

# ENGLISH PRACTICE MATERIAL

## SPEAKING

# A2·B1

**Free Online  
Activities!**



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# 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!

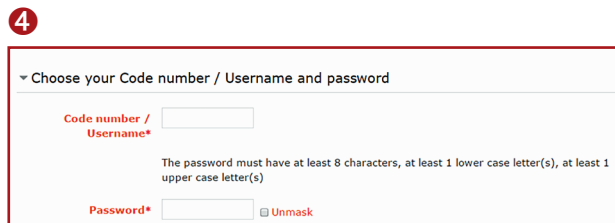
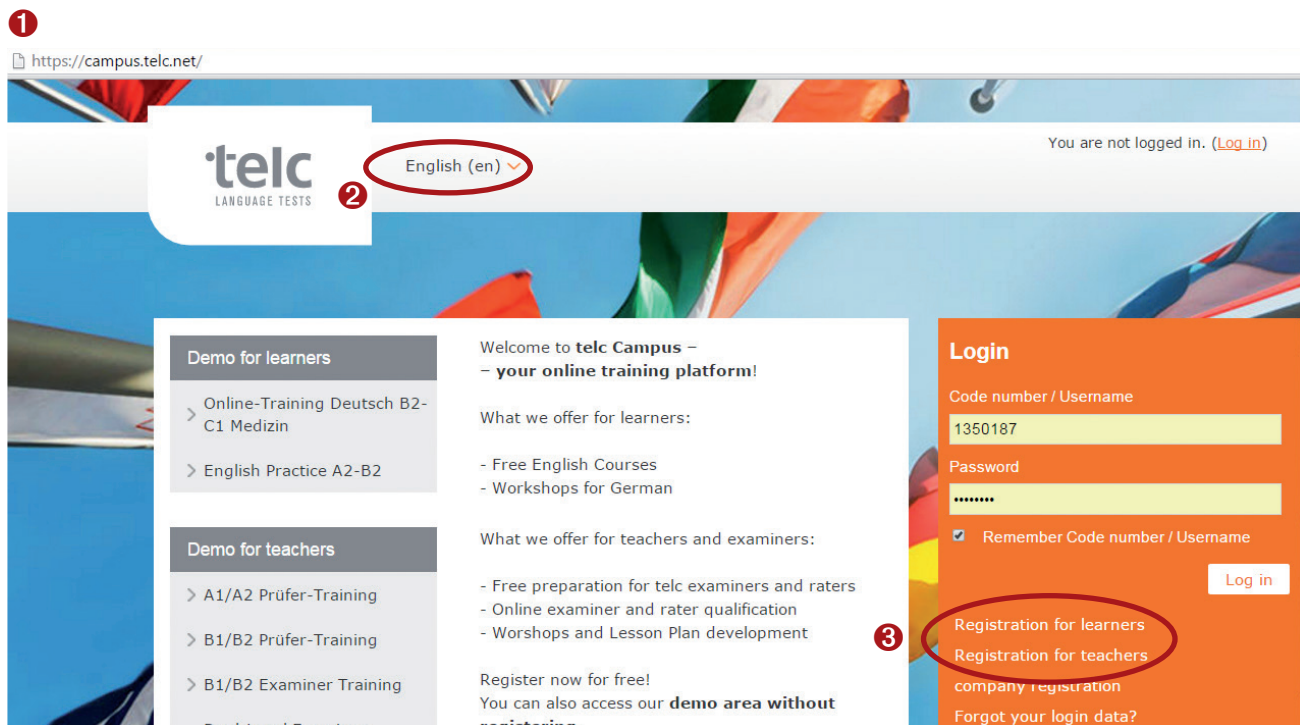
This includes extra activities in:

- Listening
- Grammar
- Vocabulary

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

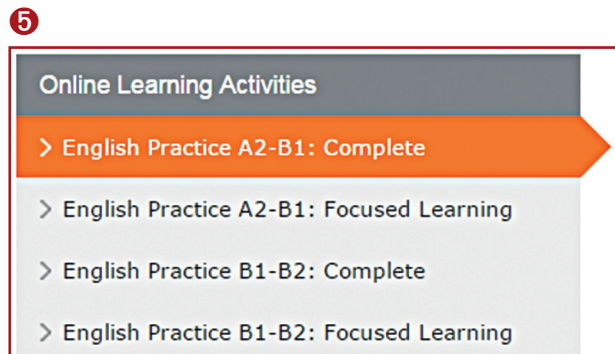
## Getting Started

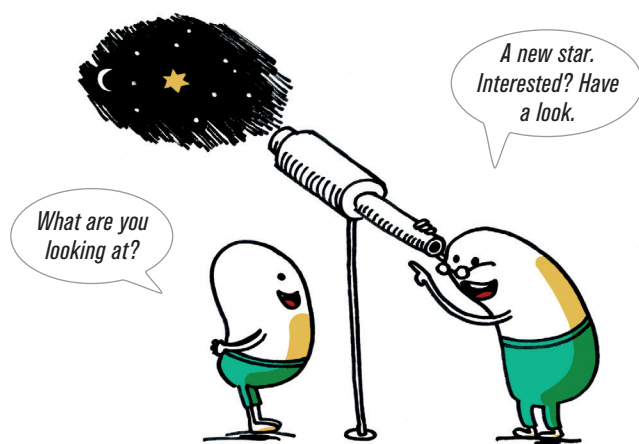
- 1) Go to: **campus.telc.net**
- 2) Choose your user language
- 3) Click on “registration for learners” or “registration for teachers”
- 4) Choose a password for yourself, with at least 8 characters: At least one lower case letter, and at least one upper case letter
- 5) Once you’re logged in, choose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



Then you can start learning!

Have fun!





## Warm up

In class, talk about the following:

- How many televisions do you have in your home?
- How often do you watch the telly?
- What are your favourite TV programmes? Why do you like them?

## Activity 1

- a** Here is a list of words for different types of television programmes. Match the words and the definitions. Then compare your answers in class.

- 1 **documentary**
- 2 **commercial**
- 3 **soap (opera)**
- 4 **cartoon**
- 5 **reality TV**
- 6 **sitcom**
- 7 **cooking show**
- 8 **game show**

- a a TV programme (often for kids) that features animated characters
- b a television series about a group of people in funny situations
- c an entertaining show in which people compete for a prize
- d a television programme giving facts and information on a specific topic
- e an advertisement on television or on the radio
- f a TV programme that shows real people, not actors
- g a fictional story about people's daily lives and problems
- h a TV show that is hosted by a famous chef

- b** What other types of TV programmes can you think of? Collect ideas in class.

- c** Do you know these British and American TV shows? What type of programme are they?

**Britain's Got Talent**

**American Idol**

**Friends**

**CSI**

**The Simpsons**

**Two And A Half Men**

**Sesame Street**

**Who Wants To Be A Millionaire?**

Are they popular in your country, too?



1

## Activity 2

- a** Complete the questions with the words or phrases in the box. Then listen to check your answers.

- 1 ..... interested in documentaries?
- 2 ..... feel about reality TV?
- 3 ..... watch the news every day?
- 4 ..... your favourite TV channel?
- 5 ..... think about game shows?
- 6 ..... your favourite game show host?

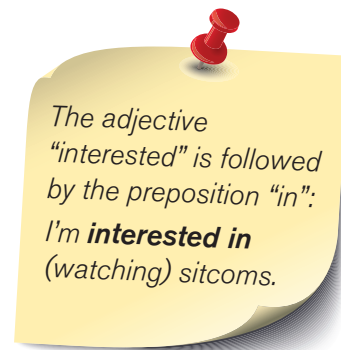
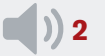
Who's ...?      Do you ...?  
 What's ...?      What do you ...?  
 Are you ...?      How do you ...?

- b** Work with a partner. In turns, ask each other the questions from Activity 2a and answer them.



**c** Now listen to the examples on the audio CD. Which expressions do you hear? Underline them.

I don't have one.	Some of them are very entertaining.
I'm not really interested in ...	Not very much.
I think it's very interesting.	I'm interested in watching ...
I think it's pretty boring.	I'm not sure.



**Activity 3**

We use **do/does** or **is/are** to form questions. Look at the examples below.


<b>Do</b> you like game shows?	<b>Are</b> you interested in sitcoms?
<b>Does</b> Claire like soap operas?	<b>Is</b> Claire interested in cartoons?
What <b>do</b> you like about reality TV?	What <b>is</b> your favourite show?

Now work with a partner and form questions with **do/does** or **is/are** as in the example:

- |   |                                     |
|---|-------------------------------------|
| I watch sports every Saturday. And <b>you</b> ?             | Do you watch sports every Saturday? |
| 1 I like watching the evening news. And <b>Claire</b> ?     | ..... ?                             |
| 2 I like cartoons. And <b>your teacher</b> ?                | ..... ?                             |
| 3 I'm interested in talk shows. And <b>you</b> ?            | ..... ?                             |
| 4 I want to be on TV one day. And <b>you</b> ?              | ..... ?                             |
| 5 I'm interested in cooking shows. And <b>your friend</b> ? | ..... ?                             |

**Activity 4**

Work with a partner. Your teacher will give you some cards. Each card has a word or phrase on it. Put them face down on the table. In turns, take a card and ask a question using the word or phrase on the card. Your partner answers the question. Example:

Card:  Student A: What's your favourite cartoon?  
 Student B: The Simpsons. It's very funny.

**Activity 5**

Talk about the following questions in class:

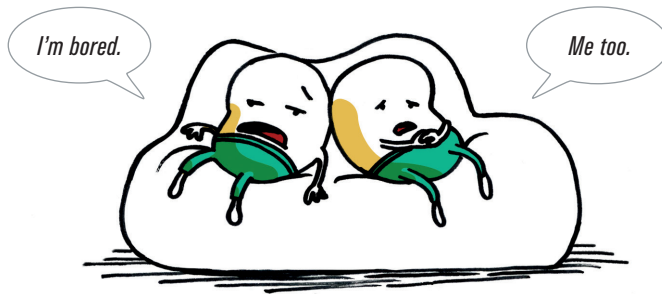
- Can you learn English from watching TV? Why or why not?
- Would you like to be on a reality show? Why or why not?



**Conversation**

- B1** Can express and respond to feelings such as [...] interest and indifference.
- A2** Can participate in short conversations in routine contexts on topics of interest.





### Warm up

Close your eyes and sit in silence without doing anything for two minutes. Your teacher will tell you when the two minutes are over. How did you feel? Could you relax and switch off or did you feel bored?

### Activity 1

The two people in the illustration are in agreement – they are bored! Work with a partner and practise agreeing with each other (even if it is not true!). Student A reads the following statements, student B agrees. Then swap roles.

1 I love ice cream. | 2 I don't like homework. | 3 I've never been to Tanzania. |  
4 I watch the news every day. | 5 I'm a really good cook. | 6 I can't speak Chinese. | 7 I go to the cinema every weekend. | 8 I don't like whisky.

If you agree with someone, just say:  
**Me too!**  
If their statement is negative, say:  
**Me neither!**

### Activity 2

a Put the conversation in the correct order.

- Me too. But I didn't have time to watch TV last night.
- Well, you also get to enjoy some good views if you go mountain biking.
- True, it sometimes takes a long time. But the view at the top always makes up for the hard climb.
- Me neither. If you make sure your bike is in perfect order and keep to the paths, it's quite safe!
- 1** Did you see the documentary on Mount Kilimanjaro last night? I really enjoy documentaries.
- I want to go to the top of Kilimanjaro next year, so it was extremely helpful!
- I suppose so. But what about all the accidents? I don't like taking risks.
- Do you? I think climbing mountains is really boring. All you do is walk for hours and hours.



b Now listen to the conversation and check your answers. Did the two speakers agree with each other at all? What's your opinion of mountain activities?

c Turn to the audio script and read the dialogue with a partner. Swap roles and read a second time.

### Activity 3

Describe what you can see in the three pictures below. Remember to say what the people **are doing** at the moment and what you can see in the foreground and background.



**Activity 4**

**a** Look at this list of activities. Which ones do you find boring and which ones do you find interesting? Work on your own and give them a rating:

\*(=interesting) / + (= boring) / ++ (= very boring) / +++ (= extremely boring)

Rating	Activity	It's boring because (see Activity 4c)
	fishing	
	playing chess	
	cleaning the car	
	making small talk	
	watching Formula 1 on TV	
	sunbathing on a beach	
	reading a book	
	doing the ironing	
	watching a documentary	
	standing in a queue	

**b** Talk to a partner. Without showing each other your lists, make up some sentences comparing the activities. Use the examples in the grammar box on the right to help you. Do you and your partner agree or are you surprised?

Playing chess is **more boring / less boring** than reading a book.  
 Watching Formula 1 is **the most / least boring** activity.

**c** Why do you find some activities boring? Complete the table using phrases from the box below. Then talk to your partner, giving reasons for your viewpoint.

Example: I think reading a book is boring because I fall asleep when I read!

... it lasts so long! | ... there's nothing to do! | ... it's pointless! | ...it's not challenging!  
 ... I fall asleep! | ... it's always the same! | ... it's work and no fun! | ... there's no variety!  
 ... it's a waste of time! | ... it never ends!


**Activity 5**

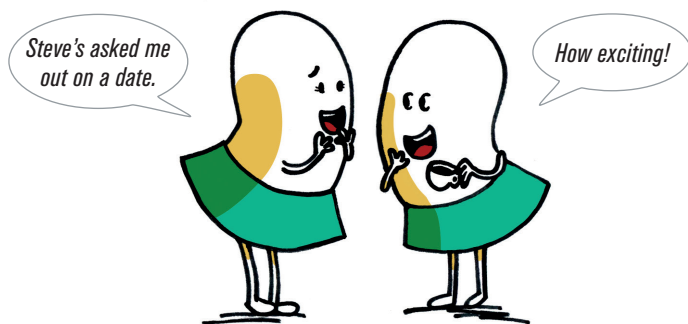
- a** Together with your partner, choose your top three most boring activities from the list and agree on the reasons.
- b** In class decide which is the most boring activity and the least boring activity. You will probably have to vote because people will have such different opinions.

**Overall spoken interaction**

**B1** Can (...) express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.

**A2** Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.





### Warm up

- a** What festivals and public holidays do people celebrate in your country? Collect ideas in class and write them on the board. Examples: Easter, Valentine's Day, etc.
- b** Which holiday(s) do you particularly look forward to?



### Activity 1

- a** Listen to a short radio programme. Which public holiday is the speaker talking about?

Christmas     Thanksgiving     Fourth of July     Halloween

- b** Work with a partner. Sort the words below into the right category: Christmas, Thanksgiving, Fourth of July or Halloween. Compare your answers and talk about the meaning of any unknown words in class.

turkey | pumpkin | ghost | fireworks | Santa Claus | harvest | Jack-o'-lantern | reindeer | Independence Day | skeleton | snowman | cemetery | parade | corn on the cob | Silent Night | stuffing

Do you know any other words that are associated with these holidays? Add them to the list.

### Activity 2

- a** Here are some expressions to help you talk about different holiday activities. Match the verbs on the right with the expressions on the left.

1 to decorate	a presents
2 to wrap	b in a costume
3 to light	c with family
4 to dress up	d the house
5 to carve	e a candle
6 to spend time	f the fireworks
7 to build	g pumpkins
8 to watch	h a snowman



- b** Complete the sentences below with the verbs from Activity 2a. Then compare in class.

1 When it gets dark, we ..... some candles.

2 The kids like to ..... in scary costumes on Halloween.

3 We ..... the outside of our house with Christmas lights.

4 I ..... the presents on Christmas Eve.

5 We ..... with friends and family during the holidays.

6 We ..... fireworks on the Fourth of July.

### Activity 3

In order to connect our ideas, we often use linking words such as **and**, **because** or **although**. Look at the examples below.

The kids carve the pumpkins **and** I decorate the room.  
The kids like Christmas **because** Santa Claus brings them presents.  
**Although** I like sweets, I don't eat them very often.

Now read the text and fill in the gaps with **and** (2x), **because** (2x), and **although** (1x). Then listen to check your answers.

My husband Gary and I just love Thanksgiving.

It's our favourite holiday .....1..... it gives us time to connect with people from our extended family. Some of them live far away .....2..... we don't see them very often.

Thanksgiving is celebrated on the fourth Thursday in November every year. Most Americans like to have a traditional turkey dinner .....3..... we are no exception.

Gary and I start cooking early .....4..... it takes about four hours to cook a turkey. Our dinner starts when the guests have arrived and the turkey is ready. We also have stuffing, mashed potatoes, corn on the cob and cranberry sauce.

After dinner, we all watch NFL football on TV. ....5..... I don't really like football, it's part of the tradition. And with my family around and a piece of pumpkin pie by my side, it's actually very enjoyable.



Linda and Gary Mason, Chicago

### Activity 4

Now tell your classmates about your favourite public holiday. Make a few notes first. Here are some ideas to help you. You can also use your own ideas.

- When do you celebrate this holiday?
- What foods or traditions are connected with this holiday?
- Do you decorate the house? If so, how?

### Activity 5

Discuss in class.

- Why do we celebrate public holidays and festivals? Why is celebrating important?
- Do you think that holidays are too commercialised? Why or why not?

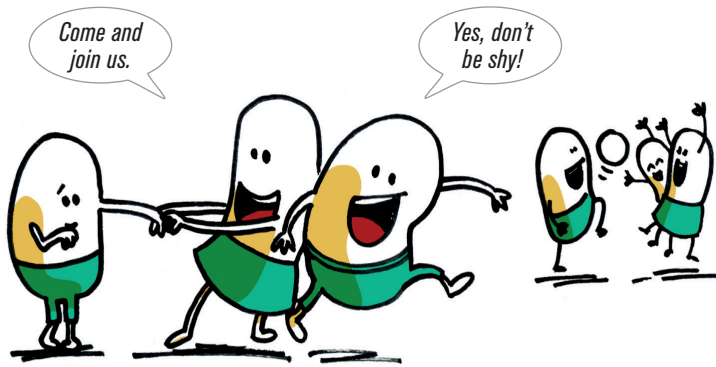
#### Holiday expressions

Happy Halloween!  
Happy New Year!  
Merry Christmas!  
Happy Fourth of July!  
Happy Easter!

### Sustained monologue: describing experience

- B1** Can give straightforward descriptions on a variety of subjects within his/her field of interest.
- A2** Can give short, basic descriptions of events and activities.





### Warm up

How do people feel when they are shy? The letters in the following words have been mixed up. Work with a partner and find the words.

- |                 |           |
|-----------------|-----------|
| 1 ADIFRA        | 2 AXIONUS |
| 3 UNTAOMFCORBEL |           |
| 4 UNOPIMTRANT   | 5 NOUREVS |

### Activity 1

**a** Shy people do not say very much, especially when they have to speak a foreign language. One way to overcome this is to be prepared and be familiar with typical phrases for routine exchanges. This will make you feel more confident. Put this dialogue into the right order as an example.

- |  |   |
|--|---|
| a <input type="checkbox"/> Here you are.                                   | e <input type="checkbox"/> Thank you very much.                         |
| b <input type="checkbox"/> You're welcome!                                 | f <input type="checkbox"/> Yes, please. A cup of coffee would be great. |
| c <input type="checkbox"/> With milk and sugar?                            | g <input type="checkbox"/> Just milk, please.                           |
| d <input checked="" type="checkbox"/> 1 Would you like something to drink? |   |

**b** Practise this dialogue by reading it twice with a partner, taking turns in starting.

**c** Practise offering each other something to drink: water (still or sparkling), tea (with milk or sugar), juice (orange juice or apple juice), etc.



6

### Activity 2

**a** In class, talk about the pictures. What is the difference between the two situations? How will this affect the language used?



A



B

**b** Listen to the two conversations and match them to the pictures. How well do the people know each other?

**c** What do you say when you ...

- 1 react to bad news? .....
- 2 apologize for keeping someone waiting? .....
- 3 take a visitor to a room? .....
- 4 tell your visitor to sit down? .....

**d** Now listen to the conversations again and compare the phrases used with your answers for c.

**e** Turn to the audio script and read the dialogue with a partner. Swap roles and read a second time.

### Activity 3

**a** For some phrases we expect a certain reply. If a friend says to you: "How are you?", they expect you to answer with: "Fine thank you, and you?" or a similar phrase. Work with a partner. How would you reply appropriately to these phrases?

- 1 Have a nice weekend.
- 2 Well done!
- 3 I don't feel very well.
- 4 Would you mind opening the window?
- 5 Could you help me, please?
- 6 Enjoy your holiday!
- 7 Nice to see you again!
- 8 Happy Birthday!
- 9 I've failed my exam.
- 10 See you next week.
- 11 Do you know where Tom is?
- 12 Thank you!

#### Careful!

The answer to the question "Would you mind ... ?" is usually "No".

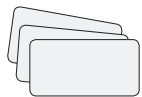
Example: "Would you mind starting a bit later?"  
"No, not at all."

**b** Now match the replies in the box below to the phrases above. Were there any surprises? Look at the sticky note.

a	My pleasure.	b	See you.
c	I hope you feel better soon.	d	Sorry, I'm afraid I don't.
e	Same here.	f	Thanks, I will!
g	No, not at all.	h	Thanks. I'm so glad it was a success!
i	Oh, I'm sorry to hear that.	j	Thanks, it's good of you to remember.
k	Yes, certainly.	l	Thanks. The same to you.

### Activity 4

Work with a partner. Your teacher will give you some cards. Put them face down on the table. In turns, take a card and read it to your partner. Your partner should then react appropriately. Example:



Student A: Nice to meet you.  
Student B: Nice to meet you, too.



### Activity 5

Using phrases from this unit, write a short dialogue together with a partner. Practise reading it several times until you feel confident. Then act it out to the class without reading your text.

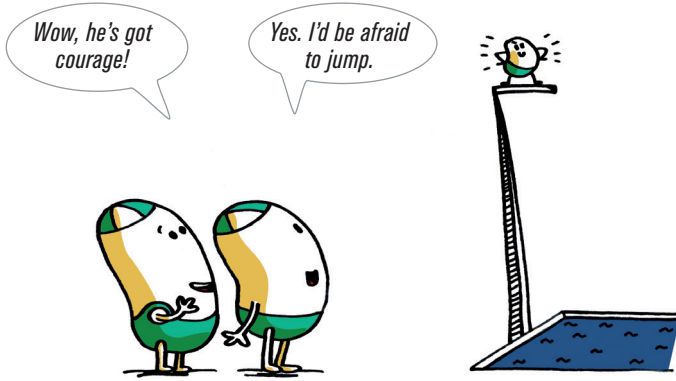
#### Using the right language in the right situation\*

**B1** Can express him/herself politely.

**A2** Can socialize simply using common expressions and following basic routines.



\* simplified version of the CEFR descriptor Sociolinguistic Appropriateness



Warm up

- a Some people like knitting or reading in their free time; others enjoy jumping off tall buildings. What extreme sports (or adventure sports) do you know? Collect ideas in class.  
Examples: sky diving, rock climbing, etc.
- b Have you ever tried an extreme sport?



Activity 1

a Listen to three people talking about their hobbies. Match the speakers to the pictures.



Speaker

Speaker

Speaker

b Which of the three hobbies is the most dangerous? Discuss in class.

Activity 2

a Here are some useful expressions for discussion. Sort them into the correct column.

You're right. | In my opinion ... | I'm not sure about that. | I think ... | I agree. |  
I'm sorry, but I disagree. | I don't think so. | I think so, too. | I'd say that ...

Giving opinions

Agreeing

Disagreeing

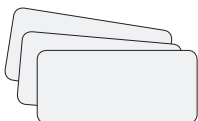
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Do you know any other expressions for giving opinions, agreeing or disagreeing?

b Work with a partner. Your teacher will give you some cards. Put them face down on the table. Each card has a sentence expressing an opinion on it. Student A takes a card and reads the sentence. Student B responds by agreeing or disagreeing. Then swap roles.



Example:

A: "I think rock climbing is dangerous."

B: "I agree."



**Activity 3**

We often use the expression **not as ... as** when comparing things.  
 Example: Skydiving is **not as** dangerous **as** backcountry skiing.

We also use the expression **more ... than** for comparisons:  
 Backcountry skiing is **more** dangerous **than** skydiving.

Make sentences with **not as ... as ...**

- 1 Scuba diving is more dangerous than snorkelling. → Snorkelling is not as .....
- 2 Snowboarding is more exciting than skiing.
- 3 Downhill skiing is more difficult than cross country skiing.
- 4 Bungee-jumping is more popular than hang gliding.
- 5 Skydiving is more expensive than mountain biking.

**Activity 4**

How do you feel about extreme sports? Comment on the statements below and discuss in class. Use some of the expressions from Activity 2.



*I'd say that it takes courage to participate in extreme sports.*

*I'm sorry, but I disagree. In my opinion it's reckless and foolish.*



*I'm not sure about that. I think many extreme sports are not as dangerous as people think.*

**Activity 5**

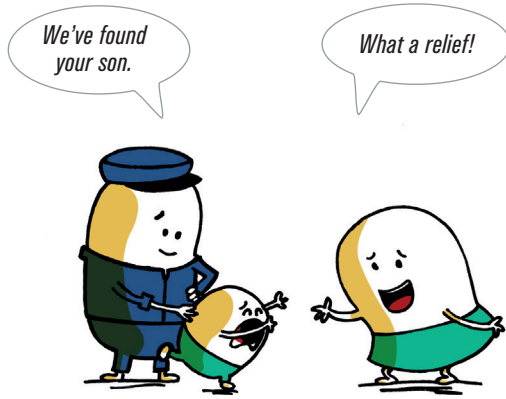
How do you feel about other extreme things that people have done? For example, think about Felix Baumgartner's 24-mile jump from the edge of space or the two young men who walked across the largest waterfalls in the world on a slackline. Were they courageous or crazy? Discuss in class.



**Informal discussion (with friends)**

- B1** Can express belief, opinion, agreement and disagreement politely.
- A2** Can agree and disagree with others.





### 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 son? Write down places where children sometimes get separated from their parents. Example: in a department store. Compare your ideas in class.
- b** Have you or anyone you know ever lost a child? What did you do? What would you do if this happened to you?



### Activity 1

- a** Not only children get lost. Sometimes older people who are confused get lost, too. Listen to the recording and note down the details of the missing person. Play the recording twice. Then turn to the audio script and see if you have noted down everything.
- b** Work with a partner. To find a lost person, we have to describe them – what they look like and what they are wearing. Look at these groups of words and give each group a name.

jewellery	face	clothes	figure	personality
accessories	complexion	attractiveness	hair	

**Careful!**  
We usually use the word **handsome** to describe a man.

- 1 ..... straight | curly | wavy | light brown | blond | shoulder-length
- 2 ..... glowing | dark | olive | fair | pale | tanned
- 3 ..... charming | friendly | lively | shy | confident | easy-going
- 4 ..... tall | short | thin | slim | chubby | overweight
- 5 ..... well-dressed | scruffy | casual | smart | well-groomed | elegant
- 6 ..... necklace | rings | bracelet | earrings | watch
- 7 ..... gloves | belt | scarf | hat | bag | glasses
- 8 ..... moustache | beard | freckles | scar | long eyelashes | thick eyebrows
- 9 ..... handsome | good-looking | beautiful | pretty | sweet | attractive

### Activity 2

- a** Work in small groups. What is the difference between the following? Make drawings to illustrate the difference! Compare in class.

- 1 a tie and a bow tie    2 a shirt and a blouse    3 a skirt and a dress  
4 a coat and a jacket    5 spots and stripes    6 a hat and a cap

- b** Talk about what is happening in the picture. Describe what the people are wearing in as much detail as possible. Then listen to the recording.



### Activity 3

On a piece of paper, write down three or four sentences about yourself, describing what you look like. For example:

I'm a woman with shoulder-length, brown, curly hair. I have green eyes and only need glasses when I read. I normally wear trousers, a short-sleeved blouse and a necklace. My favourite colour is green. Who am I?

Give your piece of paper to the teacher, who will put all the descriptions in a box. Then your teacher will pull out a description and read it for the class to guess the person. If your teacher is reading your description, keep quiet – see if the others recognise you!

### Activity 4

Note the difference between these two questions. One uses the verb **to be** and one uses the verb **to do**.

What **does** Steve like? → He likes chocolate.

What **is** Steve like? → He's very shy.

We can also ask:

→ What's the weather like? → It's raining today!

**a** Steve is an 11-year old boy. He didn't come home from school today. A police officer is asking Steve's mother questions about Steve to find out some information about him. Work with a partner. Match the questions and answers below.

- 1 What is the missing boy like?
- 2 Has he ever disappeared before?
- 3 What clothes does he like wearing?
- 4 What are Steve's friends like?
- 5 What sports does Steve like?
- 6 What does Steve like doing after school?

- a He loves reading books and often goes to the library.
- b He isn't into sports.
- c He's a very quiet person.
- d He usually wears jeans and a black sweatshirt.
- e They're very friendly and laugh a lot.
- f Only once, but that was a misunderstanding.

**b** Now role play the conversation between the police officer and Steve's mother. Then swap roles.

**c** Where do you think Steve could be? What would you do if you were Steve's mother or the police officer?

### Activity 5

In small groups, act out the story about Steve. First decide where Steve is and how he is found. Here is a suggestion for the story. You can use your own ideas and add other people.

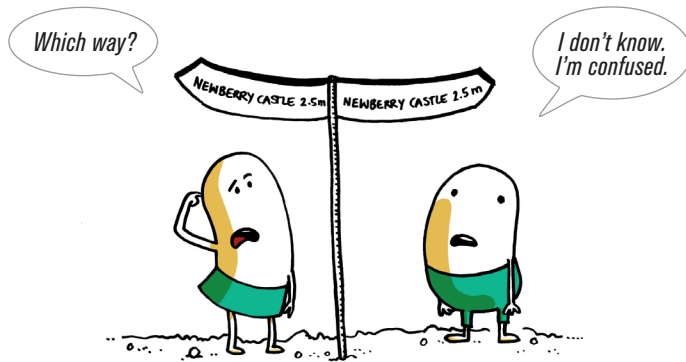
- 1 Steve's mother rings the police station to report that Steve is missing.
- 2 A police officer comes to interview Steve's mother.
- 3 Steve talks to his friends about his plans.
- 4 A police officer interviews Steve's friends.
- 5 A police officer interviews the librarian.
- 6 A police officer finds Steve.
- 7 Steve comes home and tells his mother where he was and his mother is relieved to see him.

#### Overall oral production

**B1** Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

**A2** Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences.





### Warm up

Spelling can sometimes be very confusing. Work with a partner. Each of you writes three words on a piece of paper. They can be any English words with eight letters or more (e.g. MISSISSIPPI or BUTTERFLY). Then spell these words to your partner. If you want to make it a bit more difficult, you can spell the words backwards!

### Activity 1

Names of people and places are often difficult to understand, especially on the telephone. However, there are some strategies that you can use to make understanding easier. You do not need to know the Alpha, Bravo, Charlie alphabet that pilots use.

**a** Work with a partner and write down one word or name for each letter of the alphabet. The words should be simple and clear. Examples: A for apple, B for boy, C for ...

**b** Now use your new alphabet to spell the following strange place names (they all exist!).

Frenchbeer | Germansweek | Great Snoring | Mousehole | Whiskeytown | Zigzag

Need more practice? How about spelling the name of this Welsh village? It's the longest place name in the UK: Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch ☺

**Zzzzzzz**

Americans pronounce the last letter of the alphabet as 'zee' whereas the British pronounce it as 'zed'.

### Activity 2

**a** When you do not hear or understand what somebody has said, you can ask for clarification. Which of the following phrases can you use? Tick the boxes.

One more time, please.

May I?

Pardon?

Do you mind?

Did you say X or Y?

So, that's...?

Can you repeat that?

I'm looking for ...

Could you find out ...?

**b** Can you think of additional phrases that you can use? Collect ideas in class.



### Activity 3

**a** Listen to the recording and complete the dialogues with the missing phrases.

A	B
My name's Cyra Costello.	Sorry, I didn't .....
It's Costello. Cyra Costello.	..... your first name? C – I .....
No, it's spelled with a Y as in yellow: C – Y – R – A.	Ah OK, thanks. And what's your address, Cyra?
It's 129 Riverview Drive in Kalamazoo, Michigan. The zip code is 49001.	..... 49 .....
49001.	OK, thanks.

A	B
And what's your colleague's name, sir?	It's Mario Allyn: A – double L – Y – N.
.....	A – double L – Y – N.
And his address?	15 Alcester Street in Birmingham.
..... fifty or fifteen?	Fifteen.
And what's the postal code?	B12 0PJ.
..... ?	B12 0PJ.
Thanks. Let me read that back to you ...	

- b What is the difference between “postal code” and “zip code”?
- c Work with a partner. Your teacher will give each of you a piece of paper with different information.

Use the phrases from Activity 2 and Activity 3a to ask and answer questions about the information that your partner has. Write the information down. Make sure the names of people and places are spelled correctly.

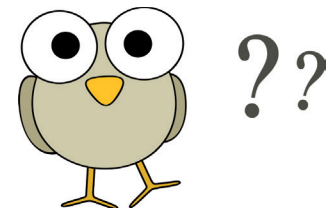
### Activity 4

Some people find the words **say**, **tell** and **speak** confusing. Look at the examples and complete the sentences with the correct word.



Can you **say** that again, please?  
 Can you **tell** me what “zip code” means?  
 Can you **speak** more slowly, please?

- 1 Could you ..... up, please? I didn't hear what you said.
- 2 Can you ..... that in a different way?
- 3 Can anyone ..... me how to pronounce this word?
- 4 How do you ..... “zip code” in your language?
- 5 Does he ..... with an American accent?
- 6 Can you ..... me more about it?



### Activity 5

Discuss in class: Have you ever been to countries where you did not know the language? Which ones?

- How did you communicate (using your hands and feet, pointing at things, etc.)?
- Do you think tourists should learn a few words of the local language? Which words did YOU learn?
- Have you ever experienced any funny language misunderstandings?



#### Asking for clarification

- B1** Can ask someone to clarify or elaborate what they have just said.
- A2** Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.





Wedding anniversary years: 25, 40, 45, 50, 55, 60

- |                                  |                                   |                                 |
|----------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> diamond | <input type="checkbox"/> emerald  | <input type="checkbox"/> gold   |
| <input type="checkbox"/> ruby    | <input type="checkbox"/> sapphire | <input type="checkbox"/> silver |

### Activity 1

People who keep a blog often write about events like parties and weddings. Work with a partner and fill in the gaps in the following blog about a typical British wedding.

I went to my best friend's wedding last weekend. Emily looked absolutely wonderful. I've never seen a more beautiful .....1.....! Her wedding dress was made of silk, she had a long .....2..... and she carried a .....3..... of roses. We were all waiting for Emily when she arrived at the church because she was ten minutes late! She walked down the .....4..... on her father's arm, followed by two .....5..... - her two younger sisters in matching blue dresses. Then Emily's father gave her hand to Michael, the .....6....., who was already standing in the church waiting for her. I was a .....7....., so after the couple had said their .....8..... and exchanged rings, I went with them to sign the marriage .....9..... . After the church service there was a .....10..... at the hotel opposite the church. There were some good .....11..... after the meal. Emily's father told us about Emily's childhood and then the .....12....., Richard, gave a very funny speech. He knows Michael very well so he had some interesting stories! I hope Emily and Michael will be really happy together.

aisle | best man | bouquet | bride | bridegroom | bridesmaids | reception | register | speeches | veil | vows | witness

### Warm up

When people get married, they hope to spend many happy years with each other, and they remember the special day every year on their wedding anniversary. Did you know that each anniversary has a special name? Work with a partner and match the years and names traditionally used in the UK. For your information: a ruby (red), an emerald (green), and a sapphire (blue) are precious stones.

### Careful!

The ceremony of getting married is called a **wedding**. People are invited to weddings. A **marriage** is the relationship between husband and wife. Before people **get married**, they often get engaged.



### Activity 2

**a** Practice the pronunciation of some of the words in Activity 1. Listen to these sentences and repeat.

- 1 She carried a **bouquet** of roses.
- 2 She walked down the **aisle** with her father.
- 3 The bride and bridegroom said their **vows**.
- 4 I signed the **marriage** register.



**b** Now tell your partner about the last wedding you went to. Use as many words as possible from the vocabulary box in Activity 1 and ask each other questions to get more information.

### Activity 3

When we talk about people in a relative clause, we use **“who”**.

→ The man **who** gets married is the bridegroom.

When we talk about things in a relative clause, we use **“which”**.

→ A veil is something **which** a bride wears on her head.

You can also use **“that”** for both people and things.

→ The wedding dress **that** she wore was beautiful.



**a** Use **who** or **which** in these sentences.

- 1 A honeymoon is a trip ..... is taken by a newly married couple.
- 2 A woman ..... catches the wedding bouquet hopes to get married soon.
- 3 The register is a document ..... must be signed by the bride and groom.
- 4 The person ..... arrives at the church last is the bride.

**b** Work with a partner. Your teacher will give you some cards. Put them face down on the table. In turns, take a card and read the explanation to your partner so that they can guess the word. When you have used all the cards, repeat the activity. But this time tell your partner the word and they should give you the explanation.

### Activity 4

**a** Each country has its own specific laws and customs for weddings. Here are some facts about British weddings, but four of them are incorrect. In small groups, decide which you think are the four false statements.

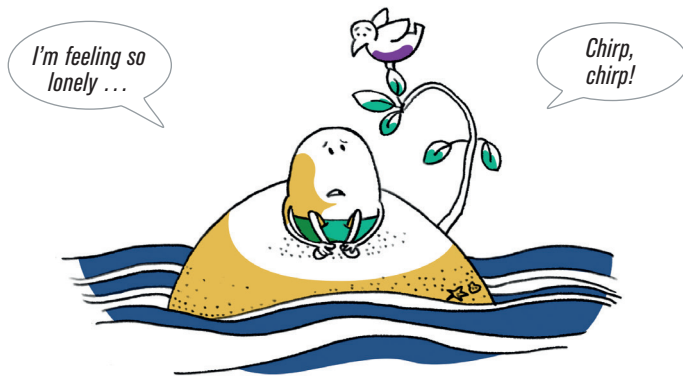
- 1 Traditionally, the bride's family pays most of the wedding expenses, including the reception.
- 2 In Scotland you can get married from the age of 16 without parental permission.
- 3 When newlyweds leave the church, the guests throw rice, dried peas or confetti (tiny bits of coloured paper cut into shapes) at them to wish them good luck.
- 4 Apart from the bride, no woman should wear white to a wedding.
- 5 You can only get married in church after you have been to the register office.
- 6 In church, the bride's family and guests sit on the left side and the groom's family and friends sit on the right.
- 7 Wedding gifts are opened at the couple's home after the big day.
- 8 The couple must send out thank you cards for their wedding gifts within one month of the wedding.
- 9 The traditional wedding cake is a fruitcake that keeps a long time. When a couple hope to have children, the top tier is often kept for the christening of the first child.
- 10 Traditionally, the bride and bridegroom leave the reception before the guests.

**b** Talk about the wedding laws and customs that exist in your country.

#### Vocabulary range

- B1** Has sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.
- A2** Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.





### Warm up

- a** Look at the illustration and describe the situation.
- b** Imagine the following: You have to spend two months alone on an island, but you can choose any animal companion. Which animal would you choose? Why?

### Activity 1

- a** Work with a partner and complete the text with the phrases below. Discuss the meaning of any unknown words.

He's cute | snuggle up | very playful | four-legged friend | lets me pet him

#### A dog with a job

When children are in hospital, a .....1..... can make them feel less lonely. Nacho is a therapy dog who "works" at the local children's hospital. He's .....2..... and loves to get attention from the people around him. Here is what some of the children

say about him: ".....3..... and very friendly." (Amy, 8)

"He plays with me and .....4....." (Jamie, 11)

"He likes to .....5..... on the couch with me." (Joel, 9)



- b** Do you think animals can make people feel less lonely? Why or why not? What animals make particularly good companions? Discuss in class.



12

### Activity 2

When talking to someone, we often ask questions because we want to find out what the other person thinks. Asking questions also helps us to keep the discussion going. Listen to the recording and complete the questions below.

- 1 I grew up with pets in the home. How ..... you?
- 2 I think Golden Retrievers are great companions for kids. What ..... ?
- 3 People say that touching a soft, warm animal reduces stress. What's ..... ?
- 4 I believe a four-legged friend can bring a lot of joy into a person's life. How do you ..... ?
- 5 Some people say that pet owners feel less lonely than people who don't have pets. What are your ..... on that?



### Activity 3

Work with a partner and discuss June's statement below.

- Do you think it's good to treat pets like humans?
- Should pets sleep in their owner's bed?

Use some of the questions from Activity 2 to find out what your partner thinks.



Since my husband passed away, my dog has been my only companion. I talk to him, dress him in a sweater when it's cold and celebrate his birthdays. Of course, he sleeps in my bed. I think there's nothing wrong with that. He's a very happy dog. And it makes me happy to take care of him.

June Heselton, 68

### Activity 4

We often make questions with **what** and **how**.

**What** do you think?

**What kind** of dog do you have? (What + noun)

Look at the examples:

**How** do you feel about that?

**How big** is your dog? (How + adjective)

**How often** do you feed your dog? (How + adverb)

Fill in the gaps with **What** or **How**.

- 1 ..... colour is your cat?
- 2 ..... animal makes the best pet for elderly people?
- 3 ..... often do you go for a walk with your dog?
- 4 ..... can pets help people emotionally?
- 5 ..... are the pros and cons of keeping a pet?



### Activity 5

Have a conversation with a partner on pets. The questions below can help you. You can also use the questions from Activity 4. Do you have pets? If not, have you ever had a pet before?

- What's your pet like?
- Why do you keep a pet?
- What do you (not) like about your pet?
- Would you consider your pet a friend (or family member)?

If you have never had a pet, explain why. Would you like to have a pet one day?

Is an animal "he", "she" or "it"?

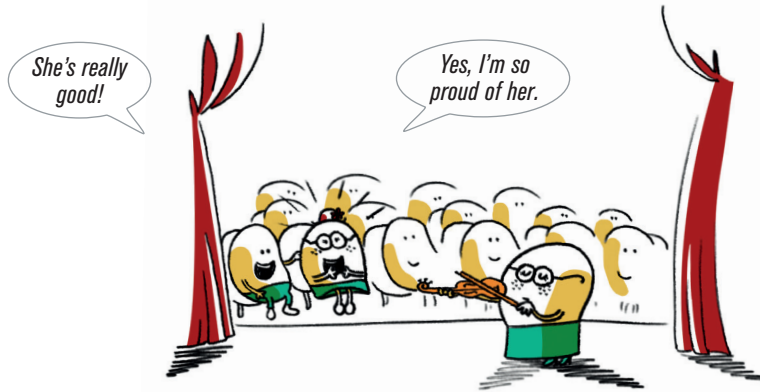
When we have a personal relationship with an animal, we always use "he" or "she".

### Turntaking

**B1** Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

**A2** Can use simple techniques to start, maintain, or end a short conversation.





### Warm up

What can your country be proud about? People? Buildings? Food? Inventions? In small groups, write down your ideas. Then compare in class.

### Activity 1

- a** We can say we like something in many different ways. What adjectives (words describing something or someone) do you know that mean the same as very good (great)?
- b** Each sentence below has four possible endings with positive adjectives. Find the negative adjective that doesn't fit and cross it out.

1	The meal was	delicious   excellent   fabulous   tasty   terrible.
2	The view at the top of the mountain was	dreadful   incredible   spectacular   superb   wonderful.
3	The palace was	awful   beautiful   exciting   extraordinary   very nice.
4	The actress was	attractive   elegant   miserable   super   talented.
5	The valley was	lovely   peaceful   pleasant   strange   unique.
6	The sunset was	amazing   brilliant   fascinating   horrible   splendid.

- c** Work with a partner. Take it in turns to read the sentences using a different ending each time. Example: The meal was delicious. / The meal was excellent.
- d** Work with a partner. Close your books and see if you can list all the positive adjectives used in Activity 1b. There are 24!

### Activity 2

- a** Work in small groups. Try this picture quiz.
1. What is the name of the bridge and in which city is it?
  2. What facts do you know about each bridge?



- b** Listen to the recording and find out if you guessed correctly.
- c** Listen again and answer these questions.

- A 1 The bridge was finished in .....  
 2 There are ..... stone lions.
- B 1 The bridge spans .....  
 2 What has right of way, cars or ships? .....
- C 1 The bridge opened in .....  
 2 The bridge has ..... lanes.
- D 1 Originally, the shops on the bridge smelt .....  
 2 The walkway was built for the Medici family in .....

d Work with a partner. Turn to the audio script and underline all the adjectives you can find in text A and B.

### Activity 3

There are different kinds of adjectives: *interesting* and *beautiful* are opinions / *old* and *white* are facts. Opinion adjectives usually go before fact adjectives.

Examples: *an interesting old building* / *a beautiful Italian song*

When we use more than one fact adjective, we usually use this order:

how big? → how old? → what colour? → where from? → what is it made of? → NOUN

Examples: *an enormous old French church* / *an ancient golden box*

Add the adjectives in the right order.

- 1 a(n) green bridge (iron | incredible)  
*an incredible green iron bridge* .....
- 2 an old book (Irish | extraordinary)  
 .....
- 3 a spectacular building (modern | stone)  
 .....
- 4 a Roman gate (splendid | wide)  
 .....
- 5 a wooden bridge (lovely | old)  
 .....



### Activity 4

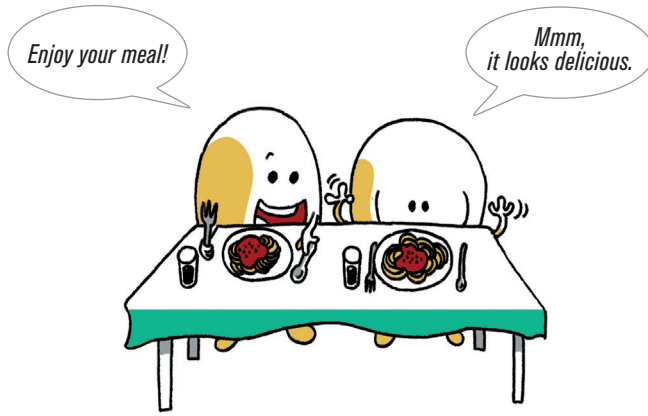
Work with a partner. Choose one of your ideas from the warm up and write down some facts about it and some adjectives you could use to describe it. You could use your smart phones to find out more information, if necessary. Then present this to the rest of the class.

#### General linguistic range\*

- B1** Has enough language and vocabulary to talk about topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at some times.
- A2** Has enough basic language to deal with everyday situations though he /she will often have to search for words.



\* simplified version of the CEFR descriptor General linguistic range



**Warm up**

- a Describe the illustration. Where do you think the two people are? What is the situation? Before you start eating, you can say "Enjoy your meal" in English. What expressions do you use in other countries that you know?
- b Discuss in class:
  - Who does the cooking in your family?
  - Do you enjoy cooking? Why or why not?

**Activity 1**

When you combine a verb with another verb, remember the following rules:

**enjoy**  
**stop + -ing**  
**finish**  
**suggest**

I **enjoy** cooking.

**like**  
**love + -ing** or  
**hate + to**  
**prefer**  
**start**

I **like** cooking. = I **like to** cook.

**would like**  
**would love + to**  
**would prefer**

I **would like to** cook dinner for you tonight.

a Complete the sentences with the right form of the verb, **- ing** or **to ...**

- 1 Carla suggested ..... (make) pancakes for breakfast.
- 2 I'd like ..... (prepare) some snacks before the football match starts.
- 3 When Lucy was pregnant, she couldn't stop ..... (eat) chocolate.
- 4 I like ..... (try) foods from different countries.
- 5 Bill likes beer but he prefers ..... (drink) wine with his meal.
- 6 My kids enjoy ..... (bake) peanut butter cookies.



b Now make sentences about your eating habits. Compare in class.

- 1 I enjoy ..... my friends or my family.
- 2 I'd like ..... this weekend.
- 3 I love .....

**Activity 2**

a Work with a partner. First, read the sentences and guess your partner's answer. Then talk to your partner. Make questions from the sentences and find out if you were right.

	Your guess: YES	NO
1 He/she enjoys having a late-night snack.	<input type="checkbox"/>	<input type="checkbox"/>
2 He/she likes drinking tea in the morning.	<input type="checkbox"/>	<input type="checkbox"/>
3 He/she likes eating cookies around Christmas.	<input type="checkbox"/>	<input type="checkbox"/>
4 He/she enjoys watching cooking shows on TV.	<input type="checkbox"/>	<input type="checkbox"/>
5 He/she would like to eat a big, juicy hamburger right now.	<input type="checkbox"/>	<input type="checkbox"/>
6 He/she enjoys eating cold pizza for breakfast.	<input type="checkbox"/>	<input type="checkbox"/>

**b** Listen to the recording. How does the woman answer the questions? Write **yes** or **no**. Then compare with a partner.



- 1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 .....

**Activity 3**

“I don’t **really** ...” or “I don’t ... **very much**” is more polite than “I don’t”.  
Make the sentences more polite. Use **really** or **very much**:

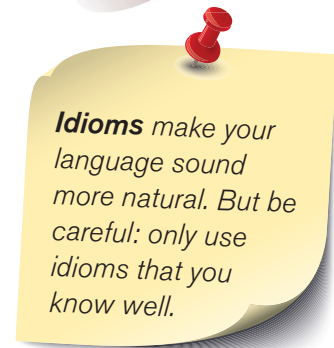
- 1 I don’t enjoy eating fast food.                      2 I don’t like Chinese food.  
3 I don’t like cooking.                                      4 I don’t enjoy drinking alcohol.



**Activity 4**

In small groups, discuss the following questions:

- Which countries have the best food? Why? Do you have a favourite dish?
- What foods or dishes from your country would you recommend to people from other parts of the world?
- Have you ever eaten insects? What is the strangest thing you have ever eaten?

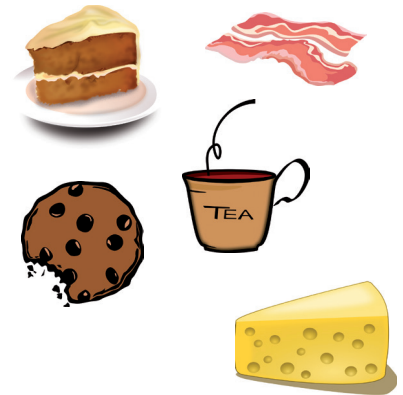


**Activity 5**

An idiom is an expression that has a meaning of its own. Example: A “big cheese” is a powerful or important person: His uncle is a big cheese in the company.

**a** Match the food idioms and the definitions.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1 <b>cheesy</b>               | a earn the money            |
| 2 <b>not my cup of tea</b>    | b a clever person           |
| 3 <b>bring home the bacon</b> | c silly                     |
| 4 <b>piece of cake</b>        | d very easy                 |
| 5 <b>smart cookie</b>         | e something you don’t enjoy |



**b** Complete the sentences with the idioms from Activity 5a.

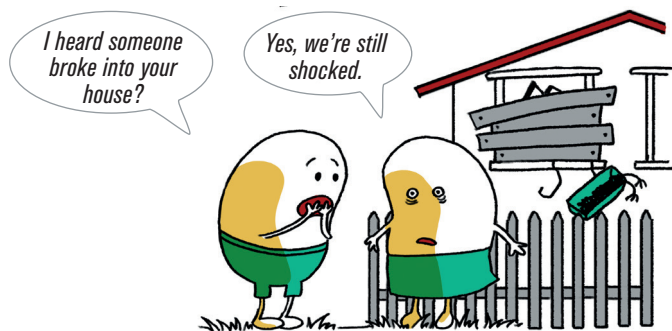
- 1 I’m sure you’ll figure out how to fix the computer. You’re a .....
- 2 I enjoy watching ..... romantic comedies.
- 4 The English exam was a .....
- 4 Classical music is not my .....
- 5 If I’m going to stay at home with the kids, you will have to .....

**c** Do you have similar expressions in your own language?

**Flexibility**

- B1** Can exploit a wide range of simple language flexibly to express much of what he/she wants to say.
- A2** Can adapt well rehearsed memorised simple phrases to particular circumstances [...].





### Warm up

**a** Work in small groups. Try this quiz about India.

- 1 Which city is the capital of India?  
Allahabad | Calcutta | Mumbai | New Delhi
  - 2 Which city has the most people?  
Bangalore | Jaipur | Mumbai | New Delhi
  - 3 The Taj Mahal is one of the most popular places in India. When was it built?  
15th century | 16th century | 17th century | 18th century
  - 4 How many groups does the Indian caste system have, including the Untouchables?  
three | four | five | six
  - 5 India is the ... largest country in the world by population.  
- | 2<sup>nd</sup> | 3<sup>rd</sup> | 4<sup>th</sup>
  - 6 Which game was invented in India?  
backgammon | chess | mahjong | scrabble
- b** What else do you know about India?

**raise money** = find ways to get money to help people

**rescue** = to save someone from a difficult situation

### Activity 1

**a** Read this article from a local newspaper and answer the two questions.

- 1 What is similar in both stories?
- 2 How old do you think the mothers could be?

Just back from a holiday in India, Vicky Jones has started a campaign to raise money for street children. She wishes to donate the money to a child rescue organisation. Vicky has written two short stories to share with our readers.

Boy, aged 6

One day, my mother said that we were going to take the train to Goa because she hoped to find work there and life would be better for us. When we got on the train, it was very full. Mother gave me the baby and told me to find a space to sit and said she would follow in a minute. I found some room on the floor near a wall. As I sat down, the train began to move. I couldn't see my mother, but she had given us something to make us sleepy so I wasn't worried. Later, I tried to find my mother, but she had disappeared. I noticed that other children were looking for their mothers, too. When we arrived in Margao, the railway police got on the train and made all us children get off. So there I stood on the platform with my baby brother, all alone in the world. I was shocked, hungry and didn't know what to do.

Girl, aged 7

I'm an Untouchable and a girl. I have no birth certificate, no rights. When I become 13, I will be forced to marry an older man and look after him. Then maybe I'll do what my mother did when I was five. One day she told us to come with her because we were moving to a different town. We walked along a road and when we were tired, we lay down by the road to sleep. The next morning when we woke up, my mother had gone. I was shocked. I didn't know where I was and my two little brothers started crying. So, we walked on to the next town hoping that someone would help us. There I found other children on the street in the same situation. I now know that my mother probably went away with a new man who didn't want us children.



© Photo by courtesy of El Shaddai Charitable Trust · www.childrescue.net



b In class, talk about the article. Do you find it shocking or surprising? Why?

**Activity 2**

Listen to Vicky talking to her friend Jackie about her plans and decide if the following statements are true or false.

	true	false
1 Jackie suggests asking other people to support them.	<input type="checkbox"/>	<input type="checkbox"/>
2 Vicky will cook an Indian meal for the group.	<input type="checkbox"/>	<input type="checkbox"/>
3 Jackie never goes swimming.	<input type="checkbox"/>	<input type="checkbox"/>
4 Vicky is not very keen on a sponsored walk.	<input type="checkbox"/>	<input type="checkbox"/>
5 They hope eight more people will come next Saturday.	<input type="checkbox"/>	<input type="checkbox"/>

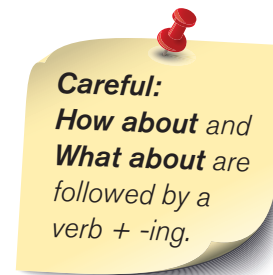


**Activity 3**

Making suggestions	Reacting to suggestions
Let's raise some money.	OK. Yes, let's do that. <input type="checkbox"/>
Why don't we form a group?	Yes, I'd love to. <input type="checkbox"/>
Perhaps we could meet at my house.	That's a good idea. / Sounds good. <input type="checkbox"/>
Shall we meet every month?	Yes, why not? <input type="checkbox"/>
How about selling things on the Internet?	No, I'd rather not! <input type="checkbox"/>
What about having a sponsored walk?	No, I don't think that's a very good idea. <input type="checkbox"/>

a Listen to the conversation again. Pay attention to how Jackie and Vicky react to each other's suggestions and tick the expressions in the right hand column of the box above that you hear.

b Now turn to the audio script and underline all the suggestions. Then read through it with a partner. Swap roles and read it a second time.



**Activity 4**

a Solve the following task with a partner or in small groups.

Situation: You wish to raise some money for a child rescue organisation in India.  
Task: Together plan what you want to do. Here are some ideas:

- What will you do? (have a flea market, sell cake and coffee, do a sponsored walk, etc.)
- When will you do this?
- Where will you do this?
- How will you inform people?
- How much money do you want to raise?
- Who will be responsible for what?
- Other ideas?



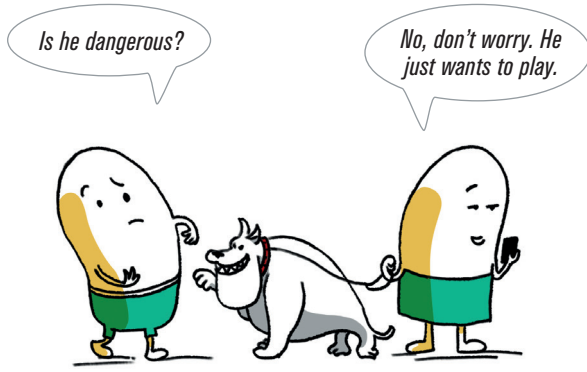
b Share your ideas with the rest of the class.

© Photo by courtesy of El Shaddai Charitable Trust - www.childrescue.net

**Goal-oriented co-operation**

- B1** [...] Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.
- A2** [...] Can discuss what to do next, making and responding to suggestions, asking for and giving directions.





Warm up

a Many students worry about their English skills. Match the phrases to find out what their biggest worries are.

- pronouncing using the
- taking too long
- not knowing the
- to make their point a word incorrectly
- English word for something wrong word

b Discuss in class: What are your biggest communication worries? What do you think is the most difficult: speaking, reading, writing or listening?



Activity 1

There are many strategies that you can use to improve your speaking skills.

a What can you do if you do not know a word? Here are some ideas:

- Point to something
- Mime something
- Use another word that has the same meaning
- Use other words to explain what you want to say

Imagine the following situations. In class, discuss which strategies you can use in each situation.

- 1 **At the farmers' market.** You see some fresh fruit that you want to buy, but you don't know what it's called in English.
- 2 **At the pharmacy.** You're not feeling well and want to buy some medicine, but you don't know the word for your health problem.
- 3 **At the supermarket.** You want to ask a sales person where you can find a .....



b Toni is from Italy. Listen to the recording and find out what he says in the three situations.

- 1 What does he want to buy at the farmers' market? .....
- 2 What health problem does he describe? .....
- 3 What is the English word for the object in the picture? .....



c Have you ever used any of these strategies when you were in a foreign country? Tell your classmates about your experiences. Can you think of any other strategies?

Activity 2

a With a partner, look at the words below. Find four words that you can use to describe (1) size, (2) shape, (3) colour and (4) material.

- square | plastic | light blue | small | round | wood | large | purple | huge | metal | rectangular | dark red | oval | paper | white | tiny



b Circle the expressions that you can use to describe the animal on the right:

can see in the dark | has horns | can swim | says quack-quack | has feathers |  
can fly | is smaller than a mouse | has fins | is active at night | has wings



c What other words do you know to describe objects or animals? Collect ideas in class.

### Activity 3

We often use **to + infinitive** to describe what something is used for.  
A CORKSCREW: You use it **to open** a wine bottle.

What do you use these things for? First, find the words that go together. Then make sentences as in the example: A KEY – You use it to unlock the door.

- 1 A KEY
- 2 A DRILL
- 3 A MICROWAVE
- 4 A TOILET BRUSH
- 5 A CAMERA
- 6 AN MP3 PLAYER
- 7 A BOARDING CARD

- make
- listen to
- take
- heat
- unlock
- get onto
- clean

- your food
- an airplane
- the door
- music
- holes
- the toilet
- pictures

### Activity 4



a Listen to three short descriptions and look at the pictures. Which object or animal does each speaker describe?

Speaker 1

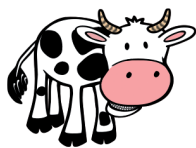
Speaker 2

Speaker 3

1



2



3



4



5



6



b Do you know the words for the objects and animals in the pictures?

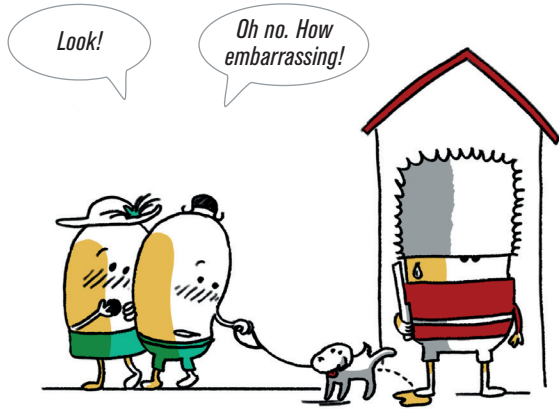
c Work with a partner. Your teacher will give you some cards. Put them face down on the table. In turns, take a card. Do not show it to your partner. Describe the object or animal that you see on the card. Can your partner guess the word?

### Compensation

**B1** Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction".

**A2** Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.





Warm up

What do you find embarrassing? Work with a partner and decide on the order you would put these examples. (1 = most embarrassing, 6 = least embarrassing)

- saying something silly
- forgetting someone's name
- spilling a drink over some important papers
- being late for an appointment
- wearing the wrong clothes
- being the centre of attention

Activity 1

All the examples above start with a gerund (verb + -ing). These gerund phrases function as nouns and are the subject of the sentence. Example: **Wearing the wrong clothes** can be very embarrassing.

a Add gerunds to these examples of other things that people find embarrassing.

- (eat) ..... Spaghetti Bolognese on your first date
- not (know) ..... how to behave in a certain situation
- (tell) ..... a joke that is inappropriate
- (forget) ..... your best friend's birthday
- (have) ..... nobody to talk to at a party
- (make) ..... a big mistake
- (send) ..... a confidential email to the wrong person
- (be) ..... criticized about something you have done

b Talk to a partner. Have any of the above examples ever happened to you?

Activity 2

a It is always useful to be able to tell a short story. The British often use humour to laugh about themselves. Talking about embarrassing situations is a good example. Fill in the gaps in June's story.

light | moved | plastic | ruined | sofa | spilt | square | underneath

Have I told you about the time I .....1..... a glass of red wine at my best friends' house-warming party? They had just .....2..... into a new house and had a beautiful .....3..... blue carpet in their living room. Unfortunately, they had put a .....4..... tablecloth on a round table, so it looked like a .....5..... table. When I put my glass on the corner, there was no table .....6..... . One full glass of red wine fell onto the floor and the carpet was .....7..... . I was so embarrassed! They had to move the .....8..... afterwards, to hide the stain on the carpet!

b Work with a partner and answer these questions.

- Where was June? .....
- What was June drinking? .....
- What was the shape of the table? .....
- What did her friends do later? .....

A **house-warming party** is when people celebrate that they have moved into a new flat or house. A **stain** is a mark that is left behind and is difficult to remove.

- c Listen to June telling her story. To make her story clearer, she stresses certain words. As you listen, underline the words she stresses. Then practise reading the story to your partner, stressing the same important words.



**Activity 3**

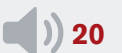
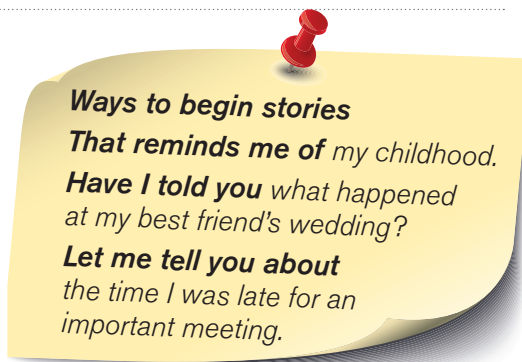
- a Listen to another of June's stories and answer these questions.

- 1 Look at the sticky note. Tick the expression she uses to start her story.
- 2 What was the problem? .....
- 3 How did she solve it? .....

- b Listen and repeat these phrases:

- 1 The carpet was ruined!
- 2 I was so embarrassed!
- 3 It was not a nice feeling!
- 4 I found that really embarrassing!

- c Turn to the audio script. Underline the words you want to stress and then practise reading the story with a partner.



**Activity 4**

Teenagers find many things embarrassing. Work with a partner and read Craig's comments below. Do any of these statements remind you of teenagers you know or of your time as a teenager? Do you have any other examples?

- It's embarrassing when your parents ...
- ... kiss you goodbye in front of friends and you're much too old to be kissed.
  - ... wear horrible clothes and look really old-fashioned.
  - ... tell stories about silly things you did in your childhood.



**Activity 5**

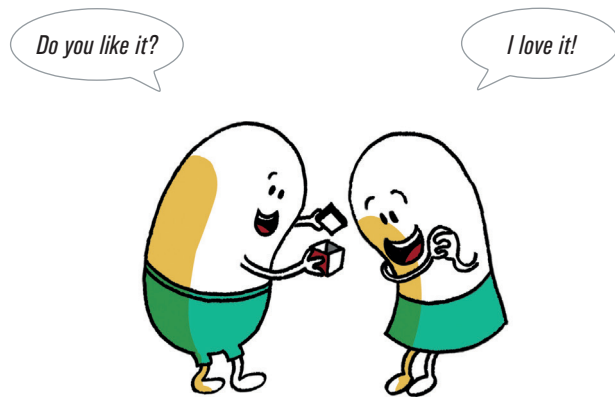
- a Now it's your turn to tell a story about an embarrassing situation. You can talk about something that happened to you or a person you know well, or even something that happened to a celebrity. First brainstorm some ideas in class. Then make a few notes: How will you begin your story? What happened? Who was there? How did people react?
- b In small groups, tell each other your stories. Choose the best story to tell the class.



**Phonological control**

- B1** Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
- A2** Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.





### Warm up

- a** Look at the illustration and describe the situation. What is happening? What do you think is in the box?
- b** Discuss in class:
- On what occasions do people give presents?
  - Do you enjoy choosing presents for friends and family or do you find it difficult? How do you decide what present to buy?

### Activity 1

- a** Work with a partner. Discuss what presents you would buy for the occasions listed below. What would be a good gift for each occasion? Compare your ideas in class.

- 1 Your friends have invited you over for dinner.
- 2 It's Valentine's Day.
- 3 It's your parents' 30<sup>th</sup> wedding anniversary.
- 4 Your best friend has just had a baby.
- 5 Your neighbour took care of your pets while you were on holiday.

"Gift" is another word for "present".

- b** What is the best, the funniest, the most inappropriate or the most unexpected present you've ever received? Who gave it to you? What was the occasion?



21

### Activity 2

- a** Complete the dialogue with the words below. Then listen to check your answers.

gift certificate | gift shop | personalized | wrap | wrapping paper

Sara Hey Derek, don't forget your mom's birthday on Friday. Have you already bought a present?

Derek No, not yet. I went to the .....1..... down the street, but I didn't see anything that I liked. Besides, mom has everything.

Sara Hmm, that's true. You could make something for her yourself. How about a .....2..... calendar with your favourite family photos? I'm sure she would love that!

Derek That's a good idea but it takes time. Any other ideas?

Sara You could buy her a .....3..... from her favourite shop and let her choose her gift.

Derek That's perfect! I wouldn't even have to .....4..... it because it comes in a pretty envelope.

Sara So, what are you going to do with all the .....5..... you bought? It's enough to wrap an elephant!

Derek I know, but I'm sure I can use it some other time.

Sara Well, actually, MY birthday is coming up pretty soon. Remember? You could buy me a really large present, and I think I already have an idea ...



- b** Do you like wrapping presents or do you think it's a waste of time and money? How do you feel about giving gift certificates?

gift certificate (AE) = gift voucher (BE)  
= gift token (BE)

### Activity 3

You can "give something **to** somebody" or "give somebody something".

Example: I gave a present **to** my mother. I gave my mother a present.

Similarly, you "get/buy something **for** somebody" or "get/buy somebody something".

Example: I got/bought a present **for** my mother. I got/bought my mother a present.

Make sentences as in the example:

**I gave | some flowers | neighbour**

I gave some flowers to my neighbour.

I gave my neighbour some flowers.

1 I gave | some money | my nephew

4 I bought | a new toy | my cat

2 I gave | a teddy bear | my niece

5 You could get | a gift certificate | your friend

3 You could buy | a nice bag | your sister

6 You could get | some chocolates | me

### Activity 4

- a** Work with a partner. You have decided to take a language course in England. You're going to stay with a host family and want to buy a present for them. Discuss different gift ideas and decide on the best one. Consider the following:

- Something that is typical of your home town or country.
- How much money?
- Which shop?



- b** Tell your classmates about the present you want to buy. Explain why you chose it.

### Activity 5

People exchange gifts all over the world, but not every culture has the same traditions. What do you know about international gift-giving customs? Take this quiz and compare your answers in class. Do you know any other gift-giving do's and don'ts? Discuss in class.

- If you are invited to a British home, you should NOT take
 

<input type="checkbox"/> lilies	<input type="checkbox"/> sunflowers	<input type="checkbox"/> tulips
---------------------------------	-------------------------------------	---------------------------------
- When you receive a wrapped gift, it is polite to open it immediately in
 

<input type="checkbox"/> China	<input type="checkbox"/> Japan	<input type="checkbox"/> the United States
--------------------------------	--------------------------------	--
- Gift wrapping is as important as the gift itself in
 

<input type="checkbox"/> Japan	<input type="checkbox"/> North America	<input type="checkbox"/> South Africa
--------------------------------	--	---------------------------------------
- You should NOT wrap a present in blue or white wrapping paper in
 

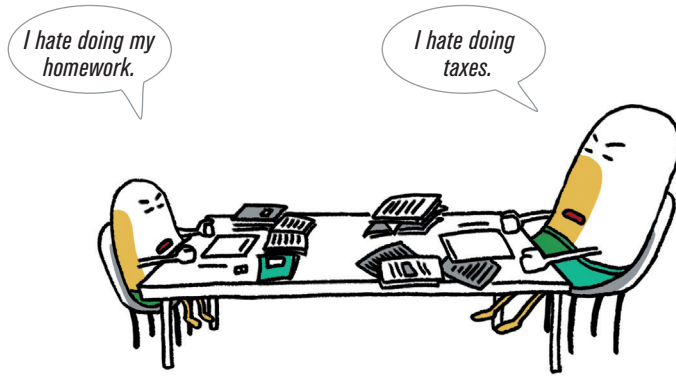
<input type="checkbox"/> Australia	<input type="checkbox"/> China	<input type="checkbox"/> Latin America
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#### Overall spoken interaction

**B1** Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar [...].

**A2** Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.





**Warm up**

Describe the illustration. Where do you think the two people are? What is the situation? Why do they hate what they are doing?

**Activity 1**

We hate some things more than other things. To show how strong our feelings are, we use different expressions. "I **don't mind** waiting for a train," means you are neutral about the matter. "I **hate** waiting for a train!" means you have very strong negative feelings about the matter.

don't mind ... → not keen on ... → dislike ... → can't stand ... → hate ...

**a** Work with a partner and decide how you would complete these sentences. Example: I dislike filling out my tax forms.

- ..... filling out my tax forms.
- ..... doing my homework.
- ..... waiting to see a doctor.
- ..... getting up early in the morning.
- ..... violence in films.
- ..... dog poop on the street.
- ..... doing the washing up.
- ..... bread that is three days old.
- ..... Mondays.
- ..... the rain.

**Careful!**  
All the expressions in the box are followed by a noun or by a verb with -ing. Example: I hate milk. / I hate drinking milk.



**b** With your partner list other activities / things for each of the expressions in the box above. You do not need to agree, just collect ideas.

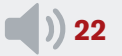
**Activity 2**

**a** There is a reason for our feelings. Match the beginnings and endings of these sentences.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>1 I dislike bread that is three days old</li> <li>2 I hate filling out my tax forms</li> <li>3 I can't stand the rain</li> <li>4 I'm not keen on doing the washing up</li> <li>5 I hate dog poop on the street</li> </ul> | <ul style="list-style-type: none"> <li>a because it makes me feel sad.</li> <li>b because it doesn't taste fresh anymore.</li> <li>c because the skin on my hands goes dry.</li> <li>d because it smells awful.</li> <li>e because I don't understand what I'm doing.</li> </ul> |
|--|--|

**b** With your partner, choose some activities / things that you talked about in Activity 1 and give reasons for your feelings. Compare in class.

## Activity 3



- a** Look at the picture and describe what you can see. What do you think has happened? How are the people feeling?
- b** Listen to the recording. Did you guess correctly? What colour is the shirt that David is wearing?
- c** Listen again. What action has David taken? What do you think will happen next? Do you think the situation will get better?
- d** How do you feel when someone shouts at you? How do you react?



## Activity 4

**Although** and **even though** introduce an idea that is the opposite of the main part of the sentence.  
 Example: **Although** he was ill, he went to work. **Even though** she was tired, she stayed in the office until late. (Also possible: He went to work although (even though) he was ill.)

- a** Work with a partner. Put these sentences into the right order and add a comma where necessary. The first word is correct.
- 1 Although travelling a work travel agency I hate I in.  
.....
  - 2 Although too much new staff we have hasn't employed work our boss any.  
.....
  - 3 Even though my very job I'm I enjoy busy.  
.....
  - 4 Even though company he smoking he hated a cigarette worked for.  
.....
- b** Write down a sentence using **although** or **even though** that is true for yourself.

## Activity 5

Work in small groups. In our jobs and daily lives we all have to do tasks that we do not like: doing housework, filing, photocopying, talking to difficult customers, etc. Talk about these tasks.

- Describe the tasks
- Say why you dislike/hate them
- Explain how you encourage yourself to do the task (leave it to the last minute, drink a cup of coffee, eat a piece of chocolate ...)
- Compare experiences



## Conversation

- B1** Can enter unprepared into conversations on familiar topics.
- A2** Can participate in short conversations in routine contexts on topics of interest.





**Warm up**

**a** Most people agree that colours can affect our mood. Which colours are particularly cheerful? Do you have a favourite colour?

**b** What does it mean when someone says: "I'm feeling blue"?

I'm feeling ...

happy and relaxed.

nervous or stressed out.

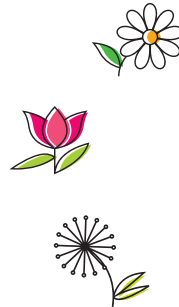
sad or depressed.

annoyed or angry.

**Activity 1**

**a** Everybody feels blue from time to time. What are some of the "symptoms" of feeling blue? Work with a partner. Use the words in the boxes to make sentences. There are several possibilities. Then compare in class.

You + aren't motivated  
want  
don't want  
find it hard  
have + no energy.  
to do anything.  
to get out of bed.  
to enjoy things.  
to be alone.



**b** Can you think of any other symptoms of feeling blue?

**Activity 2**

**a** What can you do to cheer yourself up on a bad day? Here are some suggestions. Complete them with these sentences:

Call a friend. | Do something good for someone else. | Exercise. | Play with your pet. | Do something good for yourself.

- 1 ..... Go for a walk, go dancing or go to the gym.
- 2 ..... Help a neighbour or cook dinner for a friend.
- 3 ..... Take a bubble bath or eat your favourite ice cream.
- 4 ..... Talk to someone who really understands you.
- 5 ..... There's nothing like a little animal love to feel good.

**b** In small groups, discuss the five strategies. Which ones work best? Also, talk about your own ideas. What other strategies have you tried? Present the best ideas to the class. Choose one idea from each group and create a "Things to do when you're blue" list on the board.

**Activity 3**

**a** Notice that the verb "go" is used in different ways:

<p><b>go for ...</b> a walk a swim a beer a cup of coffee a nice meal</p>	<p><b>go to ...</b> the gym the park the spa a restaurant bed</p>	<p><b>go -ing</b> dancing shopping swimming bowling hiking</p>
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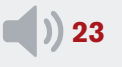


Complete the sentences with words from the three boxes. Use "for" or "to" if necessary. For number 5, there's more than one possibility.

- 1 Let's go ..... Buying a new pair of shoes will cheer you up.
- 2 If you're tired, you should go ..... You'll feel better after a good night's sleep.
- 3 I always go ..... when I feel blue. Moving my body to music makes me feel better.
- 4 The pub is still open. Do you want to go ..... ?
- 5 Cheer up, buttercup! It's a beautiful day outside. Let's go .....



**b** Read sentence number 5 again. Then listen to a short conversation to find out more about the situation.

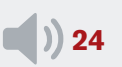


- 1 What is the relationship between Lindsay and Joe?
- 2 Why is Lindsay feeling blue?
- 3 What is Joe's suggestion?



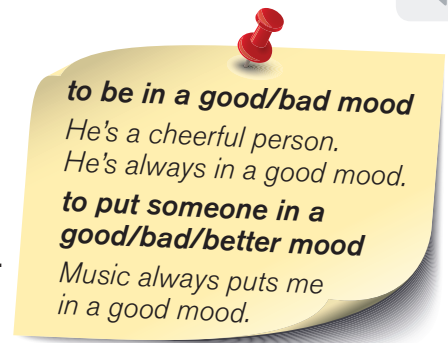
**Activity 4**

**a** Complete the conversation. Then listen to the recording to check your answers.



feeling blue | put you in a better mood | What's the matter? | dancing

- A: You don't look happy. ....1.....
- B: Oh, I'm just .....2..... today.
- A: Is there anything I can do to cheer you up?
- B: I don't know.
- A: Let's go .....3..... I'm sure that'll .....4.....



**b** Work with a partner and vary the conversation. You can use some of these phrases or your own ideas.

- |   |  |  |   |
|---|--|--|---|
| <p><b>1</b><br/>Are you in a bad mood?<br/>What's going on?</p> | <p><b>2</b><br/>feeling a little sad today<br/>in a bad mood today</p> | <p><b>3</b><br/>go hiking<br/>go for a nice meal</p> | <p><b>4</b><br/>make you feel better<br/>make you smile</p> |
|---|--|--|---|



When you are finished, listen to the examples on the audio CD.

**Activity 5**

Work with a partner. Choose one of the situations below. What can you do to cheer the person up? Make a plan and tell your classmates about it.

- Your partner broke his/her leg and has to stay in hospital for a few days. He/she's feeling blue because tomorrow is his/her birthday.
- Your best friend asked a woman out on a date, and she agreed to meet him at a restaurant. He waited for two hours, but she didn't come. Now he's feeling sad and confused.



**Spoken fluency**

- B1** Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
- A2** Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.





### Warm up

Have you or anyone you know ever won a competition or a sports event of any kind? What did you win: a medal, trophy, free weekend in a hotel, or money? Work in small groups and compare your experiences.

### Activity 1

**a** What do you know about the Olympics? As a class, try and answer these questions.

- 1 Name the Host City of the Summer Olympic Games in 2000, 2004, 2008, 2012 and 2016.  
Athens | Beijing | London | Rio de Janeiro | Sydney
- 2 Citius - Altius - Fortius is the Olympic motto. What do these Latin words mean?  
longer, stronger, faster | faster, higher, stronger | higher, fitter, further
- 3 The swimmer Michael Phelps has won more Olympic medals than anyone else. How many in total?  
12 | 18 | 22 | 25

**b** Read the text in small groups, underline the 12 mistakes and correct them (the first one is the example).

Example: The Summer Olympic Games is the world's **biggest** international multi-sport event.



The Summer Olympic Games is the world's smallest international multi-sport event and takes place every six years. The winners receive medals – a bronze medal for first place, a silver medal for second place and a bronze medal for third place. Typical sports at the Summer Olympic Games are: athletics, badminton, golf, knitting, swimming, sailing and weightlifting.

The first Olympic Games took place in 776 BC in Hungary, so the first modern Olympic Games were held in 1896 in Athens. It was a small competition for 245 female athletes from 14 nations. It was not until 1828 that females were allowed to participate as athletes. Since then, the event has grown in size. Now, each Summer Olympic Games has more than 10,000 winners from over 200 nations.

The 2018 Summer Olympic Games will take place in Tokyo. The Host City for future events has yet to be decided. So far, France has hosted the Summer Olympic Games four times – more than any other nation, and London is the first country to have been host three times. Five countries have been at all Summer Olympic Games since 1896 – Greece, Australia, France, Turkey, Great Britain and Switzerland. But only Great Britain has won at least one gold medal at each event.



26

**c** Listen to the correct version.  
Did you find all the mistakes?

**to feel envy** = to be envious  
= wanting to have what someone else has

### Activity 2

Why are countries envious of other countries that have been chosen to host the Olympic Games? What are the advantages and disadvantages of being Host City? Do you know any city that is currently hoping to be Host City in 2024?

**Activity 3**

**a** Some countries win a lot of Olympic medals and other countries are envious of their success. Below you will find a list of the medals that were won at the Summer Olympics in London in 2012. The list is in the order of who won the most gold medals. Work in small groups and write in the missing countries for the top six positions.



China | Germany | Great Britain | Russia | South Korea | USA

rank	Country	Gold	Silver	Bronze	Total
1		46	29	29	104
2		38	27	23	88
3		29	17	19	65
4		24	26	32	82
5		13	8	7	28
6		11	19	14	44
7	France	11	11	12	34
8	Italy	8	9	11	28
9	Hungary	8	4	5	17
10	Australia	7	16	12	35

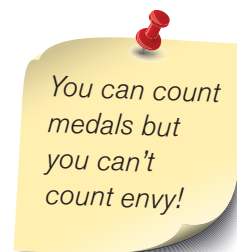
\*valid as of 13 August 2013

**b** Work with a partner and answer these questions about the list above.

- Which country has the most gold medals? .....
- Which country has the most medals in total? .....
- Which country has the fewest silver medals? .....
- Which country has the fewest medals in total? .....
- Which countries have the same number of bronze medals? .....
- Which country has five fewer bronze medals than Great Britain? .....
- Which country has more bronze medals than the USA? .....
- Why could France be envious of Australia? .....

**Difference in comparing countable and uncountable nouns**

many → more → the most  
 little → less → the least (uncountable) – also used before adjectives  
 Example: Italy had less success than France.  
 a few → fewer → the fewest (countable)  
 Example: Italy has fewer medals than France.



**c** Work with a partner. Take it in turns to ask and answer further questions about the list of medals, using the questions from Activity 3b as examples.

**Information exchange**

- B1** Can find out and pass on straightforward factual information.
- A2** Can communicate in simple and routine tasks requiring a simple and direct exchange of information.





**Warm up**

**a** What does "trust" mean to you? How would you finish the sentence below? Tick the box(es).

You can trust someone who ...

- is always honest.
- is well dressed.
- smiles a lot.
- will not hurt you.
- is always polite.
- is always there for you.

**b** Think about the important people in your life. Who do you trust the most?

**Activity 1**

**a** On a scale from 1 to 10, how much do you trust these people (1 = not at all / 10 = completely)? Compare your answers in class.

- your boss
- your neighbours
- your best friend
- the police
- your doctor
- the government

**b** People trust others for many reasons. Match the phrases on the right and the phrases on the left. Discuss any unknown words in class.

- |                          |   |
|--------------------------|---|
| 1 I trust my boss        | a because he is an expert in the medical field.             |
| 2 I trust my neighbours  | b because they maintain law and order.                      |
| 3 I trust my best friend | c because she treats all employees fairly and respectfully. |
| 4 I trust the police     | d because we have political stability in our country.       |
| 5 I trust my doctor      | e because I can always rely on him.                         |
| 6 I trust the government | f because they are honest and always willing to help.       |

**c** Look at the examples in Activity 1a again and think about the reasons why YOU trust (or do not trust) these people. Finish the sentences below. Then discuss your reasons with a partner.

- 1 I (don't) trust my boss because .....
- 2 I (don't) trust my neighbours because .....
- 3 I (don't) trust my best friend because .....
- 4 I (don't) trust the police because .....
- 5 I (don't) trust my doctor because .....
- 6 I (don't) trust the government because .....

**d** Discuss in class: When do you know that you can trust a person? Do you have to know somebody for a long time before you can trust them?

**Activity 2**

We use the word **because** to give reasons: *I trust Chris **because** he's honest.*  
 You can also use **because of + noun** to give reasons: *I trust Chris **because of** his honesty.*

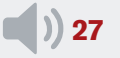
Complete the sentences with **because** or **because of**.

- 1 I believe my parents' story ..... they have always told me the truth.
- 2 We like our sports coach ..... his fairness.

- 3 You're my best friend ..... you're always there for me.  
 4 At first, my new colleagues didn't trust me ..... my age.  
 5 Everybody likes the new office assistant ..... her kindness and helpfulness.

### Activity 3

Trust has a lot to do with honesty. Do you think we should always be 100% honest, or is it OK to lie sometimes? Before you discuss this question, have a look at the next activity.



- a** Here are some useful phrases for discussion. Choose the best phrase for each situation. Then listen to the mini-conversations to check your answers.

Can I say something? | Do you mean ...? | How do you feel about that? | I see.

- You want to invite your partner to say something. ....
- Your partner is talking, but you want to say something, too. ....
- You want to check if you have understood your partner correctly. ....
- You want to let your partner know that you are following. ....

- b** Can you think of one additional phrase for each situation? Collect ideas in class.

### Activity 4

- a** White lies are unimportant lies that do not harm anyone. People often tell white lies to be polite, to make a story more interesting, or because they do not want to hurt a person's feelings. Work in small groups and think of three examples of white lies. Then compare in class and discuss each example:

- Why do people tell this lie?
- Do you think this lie is acceptable or not acceptable?

- b** Work with a partner or in small groups. Choose one of the statements below and discuss it.

- It's OK to lie in a job interview. Everyone does it.
- Lying to children is wrong. Parents shouldn't even lie about Santa.

#### Useful expressions:

**TRUTH**  
to tell the truth  
to be honest

**LIES**  
to lie to someone  
to tell a lie  
to be dishonest  
to be a liar



### Activity 5

Play the **lying game** in class. Write three lies and one truth about yourself on the board. Your classmates will ask you questions to find out which statement is true. The person who guesses the answer correctly, gets 1 point. If nobody guesses the answer, you get 2 points. Then it's another student's turn.

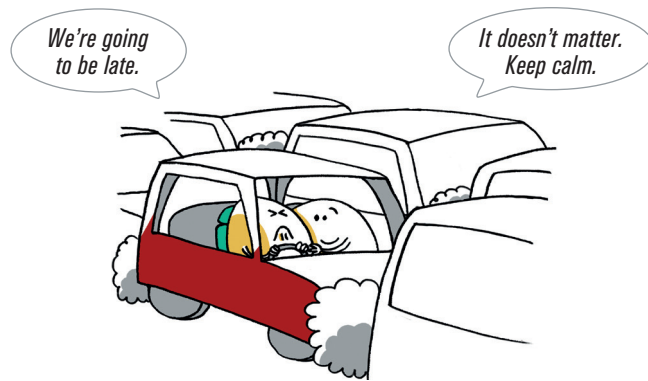
Jennifer:

I have eaten fried grasshoppers.  
 I went to school in Helsinki.  
 I can't swim.  
 I have six toes.

### Cooperating

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





### Warm up

- a** Look at the illustration and describe what is happening. What do you do if you get stuck in traffic? How do you keep calm? Do men and women react differently in this kind of situation?
- b** On which side of the road is the driver driving in the illustration? Have you ever driven on the left? Tell the class about your experiences.

### Activity 1

- a** Do you know the difference between a road and a street? A street is a road with buildings on one or both sides. Work with a partner and match these words to their definitions.

1 traffic jam	a when traffic moves in one direction around a central island
2 rush hour	b when something (e.g. an accident) stops vehicles from moving
3 heavy traffic	c when a vehicle drives quickly past another vehicle
4 hold-up	d a time when many people travel to work or travel home
5 roundabout*	e when there are a lot of vehicles on the road
6 overtake**	f a line of vehicles that have stopped moving or are moving very slowly

\*traffic circle (AE); \*\*pass (AE)

There are more than 50 countries in the world that drive on the left, four in Europe!

- b** Fill in the gaps in these sentences using some of the words from above. In some cases, there's more than one possibility.

- I drive to work very early so that I avoid the .....
- A bad accident caused a .....
- I drive along a beautiful country ..... on my way to work.
- When I am in a ....., I turn the radio up.
- I prefer ..... to traffic lights.



### Activity 2

What kind of a driver are you? Work with a partner and try this quiz. Then comment on each other's driving style before turning to the answer key. If you don't drive yourself, comment on another person's driving style.

- When the traffic light turns yellow, what do you do?
 

a slow down and stop	b accelerate and continue driving	c it depends
----------------------	-----------------------------------	--------------
- What do passengers say to you when you are driving on the motorway?
 

a drive faster	b slow down	c nothing
----------------	-------------	-----------
- How do you drive along a road that has a lot of bends?
 

a always stay on your side of the road	b cut the corners when you can	c it depends
--	--------------------------------	--------------
- There is a slow tractor in front of you. What do you do?
 

a stay behind the tractor	b quickly overtake	c hoot your horn
---------------------------	--------------------	------------------
- You are in an 30 mph area. How fast do you drive?
 

a 29 mph	b 40 mph	c 35 mph
----------	----------	----------

- 6 The car behind you is driving very close to you. What do you do?  
 a slow down so he can overtake      b get angry and drive faster      c stay calm
- 7 You get a speeding ticket and have to pay a fine. How do you react?  
 a you're angry      b you don't mind (because you often drive too fast)      c it depends
- 8 What do you do when you're in a traffic jam for half an hour?  
 a enjoy listening to the radio      b get really angry      c it depends

**Activity 3**



When we give people advice, we often use the expression:  
**If I were you, I'd (= I would) + infinitive.** Example: If I were you, I'd buy a new car.



- a *Ruth is giving Tina some advice. Add Ruth's comments from the box to complete the dialogue. Then listen to the recording.*

If I were you, I'd leave home ten minutes earlier. **!** But you don't want to lose your job! If I were you, I'd go to bed earlier! **!** Have you tried it out? If I were you, I would just allow a bit more time. **!** Well, were you late?

Tina My boss was angry with me today because I was late for work again. He said I was late every day this week.  
 Ruth .....  
 Tina Yes, because there's often heavy traffic on the way to work. I always seem to get stuck in a traffic jam, or there's some kind of hold-up.  
 Ruth .....  
 Tina I don't think that would help very much.  
 Ruth .....  
 Tina I suppose you're right. It's just that I find it so difficult to get up in the morning!  
 Ruth .....



- b *Read the dialogue with a partner. Take it in turns to read both roles.*

**Activity 4**

- a *Work with a partner. Your teacher will give you some cards. Put them face down on the table. In turns, take a card and read it to your partner. Your partner should then give you advice. Examples:*

Student A: I don't like driving in the snow. Student B: If I were you, I'd stay at home.  
 or  
 Student A: I get angry when someone in front of me drives slowly.  
 Student B: If I were you, I'd drive slowly, too. Perhaps there's a speed camera!



*If you get stuck, turn to the answer key for possible answers.*

- b *Work in small groups. Choose a card and have a short informal discussion about the topic.*



**Informal discussion with friends**

- B1** Can express belief, opinion, agreement and disagreement politely.
- A2** Can make and respond to suggestions. Can agree and disagree with others.



## Unit 1

### Activity 2a

- 1 Are you interested in documentaries?
- 2 How do you feel about reality TV?
- 3 Do you watch the news every day?
- 4 What's your favourite TV channel?
- 5 What do you think about game shows?
- 6 Who's your favourite game show host?

### Activity 2c

- 1 Are you interested in documentaries?  
Not very much. I prefer sitcoms or cartoons. They're much more fun!
- 2 How do you feel about reality TV?  
Oh, I don't know ... I think it's pretty boring, but I don't spend a lot of time watching TV anyway.
- 3 Do you watch the news every day?  
No, not every day. I usually watch the evening news, but some days I just don't feel like watching TV at all.
- 4 What's your favourite TV channel?  
I like Channel 4 because they have some interesting talk shows and great nature documentaries.
- 5 What do you think about game shows?  
Some of them are very entertaining. I love "Who Wants To Be A Millionaire".
- 6 Who's your favourite game show host?  
Oh, I don't really like game shows, so I don't have one.

## Unit 2

### Activity 2b

- Sue** Did you see the documentary on Mount Kilimanjaro last night? I really enjoy documentaries.
- Tom** Me too. But I didn't have time to watch TV last night.
- Sue** I want to go to the top of Kilimanjaro next year, so it was extremely helpful!
- Tom** Do you? I think climbing mountains is really boring. All you do is walk for hours and hours.
- Sue** True, it sometimes takes a long time. But the view at the top always makes up for the hard climb.
- Tom** Well, you also get to enjoy some good views if you go mountain biking.
- Sue** I suppose so. But what about all the accidents? I don't like taking risks.
- Tom** Me neither! If you make sure your bike is in perfect order and keep to the paths, it's quite safe!

## Unit 3

### Activity 1

Good morning and welcome to Riverside Local Radio. Almost 40 million Americans will travel 50 miles or more today in order to visit friends and relatives in different parts of the country. It's the busiest travel weekend of the year with traffic jams, crowded airports and delayed flights. So, if you're planning to go anywhere, leave early!

The good news is that the weather this year is going to be a lot better than last year. Temperatures are unusually mild for late November, and there are hardly any clouds in the sky. So, if you get up from the dinner table feeling more stuffed than the turkey, put your hiking boots on and get outside!

### Activity 3

My husband Gary and I love Thanksgiving. It's our favourite holiday because it gives us time to connect with people from our extended family. Some of them live far away, and we don't see them very often.

Thanksgiving is celebrated on the fourth Thursday in November every year. Most Americans like to have a traditional turkey dinner, and we are no exception.

Gary and I start cooking early because it takes about four hours to cook a turkey. Our dinner starts when the guests have arrived and the turkey is ready. We also have stuffing, mashed potatoes, corn on the cob and cranberry sauce.

After dinner, we all watch NFL football on TV. Although I don't really like football, it's part of the tradition. And with your family around and a piece of pumpkin pie by your side, it's actually very enjoyable.

## Unit 4

### Activity 2

#### Conversation 1

- Joy** Hello, Carina. How nice to see you again! Welcome home!
- Carina** Thanks, Joy. It's lovely to see you again, too. How are you?
- Joy** Fine, thanks. And how was your holiday? You're looking really good!
- Carina** It was fantastic. But three weeks is too long. I'm glad to be back.
- Joy** Were you able to relax?
- Carina** Yes, when we weren't walking in the hills! We had good weather and a nice holiday flat. You and Jamie must come round and look at some of our photos.
- Joy** That would be great! But I'll come without Jamie. We've just split up.
- Carina** Oh, I'm sorry to hear that. Let's go for a coffee and you can tell me more. When did this happen?

#### Conversation 2

- O'Brien** Mrs Edwards?
- Edwards** Yes?
- O'Brien** Welcome to Steerwell Ladders. I'm Bruce O'Brien, the Sales Manager.
- Edwards** Nice to meet you, Mr O'Brien.
- O'Brien** Nice to meet you, too, Mrs Edwards. I'm sorry you had to wait.
- Edwards** No problem. I was early for our appointment.
- O'Brien** I hope you had a good trip here.
- Edwards** Very good, thank you. I got here faster than expected.
- O'Brien** We're having the meeting on the first floor, so please come with me.
- O'Brien** Here we are. Please take a seat, Mrs Edwards.
- Edwards** Thank you.
- O'Brien** May I offer you something to drink? Coffee, water ...
- Edwards** Yes, please. I'd love a glass of water, sparkling if possible.
- O'Brien** No problem. Here you are.



**Edwards** Thank you very much  
**O'Brien** You're welcome.  
**Edwards** This is a lovely building ...

## Unit 5

### Activity 1

#### Speaker 1

I'm really into winter sports, but I hate ski resorts. That's why I became interested in backcountry skiing. Backcountry skiing is also called off-piste skiing because you ski outside the official areas. Some of the most beautiful places can only be reached by helicopter. That's expensive, but it's well worth it. There are no tourists around. It's just you and the mountains. And the feeling of leaving the first tracks in fresh, untouched powder snow is truly magical.

#### Speaker 2

There's nothing like the thrill of free fall before your parachute opens and you float back to the ground. I became addicted to skydiving after my friends gave me a tandem jump for my birthday two years ago. If you asked me what I liked the most about skydiving, I wouldn't really know what to say - it's just the whole thing; the feeling of flying, the adrenaline, the amazing views ...

#### Speaker 3

I love solo climbing or 'soloing'. It's a form of rock climbing where you don't use any ropes or equipment, just your hands and feet. There are several places on the coasts of Majorca where you can climb rocky cliffs high above the ocean. It's a great workout for your body and mind. And if you fall, you'll land in the water below. It's a long way down, though - up to 20 metres sometimes!

## Unit 6

### Activity 1

Police are asking for help to find a missing elderly woman who was last seen yesterday evening around 6 p.m. leaving her home. Family members say that Virginia Woods, aged 78, has Alzheimer's and will not be able to find her way home on her own. She was last seen wearing a black hat, pink jacket, blue jeans and black shoes and carrying a pink and black umbrella. She is of average height and has short grey hair.

### Activity 2b

In this picture, you can see two women shopping and having fun. They are in a clothes shop. There are some dresses hanging on the left, and in the background you can see clothes on some shelves. The woman on the left is holding up a colourful skirt. I think she wants to buy it. She has long, brown hair and is wearing a scarf and top that match the skirt. Her friend has long, blond hair and is wearing jeans, a white blouse and a sleeveless jacket. I think they are friends because they are standing close together and smiling.

## Unit 7

### Activity 3

**1**  
**Speaker A** My name's Cyra Costello.  
**Speaker B** Sorry, I didn't catch your name.  
**Speaker A** It's Costello. Cyra Costello.

**Speaker B** How do you spell your first name? C - I ...  
**Speaker A** No, it's spelled with a Y as in yellow. C - Y - R - A.  
**Speaker B** Ah OK, thanks. And what's your address, Cyra?  
**Speaker A** It's 129 Riverview Drive in Kalamazoo, Michigan. The zip code is four - nine - oh - oh - one.  
**Speaker B** Again, please? Four - nine ...  
**Speaker A** Four - nine - oh - oh - one.  
**Speaker B** OK, thanks.

### 2

**Speaker A** And what's your colleague's name, sir?  
**Speaker B** It's Mario Allyn: A - double L - Y - N.  
**Speaker A** One more time, please. A ...  
**Speaker B** A - double L - Y - N.  
**Speaker A** And his address?  
**Speaker B** 15 Alcester Street in Birmingham.  
**Speaker A** Did you say fifty or fifteen?  
**Speaker B** Fifteen.  
**Speaker A** And what's the postal code?  
**Speaker B** B12 OPJ.  
**Speaker A** Could you repeat that?  
**Speaker B** B12 OPJ.  
**Speaker A** Thanks. Let me read that back to you ...

## Unit 8

### Activity 2

**1** Bouquet - She carried a bouquet of roses.  
**2** Aisle - She walked down the aisle with her father.  
**3** Vows - The bride and bridegroom said their vows.  
**4** Marriage - I signed the marriage register.

## Unit 9

### Activity 2

**1** I grew up with pets in the home. How about you?  
**2** I think Golden Retrievers are great companions for kids. What do you think?  
**3** People say that touching a soft, furry animal reduces stress. What's your opinion?  
**4** I believe a four-legged friend can bring a lot of joy into a person's life. How do you feel about that?  
**5** Some people say that pet owners feel less lonely than people who don't have pets. What are your thoughts on that?

## Unit 10

### Activity 2b

**A**  
 The Chain Bridge is the most famous bridge in Budapest. It connects the two parts of the city, Buda and Pest, that are separated by the River Danube. The bridge was finished in 1849 and was the first permanent bridge in Budapest. The bridge has a superb tower at each end from which hang two iron chains. In front of the towers there are splendid large stone lions. Tourists are told that the lions do not have tongues. Actually, they do have tongues, but it's not easy to see them from the ground.

**B**  
 Tower Bridge is one of the most famous sights of London. It was built at the end of the 19th century and spans the River Thames. The central section can be raised so that ships can pass through. There is an interesting old law that ships have

right of way over cars. Nowadays people are very proud of the bridge, but when it was built, it was not liked very much. You can go inside Tower Bridge and, 40 metres above the river, you can walk over a spectacular walkway with a glass floor.

## C

The Golden Gate Bridge opened to traffic in 1937 and, at that time, had the longest span in the world. The fascinating bridge doesn't get its name from the colour because it's painted "International Orange". It's named the Golden Gate because the water underneath is the Golden Gate Strait, the entrance to San Francisco Bay from the Pacific Ocean. The six lanes on the bridge can be used for both directions depending on the traffic. In the morning, four lanes are southbound to San Francisco and two lanes are northbound. This changes later in the day.

## D

The Ponte Vecchio is the oldest bridge in Florence. The current building goes back to 1345. As was usual in the Middle Ages, little shops were built on the bridge. Originally, there were butchers and fishmongers on the bridge and it smelt horrible. Later, to solve this problem, only goldsmiths and jewellers were allowed. Jewellers can still be found on the bridge today and, of course, lots of interesting souvenir shops. Above the shops there is a walkway, which was built in 1565 for the ruling Medici. They could then cross the bridge without having any contact with normal people.

## Unit 11

### Activity 2b

#### 1

**Man** Do you enjoy having a late night snack?  
**Woman** Yes! I sometimes get out of bed in the middle of the night to have a glass of milk and a cookie.

#### 2

**Man** Do you like to drink tea in the morning?  
**Woman** Actually, I prefer to drink coffee in the morning. I like having a cup of tea in the afternoon, though.

#### 3

**Man** Do you like to eat cookies around Christmas?  
**Woman** I like eating cookies all year round but, yes, there are some cookies that you can only buy around Christmas, and I do enjoy eating those. I also love homemade Christmas cookies.

#### 4

**Man** Do you enjoy watching cooking shows on TV?  
**Woman** Not very much. I don't watch much TV anyway.

#### 5

**Man** Would you like to eat a big, juicy hamburger right now?  
**Woman** That sounds really good, actually. Where can I get one?

#### 6

**Man** Do you enjoy eating cold pizza for breakfast?  
**Woman** Not really. I prefer sweet things for breakfast: toast with strawberry jam or pancakes, for example.

## Unit 12

### Activity 2

**Vicky** Hi Jackie, I really want to do something to raise money for the street children in India. Would you help me?

**Jackie** Sure, Vicky. The story about mothers leaving their children alone on the train was really shocking. Why don't we form a group? If we can get some other people to help, then it'll be less work for us.

**Vicky** That's a good idea. We could ask our friends and families if they're interested. Perhaps we could meet at my house next Saturday evening? Shall we order an Indian take-away?

**Jackie** Yes, let's do that. Shall we start at 6 p.m.? Then we can order the food when everybody's there and it'll come after we've done some planning.

**Vicky** OK. Sounds good. I was thinking of organising some events to raise money. How about having a sponsored swim?

**Jackie** No, I don't think that's a very good idea because it'll be difficult to book time at the swimming pool. It's always so full when I go there. Why don't we have a sponsored walk? Everybody can do that and it doesn't cost anything. We can print forms for the participants. All they have to do is get as many people as possible to sign them, people who are willing to pay some money for each kilometer the participants walk.

**Vicky** Hmm, walking is a bit boring. Perhaps the group can come up with a better idea. Let's see what suggestions we have on Saturday.

**Jackie** Do you think we should limit the size of the group? It might be difficult to make decisions if we have too many people. Shall we say maximum ten people?

**Vicky** Yes, why not?

## Unit 13

### Activity 1b

#### 1 At the farmers' market.

**Sales person** Good morning. Can I help you?  
**Toni** Um ..., yes, I'd like some of those, please. Over there .... I don't know the English word.  
**Sales person** These over here?  
**Toni** Yes, exactly.  
**Sales person** They're apricots. How many would you like?  
**Toni** Half a pound, please.

#### 2 At the pharmacy.

**Toni** Hello.  
**Pharmacist** Hello, how can I help you?  
**Toni** I'd like some medicine for my ... my ... Well, I have a [makes a coughing sound] and an "achoo", you know, and my head hurts.  
**Pharmacist** Hm, do you have a fever?  
**Toni** A fever? No, no, no, just "achoo" and [makes a coughing sound].

**3 At the supermarket.**

**Toni** Excuse me?  
**Sales person** Yes?  
**Toni** Could you tell me where I can find a ... Um, I don't know the English word ... You use it to open a bottle ... a bottle ... a wine bottle!  
**Sales person** Ah, you mean a corkscrew! It's in aisle 14.  
**Toni** Aisle 14. Thank you.  
**Sales person** You're welcome.

**Activity 4**

- 1 It's a large animal. It can be black and white, or just brown. It says moo.
- 2 When you cut your finger, you use this to put on the cut.
- 3 It's something that men wear around their neck.

**Unit 14**

**Activity 2c**

Have I told you of the time I spilt a glass of red wine at my best friends' house-warming party? They had just moved into a new house and had a beautiful light blue carpet in their living room. Unfortunately, they had put a plastic tablecloth on a round table, so it looked like a square table. When I put my glass on the corner, there was no table underneath. One full glass of red wine fell onto the floor and the carpet was ruined. I was so embarrassed! They had to move the sofa afterwards, to hide the stain on the carpet!

**Activity 3a**

That reminds me of a school day when I was a teenager. We lived quite near the school, so I walked there every morning. One day, the boys who cycled past started laughing at me. It was not a nice feeling! At first, I didn't understand why they were laughing. Then I looked down at my feet, and saw that I was wearing one black shoe and one brown shoe! I was 12 at the time, so I found that really embarrassing. Luckily, I had my sports shoes at school. So, when I got to school, I just changed into them!

**Activity 3b**

- 1 The carpet was ruined!
- 2 I was so embarrassed!
- 3 It was not a nice feeling!
- 4 I found that really embarrassing!

**Unit 15**

**Activity 2**

**Sara** Hey Derek, don't forget your mom's birthday on Friday. Have you already bought a present?  
**Derek** No, not yet. I went to the gift shop down the street, but I didn't see anything that I liked. Besides, Mom has everything.  
**Sara** Hmm, that's true. You could make something for her yourself. How about a personalized calendar with your favourite family photos? I'm sure she would love that!  
**Derek** That's a good idea but it takes time. Any other ideas?  
**Sara** You could buy her a gift certificate from her favourite shop and let her choose her gift.

**Derek** That's perfect! I wouldn't even have to wrap it because it comes in a pretty envelope.  
**Sara** So, what are you going to do with all the wrapping paper you bought? It's enough to wrap an elephant!  
**Derek** I know. I'm sure I can use it some other time.  
**Sara** Well, actually, my birthday is coming up pretty soon. Remember? You could buy me a really large present, and I think I already have an idea ...

**Unit 16**

**Activity 3**

Hi, I'm David. I'm not happy at work. In fact, I hate my job. My boss is often angry and shouts at me. I can't stand it when he gets so loud. Although I do my very best, it's never good enough for him. However, he shouts at everyone in the office, not just me. So, I think he has a problem. I went for drinks with some colleagues last week to talk about the situation. It's always good to hear that other people feel the same way. We've decided to complain to the Managing Director. Three of us have made an appointment with him for tomorrow afternoon.

**Unit 17**

**Activity 3b**

**Uncle Joe** Hello! Hello? Anybody home? Ah, there she is – my favourite niece. How are you doing, Lindsay?  
**Lindsay** Fine.  
**Uncle Joe** Just "fine"?! How about: "Nice to see you, Uncle Joe", "How are you, Uncle Joe"?  
**Lindsay** Nice to see you, Uncle Joe. How are you, Uncle Joe.  
**Uncle Joe** OK, what's up, Lindsay? Are you in a bad mood?  
**Lindsay** I don't know ... I guess I'm just feeling kind of blue.  
**Uncle Joe** Why? What's wrong? – School? Your parents? Your friends?  
**Lindsay** No. It's just – everything. Why does life have to be so difficult?  
**Uncle Joe** Oh, cheer up, buttercup! It's a beautiful day outside. The beach is right around the corner. Let's go for a swim!

**Activity 4a**

**A** You don't look happy. What's the matter?  
**B** Oh, I'm just feeling blue today.  
**A** Is there anything I can do to cheer you up?  
**B** I don't know.  
**A** Let's go dancing. I'm sure that'll put you in a better mood.

**Activity 4b**

**1**  
**A** You don't look happy. Are you in a bad mood?  
**B** Oh, I'm just feeling a little sad today.  
**A** Is there anything I can do to cheer you up?  
**B** I don't know.  
**A** Let's go for a nice meal. I'm sure that'll make you smile.

- 2  
**A** You don't look happy. What's going on?  
**B** Oh, I'm just in a bad mood today.  
**A** Is there anything I can do to cheer you up?  
**B** I don't know.  
**A** Let's go hiking. I'm sure that'll make you feel better.

## Unit 18

### Activity 1c

The Summer Olympic Games is the world's biggest international multi-sport event and takes place every four years. The winners receive medals – a gold medal for first place, a silver medal for second place and a bronze medal for third place. Typical sports in the Summer Olympic Games are: athletics, badminton, golf, swimming, sailing and weightlifting.

The first Olympic Games took place in 776 BC in Greece, so the first modern Olympic Games were held in 1896 in Athens. It was a small competition for 245 male athletes from 14 nations. It was not until 1928 that females were allowed to participate as athletes. Since then, the event has grown in size. Now each Summer Olympic Games has more than 10,000 participants from over 200 nations.

The 2020 Summer Olympic Games will take place in Tokyo. The Host City for future events has yet to be decided. So far, the USA has hosted the Summer Olympic Games four times – more than any other nation, and London is the first city to have been host three times. Five countries have been at all Summer Olympic Games since 1896 – Greece, Australia, France, Great Britain and Switzerland. But only Great Britain has won at least one gold medal at each event.

## Unit 19

### Activity 3

- 1  
**Woman** I think it's perfectly OK for a woman to lie about her age. How do you feel about that?  
**Man** Well, I think it's silly to lie about your age, but it doesn't hurt anyone.
- 2  
**Woman** If my friend lied to me, I wouldn't trust her again – EVER! Friendship is based on trust, and lying is just not acceptable. I don't know how you feel about this, but ...  
**Man** Can I say something? I really think it depends on the situation, and some lies are worse than others. Let me explain what I mean ...
- 3  
**Man** I'm thinking of quitting my job. My boss didn't tell me the truth about some important things, and I just don't trust him anymore.  
**Woman** Do you mean he lied to you?
- 4  
**Woman** It's difficult to be completely honest all the time.  
**Man** How so?  
**Woman** Well, if my friend cooked dinner for me and I didn't like the food, I wouldn't say that. I'd say: "Thanks, it was delicious".  
**Man** Ah, I see. I would do the same, because I wouldn't want to hurt my friend's feelings.

## Unit 20

### Activity 3

- Tina** My boss was angry with me today because I was late for work again. He said I was late every day this week.  
**Ruth** Well, were you?  
**Tina** Yes, because there's often heavy traffic on the way to work. I always seem to get stuck in a traffic jam, or there's some kind of hold-up.  
**Ruth** If I were you, I'd leave home ten minutes earlier.  
**Tina** I don't think that would help very much.  
**Ruth** Have you tried it out? If I were you, I would just allow a bit more time.  
**Tina** I suppose you're right. It's just that I find it so difficult to get up in the morning!  
**Ruth** But you don't want to lose your job! If I were you, I'd go to bed earlier!

**Unit 1**

- 1a** 1 d | 2 e | 3 g | 4 a | 5 f | 6 b | 7 h | 8 c
- 1b** Possible answers: news | drama | talk shows | sports | children's programmes | movies | crime series
- 1c** *Britain's Got Talent* (talent show) | *American Idol* (talent show) | *Friends* (sitcom) | *CSI* (drama/crime series) | *The Simpsons* (cartoon/sitcom) | *Two And A Half Men* (sitcom) | *Sesame Street* (children's programme) | *Who Wants To Be A Millionaire?* (game show)
- 2a** 1 Are you ...? | 2 How do you ...? | 3 Do you ...? | 4 What's ...? | 5 What do you ...? | 6 Who's ...?
- 2c** Not very much. | I think it's pretty boring. | Some of them are very entertaining. | I don't have one.
- 3** 1 Does she like watching ...? | 2 Does he/she like cartoons? | 3 Are you interested in ...? | 4 Do you want to be ...? | 5 Is he/she interested in ...?
- 4** Possible answers: What's your favourite talk show? | What do you think about soaps? | Who's your favourite actor? | Are you interested in nature documentaries? | How do you feel about talent shows? | Do you like watching sports on TV? | Do you often watch the news? | What's your favourite cartoon character? Do you like cartoons? | Who's your favourite comedian? | Are you interested in cooking shows? | How do you feel about commercials? | Do you like documentaries about history? | Do you have a favourite TV programme? | Do you know a famous TV chef? | Do you have a favourite TV host?

**Unit 2**

- 1** Me too! 1, 4, 5, 7 | Me neither! 2, 3, 6, 8
- 2a** For answers, see audio script
- 2b** They both like documentaries, both walkers and cyclists can enjoy the views, neither like taking risks.
- 3a** Fishing | doing the ironing | playing chess

**Unit 3**

- Warm up** Possible answers: Christmas | New Year's Eve | Mother's Day | Father's Day | St. Patrick's Day
- 1a** Thanksgiving
- 1b** Christmas: Santa Claus | Silent Night | snowman | reindeer | turkey (also Thanksgiving) | stuffing (also Thanksgiving)  
Thanksgiving: turkey | pumpkin (also Halloween) | harvest | corn on the cob | stuffing (also Christmas)  
Fourth of July: fireworks | Independence Day | parade  
Halloween: pumpkin | ghost | Jack-o'-lantern | skeleton | cemetery
- 2a** 1 d | 2 a | 3 e | 4 b | 5 g | 6 c | 7 h | 8 f
- 2b** 1 light | 2 dress up | 3 decorate | 4 wrap | 5 spend time | 6 watch
- 3** 1 because | 2 and | 3 and | 4 because | 5 although

**Unit 4**

- Warm up** afraid | anxious | uncomfortable | unimportant | nervous
- 1a** d | f | c | g | a | e | b
- 2a** picture A is informal | picture B is more formal, business situation
- 2b** conversation 1: picture A, a social/private situation | conversation 2: picture B, business situation
- 2c** 1 I'm sorry to hear that. | 2 I'm sorry you had to wait. | 3 Please come with me. | 4 Please take a seat.
- 3** 1 | 2 h | 3 c | 4 g | 5 k | 6 f | 7 e | 8 j | 9 i | 10 b | 11 d | 12 a

**Unit 5**

- Warm up** Possible answers: wingsuit flying | hang gliding | bungee jumping | cliff diving | big wave surfing | heli-skiing/heli-boarding | ice climbing | rafting | BASE jumping | parkour/freerunning
- 1a** A Speaker 3 | B Speaker 2 | C Speaker 1
- 2a** Giving opinions: Agreeing: Disagreeing:  
In my opinion ... You're right. I'm not sure about that.  
I think ... I think so, too. I don't think so.  
I'd say that ... I agree. I'm sorry,  
but I disagree.
- 3** 1 Snorkelling is not as dangerous as scuba diving. | 2 Skiing is not as exciting as snowboarding. | 3 Cross country skiing is not as difficult as downhill skiing. | 4 Hang gliding is not as popular as bungee jumping. | 5 Mountain biking is not as expensive as skydiving.

**Unit 6**

- Warm up** Possible answers: beach, swimming pool, shopping centre, playground, fairground, in any kind of crowd
- 1b** 1 hair | 2 complexion | 3 personality | 4 figure | 5 clothes | 6 jewellery | 7 accessories | 8 face | 9 attractiveness
- 2a** 1 a tie is a long piece of cloth worn around the neck and in business, a bow tie is a type of necktie that looks like a ribbon and is worn at formal events | 2 a shirt is worn by a man and a blouse by a woman | 3 a skirt hangs from the waist and is normally worn with a blouse, a dress hangs from the shoulders | 4 a jacket is shorter than a coat | 5 spots are little points and stripes are lines | 6 a cap is made of soft material and fits closely to your head, often with a visor to protect your eyes from the sun, a hat is higher and has a brim all the way round.
- 4a** 1 c | 2 f | 3 d | 4 e | 5 b | 6 a
- 4c** He could be at the library, hidden in a corner and reading a very exciting book. He could be at a friend's house watching a film or playing a computer game. He could have had an accident on the way home and be in hospital.

## Unit 7

- 1a** Possible answers: A for apple, B for boy, C for car, D for dog, E for elephant, F for fox, G for golf, H for hotel, I for India, J for job, K for king, L for London, M for mother, N for New York, O for orange, P for Peter, Q for queen, R for radio, S for sugar, T for Tom, U for union, V for Victor, W for water, X for x-ray, Y for yellow, Z for zebra
- Please note: Instead of "for", you can also say "as in" (AE): A as in apple, B as in boy ...*
- 2a** One more time, please. (informal) | Pardon? | Can you repeat that? | Did you say X or Y? | So, that's...? (informal)
- 2b** Possible answers: Could you say that again, please? | You said ...? | Sorry, I didn't quite hear what you said. | Sorry, I didn't catch that.
- 3a** Please see audio script for answers.
- 3b** The postal code (or "post code") is part of the standard format of an address. The only difference is that "zip code" is American and "postal code" is British.
- 4** 1 speak | 2 say | 3 tell | 4 say | 5 speak | 6 tell

## Unit 8

- Warm up** 25 silver | 40 ruby | 45 sapphire | 50 gold | 55 emerald | 60 diamond
- 1** 1 bride | 2 veil | 3 bouquet | 4 aisle | 5 bridesmaids | 6 bridegroom | 7 witness | 8 vows | 9 register | 10 reception | 11 speeches | 12 best man
- 3a** 1 which | 2 who | 3 which | 4 who
- 4a** 1 true | 2 true | 3 false (only rice and confetti) | 4 true | 5 false (the marriage is registered in the church) | 6 true | 7 false (the presents can be opened before the wedding) | 8 false (they should do so within three months) | 9 true | 10 true

## Unit 9

- 1a** 1 four-legged friend | 2 very playful | 3 He's cute | 4 lets me pet him | 5 snuggle up
- 2** Please see audio script.
- 4** 1 What | 2 What | 3 How | 4 How | 5 What

## Unit 10

- 1b** 1 terrible | 2 dreadful | 3 awful | 4 miserable | 5 strange | 6 horrible
- 2a** A The Chain Bridge, Budapest, Hungary | B Tower Bridge, London, England | C Golden Gate Bridge, San Francisco, USA | D Ponte Vecchio, Florence, Italy
- 2c** A1 1849 | A2 splendid large | B1 the River Thames | B2 ships | C1 1937 | C2 six | D1 horrible | D2 1565
- 2d** A: famous | permanent | superb | iron | splendid | large | stone | easy | B: famous | central | interesting | old | proud | spectacular | glass

- 3** 1 an incredible green iron bridge | 2 an extraordinary old Irish book | 3 a spectacular modern stone building | 4 a splendid wide Roman gate | 5 a lovely old wooden bridge

## Unit 11

- 1a** 1 making | 2 to prepare | 3 eating | 4 trying, to try | 5 drinking, to drink | 6 baking
- 1b** Possible answers: 1 I enjoy having dinner with my friends or my family. | 2 I'd like to have a picnic this weekend. | 3 I love making my own bread.
- 2a** 1 Do you enjoy having a late night snack? | 2 Do you like to drink / drinking tea in the morning? | 3 Do you like to eat / eating cookies around Christmas? | 4 Do you enjoy watching cooking shows on TV? | 5 Would you like to eat a big, juicy hamburger right now? | 6 Do you enjoy eating cold pizza for breakfast?
- 2b** 1 yes | 2 no | 3 yes | 4 no | 5 yes | 6 no
- 3b** Possible answers: 1 I don't really enjoy eating fast food. | 2 I don't like Chinese food very much. | 3 I don't like cooking very much. | 4 I don't really enjoy drinking alcohol.
- 5a** 1 c | 2 e | 3 a | 4 d | 5 b
- 5b** 1 smart cookie | 2 cheesy | 3 piece of cake | 4 cup of tea | 5 bring home the bacon

## Unit 12

- Warm up** 1 New Delhi | 2 Mumbai | 3 17<sup>th</sup> | 4 five | 5 2<sup>nd</sup> | 6 chess
- 1** In both stories, mothers leave their young children to look after themselves. The children are shocked that their mother is no longer there. | The mothers are probably between 18 – 20.
- 2** 1 true | 2 false | 3 false | 4 true | 5 true
- 3a** That's a good idea. | Yes, let's do that. | OK. Sounds good. | No, I don't think that's a very good idea. | Yes, why not?
- 3b** Why don't we form a group? | We could ask our friends ... | Perhaps we could meet ... | Shall we order an Indian take-away? | Shall we start at 6 p.m.? | How about having a sponsored swim? | Why don't we have a sponsored walk? | Do you think we should limit ... | Shall we say maximum 10 people?

## Unit 13

- Warm up** pronouncing a word incorrectly | using the wrong word | taking too long to make their point | not knowing the English word for something
- 1a** Possible answers: 1 Point to the fruit. | 2 Mime how you feel. | 3 Use other words to explain what the object is used for.
- 1b** 1 apricots | 2 a cough, a cold | 3 corkscrew
- 2a** 1 small, large, huge, tiny | 2 square, round, rectangular, oval, | 3 light blue, purple, dark red, white | 4 plastic, wood, metal, paper

- 2b** can see in the dark, has feathers, can fly, is active at night, has wings
- 3** 2 You use it to make holes. | 3 You use it to heat your food. | 4 You use it to clean the toilet. | 5 You use it to take pictures. | 6 You use it to listen to music. | 7 You use it to get onto an airplane.
- 4a** Speaker 1 – Picture 2 | Speaker 2 – Picture 4 | Speaker 3 – Picture 1
- 4b** 1 bow tie | 2 cow | 3 hat | 4 plaster (BE), band-aid (AE) | 5 sheep | 6 pills

### Unit 14

- 1a** 1 eating | 2 knowing | 3 telling | 4 forgetting | 5 having | 6 making | 7 sending | 8 being
- 2a** 1 spilt | 2 moved | 3 light | 4 plastic | 5 square | 6 underneath | 7 ruined | 8 sofa
- 2b** 1 She was at her best friends' new house/house-warming party. | 2 She was drinking red wine. | 3 It was round. | 4 They moved the sofa to hide the stain.
- 2c** see audio script
- 3a** 1 That reminds me of... | 2 She was wearing one brown shoe and one black shoe. | 3 She changed into her sports shoes.

### Unit 15

- 1a** Gift ideas for these occasions: 1 a box of chocolates | 2 red roses | 3 a surprise getaway | 4 baby shoes | 5 a box of gourmet chocolates
- 2** 1 gift shop | 2 personalized | 3 gift certificate | 4 wrap | 5 wrapping paper
- 3** 1 I gave some money to my nephew. I gave my nephew some money. | 2 I gave a teddy bear to my niece. | I gave my niece a teddy bear. | 3 You could buy a nice bag for your sister. You could buy your sister a nice bag. | 4 I bought a new toy for my cat. I bought my cat a new toy. | 5 You could get a gift certificate for your friend. You could get your friend a gift certificate. | 6 You could get some chocolates for me. You could get me some chocolates.
- 5** 1 lilies | 2 the United States | 3 Japan | 4 China

### Unit 16

- Warm up** Possible answers as to why they hate what they are doing: it takes too long, it's difficult, they don't understand what they have to do, they would prefer to be doing something else.
- 2a** 1 b | 2 e | 3 a | 4 c | 5 d
- 3a** Possible answers: The man on the left looks angry and is shouting at the man on the right. The man on the right looks unhappy. He doesn't like the situation and is holding his ears with his hands. Maybe he has made a mistake or something has gone wrong. Maybe he has lost a customer or missed a deadline.
- 3b** blue

- 3c** He has talked to his colleagues and plans to talk to the Managing Director tomorrow. Perhaps the Managing Director will talk to David's boss, send him on a training course, fire him, or ask him to get psychological help.
- 4** 1 Although I hate travelling, I work in a travel agency. (Although I work in a travel agency, I hate travelling.) | 2 Although we have too much work, our boss hasn't employed any new staff. | 3 Even though I'm very busy, I enjoy my job. | 4 Even though he hated smoking, he worked for a cigarette company.

### Unit 17

- Warm up** feel blue = feel sad or depressed
- 1a** Possible answers: You aren't motivated to do anything. | You want to be alone. | You don't want to get out of bed. | You find it hard to enjoy things. | You have no energy.
- 2a** 1 Exercise. | 2 Do something good for someone else. | 3 Do something good for yourself. | 4 Call a friend. | 5 Play with your pet.
- 2b** Possible answers: Watch a funny movie. | Listen to music that makes you feel good. | Do something creative (paint, write poetry, etc.) | Spend time in nature. | Clean your house.
- 3a** 1 shopping | 2 to bed | 3 dancing | 4 for a beer | 5 for a walk (for a swim, to the park, swimming, etc.)
- 3b** 1 Joe is Lindsay's uncle. | 2 There's no particular reason. She just thinks that life is difficult. | 3 He suggests going for a swim.
- 4** See audio script

### Unit 18

- 1a** 1 2000 Sydney | 2004 Athens | 2008 Beijing | 2012 London | 2016 Rio de Janeiro | 2 faster, higher, stronger | 3 22 (18 gold)
- 1b** It takes place every four years. | The medal for first place is gold. | Knitting isn't a sport. | The first Olympic Games took place in Greece. | The athletes in Athens were male. | Females could participate in 1928. | There are more than 10,000 competitors/participants. | The 2020 Games will take place in Tokyo. | The USA has been host four times. | London is a city. | Turkey has not been at all the Summer Olympic Games since 1896.
- 2** Possible answers: It is a chance to show that your political system works and that your country is doing well. | Being Host City is good for the economy and creates jobs, but it costs a lot of money and what do you do with the facilities after the event? | Boston, Rome, Berlin, Hamburg/Copenhagen and others
- 3a** 1 USA | 2 China | 3 Great Britain | 4 Russia | 5 South Korea | 6 Germany
- 3b** 1 USA | 2 USA | 3 Hungary | 4 Hungary | 5 France and Australia | 6 Germany | 7 Russia | 8 because Australia has more silver medals

## Unit 19

- 1b** 1 c | 2 f | 3 e | 4 b | 5 a | 6 d
- 2** 1 because | 2 because of | 3 because | 4 because of | 5 because of
- 3b** Possible answers: 1 What do you think? | 2 May I interrupt? | 3 Are you suggesting ...? | 4 I understand.
- 4a** Possible answers: A man is waiting for his girlfriend who is still in the bathroom. She tells him she'll be ready in five minutes (because five sounds better than 25). | You receive a present that you don't really like, but you say: "Thank you. I love it!" | A police officer pulls you over and you tell him: "I really don't know how fast I was going." | Your friend comes back from a fishing trip and tells you that the fish he caught was six feet long (at least!).

## Unit 20

- Warm up** left – see steering wheel
- 1a** 1 f | 2 d | 3 e | 4 b | 5 a | 6 c
- 1b** 1 rush hour/heavy traffic | 2 hold-up/traffic jam | 3 road | 4 traffic jam | 5 roundabouts
- 2** Mostly a answers: You are a calm driver and don't easily get angry. Mostly b answers: Slow down! You need to drive more carefully and calmly. Mostly c answers: You normally stay calm, but sometimes you feel stressed.
- 3a** See audio script.
- 4** Possible answers: If I were you, I'd ... ..leave home earlier. | ...play a CD with relaxing music. | ...listen to something interesting on the radio. | ...go to bed earlier. | ...use public transport. | ...take the train. | ...stay at home. | ...drive slowly, too. | ...let them overtake me. | ...look for a place to stop so that the driver can overtake me. | ...look for a new job. | ...buy a new car. | ...take a taxi. | ...tell him/her to slow down. | ... remember that there may be a speed camera.



## Unit 1, Activity 4



talk shows	soaps	favourite actor or actress	nature documentaries
talent shows	sports on TV	the news	cartoon character
cartoons	favourite comedian	cooking shows	commercials
documentaries about history	favourite TV programme	TV chef	favourite TV host




## Unit 4, Activity 4




How are you?	Would you like something to drink?	I've split up with my partner.	Nice to meet you.
Have a nice day.	I don't feel very well.	Would you mind opening the window?	See you next week.
How was your holiday?	Nice to see you again.	Can I help you?	Have a nice weekend.
Thank you.	Could you help me, please?	Do you know where Tom is?	Would you mind ringing again in five minutes?



## Unit 5, Activity 2b



Extreme sports are exciting and make you feel alive.	Skydiving gives you a great feeling of freedom.	It takes courage to jump out of an airplane with a parachute.	Many “extreme” sports are safer than people think.
Extreme sports are dangerous. You can easily get hurt.	Rock climbing is risky. If you fall, you die.	Extreme sports are a good way to reduce stress.	Surfing is more exciting than scuba diving.
People who like extreme sports are crazy.	Driving a car is more dangerous than bungee-jumping.	Men are more interested than women in doing extreme sports.	Extreme sports are physically and mentally challenging.



## Unit 7, Activity 3c

### Student A

Tell your partner the names and addresses of the two people below. Help him or her spell them correctly.

<b>Name</b>	Jaydan Hughes
<b>Address</b>	1204 Lyndon Avenue Chattanooga, Tennessee 37402

<b>Name</b>	Cheryl Daugherty
<b>Address</b>	116 Newstead Road Weymouth DT4 7BG

Now write down the names and addresses that your partner tells you. If you don't know how to spell a word, ask!

<b>Name</b>	.....
<b>Address</b>	..... .....

<b>Name</b>	.....
<b>Address</b>	..... .....



### Student B

Write down the names and addresses that your partner tells you. If you don't know how to spell a word, ask!

<b>Name</b>	.....
<b>Address</b>	..... .....

<b>Name</b>	.....
<b>Address</b>	..... .....

Now tell your partner the names and addresses of the two people below.

<b>Name</b>	Gwyneth Hazelwood
<b>Address</b>	68 Oakley Street Newbury RG14 5PF

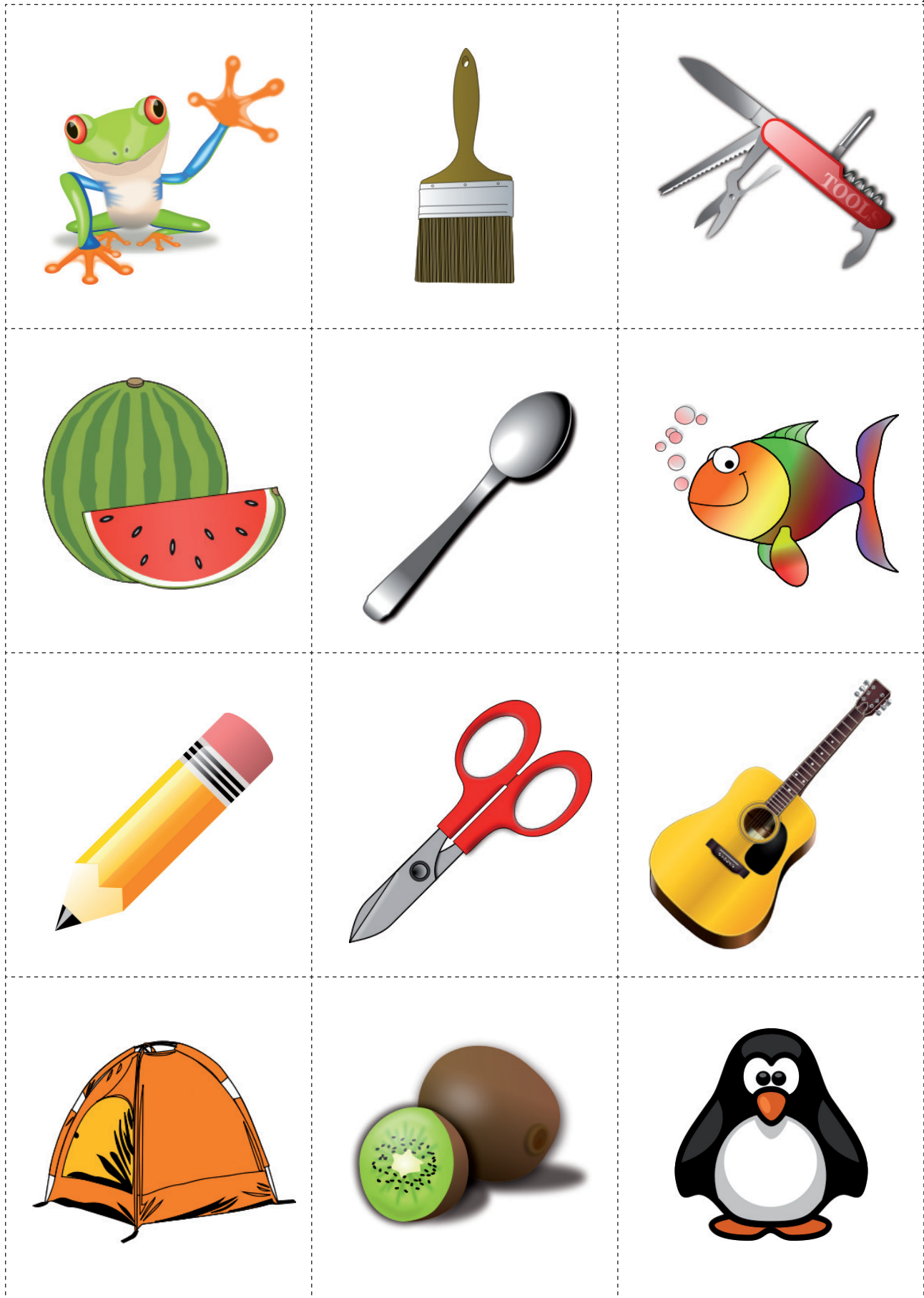
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## Unit 8, Activity 3b

<p><b>BRIDE</b> The woman who gets married.</p>	<p><b>BEST MAN</b> A person who knows the groom very well.</p>	<p><b>RICE</b> Something which is thrown at the newlyweds for luck.</p>	<p><b>REGISTER</b> Something which is signed by the bride and groom.</p>
<p><b>BRIDEGROOM</b> The man who gets married.</p>	<p><b>WEDDING RING</b> Something which you wear to show that you are married.</p>	<p><b>BOUQUET</b> The flowers which the bride carries.</p>	<p><b>BRIDESMAID</b> A girl or young woman who follows the bride into church.</p>
<p><b>WEDDING VOWS</b> The promises which the bride and groom give each other.</p>	<p><b>WITNESS</b> Someone who signs the marriage register.</p>	<p><b>VEIL</b> Something which the bride wears on her head.</p>	<p><b>NEWLYWEDS</b> People who have just got married.</p>
<p><b>WEDDING GIFT</b> Something which guests give to the bride and groom.</p>	<p><b>HONEYMOON</b> A special holiday which is taken by a newly married couple.</p>	<p><b>HUSBAND</b> A person who has a wife.</p>	<p><b>WIFE</b> A person who has a husband.</p>

Unit 13, Activity 4c



## Unit 20, Activity 4

I always feel nervous when I'm late.	I hate getting stuck in traffic jams.	I find it so difficult to get up early in the morning.	Heavy traffic makes me feel nervous.
I don't like driving along the motorway to work.	I hate being late.	I don't like driving in the snow.	I'm often late for work.
I get angry when someone in front of me drives slowly.	I feel nervous when someone drives too close behind me.	I don't like my job very much because it's too stressful.	I have too much to do at work.
My car is very old.	I don't like driving home after a party.	My partner drives too fast.	I don't like speed limits!



## ENGLISH

- C2** telc English C2

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- C1** telc English C1

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- B2-C1** telc English B2-C1 Business  
telc English B2-C1 University

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- 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

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- C1** telc Deutsch C1  
telc Deutsch C1 Beruf  
telc Deutsch C1 Hochschule

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- B2-C1** telc Deutsch B2-C1 Medizin

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- B2** telc Deutsch B2 Medizin  
Zugangsprüfung  
telc Deutsch B2+ Beruf  
telc Deutsch B2

---

- B1-B2** telc Deutsch B1-B2 Pflege

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- 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

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- B1** telc Español B1  
telc Español B1 Escuela

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- A2-B1** telc Español A2-B1 Escuela

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- A2** telc Español A2  
telc Español A2 Escuela

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- A1** telc Español A1  
telc Español A1 Escuela  
telc Español A1 Júnior

## FRANÇAIS

- B2** telc Français B2

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- B1** telc Français B1  
telc Français B1 Ecole  
telc Français B1 pour la Profession

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- A2** telc Français A2  
telc Français A2 Ecole

---

- A1** telc Français A1  
telc Français A1 Junior

## ITALIANO

- B2** telc Italiano B2

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- B1** telc Italiano B1

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- A2** telc Italiano A2

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- A1** telc Italiano A1

## TÜRKÇE

- C1** telc Türkçe C1

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- 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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## 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.

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Drag and drop the responses to complete each dialogue.

Are you coming with us to the beach tomorrow?  
Gordon's exhausted but still plans on working all weekend.  
Helena said her hotel was noisy and the pool was too small.  
I don't want to go to the meeting.  
Are you annoyed with Jen because of what she said about you?

Unless you come up with a valid reason, the boss will make you go.  
According to Sarah, he's really overdoing it.  
Yes. She really hurt my feelings.  
I might, it depends on the weather.  
She always finds something to complain about.

Do you have any regrets? Click on the picture of the speaker to hear their answer. Then drag and drop the statement that best summarizes the situation they regret.

Click to hear: I ended a relationship.  
Click to hear: I worked too much.  
Click to hear: I lost contact with friends.  
Click to hear: I'm worried about being judged.

Tip 1 Tip 2 Tip 3 Tip 4

Example  
If I got a chest infection, I'd go to the doctor straightaway.  
I don't have a chest infection at the moment. In the future, I might get a chest infection, and if I do, then I'll go to the doctor.

What did you hear? Click on the speech bubble. Then choose which word or phrase describes it best.

Is this person laughing out loud or giggling?  
 laughing out loud  
 giggling

I'm laughing so hard I'm crying!

## Acknowledgements

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