with teenagers, doing football training. The first thing my wife said was: "We'll have to buy some smart clothes." We didn't want any reason to feel embarrassed at the garden party! Our invitation was for the second garden party that year and we had a wonderful sunny day. We were very lucky with the weather because it rained badly at the first and the third garden party that year and people got really wet! We didn't actually talk to the Queen, but we were close to her. She has an amazing smile.

2
I was in one of the British teams at the Olympics, and all my team was invited to a garden party at Buckingham Palace. It was a great experience because eight of us, including me, were chosen to actually talk to the Queen. I was embarrassed because I didn't have a tie – I hadn't expected to meet the Queen in person! Luckily, I was able to borrow a tie from another team member and that helped me feel less nervous. When the Queen came over to us, I was the first person she talked to. She was charming and very good at small talk! And we had the feeling that she was really interested in us and our sport.

3
My husband and I were invited to a special Royal Garden Party in 1997 when the Queen and the Duke of Edinburgh

celebrated their Golden Wedding Anniversary. They invited other couples who were also celebrating their 50th wedding anniversary that year. That's why we were there. When you get your invitation, you also get a leaflet with instructions about what to wear etc. Women are expected to wear a hat and I was a bit worried about that. In fact, I had an embarrassing five minutes because it was a bit windy on the day and my hat blew off! Luckily, the Queen had already gone to the Royal Tea Tent so she didn't see!

4

When my husband and I got into the Palace grounds, one of the officials asked if we would like to meet the Queen. Of course we said yes! He showed us how to curtsy and bow, told us to address the Queen as Your Majesty or Ma'am (pronounced like jam). We were also told to wait for the Queen to ask us questions. When the Queen came, we were introduced by name and she shook our hands. The official mentioned that I had worked for the Red Cross for 20 years so that the Queen knew why I was there. I was a bit worried I would say something silly and feel embarrassed, but everything went well. The Queen was really easy to talk to.

Unit 15

Activity 1b

I have to admit: I don't know much about fashion, but I need to dress well for work. So, I like going shopping with my girlfriend. She has a great sense of style and knows what looks good on me and what doesn't. We often go to the mall on Saturdays looking for shirts and ties. I love wearing unusual shirts that are fun and stylish but not over the top. They're hard to find, though, and I'm not willing to spend a ton of money on a shirt. If it costs more than 30 dollars, I won't buy it, period. It's that simple.

Activity 2

- 1** My sister loves shopping. I'd say she's a real shopaholic.
- 2** Some stores offer a discount when you pay in cash.
- 3** I'm a bargain hunter. I always wait for the sales before buying things.
- 4** You cannot return the item without a receipt.
- 5** We're saving up for a new TV.
- 6** Look! The shoes are on sale now. They're 20% off.
- 7** I enjoy window-shopping for inspiration. It gives me lots of fashion ideas.

Activity 3

- 1**
- Customer** Excuse me?
Saleswoman Yes? How can I help you?
Customer My mother bought this shirt for me as a present. It fits perfectly, but I don't really like the colour. Can I return it? Unfortunately, I don't have the receipt ...
Saleswoman That shouldn't be a problem. May I see the shirt?
Customer Here you are.
Saleswoman Thanks. Yes, no problem, I can take it back. Would you like to exchange it for something else, or would you prefer to get your money back?
Customer Actually, I'd like to get the same shirt in a different colour if that's possible.

Saleswoman Of course. The shirts come in five different colours. Do you want me to show you where they are?

Customer That would be nice. Thanks.

Saleswoman Follow me, please. They're right over here. As you can see, they come in black, light grey, olive green, navy blue and pink.

Customer Ah, I see. Thanks for your help. I'm sure I can find something.

Saleswoman You're welcome. Let me know if there's anything I can do.

Customer Thank you.

2

Saleswoman Hello. Can I help you find anything?

Customer I'm just looking. Thanks.

Saleswoman That's fine. In case you're interested, all our summer dresses are on sale this week. There are also some great discounts on women's sportswear. Just let me know if you need any help, OK?

Customer I will. Thanks. Oh, excuse me. Actually, I do have a question. I need to buy a present for my 12-year-old nephew, and I have absolutely no idea what to get.

Saleswoman Oh, that's easy! I have a 12-year-old son, so I have lots of ideas. Do you want me to help you?

Customer That would be really nice. Thanks.

3

Saleswoman Hi. Can I help you?

Customer Yes, I saw a silver ring with small blue stones in the shop window. I think my girlfriend would love it. Could you tell me how much it is?

Saleswoman Of course. Which ring did you have in mind? This one over here?

Customer Exactly. That's the one.

Saleswoman It's 65 dollars. Normally, it's 75 but it's on sale. Plus, there's an additional 10% discount on all silver jewellery this week. So, it's a real bargain. Do you know your girlfriend's ring size?

Customer Um... No, but if the ring fits my little finger, it'll fit her ring finger. Can I try it on?

Saleswoman Sure. Here you are.

Customer Thanks. It's perfect! I'll take it.

Saleswoman Great. I'll put the ring in this pretty blue box ... Do you want me to wrap the box for you?

Customer Yes, please. That would be wonderful.

Unit 16

Activity 1

1
I'm worried about my son Mat because he hates going to school. He doesn't seem to have any friends at school. I think that's because he's a bit different to the other boys in his class. You see, he doesn't like football and he doesn't play computer games like the others do. I know that some of the boys call him silly names and are unkind to him during lunch breaks. But the class teacher is very helpful, so I hope things will get better.

2
I had terrible problems while I was at primary school. Everyone tried to help me learn to read and write, but I found school and homework very difficult. My friend Sid did his homework in 20 minutes, but I needed two hours. It was horrible. And because I couldn't keep up with the class and had such problems with spelling, I felt really frustrated. In fact, I hated going to school. But my spelling did get better, and now I'm studying at university!

3
My parents always expected me to have good marks and to do really well at school. They made me go to extra tuition and couldn't understand why I did so badly. I hated the pressure that my parents and my teachers put on me. While I was at school, life was really stressful! My parents found it very difficult to accept that I was just not interested in schoolwork! Not surprisingly, I left school as soon as I could, and now I'm happily working in a supermarket.

4
I hated the first school I went to because there were all these rich kids. During break times they played with their expensive smart phones and talked about their fantastic holidays. I come from a poor family because my mum was a single mother for three kids! We never had very much money, just enough for food and our basic needs. I was very happy when we moved and I could go to another school where there were kids like me.

5
Yes, I missed school as often as I could, sometimes a couple of classes, sometimes a whole day. My parents were not really interested in me. If I said I was ill and couldn't go to school that was OK for them. I wrote the notes excusing my absence and nobody noticed. I didn't hate school, I was just not interested. During school hours it was much more fun to do things with older guys. They were interested in me!

Activity 2b

- 1 Tim fell asleep during the French class.
- 2 It started raining while we were doing sport outside.
- 3 Sally had a headache during the test.
- 4 I left the room while the teacher was looking the other way.
- 5 While I was at school I hated doing homework.
- 6 We were all bored during the lesson.
- 7 I didn't make many friends while I was at school.
- 8 He hurt his arm during the football match.

Activity 3

1
Good evening Mrs. White, this is Rory Blackwood, your son's class teacher. Martin was not at school today, although there was an important Maths test. Did you know that he also missed some classes last week? He came late on Tuesday and went home early on Friday. I just wanted to check everything is OK. I'll ring again later.

2
Hello, Rory Blackwood here. Martin is skipping more and more classes without an official excuse. I think it would be a good idea for you to come to school so that we can find out what the problem is. I suggest that we sit down together with Martin tomorrow. Do you have time at 4 o'clock? The sooner we find a way of helping him, the better. Please ring me back.

3
Hello, Rory Blackwood again. The attendance plan we made last month has not worked. Martin has been absent from so many classes that he's really behind with his schoolwork. Martin was in school for the first class today but was later seen by a teacher in the park. I have informed our Truant Officer, Nigel Jones. Could you please come to school to talk to him at 9 o'clock on Friday morning?

4
Hello Mr. Blackwood, this is Liz White. I'm afraid I can't come to Friday's meeting. But Martin has at last told me what the problem is. I think the best solution is to send him to another school. My ex-husband has agreed to help and so Martin has gone to live with his father. Martin can attend the school in my husband's area. Thank you for all your help.

Activity 4

Hi Mum. Martin here. Thank you so much for seeing to everything. I don't hate school anymore. In fact school is great, no one teases me, and I've already made some new friends. The music teacher has asked me if I want to join the band, and Dad has bought me a set of new drums. He says I can play the drums in the cellar. Sorry I didn't tell you about Rick and his gang earlier. Miss you!

Unit 17

Activity 1c

Doctor Good morning, Harry. Have a seat. What seems to be the problem?
Harry I think I have the flu or something worse. I feel terrible.
Doctor Do you have a temperature?
Harry No, but I feel very tired, and I have a headache. And my throat hurts.
Doctor Let me see. Open your mouth. Hmm... Do you have a cough, too?
Harry Yes, and a runny nose. Achoo!
Doctor Looks like you have a cold.
Harry Not the flu? Are you sure?
Doctor Cheer up. It's just a cold. You'll be fine in a few days.
Harry Oh, that's good news! Can I go to work?
Doctor I think you should stay home today and tomorrow. I'll give you a sick note. Get some rest, drink plenty of liquids – warm tea with honey is great – and take some aspirin for your headache.
Harry OK, I'll do that.
Doctor I'm also going to give you a prescription for some cough syrup. Take one teaspoon every four hours, and don't drink any alcohol while taking this medicine.
Harry All right. Thanks.

Activity 2a

1 I'm very tired and my whole body aches. I also have a temperature. The doctor gave me a prescription for some medicine and told me to stay in bed.
2 Phew, I don't feel so good. I sneeze all the time, and my eyes are all red and itchy. It's like this every year from April to June.
3 I've got stomach ache, and I keep going to the toilet. Maybe I ate something bad.
4 Ugh, I feel sick. I've got an upset stomach, my head hurts and I'm really thirsty. I think I had too much wine last night.
5 I slept in a tent last night, and when I woke up, I had these red bumps all over my arms and legs. They're extremely itchy.

Activity 2b

1
Woman Ugh, I feel sick. I've got an upset stomach, my head hurts and I'm really thirsty.
Man Cheer up! It's just a hangover. You'll be fine tomorrow.
2
Man I've got stomach ache, and I keep going to the toilet. Maybe I ate something bad.
Woman Oh, no. You must feel awful. Have you taken any medicine?

Activity 3

1 I have an itchy red bump on my hand. It must be a mosquito bite.
2 The phone's ringing. It must be Dr Clarke. He wanted to call me back.
3 You've been working hard. You must be tired.
4 I can't find my prescription. It must be in my bag.
5 Samantha drank a lot of wine last night. She must have a hangover.

Activity 4b

1
Leah Hi Ruby.
Ruby Hi Leah. I've been trying to call you all day. You weren't in school. What's going on?
Leah I've got the flu. The doctor said I can't go to school all week.
Ruby Oh, no. You must feel awful! Do you have a temperature?
Leah Yeah, and I feel really tired, but I can't sleep because I have to blow my nose every two minutes. It's very annoying!
Ruby I can imagine. I can come over and keep you company if you want.
Leah That's very sweet of you. Aren't you afraid of catching the flu?
Ruby No. You know me – I never get ill. Is there anything else I can do to make you feel better?
Leah Hmm... Could you bring some ice cream?
Ruby Sure. There must be some strawberry ice cream in the freezer. Does that sound good? I can also go to the supermarket and get a different kind if you want.
Leah No, strawberry sounds great. I'll see you later.
Ruby See you later.
2
Mother Julia, it's 7:30 and you're still in bed! Come on, get up! You don't want to be late for school.
Julia I'm not going.
Mother What's the matter? Are you not feeling well?
Julia I'm fine. Just leave me alone, will you?
Mother Julia, you can't just miss school. You have a history test today.
Julia Uh-huh.
Mother JULIA!
Julia MOM, look at me. I have this pimple on my forehead. It's huge! Everybody's going to laugh at me.
Mother Oh, poor baby. Let me see ... It's not that bad, really. I'll tell you what: we'll put some special cream on it. It covers up the red spot and makes the pimple go away really fast.
Julia You think so?
Mother Absolutely. Cheer up! You're such a pretty girl. Most people won't even notice the pimple; they'll look at your beautiful smile ...

Unit 18

Activity 1b

as big as an elephant | as blind as a bat | as flat as a pancake | as fast as the wind | as good as gold | as light as a feather | as old as the hills | as quiet as a mouse | as strong as an ox | as white as a ghost

Activity 2b and 3

1
 I envy you. I live in a very boring part of the world because there are no hills. The countryside is as flat as a pancake. I love walking in the mountains, so I wish I lived near the Alps.

2
Let me see the trophy you won at the horse riding competition. Wow, it's huge; it's as big as an elephant. My horse didn't do very well. I wish I had a better horse.

3
Cindy, are you all right? Come and sit down and have a glass of water. Has anything happened? You look as white as a ghost. I wish I could help you.

4
Don't worry about your heavy suitcase. Simon will carry it upstairs. He does weight training twice a week. So, for him, your suitcase will be as light as a feather. I wish I was half as strong as he is.

5
I couldn't find my sports shoes this morning. Do you know where they were? They were right next to my sports bag. I'm as blind as a bat. OK, it's a bit messy here. I wish my flat was tidier!

Activity 3

Interviewer I'm Denise and this is your Saturday Morning Breakfast Show. Today we're going to talk about envy. And our guest today is Alex Glover, a well-known psychologist, who has just written a book about the role envy plays in our lives. Welcome to the show, Alex.

Alex Thanks.

Interviewer Alex, I always thought envy was an unpleasant, negative emotion. But you've written about the negative and positive sides of envy.

Alex Yes, because there are two sides. I believe that negative emotions do have some benefits. Take stress, for instance. A bit of stress gives us energy and helps us focus. On the other hand, long-term stress can make us ill. My theory is that we can use negative emotions in a constructive way.

Interviewer So, first, what exactly is envy?

Alex I think we've all felt envious at some time in our lives. Basically, we feel envious when we compare ourselves with other people and when we are not happy with what we have, what we are, or what we have done in our lives. And if we don't control our thoughts, envy can get in the way of thinking and have a very negative influence. That's why I think we need to talk about the role envy plays in our lives.

Interviewer So, where do we start?

Alex Well, envy helps us understand what's important to us. For example: Recently I felt envious when my friend Barry bought a new car. So I said to myself: "I wish I had a new car, too." This told me that having a good car was something I care about very much.

Interviewer That sounds simple enough.

Alex Yes, but when you analyse your feelings, you need to be honest with yourself. Maybe you need to change your view of life to be happy. Let me give you the example of Sheila. She was envious of every woman who looked a little bit prettier than she did and was very unhappy. It was not until she accepted the fact that looking beautiful was not the most important thing in life, that she was able to enjoy life.

Interviewer OK, so understanding our feelings gives us the opportunity to change things in our lives. What next?

Alex Envy can also be a source of motivation and give you the energy to act. Because I'm envious of someone, I do something to change the situation. For example: At work, your colleague gets a

bigger bonus than you because she has more new customers. So you say to yourself: "I wish I had more customers. I'll try harder in the future. What she can do, I can do, too!"

Interviewer Are you saying that envy can motivate us to find new goals?

Alex Yes, envy can help you identify your secret ambition, although you need to keep your goals realistic! Take the example of Sidney, who was very good at running. Every time he watched a race, he was envious of the winners when they got their medals. So, he said to himself: "One day that will be me! I'm going to train hard and focus on winning a medal myself." And that's exactly what he did!

Interviewer Sounds great! Is there anything else we need to know?

Alex Well, it's important to train ourselves to think positively. Envy can become very negative if we allow our thoughts to go in the wrong direction. Don't think life is unfair because you have all these problems and other people don't. Everybody has their problems. Instead of being envious of someone's successful career, train yourself to think: "He must have problems, too. How does he manage to be so good at his job?"

Interviewer OK, so we need to see the whole picture. Thank you, Alex. Next time I feel envious, I'll ask myself why ...

Unit 19

Activity 2

- 1** It's difficult to admit your mistakes.
- 2** It's important to keep your promises.
- 3** It's unfair to talk badly about other people.
- 4** It's easy to spread rumours.
- 5** It's best to tell the truth.
- 6** It's better not to play political games.
- 7** It's necessary to work together.

Activity 3a

Student 1 Mr. Johnson, many experts agree that trust in the workplace is extremely important ...

Andrew Absolutely. Trust is the basis for creating a positive and effective work environment.

Student 2 Would you say this is true for all types of work?

Andrew Yes, I'm pretty sure it is, but I can only speak from my experience. At our company, we work in teams – as most people do these days – and trust is absolutely necessary for teamwork. It's impossible to build a high performance team without trust.

Student 2 You mean it's important for the members of the team to trust each other?

Andrew That's part of it, yes, but trust between management and the team is equally important. Building trust must begin at the top and then move down from there. If management doesn't set the example, things are not going to work.

Activity 3b

Student 1 What can people do to build trust in their company or organization?

Andrew One of the most important elements of building trust is integrity. This means, doing what you say you're going to do and keeping your promises

even if it's difficult or uncomfortable. Also, it's necessary to communicate well. This includes telling the truth, admitting mistakes and sharing information.

Student 1 Sharing information? What exactly do you mean by that?

Andrew Generally, everyone should think carefully about what information to share and what not to share. Sometimes it's best to keep things to yourself, especially if it's personal. On the other hand, we know that a lack of information often leads to wild speculation. If people don't understand what's going on in the company, they will start making up their own stories and spreading rumours, and that's always bad for the work climate.

Student 1 I see. Spreading rumours is definitely a way to create an environment with low trust. Could you help me understand what exactly can happen in such an environment? I mean, what are the consequences?

Andrew With low trust, people spend a lot of time playing political games and competing against each other rather than working together. Also, they're constantly watching their backs because they don't know what the people around them are doing or thinking. That takes up a lot of energy.

Student 2 And this energy could be used to focus on the job!

Andrew Absolutely. That was my point at the beginning: creating trust in the workplace is not just some kind of feel-good experience – it's smart business! In a positive work environment, people are more motivated, more creative and more productive, and in the end, business is more successful. That really does make a lot of sense.

Student 1 It sure does, and I'd love to continue our conversation, but I think we should let Mr. Johnson go now. Other students are waiting to talk to him, too.

Student 2 Ah, of course. Thanks a lot for your time, Mr. Johnson. That was really interesting.

Andrew My pleasure.

Unit 20

Activity 1b

1
It's said that animals understand how we feel and help us relax. Well, I can say that about my dog Rex. For example, it's nice to be greeted when you get home after work. When I walk through the door, Rex is waiting for me and shows me how glad he is to see me. I take him for a long walk in the evening and being outside with him really does me good. When I get home and sit down on the sofa, I let him sit at my feet. Rex helps me feel at peace with the world.

2
I've come to realise that we are affected by sounds all the time, both positively and negatively. Traffic noise, for example, makes me feel aggressive. On the other hand, the sound of singing bowls does me good. Since I started having sound massage, I feel much calmer. Sound massage is a very old therapy. It helps people relax using special metal bowls that come from Tibet. I lie down, fully dressed, and bowls of different sizes are placed on me and gently hit so that they sing. The sound vibrates through my body and I feel in harmony with myself. It's wonderful.

3
If I'm angry about something, I just go jogging or go cycling. It's amazing how much better I feel afterwards. Physical exercise calms me down and helps me see things from a different point of view. However, I don't like doing exercise inside a building. I need to be outside in the fresh air. I need to smell the grass, see green trees and fields and hear the birds singing. So, at the weekend I like going on a bike ride and exploring the countryside near where I live. That way I feel relaxed and calm on Monday morning.

4
If you want to chill and do something that's really good for your body, then try the sauna! My friend June and I go to the sauna once a week and spend a whole evening just taking it easy. Our bodies like the heat, our muscles relax, the sweat cleanses our skin and we forget the stress of life. We enjoy the luxury of having nothing else to do and, of course, it's also great to be able to spend time with each other. Additionally, the sauna makes me feel relaxed, so I sleep very well.

5
Music has always played a very important role in my life. I love being alone and surrounding myself with the sound of a great orchestra or listening to the voice of a talented singer. It's the best way for me to switch off and forget my job. When I come home from a hard day in the office, I just sit down in my favourite chair and listen to some peaceful classical music. Music gives me my inner balance so that I can keep calm in stressful situations at work.

6
There's nothing like a cup of tea. It calms me down when I'm stressed, warms me up when I'm cold and motivates me when I have a difficult job. I have packets of many different kinds of tea in my kitchen, so I can choose the one that best suits my mood. In my experience, tea helps us to stay positive and makes it easier to talk about things. So, if someone has a problem, the first thing I do is offer them a cup of tea.

Activity 3

1
Pete Hello.
Rachel Oh Pete, thank goodness you're home.
Pete Why, Rachel, what's up?
Rachel Well, I've just had an accident! I stopped at the traffic lights when the lights changed yellow and the car behind drove into me.
Pete Oh, no! Are you hurt?
Rachel No, don't worry! I'm perfectly all right. But the car's damaged at the back.
Pete Calm down. It wasn't your fault, so the insurance will see to everything. Have you already talked to the driver in the other car?
Rachel Yes. I have her name and address and insurance details. She only passed her test last week and so the situation has made her very nervous.
Pete Where exactly are you? Do you want me to come?
Rachel I'm in the town centre. The car's not that badly damaged, so let me drive it to the garage in Blacksmith Road. Do you think you could meet me there?
Pete Yes, no problem. Take it easy. See you in ten minutes.

2

- Stuart** Hi Alice! How was your holiday?
Alice Oh, hi Stuart! It was great thanks. But the flight back was not so good.
- Stuart** Why, what happened?
Alice Unfortunately, there was a five-hour delay because of strikes. We took off at 2 o'clock in the morning. Everyone was tired and nervous.
- Stuart** I can understand that!
Alice When we were finally in the plane, there was an older woman who was panicking. And the flight attendant started shouting at her.
- Stuart** Oh, that was not a good idea.
Alice No! So, I asked the flight attendant if he would let me help him.
- Stuart** And what did you do?
Alice Well, I asked him to fetch a glass of water. Then I sat in the seat next to the nervous woman, held her hand and, in a calm voice, told her not to worry. I told her that things were under control and she would soon be home. Then I made her drink the water. And it worked, she calmed down, and we were able to take off.
- Stuart** Well done you!

Unit 1

- 1a** snorkeling
- 1b** 1 mask | 2 snorkel | 3 flippers | 4 wetsuit
- 2a** photography
- 2b** 1 shot | 2 a piece of equipment (a support with three legs for a camera) | 3 to take or get something (informal)
- 3a** LEASH – a rope or line used to control a dog or other animal | POTTERY – articles like vases, mugs and plates made from clay and hardened by heat. | GOGGLES – protective covering for the eyes | CANVAS – a surface on which an artist can paint
- 3b** 1 walking dogs in the park | 2 pottery classes | 3 skiing | 4 a painting class
- 4a** 1 do | 2 make | 3 make | 4 do | 5 make
- 4b** 1 making | 2 do | 3 does | 4 made | 5 make

Unit 2

- 1a** A gardener (speaker is actually a grass seed analyst) | B pilot | C security guard
- 1b** A: speaker 3, no | B: speaker 2, yes | C: speaker 1, yes
- 1c** Speaker 1: nothing happens | Speaker 2: you have nothing to do | Speaker 3: sounds so dull
- 3b** Speaker 1 b | Speaker 2 d | Speaker 3 a | Speaker 4 c
- 3c** such a positive feeling – Speaker 3 | so boring – Speaker 4 | so dull – Speaker 3 | such a bore - x (No speaker at all) | such an easy job - Speaker 1
- 4** 1 so | 2 such | 3 such | 4 so | 5 so | 6 so | 7 such | 8 so | 9 such | 10 such

Unit 3

- 1a** An appointment is an official meeting with someone (your tax advisor, your dentist, your hair stylist, etc.). | A date is a romantic meeting between two people.
- 1b** 1 ... date ... | 2 ...out on a date ... | 3 ...have a date... | 4 ... go out on a date ...
- 2 a** 1 c | 2 f | 3 d
- 3** talked | met | had | chatted (spelling!) | went | was; were | tried (spelling!) | took | became
- 4** 1 true | 2 true | 3 false | 4 true | 5 false

Unit 4

- 1** 1 It was not easy enough. | 2 The group was not small enough. | 3 She was not tall enough.
- 2a** She doesn't have to talk to people.
- 2b** 1 is too short | 2 too quickly | 3 too young
- 2c** 1 is not long enough | 2 slowly enough | 3 not old enough
- 3a** He prepares himself so he knows what to expect.

3b The classroom was too big / not small enough. | The teachers were too strict / not friendly enough. | The children were too noisy / not quiet enough. | He was too afraid / not confident enough.

4a Conversation 1: Practice makes perfect!
Conversation 2: Excuses!

4b 1 true | 2 false | 3 true | 4 true | 5 false | 6 false | 7 true | 8 false | 9 true | 10 true

4c Possible answers:
1 Because Max was too shy and cried if too many people listened to him, the teachers gave him the chance/option to present to a small (enough) number of people and gradually increased the group size to help him become confident (enough). | 2 Teresa prefers being at home. – She doesn't meet enough people. | She won't know enough people. – She can bring a friend. | It's too far and she doesn't have a car. – Barry's sister Vicky can collect her. | She doesn't know what to wear. – It's not too formal and will be outside.

5 easy | slow | early | happy | outgoing/confident | warm/hot | short | new/young | cheap | near/close | optimistic | healthy

Unit 5

- 1a** don't want to hurt others | want to be liked | want to please others
- 2** 1 false | 2 true | 3 true | 4 false | 5 true | 6 false | 7 false | 8 true | 9 true | 10 true
- 3a** Conversation 1: Neil | Conversation 2: Ian
- 3b** 1 aren't you | 2 isn't it | 3 don't you | 4 haven't you | 5 won't you
- 4a** aren't you | can't you | do you | don't you
- 4b** 1 She wants to invite him over for dinner. | 2 He's got other plans. | 3 Open answers: Perhaps he's going on a date with his new girlfriend. | 4 She's upset because she doesn't get what she wants. | 5 Open answers: He handled the situation well because he offered several alternatives. Or: He didn't handle the situation well because he should have made time. | 6 Open answers

Unit 6

- 1a** Conversation 1: C | Conversation 2: B | Conversation 3: A
- 1b** 1 true | 2 false | 3 true | 4 true | 5 true | 6 false | 7 true | 8 false | 9 false | 10 true | 11 true | 12 true | 13 false | 14 true | 15 false |

	Who had a problem?	What was the problem?	Why do they feel relieved?
1	The man	He sent a contract to the wrong place.	The company no longer wants to have this customer because they have money problems.
2	Jamie	He's hurt his arm.	It's not broken.
3	Carole's husband	He forgot the Christmas shopping on the train.	The train driver found the shopping and gave it back to him.

- 2b Conversation 1: really (x2), Oh, no! | Conversation 2: That's a relief! | Conversation 3: Go on. ..., Oh, no!
- 3 1 d | 2 e | 3 a | 4 c | 5 b

Unit 7

Warm up Conversation 1: USA | Conversation 2: Britain
There are differences in pronunciation and vocabulary: "pharmacy" and "gas station" is American English, "chemist" and "petrol station" British English.

- 1a 1 elevator | 2 highway | 3 schedule | 4 fall | 5 parking lot | 6 line | 7 fill out | 8 subway | 9 restroom (or bathroom) | 10 rent
- 1b Possible answers: pub (BE) – bar (AE) | holiday (BE) – vacation (AE) | lorry (BE) – truck (AE) | flat (BE) – apartment (AE) | football (BE) – soccer (AE) | garden (BE) – yard (AE) | petrol (BE) – gas (AE) | shopping trolley (BE) – shopping cart (AE) | mobile phone (BE) – cell phone (AE) | post (BE) – mail (AE) | trousers (BE) – pants (AE)
- 2 1 a | 2 c
- 3a 1 Has he got an umbrella? Does he have an umbrella? | 2 Have you got a credit card? Do you have a credit card? | 3 Has she got a city map of Bath? Does she have a city map of Bath?
- 3b 1 I haven't got a ticket for the concert. I don't have a ticket for the concert. | 2 He hasn't got a boarding pass. He doesn't have a boarding pass. | 3 I haven't got time today. I don't have time today.
- 4a 1 true | 2 true | 3 false | 4 true | 5 false | 6 false

Unit 8

- 1a 1 lottery | 2 missing cat | 3 exam | 4 football match | 5 boyfriend | 6 mother
- 1b 1 D | 2 E | 3 A | 4 C | 5 F | 6 B
- 2a four times
- 3a 1 true | 2 false | 3 true | 4 true | 5 false | 6 false
- 3b 1 c | 2 b | 3 b | 4 b | 5 c
- 3c He always hopes he has enough good ideas. | He hoped to get his stories published. | He hopes that nobody recognizes him when he is on the street.

Unit 9

Warm up Being lonely means feeling sad and missing other people. But not everyone who is alone is sad about it. Depending on their personalities, many people enjoy spending time by themselves.

- 1a 2 d | 3 a | 4 f | 5 b | 6 e
- 1b 1 party animal | 2 companion | 3 sociable | 4 solitude | 5 loner | 6 socialize
- 2a Speakers 1, 2 and 4.
- 2b 1 b | 2 false | 3 a | 4 true | 5 b
- 3 1 by herself | 2 by themselves | 3 by yourself | 4 by himself | 5 by yourself | 6 by myself

4a "Camino de Santiago" is the name of the pilgrimage routes to Santiago de Compostela in Spain. The most popular route is the "French Way" (Camino Francés). It starts in Saint-Jean-Pied-de-Port in France and ends about 780km later in Santiago de Compostela. It usually takes at least four weeks to walk the Camino Francés.

4b 1 Dana left him because she fell in love with someone else. | 2 They tried to introduce him to other women. | 3 He went on a pilgrimage by himself. | 4 He discovered that he didn't always look after his own needs. He did certain things because they were socially acceptable, not because he wanted to do them. | 5 He moved house and started enjoying being single.

Unit 10

- 1b 1 true | 2 false | 3 true
- 1c 1 She's a good violin teacher, but expensive and strict. | 2 She's had lessons with Mrs. Davies for nearly a year.
- 2 1 c | 2 b | 3 c | 4 b
- 3a 1 Gwen has played in the school orchestra for two years. | 2 Gwen has had three lessons with Mrs. Davies. | 3 Gwen has had it for three years. | 4 Mrs. Davies has known about it since this morning.
- 4a 1 false | 2 false | 3 true
- 4b We haven't seen ... for ages | I've taught ... for the past ten months | You've organised ... for the last five years

Unit 11

- 1a sausage, ham, bacon, pepperoni, mushrooms, pineapple, artichokes, onions, sweet peppers, olives, spinach, cheese, tuna, anchovies, seafood
- 1b ham, pepperoni, tuna
- 2a 1 feta cheese | 2 bread sticks | 3 \$ 14.50 | 4 176 West 29th Avenue | 5 within half an hour
- 2b 1 take | 2 care | 3 comes
- 3 1 some, any | 2 any, some | 3 any, some | 4 some, any | 5 some, some
- 4a 1 They're in a restaurant. | 2 Orange juice and tap water. | 3 A party of two.
- 4b 1 to order | 2 comes with | 3 would you like | 4 anything else | 5 you are | 6 your meal | 7 finished | 8 care for

Unit 12

- 1a 1 d | 2 c | 3 a | 4 b
- 1b 1 stable (where horses live, not people) | 2 scarf (the other words are jewellery) | 3 police (the police look for these things) | 4 carpet (this is on the floor inside the house) | 5 fence (not used by burglars for a burglary)
- 2a flat | burglar | door | stairs | window | balcony | police | fingerprints | gloves

Answer key

2b 1 false | 2 false | 3 true | 4 false | 5 true

3a 1 Janie is moving away. | 2 Janie's boyfriend moved out. | 3 Janie was burgled.

3b 1 b | 2 c | 3 b

4a 5

4b

Why are burglaries shocking?	1. People enter your home uninvited 2. People look through your things 3. Things are missing
Possible reactions when you hear a burglar	1. make a noise and hope they will go 2. stay quiet 3. ring the police
Reaction when you come home after a burglary	1. go to a neighbour 2. ring the police 3. don't touch anything
What the police will do	1. search the house 2. look for clues 3. try to track the burglar
What you should do	Make a detailed list of missing things
How to make your home safe	1. add a lock 2. install an alarm 3. ensure windows are secure

5a Rosemary lives in a flat; Janie lives in a house. | During the burglary, Rosemary was in the flat; Janie was not in her house. | Rosemary's burglar didn't steal much; Janie's burglars took all her jewellery and many other things. | Rosemary is not happy about the burglary but says the worst thing is the paperwork. Janie is too shocked to stay in her house.

Unit 13

1a 1 luggage | 2 carry-on | 3 aisle | 4 liquids | 5 take off | 6 boarding | 7 boarding call | 8 delayed

2 1 false | 2 true | 3 true | 4 false | 5 false | 6 false | 7 true

3 1 get up | took off (infinitive: take off) | 3 switch off | 4 fill in | 5 put on | 6 pick up

4 1 No (your flight is ready for boarding; everything is going according to plan) | 2 A15 | 3 seat belts | 4 aircraft; assistance (to assist) | 5 Yes | 6 Yes | 7 MP3 players | 8 be landing soon | 9 warm and sunny

Unit 14

Warm up God save our gracious King, | Long live our noble King, | God save the King! | Send him victorious, | Happy and glorious, | Long to reign over us, | God save the King!

1a 1 Queen Victoria | 2 775 | 3 every six weeks | 4 bearskin | 5 11:30 a.m. | 6 the Royal Standard

2a twice

2b 1 8,000 | 2 3 p.m. | 3 two | 4 27,000 | 5 20,000 and 20,000 | 6 400 | 7 4 p.m. | 8 6 p.m.

3a Possible answers: forgetting to bow or curtsy to the Queen | spilling your tea | forgetting to turn your mobile phone off and getting a call

3b

Speaker	Reason for invitation	Embarrassed?	Why?
1	voluntary work, football training for teenagers	no	
2	In British Olympic team	yes	didn't have a tie
3	50th wedding anniversary	yes	hat blew off
4	works for the Red Cross	no	

3c 1 speakers 2 & 4 | 2 speaker 4 | 3 speakers 1 & 3 | 4 speakers 1, 2 & 3

4 1 4 p.m. | 2 3 p.m. | 3 in the tea tents | 4 3 times a year | 5 27,000 | 6 3 hours

Unit 15

Warm up Possible answers: window shopping, shopping malls, buying new clothes or shoes, spending money, going on a shopping spree, online shopping, shopping is great fun/boring, sale, department store

1b 1 shopping mall | 2 clothes (shirts and ties) | 3 his partner (girlfriend) | 4 price; other: unusual shirts

2a 1 shopaholic | 2 discount | 3 bargain | 4 receipt | 5 saving up for | 6 on sale | 7 window shopping

3a 1 The saleswoman takes the shirt back even though the customer doesn't have a receipt. | 2 The saleswoman tells the customer about some special offers. | 3 The customer buys the ring although he doesn't know his girlfriend's ring size.

3b 1 Do you want me to show you where they are? | 2 Do you want me to help you? | 3 Do you want me to wrap the box for you?

3c 1 I'm just looking. | 2 return | 3 try | 4 I'll

Unit 16

1a 1 true | 2 true | 3 false | 4 true | 5 true

1b lunch breaks | primary school | really stressful | break times | older guys

2b 1 during | 2 while | 3 during | 4 while | 5 While | 6 during | 7 while | 8 during

3a 1 b | 2 b | 3 b | 4 a

3b 1 an important maths test | 2 4 p.m. | 3 Nigel Jones | 4 he is already living there

4a bullying

4b 1 true | 2 false | 3 true | 4 true

Unit 17

Warm up

- a** mouth | stomach | neck | head | forehead | hand | toe | ankle | nose | arm
- b** Possible answers: eye | ear | foot | finger | leg | knee | shoulder | back | elbow
- 1c** 1 a sore throat, a cough, a runny nose, a headache | 2 feeling tired, sneezing | 3 ... take the cough syrup every four hours.
- 2a** Speaker 1 has the flu | Speaker 2 has hay fever | Speaker 3 has diarrhea | Speaker 4 has a hangover | Speaker 5 has mosquito bites
- 2b** 1 Cheer up! | 2 Oh, no. You must feel awful.
- In the first situation, the woman feels bad after drinking too much alcohol. We know that a hangover is uncomfortable but generally not dangerous. In the second situation, we don't know if the man's health problem is harmless (maybe he has eaten something bad) or not.
- We say "Cheer up" to make someone feel better, but it is NOT common to use this expression in situations that are really bad or dangerous. We often say "Oh, no. You must feel awful!" (or "Oh, no. You must feel terrible.") to show concern, even in difficult situations.
- 2c** Harry is worried about his health. He thinks he might have the flu (an illness that can be dangerous). The doctor tells him to cheer up because his health problem is not as serious as Harry thought.
- 3** 1 It must be a mosquito bite. | 2 It must be Dr Clarke. | 3 You must be tired. | 4 It must be in my bag. | 5 She must have a hangover.
- 4b** 1 Julia | 2 Leah
- 4c** 1 true | 2 false | 3 false | 4 false | 5 true | 6 true

Unit 18

- 1a** as big as an elephant | as blind as a bat | as flat as a pancake | as fast as the wind | as good as gold | as light as a feather | as old as the hills | as quiet as a mouse | as strong as an ox | as white as a ghost
- 2a** 1 as old as the hills. | 2 as good as gold. | 3 as quiet as a mouse. | 4 as fast as the wind. | 5 as strong as an ox.
- 2b** 1 as flat as a pancake. | 2 as big as an elephant. | 3 as white as a ghost. | 4 as light as a feather. | 5 as blind as a bat.
- 3a** 1 I wish I lived near the Alps. | 2 I wish I had a better horse. | 3 I wish I could help you. | 4 I wish I was half as strong as he is. | 5 I wish my flat was tidier.
- 3b** Possible answers: 1 I wish I felt better. | 2 I wish my car was newer. | 3 I wish my children were quieter. | 4 I wish my house was cleaner. | 5 I wish I had more money. | 6 I wish I had another job.
- 4** 1 true | 2 false | 3 false | 4 false | 5 true | 6 true | 7 true | 8 true | 9 false | 10 true

Unit 19

- 1a** 1 keep a promise | 2 admit a mistake | 3 spread rumors | 4 tell the truth | 5 play political games | 6 talk badly about people
- 1b** ways to build trust: keep a promise; admit a mistake; tell the truth; (additional ideas: treat people with respect; listen to other people's ideas) | ways to lose trust: spread rumors; play political games; talk badly about people (additional ideas: shout at people; criticize people in front of others)
- 2** 1 It's difficult to admit your mistakes. | 2 It's important to keep your promises. | 3 It's unfair to talk badly about other people. | 4 It's easy to spread rumors. | 5 It's best to tell the truth. | 6 It's better not to play political games. | 7 It's necessary to work together.
- 3a** 1 true | 2 true | 3 false
- 3b** 1 ... do what they say they will do. | share information. | tell the truth. | keep their promises.
- 2 ... do not get enough information.
- 3 ... play political games. | compete against each other.
- 4 ... are more creative. | are more motivated.

Unit 20

- 1b** A speaker 5 | B speaker 3 | C speaker 2 | D speaker 4 | E speaker 6 | F speaker 1
- 1c** A 10 | B 7 | C 12 | D 8 | E 3 | F 5
- 2** 1 makes | 2 Let | 3 makes | 4 let | 5 Let | 6 makes | 7 make | 8 made
- 3a** 1 false | 2 a | 3 false | 4 b
- 3b** Don't worry. | Calm down. | Take it easy.



C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

C2

Listening: I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading: I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

Speaking: I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

Writing: I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.



ENGLISH

- C2** telc English C2

- C1** telc English C1

- B2-C1** telc English B2-C1 Business
telc English B2-C1 University

- B2** telc English B2
telc English B2 School
telc English B2 Business
telc English B2 Technical

- B1-B2** telc English B1-B2
telc English B1-B2 School
telc English B1-B2 Business

- B1** telc English B1
telc English B1 School
telc English B1 Business
telc English B1 Hotel and Restaurant

- A2-B1** telc English A2-B1
telc English A2-B1 School
telc English A2-B1 Business

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

DEUTSCH

- C2** telc Deutsch C2

- C1** telc Deutsch C1
telc Deutsch C1 Beruf
telc Deutsch C1 Hochschule

- B2-C1** telc Deutsch B2-C1 Medizin

- B2** telc Deutsch B2 Medizin
Zugangsprüfung
telc Deutsch B2+ Beruf
telc Deutsch B2

- B1-B2** telc Deutsch B1-B2 Pflege

- B1** telc Deutsch B1+ Beruf
Zertifikat Deutsch
Zertifikat Deutsch für Jugendliche

- A2-B1** Deutsch-Test für Zuwanderer

- A2** telc Deutsch A2+ Beruf
Start Deutsch 2
telc Deutsch A2 Schule

- A1** Start Deutsch 1
telc Deutsch A1 für Zuwanderer
telc Deutsch A1 Junior

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2-B1** telc Español A2-B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

- A1** telc Español A1
telc Español A1 Escuela
telc Español A1 Júnior

FRANÇAIS

- B2** telc Français B2

- B1** telc Français B1
telc Français B1 Ecole
telc Français B1 pour la Profession

- A2** telc Français A2
telc Français A2 Ecole

- A1** telc Français A1
telc Français A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

TÜRKÇE

- C1** telc Türkçe C1

- B2** telc Türkçe B2
telc Türkçe B2 Okul

- B1** telc Türkçe B1
telc Türkçe B1 Okul

- A2** telc Türkçe A2
telc Türkçe A2 Okul
telc Türkçe A2 İlkokul

- A1** telc Türkçe A1

РУССКИЙ ЯЗЫК

- B2** telc Русский язык B2

- B1** telc Русский язык B1

- A2** telc Русский язык A2

- A1** telc Русский язык A1

PORTUGUÊS

- B1** telc Português B1

اللغة العربية

- B1** telc اللغة العربية B1

JĘZYK POLSKI

- B1-B2** telc Język polski B1-B2 Szkoła

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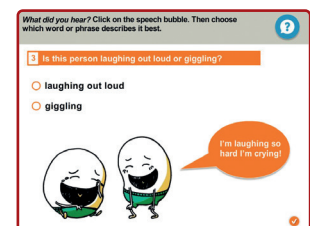
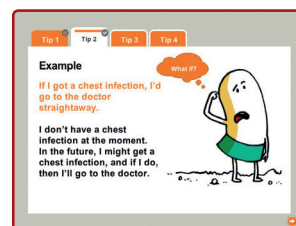
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