

# face2face

**Intermediate** Spanish Speakers Handbook with Audio CD

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	living and working in New Zealand and Russia	English café culture; reading for gist	the schwa /ə/
	tourism in Rome; listening more than once	Mass tourism	word stress
	renovation disasters	a personal email; recognising text type	/h/ at the beginning of words
	the technophobe; predicting before listening	Enoughism	sentence stress
	diets; listening for specific information	Ask Dr Smith	/e/, /æ/ and /ʌ/
	holiday jobs	Getting out of the nine-to-five routine; reading sub-headings	intonation: sounding polite



	Reading	Writing	Review
	online interviews; blog comments	blog comments: organisation, useful phrases	likes and dislikes
	personal messages in greetings cards and on a website	expressing personal feelings in messages: useful phrases	showing concern
	online brochures; short messages	an email asking for more information: organisation, useful phrases	homes; indirect questions
	an email explaining a problem	explaining a problem and asking for advice: organisation, useful phrases	asking for advice



## Speaking and Listening

- 1 Work in groups. Are these sentences about Russia true or false?
- 1 People work from 10.00 a.m. until 6.00 p.m. every day.
  - 2 Russians like going to the countryside at the weekends.
  - 3 When they want to relax, Russian people like doing nothing at all.
  - 4 Cafés are becoming more and more popular in Russia.
- 2 a  1.1 Listen to two teachers, Valentina from Russia and Chris from New Zealand, talking about lifestyles in their countries. Check your answers to 1.



- b Listen again. Choose the correct words.
- 1 Chris and Valentina both watched sport / *did some gardening* at the weekend.
  - 2 Weekend activities seem *more/less* interesting in New Zealand than in Russia.
  - 3 The working day in Russia is *the same as/shorter than* it is in New Zealand.
  - 4 It is *more/less* common to have more than one job in Russia.
  - 5 In the summer, going to *the beach/the countryside* is more popular in New Zealand, but going to *the countryside/the beach* is more popular in Russia.
  - 6 In Russia, going to *cafés/parties* is popular, but in New Zealand now, going to *cafés/parks* is more popular.

## Reading and Speaking

- 3 a Read the article about the English café culture. Which is the best summary?
- 1 English cafés are becoming more popular than pubs. Pubs have become too expensive.
  - 2 Café culture is slowly changing in England. It is becoming more similar to European café culture.

**TIP** When we read an article for the first time, we don't worry about understanding every word. We just try to understand the main idea.

**Reading** English café culture; reading for gist  
**Listening** living and working in New Zealand and Russia  
**Help with Pronunciation** the schwa /ə/



## English café culture

by Stephen Moss

Café culture, English-style, began in the seventeenth century. It was associated with radical politics, but it became really popular in the eighteenth century. “Coffee houses then were very different from what we now think of as ‘café culture’,” says Markham Ellis, author of *The Coffee House: A Cultural History*. “They were indoors, for a start, but you’d rarely find women there. They were closely associated with news and debate – two aspects which seem a long way from the Starbucks experience.”

“Proper café culture should be about individuality,” says the architect Will Alsop. “You need good people to create a good café or restaurant. It should be a place where people exchange stories.”



He paints a lovely picture of café culture as a state of mind. “What I love about Italy,” he says, “is that on a nice day you can see two men pull a

- b Read the article again. Answer these questions.
- 1 Why did men go to cafés in the 1700s? *To find out about news and to discuss ideas.*
  - 2 What does Will Alsop think helps make a successful café?
  - 3 Does he think it is important for Italian cafés to be in an attractive location?
  - 4 According to Fernando Freitas, in which country do people go to cafés more often, Portugal or England?
  - 5 What reason does Fernando Freitas give for the fact that his bar is not busy at lunchtime?
  - 6 What change has Giorgio Locatelli noticed since he arrived in England?

small table outdoors. They put a cloth and a bottle of wine onto it, and start a conversation about their families – even in the ugliest part of town. Here in Britain we are more dependent on beautiful views.”

Fernando Freitas, managing partner at La Tasca, a tapas bar on busy Broad Street in Birmingham, comes from Portugal. He says that there cafés and restaurants are an organic part of society. In England they are a place to go occasionally. “Here it’s work, work, work and on the one day you’ve got off you’re trying to make the most of your spare time.”

In Spain or Portugal, he says, regulars will often have breakfast, lunch and dinner in the same place. The owner will know exactly what is wanted and have it on the table as a regular walks in. Lunch costs €3 (£2.40). At La Tasca lunch sets me back £12.50 without wine. It’s a once-a-week treat, not part of daily life.

Italian-born chef Giorgio Locatelli, who is based in London, sounds more positive. “When I came here in 1985, nobody ate outside. Some pubs had gardens, but they were enclosed, not looking out onto the street. We’ve come a long way since then.”

However, Locatelli says we should treasure good pubs, which Italians love in the way we adore their piazza cafés.

Adapted from the *Guardian* 5/07/08

**4** Work in groups. Discuss these questions.

- 1 Is café life in your country similar to Italy and Portugal, or is it similar to England?
- 2 What do you like best about cafés in your country?
- 3 What annoys you the most?
- 4 Would you like to own or run a café? Why?/Why not?

**HELP WITH PRONUNCIATION**

the schwa /ə/

**TIP** One of the most common sounds in English is the schwa /ə/. It is **never** stressed. It is the sound of the definite article (*the car*) and the indefinite article (*a car*).

**1** 1.2 Listen to these words. Notice the sounds in **bold**.

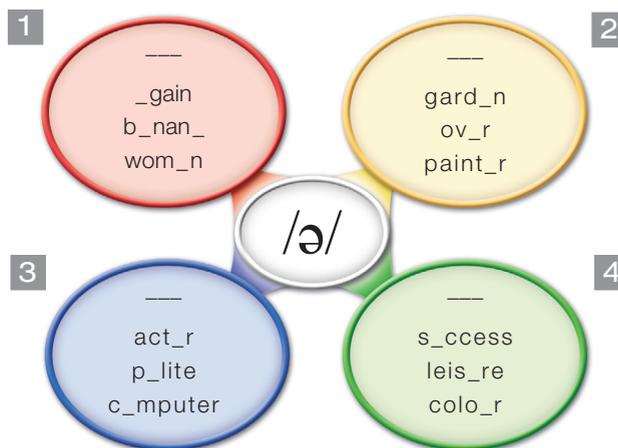
- 1 teacher
- 2 **ex**ercise
- 3 **annoyed**

**2** a 1.3 Listen and mark the stressed syllable in each word.

- 1 mèlon
- 2 Japan
- 3 confused
- 4 relatives
- 5 disappointed
- 6 relaxed

b Listen again and circle the schwa sounds /ə/.

**3** Look at these words. Fill in the gaps in each group of words with a vowel. What do the missing letters have in common?



**4** a 1.4 Listen and put the sentences in order. Notice the unstressed syllables.

- a Maria bought a computer yesterday.
- b Laura’s annoyed with her younger sister.
- c Her father was very relaxed.
- d The burgers at the barbeque were wonderful. 1
- e My brother’s working as a teacher in China.

**b PRONUNCIATION** Listen again and practise.



## Speaking and Reading

- 1 Work in groups. Discuss the positive and negative aspects of living in a town or city that is popular with tourists.

positive	negative
<i>you can practise English with tourists</i>	<i>tourists leave a lot of rubbish in the streets</i>
...	...

- 2 a Read the two articles about mass tourism.

- 1 Do the articles mention any of your ideas from 1?  
2 Which writer is in favour of mass tourism? Which writer isn't?

b Read the articles again. Who gives these opinions? Write *Philip* or *Martin*.

- 1 Tourism stops cities from living. *Philip*  
2 Tourism has not helped small local shops.  
3 London also suffers from mass tourism.  
4 Tourism provides employment for young people.  
5 Restaurant owners become lazy because of tourism.  
6 Tourism provides the development of new industries.  
7 Eating habits are very different in different countries.  
8 Tourists don't think about the comfort of local residents.

## Listening and Speaking



- 3 a 3.1 Listen to Duncan talking about tourists in Rome. Put these topics in the order you hear them.

- a bars and restaurants      d rubbish  
b the economy in Rome      e what he likes about Rome  
c tour groups 1      f traffic

**TIP** To practise listening, we can listen to a recording more than once. The second and third time we listen, we can try to understand more detail.

## Mass tourism

By Philip Hensher



Tourism has increased dramatically in the last few years. It has happened so rapidly that we've hardly had time to consider if it is good or bad. We like to think that it's a good thing. It brings money to the local economy and it benefits tourists by exposing them to different cultures.

However, when tourism expands beyond a certain point, it starts to kill a city. There are cities throughout Europe, like Florence and Venice, that are dead, killed by the weight of tourism. No one would live there if they had the choice. It's impossible to walk down the street. It's impossible to find a dry-cleaner, a supermarket, a greengrocer, or even an ordinary department store. Tourists don't need them, so they don't exist.

And the quality of what does exist rapidly gets worse. Restaurants often just don't make the effort. Why should they? They can make an extremely good living out of people who are in the city for one day and will never come back. They don't need to cultivate regular customers. Restaurant owners don't see the point of cooking delicious food for northern Europeans who order cappuccinos *after* their meal.

The tourist industry has taken control of much of the Mediterranean. Florence, Venice, the Aegean islands might very well have developed new industries and new expertise, but tourism pushes out any kind of proper industry or innovation. Tourists want to see what has always been there, so nothing must be allowed to put them off. They complain when the people who live there build modern roads. Tourists want to see an old and 'typical' road that is impossible to drive on in the middle of winter. In effect, they want Disneyland, not a working city.

**The travel writer and publisher of Rough Guides, Martin Dunford, responds to an article by Philip Hensher.**

I agree with a lot of what Philip Hensher says in his article about the negative effects of modern tourism. Florence in July is indeed unpleasantly crowded (as is London, or the beaches of the Costa del Sol). Tourists don't generally demand high standards in restaurants. But if it weren't for tourism, then many parts of rural southern Europe would have lost their young people years ago.

It is unfair to expect many countries in the world to remain poor and not take advantage of the economic benefits that tourism brings. Extra money in the community helps everyone to have a better standard of living and not just those who work for the tourist industry.

Isn't it better that tourism has made travel easy? Isn't it better that more or less anyone can see the wonders of Tuscany, or Greece, or Africa, or Japan? Perhaps they'd like to learn more.

It is easy to laugh at the mistakes that tourists make as they experiment with the local cuisine. However, it's also possible that the people who laugh at tourists in one country may themselves be laughed at in another country.

Mass tourism isn't necessarily a good thing, for tourists or for the locals. But at least travel can be enjoyed by everyone. Just be clever and don't visit Florence in July.

Adapted from *The Independent* 08/00

**b** Listen again. Tick the true sentences. Correct the false ones.

- 1 Duncan moved to Rome five years ago. *No, he moved there more than five years ago.*
- 2 The tourist season can continue until November.
- 3 Public transport in the city centre is crowded during the tourist season.
- 4 In Rome there are special pavements for tourists.
- 5 People working in bars in Rome like to practise their English with tourists.
- 6 The city council doesn't pick up the rubbish near the Trevi fountain.
- 7 Duncan knows that many people in Rome make their living from tourism.

**4 a** Work in pairs. Follow these instructions.

**Student A:** You are a tourist in student B's town or city. Use the prompts to find out more about the town or city.

**Student B:** You are a resident in your town or city. Tell student A, a tourist, about it. Use the prompts to help you.

- a good time of year to visit
- interesting places to visit
- good bars and restaurants
- ways to get to know local people

**b** Work with your partner. Role-play the conversation.

## HELP WITH PRONUNCIATION

### Word stress

**TIP** In English the stress in two- and three-syllable words often falls on the first syllable. Remember that stressed syllables are more prominent (longer, higher in pitch and louder) than unstressed syllables.

**1** **3.2** Listen and match these words to stress patterns 1 and 2. Which words have two syllables? Which words have three syllables?

wonderful 2 saucepan difficult  
oven awful popular microwave



1 ●● 2 ●●●

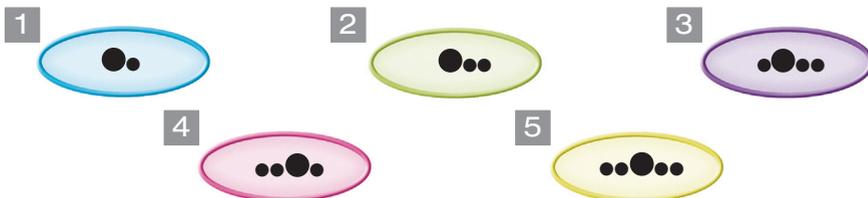
**2 a** **3.3** Listen and count the syllables in each word.

- a journey 2 *jour ney*
- b gorgeous
- c nightmares
- d frightened
- e interested
- f separately

**b** Listen again and mark the stressed syllables.

**3 a** Work in pairs. Match these words to stress patterns 1–5.

absolutely 4 tourism public economy traffic personality information  
independently disappointed traditional satisfied exercise danger  
adventurous popularity lazy aubergine insomnia workaholic possibility



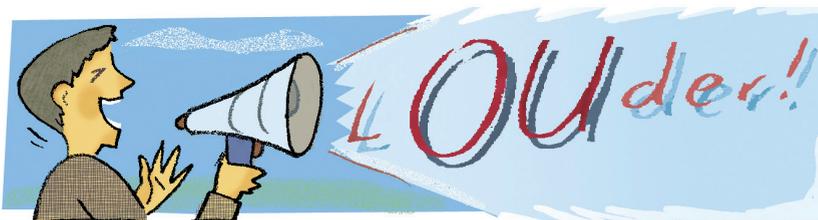
**b** **3.4** Listen and check your answers.

**4 a** Look at these groups of words. Which word is not stressed on the first syllable?

- 1 overtime deadlines pressure conditions working
- 2 journey together package holiday separately
- 3 tomato orange lemon broccoli carrots
- 4 airport country souvenirs tourists suitcase
- 5 furious angry delighted fascinated gorgeous

**b** **3.5** Listen and check your answers.

**c** **PRONUNCIATION** Listen again and practise.





## Reading and Speaking

### TIP

It is always a good idea to think about what type of text we are reading. For example, is the text telling a story? Is it describing something? Is it giving advice?

**3** Work in pairs. What texts have you read in English in the past month? What types of texts were they? What were they about?

**4 a** Read Monica's email about her renovations. How should Sally reply to the email? Choose the best suggestion.

- Sally should thank Monica for her email and send her the name of an architect who can help Monica with the renovations.
- Sally should thank Monica for her email and tell her she will definitely use her ideas for the renovations.

**b** Read the email again. Make notes on the advice about renovations.

### Tips for renovating

Research: *do as much as possible before you begin*

Budget:

Architect:

Living in the house:

**5 a** Imagine you know someone who is going to have some renovations done. Think of some possible problems, then think of some advice to give that person. Use the ideas from the conversation in **2** and the email in **4**, as well as your own ideas.

**b** Work in pairs. Take turns giving advice.

## HELP WITH PRONUNCIATION

/h/ at the beginning of words

### TIP

In English we usually say the /h/ sound at the beginning of words (*he*, *him*). It is the sound we make when we breathe on a mirror. But be careful, there are some exceptions (*honest* /'ɒnɪst/).



**1** **5.2** Listen to these words. Notice the /h/ sounds.

- house
- helpful
- hotel

**2** **5.3** Listen to these sentences. Which sentence, a or b, do you hear first?

- a** I'm just heating up my beans.

**b** I'm just eating up my beans.
- a** I ate cereal for breakfast.

**b** I hate cereal for breakfast.
- a** Can I introduce you to Anna?

**b** Can I introduce you to Hannah?
- a** Robert has no heart.

**b** Robert has no art.
- a** This is my mum, Helen.

**b** This is my mum, Ellen.

**3 a** Look at the words in the box. Which have the /h/ sound at the beginning?

who ✓ how hour whole house why ham white honour hear

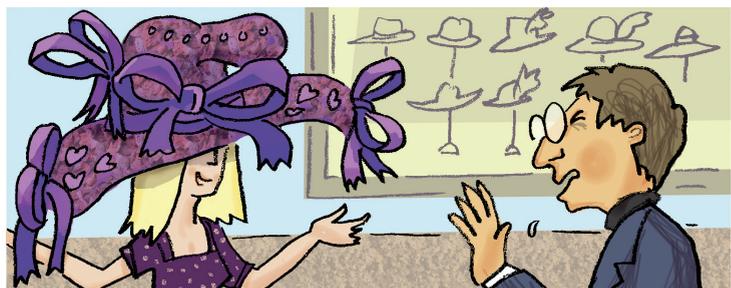
**b** **5.4** Listen and check your answers.

**4 a** Make sentences with these words.

- Anne's / really / hat / hates / Harry .
- always / detached / husband / house / had / Her / has / a .
- singles / many / How / has / had / hit / he ?
- Helen / Is / Heathrow / going / airport / to ?
- holiday / hadn't / Hawaii / about / He / heard / Eddie's / in .

**b** **5.5** Listen and check your answers.

**c** **PRONUNCIATION** Listen again and practise.



## Speaking and Reading

- 1 a** Think of the last three gadgets you bought. Why did you buy them?
- b** Work in groups. Tell other students about your gadgets.
- 2 a** Read the article. What is 'enoughism'? Choose the best definition.
- 'Enoughism' is ...
- deciding that you are good enough because of the things you own and do.
  - owning only the things that are necessary, enough to be comfortable.

## Enoughism

By Daphne Guinness

In 1999, Londoner John Naish had a *Eureka!*

moment. He was hurrying out of his bathroom, when he stepped on his mobile phone and broke it. "I didn't replace it. Life's just as productive with email."

Then he saw a poster that said *More Computing Power Means More You*. "I thought, no! That will mean a lot of what people don't want – anxiety, jealousy, self-pity, things like that." *Eureka III!* The idea for his book *Enough: Breaking free from the world of more* was born. We aren't happy with what we've got and we chase after more stuff, more food, more information, more status, more everything. All this makes us sick, tired and angry, and gets us into debt.

So Naish wants us to embrace 'enoughism' – liberating ourselves from stuff we don't need. Then we can enjoy everything we have. But the question is how? He says we should stop buying fast cars or the latest electronic gadget. Instead, he says, we should practise what they do in Papua New Guinea to show status. We should give things away. "There," he explains, "having more is considered mean, giving stuff away is cool."

Workaholics often work to acquire things they don't need. What we should do instead is "Decide how much money you need to live on, then organise your working life to meet that goal. Add 20% for comfort."



- b** Read the article again. Tick the sentences that agree with 'enoughism'. Say why the other sentences don't.
- I've lost my mobile. I'm going to buy a new one that lets me check my work email at weekends. *No, you don't need to check your emails at weekends.*
  - I'm not going to get a faster computer. The one I have is good enough.
  - If I want something new, I buy it with my credit card. Who cares about bills?
  - I never listen to my MP3 player. I'm going to give it to my sister.
  - I'm going to stop working overtime. I don't really need the extra money.
  - I'm going to take my friend Joe shopping with me. He has great taste in clothes.
  - I leave my mobile phone and laptop computer at home when I go away on holiday.

## Listening and Speaking

**TIP** Before we listen, it is often useful to think about what a dialogue or conversation will be about.

- 3 a** You will hear Diana and Andrew talking about technology. What gadgets and problems do you think they will talk about?

### Strategies for 'enoughism'

*Stuff: have enough*

- Don't shop with a friend. To maintain self-image in front of others, you will choose the most expensive brand. If you are on your own, you will spend less.
- Don't buy anything until you ask these questions: Do I need it rather than want it? How many more hours will I have to work to pay for it? What else could I do with that time to bring more pleasure than the consumer item? Is there anything I already own that I could substitute it for?
- Avoid special offers because they make you buy more.

*Facts: know enough*

- Go on a data-diet. Switch off televisions and computers while on holiday.
- Do not check work-related emails while you're away.
- Delete emails marked with a red exclamation mark.
- Do not respond to emails copied to you.

Adapted from the *Sunday Star Times* 14/04/08

**b**  7.1 Listen and check your ideas.

**c** Listen again. Choose a, b or c.

- 1 Diana's computer ...
  - a crashes about once a week.
  - b** crashed twice before she spoke to Andrew.
  - c is very old.
- 2 Diana believes ...
  - a the problem is because the office power goes off suddenly.
  - b she has lost lots of information because of the crash.
  - c the problem is with the office computer system.
- 3 Diana thinks that life without technology ...
  - a would be much more relaxed.
  - b would make people talk to each other more.
  - c would make people write more letters of complaint.
- 4 Andrew thinks that not having a mobile phone ...
  - a is a very exciting idea.
  - b is a frightening idea.
  - c would save him money.
- 5 Diana sometimes leaves her mobile phone at home ...
  - a so that her husband can use it.
  - b because she is very forgetful.
  - c because she doesn't want people to contact her all the time.

**4 a** Make a list of five gadgets that you think are essential to your life. Think about why they are essential.

**b** Work in pairs. Compare your lists. Agree on four gadgets that are essential for you both. Give reasons for your choices.

**c** Compare your lists with another pair. Choose the three gadgets that are essential for you all. Give reasons for your choices.

## HELP WITH PRONUNCIATION

### Sentence stress

#### TIP

In English we only stress certain words in a sentence. We usually stress content words (nouns, verbs, adjectives, adverbs) not function words (articles, prepositions, auxiliary verbs, pronouns, quantifiers, etc.). Remember that stressed syllables are more prominent.



**1**  7.2 Listen to these sentences. Notice the stressed words and syllables.

- 1 I bought a new computer last weekend.
- 2 Brian hasn't got much work to do.
- 3 The police came as quickly as possible.

**2 a** Mark the stressed words and syllables in each sentence.

- 1 What time does the concert begin?
- 2 Harry has joined a karate club.
- 3 I don't like going to the dentist.
- 4 Tony forwarded this hilarious email.
- 5 Would you like to sit down and relax?

**b**  7.3 Listen and check your answers.

**c** Look at R3, p31. Listen again and notice the stressed syllables.

**d** **PRONUNCIATION** Listen again and practise.

**3 a**  7.4 Listen to these sentences. Which word in each sentence is the most prominent?

- 1 Who are you meeting tonight?
- 2 Anne thought the film was really boring.
- 3 I made Frank a cake for his birthday.
- 4 My mother can drive, but she hasn't got a car.
- 5 I always do the washing-up after dinner.

**b** Match a–e to sentences 1–5.

- a She hates love stories, there's no action! **2**
- b What did you make?
- c My dad never does it!
- d You look very glamorous!
- e Sometimes I lend her mine.



**c** **PRONUNCIATION** Listen again and practise sentences 1–5.

## Speaking and Reading

**1 a** Readers of the *Guardian* newspaper can ask Dr Tom Smith medical questions. Read questions 1–4. What do you think Dr Smith will say.

- 1 'I've managed to lose about five kilos. Now I don't want to put weight on again. How can I be sure I stay at my new, lower weight?'
- 2 'My 16-year-old is a central defender in a football team. He does a lot of 'headers'. In other words, he uses his head to hit away balls. Will this lead to dementia in later life?'
- 3 'What type of area in a town or city is best to live in for a longer life?'
- 4 'Is it bad to click your fingers, particularly if you do it all the time? Could it cause arthritis in later life?'

**b** Work in groups. Discuss your answers.

**2 a** Read Dr Smith's replies on the web page. Match questions 1–4 to replies A–D.

**b** Read the doctor's replies again. Answer these questions.

- 1 What was the problem with older footballs? *They used to become heavy because they absorbed water during a football game.*
- 2 Why are newer balls considered safer to use for headers?
- 3 What is a good way for women to stop putting weight back on after they have lost it?
- 4 What did the women in the study find hard to do after they lost weight?
- 5 Why isn't Dr Smith sure about his answer to the question about clicking one's fingers?
- 6 What does he suggest that clicking one's fingers is related to?
- 7 According to research, what effect does the environment have on Japanese life?
- 8 Is Dr Smith certain that it is better air quality from trees and parks that helps Japanese people live longer?

Q: .....

**A**

*That problem was solved a few years ago, so no need to worry. It may have been true of the old leather balls that got heavier because they absorbed water during the game. However, the newer, lighter, non-absorbent balls don't do that. The theory was that repeated headers produced mini-episodes of concussion. It was thought that this led to brain damage. The lighter ball stops this from happening. So your son can continue to head the ball without worry.*

Q: .....

**B**

*It is really difficult to do this by yourself. In one study of more than 1,000 women, the results showed that the women who kept in touch with their weight-loss friends were much more successful at keeping the weight off. So it is important to keep in regular contact with the person who helped you lose weight. For the women who did return to their original weights, their greatest difficulty was carrying on with exercise. Once you have lost the weight, you need to keep in touch with whoever helped you – for years afterwards even.*

Q: .....

**C**

*I don't know of any studies that have shown that always clicking your fingers causes harm, but then I don't suppose there has been much research. My instinctive feeling is that it won't do any harm. However, I would ask why you are doing it? Is it a nervous problem? If so, you may have to think about your reaction to stress. If it is just a way of dealing with occasional stress, I don't see what harm it does, except that it may be embarrassing in company.*

Q: .....

**D**

*The most complete statistics about lifestyle and age come from Japan. The Japanese are famous for living a long time. However, their cities are quite crowded. Their research suggested that people who live near trees and parks, with the most sunlight in their homes, live longer. We don't know whether the extra years come from purer air where they live or because their surroundings give them a greater sense of tranquility and peace. In general, Japanese people live around five to ten years longer than average British people.*

## Listening and Speaking

**TIP** Listening for numbers can give us important information in a conversation and can help us focus.

- 3** Think of situations outside the classroom where listening for numbers is important. Work in pairs and discuss your ideas.
- 4 a**  Listen to George and Carol talking about diets. Who lost the most weight?



**b** Listen again. Whose diet are these rules for? Write *George*, *Carol* or *Both*.

- 1 Eat wholemeal bread. *George*
- 2 Eat no bread at all.
- 3 Eat chicken, steak and bacon.
- 4 Eat lots of chicken and fish.
- 5 Eat limited fruit and vegetables.
- 6 Eat a lot of fruit and vegetables.
- 7 Do exercise.
- 8 Follow a plan after the diet.

- 5 a** Work in two groups. Follow these instructions.

**Student As:** You are planning to go on a diet. Think about:

- why you want to do this.
- what kind of diet you want to go on.

**Student Bs:** You think diets are unhealthy. Think about:

- why they can be bad.
- alternatives to dieting.

**b** Work with your partner. Role-play the conversation.

## HELP WITH PRONUNCIATION

/e/, /æ/ and /ʌ/

- TIP**
- The three vowel sounds /e/ (*head*), /æ/ (*bad*) and /ʌ/ (*cut*) are short sounds and are easily confused. Sometimes the spelling can help:
    - /e/ is often shown by the letter 'e' (*get*) or by 'ea' (*bread*).
    - /æ/ is usually shown by the letter 'a' between two consonants (*sat*).
    - /ʌ/ is sometimes shown by the letter 'u' between two consonants (*mum*), the letter 'o' before an 'n' or 'm' (*money*, *come*), or 'oo' (*blood*).

- 1**  Listen to these words. Notice the three different vowel sounds.

	/e/	/æ/	/ʌ/
1	pet	pat	putt
2	bet	bat	but
3	bed	bad	bud

- 2**  Listen to these sentences. Which sentence, a or b, do you hear first?

- 1 a I don't like fish with batter.  
b I don't like fish with butter.
- 2 a David's in the shop talking to the man.  
b David's in the shop talking to the men.
- 3 a He swam for three hours.  
b He'd swum for three hours.
- 4 a Frank's got a cat on his leg.  
b Frank's got a cut on his leg.

- 3** Look at the letters in **bold** in the words in the box. Complete the table.

**header** carry many **bad** **once** average guess **uncle**  
friend **number** plan **Monday** again **cousin** **laptop**

/e/	/æ/	/ʌ/
<i>header</i>		

- 4 a** Read these sentences. Circle the letters with the /æ/ sound.

- 1 P@t left the truck on the tracks.
- 2 Dan and Den have a present for their mum.
- 3 Wendy hasn't got many friends, but she's got some money.
- 4 Basil says the bus is the best way to get to London.

**b** Underline the letters with the /e/ sound.

**c** Tick the letters with the /ʌ/ sound.

**d**  Listen and check your answers.

**e** **PRONUNCIATION** Listen again and practise.



## Speaking and Reading



a waiter

an ice cream seller

a gardener

- 1 a** You are having a study break or a break between jobs. You need to work for a month. Look at photos A–C.
- 1 Think of good and bad points for each job.
  - 2 Which of the three jobs would you choose to do? Why?
- b** Work in groups. Discuss your answers.
- 2 a** 11.1 Listen to Ellie, Mike and Stuart talking about the jobs in 1. Answer these questions.
- 1 Which job did each person do?
  - 2 Who liked their job best?
  - 3 Who made a mistake while they were doing the job?
  - 4 Who said the job was tiring?
  - 5 Whose job didn't have any benefits?
- b** Listen again and answer these questions.
- 1 What does Ellie say about vanilla ice cream and caramel sauce?
  - 2 What does Stuart say about meat pie?
  - 3 What does Mike say about his colleague Fred?

## Reading and Speaking

**TIP** Many articles have sub-headings. If we read the sub-headings before reading the whole article, it can help us understand what the article will be about.

- 3 a** Read the article about changing careers. Why did Adharanand Finn write the article?
- 1 To encourage people to change careers.
  - 2 To give advice on how to change careers.
  - 3 To warn people of the dangers of changing careers.

**Reading** Getting out of the nine-to-five routine; reading sub-headings  
**Listening** holiday jobs  
**Help with Pronunciation** intonation: sounding polite

## Getting out of the nine-to-five routine

By Adharanand Finn

**T**om Savage used to be a research analyst. “My role was to sit with another 1,000 people on my floor, which was open plan, and stare into a computer screen all day making money for rich people,” he says.

Unhappy with his job, Tom resigned and started his own successful business, a marine conservation social enterprise in Madagascar, and he couldn't be happier. “Follow your heart,” he says. “And don't be scared.”

Well, that may be good advice, but for most of us stories like this only happen on websites we come across while bored at work. The realities of giving up the security of our careers and starting all over again are just too difficult to consider.

However, if Tom's words do get you thinking, you might like to visit the [Careershifters.org](http://Careershifters.org) website which offers expert help and advice for people wanting to turn their career-change daydreams into reality.

## How far will you go?

The first question to ask is how do you know it's even your career you really want to change and not just your job? Richard Alderson, who started [Careershifters](http://Careershifters.org), says you often realise you want a change because you are prepared to take action to make the change.

“Everyone has days when they're not happy at work,” he says. “But if you find yourself looking on career change websites such as ours, questioning friends in other careers about their jobs and going to career change events, then the chances are you're ready for a change.”

## Seeking advice

Unfortunately, unlike at school or university, free and useful careers advice is a little harder to come by as an adult. Unless you are unemployed, you will probably have to pay for independent advice. Alternatively, there are lots of books on the subject and many job websites, such as [Monster.co.uk](http://Monster.co.uk), which have helpful articles on changing career. Once you have made a decision, Richard says the best approach is usually to start with small steps. “Perhaps do a course in the evenings or at weekends,” he says.

“Also, many people are taking advantage of flexible working hours to try something new without giving up their old job. You could cut down your hours, to say four days a week, and then do something else on the other day.”

However, if, like Tom advises, you are ‘following your heart’ and changing career for reasons of personal fulfilment, a drop in salary may be something you simply have to accept. But hopefully you'll be happier, and that's usually the whole idea.

Adapted from the *Guardian* 25/04/07



**b** Read the article again. Put the advice in order.

- a Read information about new careers.
- b Don't be afraid of change.
- c Work part-time in the job you have so you can try a new job.
- d Don't change everything very quickly – do it gradually.
- e Do the job you really want to do. **1**
- f Think carefully about your behaviour in the job you already have.
- g Do some kind of study or training in your free time.
- h Get advice on a career change from someone who is not a friend.

**4 a** Work in two groups. Follow these instructions.

**Student As:** Imagine your friend (student B) owns a shop that sells ice cream. He/She wants you to help by working at the weekend for a few months. You want to find out about the job. Think of questions you can ask about the hours, conditions, pay, etc.

**Student Bs:** Imagine you own a shop that sells ice cream. You have decided to ask your friend (student A) to help at the weekend for a few months. You have to explain the job to your friend. Think about what you can say about the job, for example, hours, conditions, pay.

**b** Work with your partner. Role-play the conversation.

## HELP WITH PRONUNCIATION

Intonation: sounding polite

**TIP** We use intonation to sound polite. Sounding polite is not just what we say, it's how we say it. If our intonation is too flat, we may sound rude. At the end of the sentence your voice should go up and then down in pitch – you'll sound more polite!



**1** **11.2** Listen to these sentences. Notice the way the speaker's voice goes up and then down.

- 1 Excuse me, please.
- 2 Can I speak to Terry Stevens, please?
- 3 Can you tell me where the meeting is, please?

**2** **11.3** Listen to these sentences said twice. Which sounds more polite, a or b?

- 1 Can I take a message? (a) b
- 2 Do you mean Philip Wright? a b
- 3 Can you say that again, please? a b
- 4 Could you give me your address, please? a b

**3 a** Read these sentences. Where does the speaker's voice go up and down? Draw arrows.

- 1 Can I call you after lunch?
- 2 Shall I book a table for four?
- 3 Can you come to a meeting later?
- 4 Could you spell that, please?

**b** **11.4** Listen and check your answers.

**c** **PRONUNCIATION** Listen again and practise.

**4 a** Work in pairs. Read the conversation. Can you use intonation patterns to give it meaning?

Dad!	No.
Yes?	Salad?
Lunch!	No.
Lunch?	Pasta?
Yes.	Yes!
Now?	Fine.
Yes!	Thanks, Dad.
OK. Soup?	OK.

**b** **11.5** Listen to the conversation. Does the girl sound polite at the start of the conversation? And at the end?

**c** **PRONUNCIATION** Listen again and practise.





## Describing feelings: adjectives ending in *-ed* and *-ing*

### TIP

- Remember we use *-ed* adjectives to describe how someone feels (*I'm really confused. I don't know the answer.*) and we use *-ing* adjectives to describe the thing, situation, place or person that causes the feeling (*This question is really confusing. I don't know the answer.*).
- We **don't** use *give* or *have* + a noun to mean the same as adjectives or verbs of feeling. We say *I'm frightened of big dogs.* or *Big dogs frighten me.* not *Big dogs give me fear.* or *I have fear of big dogs.*

### 1 Correct the mistake in each sentence.

- That dog gives me fear.  
*I'm frightened of that dog.* \_\_\_\_\_
- I'm interesting in Spanish history.  
\_\_\_\_\_
- We were very boring so we decided to go to the cinema.  
\_\_\_\_\_
- I was a bit disappointing in the play.  
\_\_\_\_\_
- I'm going to read that book. It sounds amazed.  
\_\_\_\_\_
- Helen really has fear of spiders.  
\_\_\_\_\_
- I couldn't think of anything to say to him! It was a bit embarrassed.  
\_\_\_\_\_
- I think my friends were very annoying because I arrived late.  
\_\_\_\_\_

## Confusing words: adjectives

### 2 a How do you say these words in your language?

- a excited \_\_\_\_\_ b emotional \_\_\_\_\_
- a embarrassed \_\_\_\_\_ b pregnant \_\_\_\_\_
- a terrible \_\_\_\_\_ b terrific \_\_\_\_\_
- a angry \_\_\_\_\_ b nervous \_\_\_\_\_
- a disappointed \_\_\_\_\_ b deceived \_\_\_\_\_

### b Choose the correct word.

- My mother cried a lot when we said goodbye. She was very emotional/excited.
- Phil told me his wife's *pregnant*/embarrassed. The baby will be born in May.
- I can't wait to start my new job. I'm really *emotional*/excited about it.
- The film was *terrible*/terrific. I loved it.
- She was really *nervous*/angry with me when I couldn't remember her name.
- He was *disappointed*/deceived with the result. It was lower than he wanted.



John was really embarrassed about his clothes.

### 3 Complete these sentences about you.

- I find \_\_\_\_\_ embarrassing.
- I think \_\_\_\_\_ is/are really boring.
- I'm frightened of \_\_\_\_\_.
- \_\_\_\_\_ was/were terrific.
- I think \_\_\_\_\_ is/are disgusting.
- \_\_\_\_\_ make/makes me nervous.

## Spelling: double consonants

### 4 Choose the correct spelling.

- a disapointing b disappointing c dissappointing
- a embarrassing b embarassing c embarrasing
- a borring b boring



## Time expressions

## TIP

- We don't usually use *the* with days or months, or in expressions with *last* or *next*. *I saw him the last week.*
- We can use *the* when we want to say a specific time within a period of time: *The group meets on the last Friday of each month.*

## 1 Choose the correct sentence, a or b.

- a) I saw him last night.  
b) I saw him the last night.
- a) I went to the cinema the last Wednesday.  
b) I went to the cinema last Wednesday.
- a) We're going on holiday next month.  
b) We're going on holiday the next month.
- a) My son is starting school the year that comes.  
b) My son is starting school next year.
- a) We have tennis practice the day after tomorrow.  
b) We have tennis practice day after tomorrow.
- a) Does the chess club meet last week of July?  
b) Does the chess club meet the last week of July?

## Confusing words: travel and holidays

## TIP

- **Travel** is usually used as a verb: *I travel a lot for work.*
- A **trip** is when you go to a place for a short time and then come back: *She's away on a business trip.*
- An **excursion** is a short trip organised for a group of people, usually for pleasure: *This year's annual excursion is to Liverpool.* We use it less often than *trip* or *travel*.
- **Camp** is usually used as a verb and means to stay in a tent: *We camped in a field outside the village.*
- **Camping** is the activity of staying in a tent on holiday: *We went camping last summer.*
- A **campsite** is a piece of land where people can camp: *The campsite was near the river.*
- The **countryside** is land outside towns and cities, often used for farming: *The countryside in the north of Spain is beautiful.*

## 2 Complete the sentences with the correct words.

- trip / travel
  - I travel to work by car.
  - We went on a \_\_\_\_\_ to London with our friends.
- excursion / trip
  - As part of the holiday there was a/an \_\_\_\_\_ on Wednesday to see the Roman ruins at Mérida.
  - Phil went on a school \_\_\_\_\_ to France.

## 3 camp / countryside

- The Lake District National Park in England is famous for its beautiful \_\_\_\_\_ and has England's highest mountain.
- When we go walking in the mountains, we usually take our tents and \_\_\_\_\_ overnight.

## 4 camping / campsite

- I can't stand \_\_\_\_\_. I prefer to stay in a comfortable hotel in the city centre.
- The \_\_\_\_\_ was very clean and had everything we needed.

## Prepositions: arrive in, arrive at

## TIP

- We use *arrive + in* with cities/countries: *We'll arrive in London at 10 o'clock.*
- We use *arrive + at* with places: *It was dark when we arrived at the station.*
- We don't say *arrive + at home* or *arrive + to a city* or place.

## 3 Choose the correct preposition.

- When we arrived to/at the campsite, there was no one there.
- What time will you arrive at/to/in Canada?
- It was late by the time we arrived to/-/at home.
- I'm arriving at/to/in the airport tonight.
- We arrived at/in/to Bath at eleven o'clock at night.

## Spelling: adding -ing to verbs ending in a vowel + a consonant

## TIP

When we add *-ing* to verbs ending in a vowel + a consonant, we double the last consonant and add *-ing*: *sit* → *sitting*.

## 4 Write the -ing forms of these verbs.

- |           |                    |          |       |
|-----------|--------------------|----------|-------|
| 1 control | <u>controlling</u> | 4 put    | _____ |
| 2 admit   | _____              | 5 travel | _____ |
| 3 hit     | _____              | 6 refer  | _____ |



## Verb patterns



## TIP

- We use the infinitive to give the reason for doing something: *I need some money **to buy** a house.* not *I need some money for to buy a house.*
- We use *-ing* after prepositions: *Thank you for **listening** to me.* not *Thank you for listen to me.*

## 1 a Correct the mistake in each sentence.

- I'm looking forward to see you.  
*I'm looking forward to seeing you.*
- Thanks for help me.  
\_\_\_\_\_
- Can you search the Internet for to see if there are any cheap flights?  
\_\_\_\_\_
- She can't stand to travel.  
\_\_\_\_\_
- I'm going to IKEA for to buy some furniture for our new house.  
\_\_\_\_\_
- He's good at listen to people.  
\_\_\_\_\_
- It's used for to remove difficult stains.  
\_\_\_\_\_

## b Complete these sentences about you.

- At school I couldn't stand \_\_\_\_\_.
- I like \_\_\_\_\_ when I go on holiday.
- I find it difficult \_\_\_\_\_.
- I'm looking forward \_\_\_\_\_.
- I should give up \_\_\_\_\_.

## Prepositions: common phrases

## TIP

- It is a good idea to try to learn some common prepositional phrases, for example, *on holiday, at university, in prison, at home, at work.*
- We only use the definite article (*the*) or *my, your, his,* etc. in some prepositional phrases when we are talking about a specific place: *My mum's gone **to the hospital** to visit my grandmother.*

## 2 a Choose the correct preposition.

- I'm having dinner *in/at/on* home tonight.
- I met my wife when we were *to/at/in* university.
- I saw him *in/for/on* television.
- John's *at/on/in* hospital. He was in a car accident.
- We always went *to/at/for* church when I was young.
- I usually go *in/to/at* bed at eleven o'clock.

b Fill in the gaps in these sentences with the definite article (*the*) or no article (-).

- Next year I'll be at the university where my brother studied.
  - When Mark was at \_\_\_\_\_ university, he hardly ever studied!
- Which bed has Mary got?  
B She's got \_\_\_\_\_ bed in Helen's room.
  - Where's Mary?  
B She's in \_\_\_\_\_ bed.
- He'll be in \_\_\_\_\_ prison for the rest of his life.
  - The terrorists are in \_\_\_\_\_ prison they built last year.
- I saw my aunt on \_\_\_\_\_ television yesterday.
  - I can't see this. I think I left my reading glasses on \_\_\_\_\_ television.

Spelling: adding *-ing* to verbs ending in *-e*

## TIP

When we add *-ing* to verbs ending in a consonant + *-e*, we take off the *-e* and add *-ing*: *make* → *making*.

3 Write the *-ing* forms of these verbs.

- |                        |              |
|------------------------|--------------|
| 1 write <u>writing</u> | 4 like _____ |
| 2 refuse _____         | 5 give _____ |
| 3 hope _____           | 6 ride _____ |

**Confusing words: *make* and *do***

**TIP** There aren't any rules for expressions with *make* and *do*. Learn some of the most common expressions.

- 1 Fill in the gaps with *make* or *do*. Use the correct form of the verb.
  - 1 We need to     *make*     a decision about our computer suppliers.
  - 2 We are                      more business online now.
  - 3 I don't understand this new technology, but I'll                      my best.
  - 4 We've                      a lot of changes at our office.
  - 5 Did you know you can use the Internet to                      phone calls now?
  - 6 He doesn't                      anything apart from play computer games.
  - 7 I'm going to study. I have to                      an exam tomorrow.

**Confusing words: computers**

- TIP**
- A **file** is information stored on a computer, for example, a document.
  - A **folder** is a place on a computer where you save related documents.
  - A **carpet** is a thick piece of material which covers the floor of a room.
  - **Save** means to put information onto a computer disk or memory stick.
  - **Guard** means to protect someone or something from being attacked or stolen. It is not used in reference to computing.

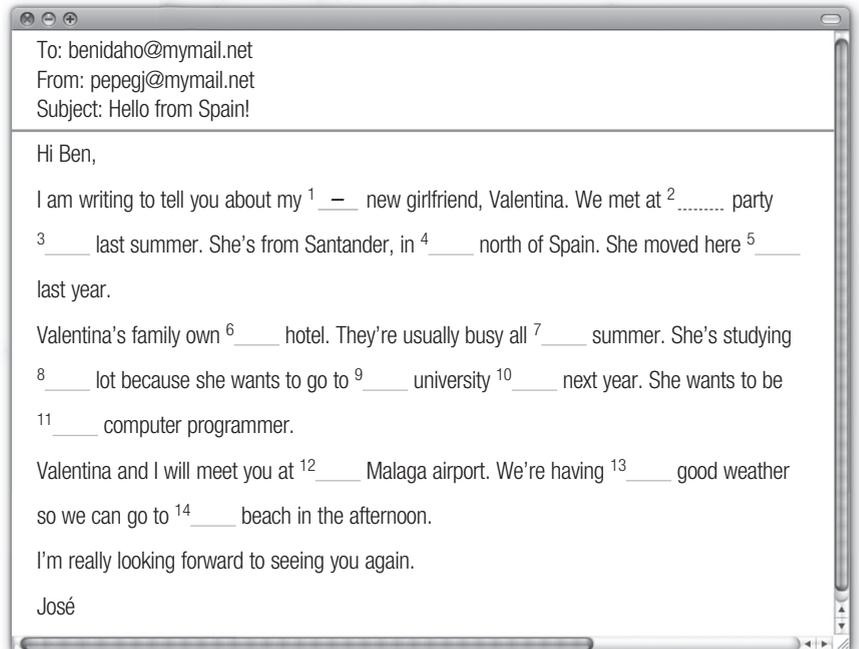
- 2 Choose the correct words.
  - 1 I'm going to create a separate (folder) / *carpet* for all these documents.
  - 2 There were two policemen *saving* / *guarding* the door.
  - 3 Did you *save* / *guard* the changes you made in this document?

- 4 The bedroom has a beautiful red *folder* / *carpet* on the floor.
- 5 You should save these *files* / *carpets* on your memory stick.

**Review of use of articles**

**TIP** We don't use *a/an* before plural or uncountable nouns: *The sports centre has big showers.* not *The sports centre has a big showers.* *I'm hoping for good weather.* not *I'm hoping for a good weather.*

- 3 Read the email from José to his friend, Ben. Fill in the gaps with *a*, *the* or no article (-).



**Spelling: compound words**

**TIP** In English we often put two words together to make compound words. Some of these are two separate words (*rubbish bin*), some need a hyphen (*washing-up*) and some become one word (*dishwasher*). There are no rules.

- 4 Complete the table with more compounds words you know.

two words	with hyphen	one word
<i>mobile phone</i>	<i>hand-held</i>	<i>webcam</i>
<i>washing machine</i>		

Confusing words: *too* and *enough*

## TIP

- **Too** means more than necessary. We use *too* with adjectives: *This exercise is too difficult.* not *This exercise is too much difficult.*
- **Enough** means sufficient. *Enough* comes after adjectives, but before nouns.

1 Read the first sentences. Which sentence, a or b, means the same?

- The room wasn't big enough for the three beds.
  - We were able to get the three beds into the room.
  - We weren't able to get the three beds into the room.
- The little girl was too small to reach the apple.
  - The little girl couldn't reach the apple.
  - The little girl could reach the apple, but it was very small.
- The exam was too difficult for the students.
  - The students couldn't do the exam because it was difficult.
  - The students were able to do the exam, but it wasn't easy.
- We had enough time to see everything at the museum.
  - We saw everything at the museum because we had as much time as we wanted.
  - We saw everything at the museum and we had more time than we needed.

## Quantifiers

2 Paul wants to go to Senegal for a holiday. His friend, Jane, went there last year. Read the conversation. Choose the correct words.

PAUL Hey, Jane. Can I ask you about Senegal?

JANE Sure, go ahead.

PAUL Right, well first of all, how should I get there?

JANE Well, <sup>1</sup>several/a little companies fly there. So just go to a travel agent's. It shouldn't be <sup>2</sup>too/too much difficult to find a flight.

PAUL What about vaccinations and so on?

JANE Just give yourself <sup>3</sup>time enough/enough time! You'll need to get <sup>4</sup>a few/a little vaccinations before you go.

Oh, and take <sup>5</sup>enough/many malaria tablets for the time you'll be away.

PAUL Is it <sup>6</sup>too/very expensive?

JANE Not at all. Make sure you've got <sup>7</sup>much/enough cash.

PAU And what should I pack?

JANE Well, it gets really hot, so I'd take <sup>8</sup>lots of/many cool clothes and leave <sup>9</sup>enough/too much space so you can bring back some souvenirs!

PAUL Of course! ... I want to relax, but I don't want it to be <sup>10</sup>enough/too quiet.

JANE Don't worry! There are <sup>11</sup>lots of/a lots of things to do. Just don't forget to take <sup>12</sup>too many/loads of photographs!

## Relative pronouns

## TIP

- In English, we use relative pronouns (*who, that, which, whose, where* and *when*) to combine sentences. They replace words in the previous clause: *A dentist is the person who she looks at your teeth.*
- We don't use *this*: ~~*We saw the doctor quickly this was good.*~~

3 Correct the mistake in each sentence.

- I took a plane this was very exciting.  
*I took a plane which was very exciting.*
- I'm going on holiday to Rouen, it is in France.  
\_\_\_\_\_
- She introduced me to a man who I already knew him.  
\_\_\_\_\_
- The hotel is in a town called Thirsk, is small but very beautiful.  
\_\_\_\_\_
- They are all very nice except for one of the nurses which is always rude.  
\_\_\_\_\_
- The wedding is in a hotel what looks like a castle.  
\_\_\_\_\_

Spelling: adding *-ing* to verbs ending in *-ie* and *-y*

## TIP

- When we add *-ing* to verbs ending in *-ie*, we change the *-ie* to *-y* before adding *-ing*.
- When we add *-ing* to verbs ending in *-y*, we keep the *-y* and add *-ing*.

4 Write the *-ing* forms of these verbs.

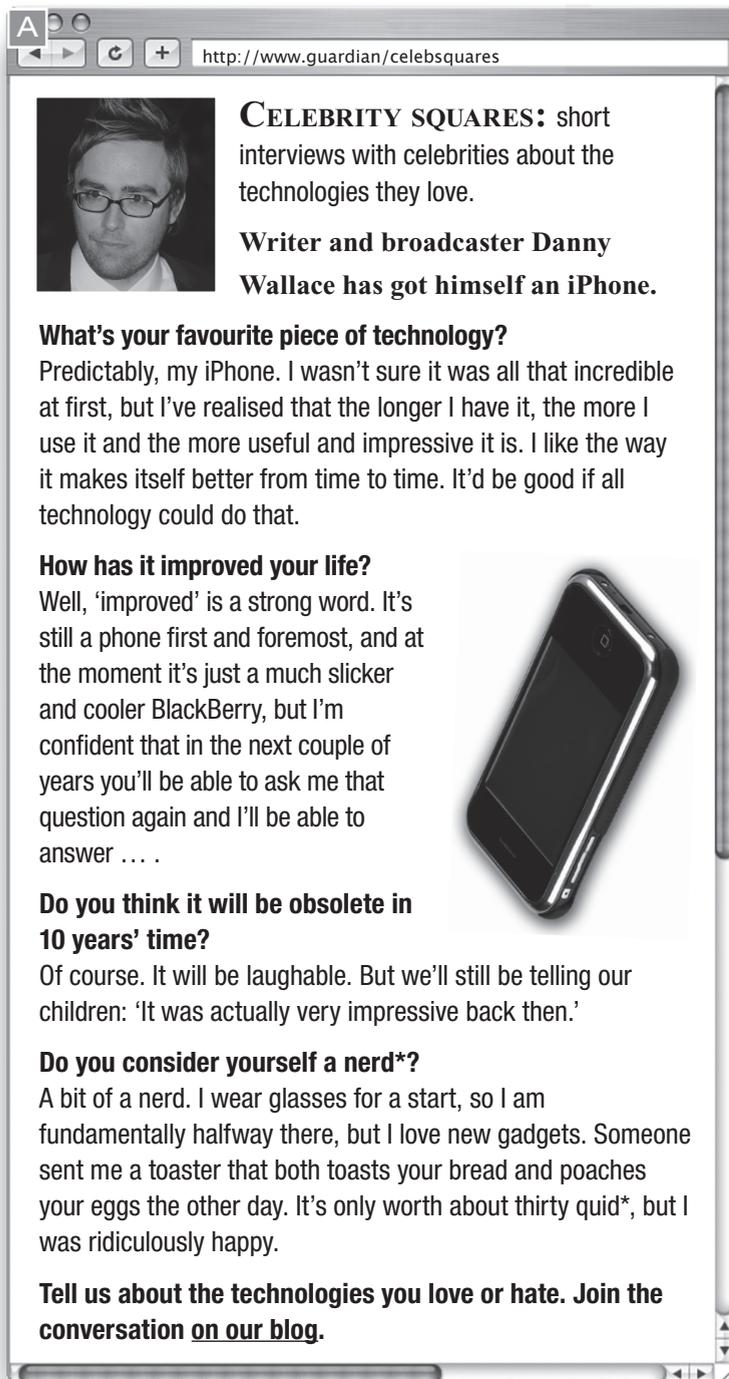
- |       |                           |         |                           |
|-------|---------------------------|---------|---------------------------|
| 1 die | <u>      dying      </u>  | 4 lie   | <u>                  </u> |
| 2 tie | <u>                  </u> | 5 study | <u>                  </u> |
| 3 buy | <u>                  </u> | 6 enjoy | <u>                  </u> |



## Giving an opinion on a blog

**Reading** online interviews; blog comments  
**Writing** blog comments: organisation, useful phrases  
**Review** likes and dislikes

- 1** Read the interview (A) and blog comment (B). Do they give a positive or negative view of technology?



**A**

http://www.guardian/celebsquares

**CELEBRITY SQUARES:** short interviews with celebrities about the technologies they love.

**Writer and broadcaster Danny Wallace has got himself an iPhone.**

**What's your favourite piece of technology?**  
 Predictably, my iPhone. I wasn't sure it was all that incredible at first, but I've realised that the longer I have it, the more I use it and the more useful and impressive it is. I like the way it makes itself better from time to time. It'd be good if all technology could do that.

**How has it improved your life?**  
 Well, 'improved' is a strong word. It's still a phone first and foremost, and at the moment it's just a much slicker and cooler BlackBerry, but I'm confident that in the next couple of years you'll be able to ask me that question again and I'll be able to answer ...

**Do you think it will be obsolete in 10 years' time?**  
 Of course. It will be laughable. But we'll still be telling our children: 'It was actually very impressive back then.'

**Do you consider yourself a nerd\*?**  
 A bit of a nerd. I wear glasses for a start, so I am fundamentally halfway there, but I love new gadgets. Someone sent me a toaster that both toasts your bread and poaches your eggs the other day. It's only worth about thirty quid\*, but I was ridiculously happy.

**Tell us about the technologies you love or hate. Join the conversation on our blog.**



Adapted from the *Guardian* July 2008

\**nerd* = a person who lacks social skills, especially someone interested in technical things

\**a quid* = a pound (£1) in informal English

- 2** Read the interview and blog comment again. Choose the correct answers.

- What does Danny think of his iPhone?
  - He likes it more now than he did at first.
  - He liked it more at first than he does now.
  - He doesn't have any strong feelings about it.
- Danny says that the iPhone ...
  - has already made his life better.
  - will never make his life better.
  - could make his life better in the future.
- According to Danny, in 10 years' time, the iPhone ...
  - will be something that we remember as being very advanced for its time.
  - will still be the latest piece of technology.
  - will be something our children have.
- Where would you probably find Danny's newest piece of technology?
  - In the kitchen.
  - By the computer.
  - In the car.
- Marco7 has had his MP3 player ...
  - for a long time.
  - for quite a short time.
  - since he was a child.
- Marco7 really likes the fact that with his MP3 player he can ...
  - walk and listen to music at the same time.
  - still hear what's going on around him.
  - switch off from everything around him when he's listening to it.

**B**



**Marco7**

Jul 24, 6.32pm (2 days ago)

<sup>1</sup>I love my MP3 player. I only got it recently – it was a present for my last birthday – but now I don't think I could live without it. <sup>2</sup>What I like best about it is the way you can escape into your own world from everything that's going on around you. It's wonderful to be able to walk down the street with beautiful music filling your head, rather than the noise of people and traffic. <sup>3</sup>Another really cool thing is if you put it on the shuffle setting you don't know what piece of music you're going to hear next. I love the surprise of that. <sup>4</sup>I think my MP3 player is brilliant – definitely the best birthday present I've ever had!

# Reading and Writing Portfolio Plus 1

## HELP WITH WRITING

Blog comments: organisation, useful phrases

**3** The blog comment is organised into four parts with different functions. Match functions a–d to parts 1–4.

- a Give another reason, with details: \_\_\_\_\_
- b Closing comments: \_\_\_\_\_
- c Say how you feel and make an opening comment: 1
- d Give a reason, with details, to support your opinion: \_\_\_\_\_

**4** The interview and blog comment contain some useful phrases for expressing opinions. Match phrases 1–6 to their opposites a–f.

- 1 I love it.
- 2 I don't think I could live without it.
- 3 What I like best about it is ...
- 4 It's wonderful/brilliant.
- 5 Another really cool thing is ...
- 6 It's the best ...
- a It's the worst ... \_\_\_\_\_
- b It's awful/terrible. \_\_\_\_\_
- c I can't stand it. 1
- d Something else I really don't like is ... \_\_\_\_\_
- e I could easily live without it. \_\_\_\_\_
- f What I hate most about it is ... \_\_\_\_\_

**5** What do you think of these things? Write a sentence for each and give a reason.

- 1 MP3 player  
\_\_\_\_\_
- 2 mobile phone  
\_\_\_\_\_
- 3 game console (Playstation, XBox, etc.)  
\_\_\_\_\_

- 4 laptop computer  
\_\_\_\_\_
- 5 an Internet-based phone service (Skype, etc.)  
\_\_\_\_\_
- 6 other  
\_\_\_\_\_

**6 a** Think about your favourite item of technology. Make notes in the table.

what the item is	
how you feel about it	
a reason and details to support your opinion	
another reason with details	
closing comments	

**b** Write a blog comment.

- Use your notes from **6a**.
- Use the organisation of the blog comment in **3**.
- Use the useful phrases for expressing opinions in **4**.
- Use the sentences you prepared in **5**.
- Read and check for mistakes.
- Give your blog comment to your teacher in the next class.

### Reading

I can understand online interviews and comments in blogs.

### Writing

I can write a blog comment expressing my opinion.

## Personal messages

**Reading** personal messages in greetings cards and on a website  
**Writing** expressing personal feelings in messages: useful phrases  
**Review** showing concern

### 1 Read messages A–C. Answer the questions.

Which is/are written ...

- 1 to relatives in a card? B
- 2 to a friend on a social-networking website? \_\_\_\_\_
- 3 to a colleague in a card? \_\_\_\_\_

**A**

Best of luck at the new company,  
Lucy! We'll miss you! Mick

Hope it all goes well for you.  
All the best.  
Kate

Congratulations!

Keep in touch.

Jenny xx

Best wishes,

Roy

**B**

Dear Auntie Joan and Uncle Bill,

It was really kind of you to invite me to your anniversary party next month, but I'm afraid I won't be able to go. I've got to go to Canada on a business trip from 15<sup>th</sup> to 20<sup>th</sup> October, so I won't be here on 17<sup>th</sup> when you're having the party. I'm really sorry that I'm going to miss the celebration. I wish I could be there with you all. Have a lovely time, anyway. And congratulations on managing 50 years of marriage!

Lots of love,

Liz x

**C**

You OK?

Between You and Jim Merchant

Jim Merchant

October 8 at 6.24 p.m.

Hey,

What's going on? I saw in your profile that your relationship status had changed. Have you split up with Rosie? If so, I'm really sorry to hear that. I hope you're OK. Let me know if you want to talk and I'll call you. In the meantime, thinking of you.

Jim

Reply:

### 2 Read the messages again and choose the correct answer.

- 1 Lucy has ...
  - a got a new boyfriend.
  - (b)** got a new job.
  - c lost her job.
- 2 Liz can't go to her aunt and uncle's party because ...
  - a she's going to be abroad for work.
  - b she's going to be on holiday.
  - c she's going away on the day of the party.
- 3 Liz ...
  - a doesn't say how she feels about not being able to go the party.
  - b is happy that she can't go to the party.
  - c would like to be able to go to the party.

- 4 Jim ...
  - a is concerned about his friend.
  - b is angry with his friend.
  - c is happy for his friend.
- 5 Jim offers his friend the chance to talk ...
  - a face-to-face.
  - b by phone.
  - c online.

# Reading and Writing Portfolio Plus 2

## HELP WITH WRITING Expressing personal feelings in messages: useful phrases

**3** What functions do messages A–C have? Complete the table.

	function	message	useful phrases
1	congratulating	A, B	<i>Congratulations! congratulations on (managing 50 years of marriage!)</i>
2	expressing regret		
3	making an excuse		
4	offering help		
5	expressing gratitude		
6	showing concern		
7	wishing someone good things		

**4** Fill in the gaps in the message with these words and phrases.

congratulations on afraid Have to  
kind time hope was well wish

Dear Auntie Cathy,

First of all, <sup>1</sup> congratulations on your engagement. I was quite surprised to hear that you're going to get married again, but I <sup>2</sup> \_\_\_\_\_ it all goes <sup>3</sup> \_\_\_\_\_ for you this time.

It <sup>4</sup> \_\_\_\_\_ very <sup>5</sup> \_\_\_\_\_ of you <sup>6</sup> \_\_\_\_\_ invite me to the wedding next month. I <sup>7</sup> \_\_\_\_\_ I could come, but I'm <sup>8</sup> \_\_\_\_\_ I'm going to be away on a business trip then.

<sup>9</sup> \_\_\_\_\_ a lovely <sup>10</sup> \_\_\_\_\_, anyway.

Lots of love,  
Dave x

**5** Read these situations. Write sentences for each one using the phrases from **3**.

1 You've just read on Facebook that a friend's lost her job.

*I'm really sorry to hear that.* \_\_\_\_\_

2 A colleague has just had a baby.

\_\_\_\_\_

3 Your boss has invited you to her 40th birthday party, but it's the same day as your wedding anniversary celebration.

\_\_\_\_\_

4 You can't go to a friend's wedding because you're going to be on holiday.

\_\_\_\_\_

5 Your uncle has announced that he's getting married for the third time.

\_\_\_\_\_

6 A good friend has just got a great new job.

\_\_\_\_\_

**6** a Match plans for writing a response a–c to situations 1–3 in **5**.

a Congratulate your colleague and wish him/her good things. \_\_\_\_\_

b Express gratitude. Make an excuse and express regret. Wish your boss good things. \_\_\_\_\_

c Show concern and offer help. \_\_\_\_\_

**b** Write the messages for situations 1–3 in **6a**.

- Use the plans in **6a**.
- Use the phrases in **3**.
- Read and check for mistakes.
- Give your messages to your teacher in the next class.

### Reading

I can understand personal messages in greetings cards and on a website.

### Writing

I can write messages in greetings cards and on a website expressing personal feelings to friends or colleagues.

## Asking for information

**Reading** online brochures; short messages  
**Writing** an email asking for more information:  
 organisation, indirect questions  
**Review** homes; indirect questions

**1** Read the advert quickly. Who would this holiday accommodation be most suitable for?

- 1 A young couple without a car who enjoy city life.
- 2 A family of four with two teenage children.
- 3 A single person without a car who wants to escape from the city.

**2** Read the advert again. Match statements a–h to 1–8 in the advert.

- a You can see a map of the location of the cottage by clicking here. 7
- b A maximum of four people can stay at the cottage. \_\_\_\_\_
- c The kitchen and dining room are one room. \_\_\_\_\_
- d You can see information about the cottage from previous lodgers by clicking here. \_\_\_\_\_
- e This is the name of the village. \_\_\_\_\_
- f This is the region of England where the cottage is. \_\_\_\_\_
- g The bathroom is connected to one of the bedrooms. \_\_\_\_\_
- h The cost of renting the cottage is not always the same. \_\_\_\_\_

**3 a** Read this email asking for more information about the holiday cottage in 1. Put paragraphs A–E in the correct order.

B , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**b** Tick the things on the list that Edward Jones asks about in his email.

- 1  availability
- 2  bathroom facilities
- 3  cost
- 4  distance from local facilities
- 5  distance from the sea
- 6  things in the kitchen
- 7  pets
- 8  size of the garden
- 9  size of the accommodation
- 10  suitability for children
- 11  views
- 12  location

**A**

I'd also like some more information about facilities and equipment in the cottage. Is there a dishwasher? And what about an oven? Does the bathroom have a bath or a shower or both? **Could you also let me know if there is central heating and whether this is included in the price?**

**B**

Dear Newick Cottage,  
 I'm interested in renting your cottage in Newick from 1<sup>st</sup> to 7<sup>th</sup> October of this year. **Could you tell me if it's available then and also what the price is at this time of year?**

**B**

Finally, I'd like to know if dogs are allowed at the cottage.

**C**

Many thanks,  
 Edward Jones

**D**

As for location, the advert says that the cottage is close to local shops, but **can you tell me how far it is exactly?** I don't drive, so it's important for me that there are shops within walking distance.

## HELP WITH WRITING

An email asking for more information:  
organisation, indirect questions

**4** The email in **3a** is organised into five paragraphs. Match paragraphs A–E to functions 1–5.

- 1 reason for writing and asking main question:  B
- 2 asking for more information: \_\_\_\_\_
- 3 asking for more information: \_\_\_\_\_
- 4 asking for a final piece of information: \_\_\_\_\_
- 5 closing phrases: \_\_\_\_\_

**5** We often use indirect questions to sound more polite. Look at the phrases in **bold** in the email. What words introduce the questions? What words come after *whether/if*?

**6** Rewrite these direct questions as indirect questions. Use the phrases in brackets.

- 1 Is there a dishwasher? (Could you tell me)  
*Could you tell me if there is a dishwasher?* \_\_\_\_\_
- 2 Does the bathroom have a bath or a shower? (Could you tell me)  
\_\_\_\_\_
- 3 What's the price for two weeks? (I'd like to know)  
\_\_\_\_\_
- 4 Can we use the garden? (Can you tell me)  
\_\_\_\_\_
- 5 Is the flat suitable for young children? (Could you tell me)  
\_\_\_\_\_
- 6 How far is the house from the beach? (Do you know)  
\_\_\_\_\_

**7 a** You have found some information on a website about a holiday flat in Brighton. You are interested in renting the flat, but would like some more information. Make notes in the table.

availability?	
cost?	
suitability for young children?	
distance from sea?	
things in the kitchen – dishwasher, washing machine, blender?	

**b** Write an email to the owner asking for more information.

- Use your notes in **7a**.
- Ask about some of the items in **3b**.
- Use the organisation of the email in **4**.
- Use indirect questions to be polite.
- Read and check for mistakes.
- Give your email to your teacher in the next class.

## Reading

- I can understand information in everyday material such as brochures.
- I can understand short messages.
- I can skim texts to find relevant facts and information.

## Writing

- I can write an email asking for more information.

## Asking for advice

**Reading** an email explaining a problem  
**Writing** explaining a problem and asking for advice: organisation, useful phrases  
**Review** asking for advice

- 1** Read the email. Choose the sentence that best describes Julie's situation?
- a She has a serious problem to sort out.
  - b She has a difficult decision to make.

From: juliehg@dunimail.ac.uk  
 To: ninamcarthur@yahoo.co.uk  
 Subject: Milan or Madrid?

Hi Nina,

**A** I hope you don't mind, but Barbara Phillips gave me your email address as she thought that **'you may be able to give me some advice about something.'**

**B** I've been lucky enough to get an Erasmus scholarship for next year, which is great as it means I can do a year of my degree course abroad. **'But the problem is I can't make up my mind about where to go.'** I've got a choice between universities in Milan and Madrid, and **'I just don't know which one to choose.'**

**C** Barbara mentioned that you'd lived and worked in both cities, so **'I wondered if you could help at all.'** Which city did you prefer living in? What are the people like? What's the weather like in winter? **'And what about prices for things like accommodation and going out?'** **'There's also the issue of the language.'** The classes at university will be in English, but I'll obviously need to learn a bit of Italian or Spanish to be able to survive! Barbara told me that you speak both. Which language do you think is easier to learn?

**D** I've got to make up my mind by the end of next week, so it would be great if you could get in touch soon!

All the best,  
 Julie



- 2** Read the email again. Are these sentences true (T) or false (F)?

- 1  F Julie is a close friend of Nina's.
- 2  Barbara thinks that Nina could help Julie.
- 3  Julie isn't going to live abroad permanently.
- 4  Julie thinks that Milan could be better for her than Madrid.
- 5  Barbara told Julie that Nina knows Madrid better than Milan.
- 6  Julie asks Nina for information about the people, the weather and prices in Madrid and Milan.
- 7  If she decides to go to Milan, Julie will need to speak Italian to be able to do her course.
- 8  Julie doesn't have very long to decide what to do.

## HELP WITH WRITING Explaining a problem and asking for advice: organisation, useful phrases

**3** Match functions 1–4 to paragraphs A–D in the email in **1**.

- 1 Ask for advice/recommendations: C
- 2 Closing comment: \_\_\_\_\_
- 3 Explain problem: \_\_\_\_\_
- 4 Introduce situation (and yourself, if necessary): \_\_\_\_\_

**4** Look at phrases 1–6 in **bold** in the email. Which ones:

- a explain a problem? 2 , \_\_\_\_\_ , \_\_\_\_\_
- b ask for advice/recommendations?  
\_\_\_\_\_, \_\_\_\_\_ , \_\_\_\_\_

**6** Read these situations. Write questions asking for advice.

**1**

You've got a job interview with a company where a friend of a friend of yours works. You really want this job, but you're very nervous about the interview. Write questions to ask the friend of a friend to help you in the interview. Ask about:

- the interviewer
- what questions to expect
- what questions to ask
- the boss
- what to wear
- any additional information you can think of

**2**

You're thinking of going on holiday to a seaside resort in Turkey with your partner and two young children, but you're not sure if it's the right place for a family holiday. A colleague of yours has recently been there with her family. Write questions asking the colleague for advice to help you make a decision. Ask about:

- hotels
- activities for children
- prices for eating out
- the local people
- weather
- safety
- any additional information you can think of

**5** Match beginnings 1–6 to endings a–f in these sentences and questions.

- |                              |  |
|------------------------------|--|
| 1 The problem is             | a I should do.                                     |
| 2 You may be able to give me | b of accommodation.                                |
| 3 I just don't know what     | c places for going out?                            |
| 4 What about                 | d some advice about what to do.                    |
| 5 There's also the issue     | e I can't make up my mind about which job to take. |
| 6 I wondered if              | f you could help with a problem I have.            |

**7 a** Choose one of the situations in **6**. Make notes in the table.

introduce the situation	
explain the problem	
ask for advice	
closing comment	

**b** Write an email explaining the problem you chose in **7a** and asking for advice.

- Use your notes from **7a**.
- Use the organisation of the email in **3**.
- Use the useful phrases from **4** for explaining a problem and asking for advice/recommendations where possible.
- Use the questions you prepared in **6**.
- Read and check for mistakes.
- Give your email to your teacher in the next class.

### Reading

I can understand emails or letters in which people explain a problem and ask for advice/recommendations.

### Writing

I can write an email or letter explaining a problem and asking for advice/recommendations.

# Student's Book Recording Scripts

## 1.1

- CHRIS Hi, Valentina. How was your weekend?
- VALENTINA Great – really relaxing. I went to watch my son play volleyball on Saturday and then we had a family lunch at a café on Sunday. Even managed to do some gardening on Sunday afternoon. What about you?
- C Had a lazy day on Saturday – just stayed at home and relaxed and watched a bit of cricket on TV. Met friends for lunch on Sunday and we went for a swim in the afternoon.
- V Very nice.
- C Is that the kind of thing you'd do when you were living in Russia?
- V No, most people just spend the weekend doing housework and sleeping.
- C Sounds a bit boring.
- V Well, yes. That's what I love about New Zealand. It's like we're all on holiday. And I think my life here's just one big holiday.
- C Did you work longer hours in Russia?
- V Well, from about eight or nine o'clock in the morning and until five or six.
- C OK, so just like here.
- V Well, not really. In Russia ... Well, normally people have more than one job. They work normal hours during the day and in the evening, for example, a teacher will do some private lessons or teach evening classes or something like that. So I was always busier.
- C Yeah, New Zealanders don't really like having an extra job. I mean, some people do, but I would say that it's not really very common. As you know, we like to relax in the evening.
- V Yes, you're lucky. You've all got gardens you can relax in.
- C So, how's your garden going?
- V Still a bit untidy, but it's getting better.
- C Did you have a garden in Russia too?
- V No, I lived in an apartment. But my parents had a kind of summer house, a *dacha*. And in the summer holidays Russian people like to go to their *dacha*. And you would expect to just relax, read, swim or something like that. But instead they just work in the garden.
- C Sounds like hard work to me! New Zealanders like to have a lazy time at the beach in the summer. So where did you go for lunch?
- V That new café down by the harbour.
- C Oh yeah, I know the one.
- V It's good. You should try it.
- C It's amazing how many cafés there are these days. I mean the whole thing of going to cafés and going out for coffee ... it's a recent thing in New Zealand, like the last 15 years or so. Are cafés popular in Russia too?
- V No, not really. We prefer to meet friends, maybe at home or maybe outside in a park or something, but not really in a café. Russian people enjoy parties at home. And they are usually with family or friends, and it's a long, long meal.
- C Lots of eating?
- V Yeah, a lot of eating and drinking and talking.

## 1.4

ANSWERS 1d 2c 3b 4e 5a

## 3.1

DUNCAN Well, I've been living in Rome now for more than five years and I really, really like living here. It's an incredibly beautiful city. The only thing ... erm, I suppose the only negative point about living here is ... erm ... the tourists. Really,

you know, it's a popular city and there are a lot of tourists that come here.

I think it's around about March that you begin to notice the tourists again. It goes through to about October, sometimes a little bit in November. So you really only get a break from this in the months over winter. From March onwards the tour groups arrive with all sorts of different nationalities. And usually there's a leader who's holding an umbrella and perhaps 20 people following behind. And the other thing is, with these tour groups, they sometimes completely block the pavement. And you can't walk ... you can't walk quickly and you're constantly having to navigate your way around these groups. The main thing I notice is that it makes getting around Rome much more difficult. I mean, this city has got traffic problems anyway. But ... when you add all these tourists to the mix, it just makes things a wee bit more difficult. For example, there's a bus that goes through the centre of town, then on to the Vatican. It's always absolutely full – it's always packed. So it's sometimes easier just to walk. But then you've got the tour groups blocking your way!! The other place I notice it is ... erm is in ... particularly in bars and restaurants. They're often much fuller and it's much more difficult to get a table in a restaurant, particularly in the centre of town. And the behaviour of the tourists in some of these bars is ... erm ... a wee bit insensitive. I've heard tourists just walk in and start speaking in English. They don't even ask the people who work there if they can speak English. And they're saying things like ... um ... "I want some ordinary coffee – none of that strong Italian stuff." I mean, how rude! Besides Italian coffee is the best in the world, in my opinion. The other thing is tourists leave a lot of rubbish and there's me walking past the Trevi Fountain and there's rubbish everywhere. I mean, the city council try and clean it up, of course, but there's just so much of it. It'd help if more tourists put things in rubbish bins. So, during the tourist season I want to avoid the city centre, but I can't. I work in the city centre and that does make it a wee bit difficult. And the other thing I realise is that all these tourists are important for the economy of the city. The people who own bars and restaurants and shops rely on tourists to make money. So, you know, it's not as though the Romans don't want them to come. And, in the end, I have to confess that what the tourists come for – the beauty of the city, the history, the monuments, the sculpture, the architecture – are also the things that I love about living in Rome, living in this city. So, I guess that's the price you have to pay.

## 5.1

- MONICA Hi, Simon, how are the renovations going?
- SIMON OK. They're not easy to live with, are they?
- M Oh, I know what you mean. I remember when we had them in our house. How much longer have you got to go?
- S Another six weeks – I think. But the builder keeps changing the deadline.
- M That sounds familiar. No major disasters, then?
- S Well, I suppose it depends on what you mean by 'disaster'. Like, last week I got home from work feeling hot and tired, so I decided to have a shower before dinner. The builders had gone home for the day and the bathroom looked

perfectly normal. I got in the shower and for the first minute or two everything seemed fine. Then suddenly the water in the shower just stopped.

- M Oh no!
- S But about 20 seconds later water came pouring through the light fitting in the bathroom.
- M Good heavens! That sounds really dangerous.
- S And there I was standing in the shower with my head covered in shampoo! In the end I just had to laugh.
- M Oh yes, a sense of humour helps!
- S What had happened was one of the builders had disconnected a water pipe to do a job. Unfortunately, he'd forgotten to reconnect it. About an hour later someone came to fix it, but it kind of took the enjoyment out of the shower.
- M Oh, well. If that's the only major disaster so far, you're not doing too badly.
- S Well, there was also the problem with the ceiling before that.
- M The ceiling? What happened?
- S One of the builders was working on the roof. And he slipped.
- M Oh no.
- S Yeah, he came crashing down through the ceiling in the study.
- M Oh, don't tell me ...
- S Oh no – the builder was all right. Thankfully, he didn't hurt himself at all.
- M Thank goodness for that.
- S I mean, when I heard, I was worried about him – poor guy. No, no, he's fine. But the ceiling will have to be replaced and that slows things down.
- M No other disasters I hope?
- S No – just the usual things. Like, when the builders started, I lent them my portable CD player. Within a week dust had got into the machine and it doesn't work any more.
- M They should replace it, surely.
- S They keep promising to, but I haven't seen anything yet.
- M Right.
- S Well, I can always take that amount off the money I have to pay them at the end. And, hey, they're renovations. You have to expect a few problems.
- M That's true.
- S When it's all completed, you and Greg will have to come around for a glass of wine to celebrate the end of it all. And have a look too, of course.
- M Oh, that would be lovely. We'd love to come round and have a look.

## 5.3

ANSWERS 2b 3a 4b 5a

## 5.4

- 1 Harry really hates Anne's hat.
- 2 Her husband has always had a detached house.
- 3 How many hit singles has he had?
- 4 Is Helen going to Heathrow airport?
- 5 He hadn't heard about Eddie's holiday in Hawaii.

## 7.1

- DIANA Oh!
- ANDREW What's the problem, Diana?
- D Oh, my computer just crashed – again!
- A Oh, dear.
- D That's the third time this morning.
- A Did you lose anything important?
- D No – it was just an email to a customer. I can easily write it again. But I just get so frustrated when technology doesn't work.
- A Maybe you need a new computer. Talk to the boss.

- D It's only about a year old. The whole system just keeps crashing.
- A As well as the power.
- D Yah, tell me about it!
- A It went off at least twice last week. It just means that you have to remember to save documents as often as possible.
- D I do, but I still lose stuff. I would just love to work with a system that is more reliable. Actually, sometimes I wish we could get rid of technology altogether.
- A What?
- D Just throw it all away.
- A You can't be serious.
- D Well – think about it. It might be a lot less stressful.
- A But how would I get in touch with people?
- D Write them letters – people did for hundreds of years, you know, before email was invented.
- A Yeah, but it takes forever.
- D Yah, but I can see an advantage in that. Think about all those angry emails that complaining customers send to us. If they had to write letters, we might get fewer complaints. And if they had to sit down and write a letter, they might think about how they say things a little more carefully.
- A Hmm. Maybe.
- D And think about this – no mobile phones.
- A That's a very scary thought.
- D Why?
- A Well, I couldn't text people.
- D But you could still ring them up on a landline phone.
- A Not very convenient.
- D Sometimes I think it's *too* convenient that people can contact me so easily everywhere I go. There's no escape. Sometimes I leave my mobile phone at home on purpose. You should try it – it's very relaxing.
- A My girlfriend wouldn't be very happy about that.
- D True. My husband hates it when I do it. But I like that fact that he can't always get in touch so easily. He usually only rings me to ask me to do some little job for him.
- A No. I don't think I could do it. Live without technology? No thanks.
- D The idea doesn't frighten me.
- A What about TV?
- D What about it?
- A Well, you're always talking about what you watched on TV last night. Do you think you could live without that as well?
- D Yah. Yah, I think I could.
- A Hmm – you don't sound very sure to me.
- D Well, all right. TV is one thing I don't think I could give up.
- A There we go, then.

7.3

- What time does the concert begin?
- Harry has joined a karate club.
- I don't like going to the dentist.
- Tony forwarded this hilarious email.
- Would you like to sit down and relax?

9.1

CAROL Hey, George, you're looking great!

GEORGE Oh, thanks.

- C Looks like you've lost a bit of weight.
- G Yeah, well, I've been on this new diet.
- C Really? So what's all that about?
- G Well, it's like one of those, um, protein diets, you know?
- C Oh, I sure do.
- G But less fat – more fruit, much healthier.
- C Right. So, what kind of food do you eat?
- G Lots of meat without fat – chicken, beef, lots of fish. But you're allowed fruit – lots of fruit and vegetables.

- C Yeah?
- G And you're allowed bread, but it's got to be wholemeal.
- C Can you eat as much bread as you like?
- G Oh, no, no, no. There's a restriction on how much you can eat, but it's quite reasonable. You can eat a decent amount.
- C How long have you been on this diet?
- G Um, about three or four weeks.
- C And if you don't mind my asking ...
- G No, no, no.
- C How much weight have you lost?
- G Well, just under ten kilos.
- C 10 kilos? What's that in pounds?
- G Er, that's about ... about 22 pounds.
- C Oh wow! That's amazing. And you look so good. So, the food tastes OK, does it?
- G Yeah, it's actually quite nice.
- C Because I did one of those other diets – you know, protein and high fat. And, in the end, the food on that was pretty horrible. Too much meat!
- G What about fruit and vegetables?
- C I could only eat limited amounts. And no bread – that was terrible!
- G Don't like the sound of that.
- C I remember every morning I had bacon and eggs for breakfast.
- G That sounds OK.
- C Well, it *seems* like a good idea, but by about the third morning the idea of eating bacon and eggs again was definitely not appealing.
- G Yes, I think I'd miss toast and cereal for breakfast.
- C Oh yeah, I was just dying for some wholemeal toast or something like that.
- G Hmm. Was it successful?
- C The diet worked for me for a while. I guess I lost almost about 15 pounds, that's ... er seven kilos, I think. But I put the weight back on really, really quickly.
- G That's a pity. Well, the other thing with this diet that I'm doing – there's a book you follow and it gives you a plan for after you've finished the diet. It tells you how to continue living and keeping the weight off.
- C Do you have to do exercise?
- G Oh yeah. I'm meant to do 30 to 35 minutes a day. You know, something to get your heart going – your blood pumping. But I haven't really bothered.
- C Yeah, well, life's busy. When I was doing my diet I found it hard to exercise, but I managed to fit some in.
- G What did you do?
- C I went for long walks. But that stopped as soon as I gave up the diet. But this diet of yours sounds quite good.
- G It is. It's very good – works well and it's easy to do.
- C So the recipes aren't complicated or anything ...
- G No, they're really easy. And they give you a recipe guide and a shopping guide and all that. It's very simple.
- C OK, well, sounds like I'd better buy the book.

9.3

ANSWERS 2a 3a 4b

11.1

- ELLIE I had a holiday job more or less all through school and uni.
- MIKE What kind of things did you do?
- E Well, one job I particularly remember is working in a shop that sold ice creams – you know, an ice cream parlour. In fact, I used to do that after school every Friday night for a long time.
- STUART Did you steal ice cream?
- E Did I what?

- S Eat some that you didn't pay for.
- E No, no I didn't. We didn't have to steal anything. Every time we worked we were allowed to have one ice cream.
- M Just one?
- E That was enough. Any more and you'd feel a bit sick. I used to love vanilla ice cream with caramel sauce. It was delicious – the cold ice cream with the warm sauce. But it was a rubbish job. The ice cream parlour was really, really popular and we were really busy – never got a rest. And I remember for some reason at that time double chocolate was the most popular flavour and everyone wanted double chocolate.
- S What's double chocolate?
- E A really strong dark chocolate flavour. So, what did you do, Stuart?
- S Well, I worked in a restaurant once when I was at university. And we used to get ... if there was any food left over at the end of the evening, we were allowed to eat it.
- E What? Like off people's plates?
- S No, no! No, food from the kitchen.
- E Oh yeah, OK!
- S We used to serve this delicious meat pie. And when we were cutting slices for the customers we'd try to make them just a little bit smaller so there would be some left over for us at the end of the evening. Yeah, the meat pie really was our favourite.
- E So you were allowed to have as much as you wanted after ... ?
- S Yeah, yeah after the customers had gone.
- E Oh, OK.
- S The manager was pretty generous like that. I didn't have to buy much food when I was working there. It was a good holiday job.
- E What about you, Mike?
- M My holiday job when I was at university ... there were no benefits at all. I was a gardener for the local council. And we used to cut the hedges for all the schools. It was an interesting introduction to the working world because I was working with a guy called Fred. He drove the van and he used to take the strangest routes around the town. He'd always go in the most indirect way. And he'd go through all the busiest streets where there were traffic jams.
- E Why was that?
- M So he'd spend the maximum amount of time in the van and the least amount of time working.
- S What a laugh!
- M And he knew all the hedges in town. So he knew where he could drive off the road and hide. And he'd have a sleep in the van.
- M And I remember this really bad day ... without doubt my worst day on the job. I was cutting a hedge in this school and I cut through the phone line by mistake.
- E Fair go?
- M Right through. And I didn't even notice I'd done it. But then the police and the fire engines arrived because I must have set off an alarm or something.
- S Did you get into trouble?
- M No, they knew it was just a holiday job for me.
- E You didn't get any free plants or anything?
- M Nothing like that – definitely no perks.

# Workbook Answer Key

## 1E Get it Right!

- 1 2 I'm interested in ... 3 We were very bored ... 4 ... a bit disappointed in ... 5 ... It sounds amazing. 6 Helen is really frightened of ... 7 ... It was a bit embarrassing. 8 ... were very annoyed ...
- 2b 2 pregnant 3 excited 4 terrific 5 angry 6 disappointed
- 4 1b 2a 3b

## 3E Get it Right!

- 1 2b 3a 4b 5a 6b
- 2 1b trip 2a an excursion b trip 3a countryside b camp 4a camping b campsite
- 3 2 in 3 – 4 at 5 in
- 4 2 admitting 3 hitting 4 putting 5 travelling 6 referring

## 5E Get it Right!

- 1a 2 ... for helping ... 3 ... the Internet to see ... 4 ... can't stand travelling. 5 ... to IKEA to buy ... 6 ... good at listening to ... 7 It's used to remove ...
- 2a 2 at 3 on 4 in 5 to 6 to
- b 1b – 2a the b – 3a – b the 4a – b the
- 3 2 refusing 3 hoping 4 liking 5 giving 6 riding

## 7E Get it Right!

- 1 2 doing 3 do 4 made 5 make 6 do 7 do
- 2 2 guarding 3 save 4 carpet 5 files
- 3 2 a 3 – 4 the 5 – 6 a 7 – 8 a 9 – 10 – 11 a 12 – 13 – 14 the

## 9E Get it Right!

- 1 2a 3a 4a
- 2 2 too 3 enough time 4 a few 5 enough 6 very 7 enough 8 lots of 9 enough 10 too 11 lots of 12 loads of
- 3 2 ... to Rouen, which is ... 3 ... to a man who I already knew. 4 ... Thirsk, which is ... 5 ... one of the nurses who is ... 6 ... a hotel that/which looks ...
- 4 2 tying 3 buying 4 lying 5 studying 6 enjoying

## 11E Get it Right!

- 1 2 ✓ 3 ... can ~~to~~ fix it. 4 Could you ~~to~~ help ... 5 ✓ 6 ✓ 7 ... might not ~~to~~ be ... 8 ✓ 9 ... shouldn't ~~to~~ smoke ... 10 May I ~~to~~ use ...
- 2a 2b 3b 4a
- b 2 explained 3 said 4 explain 5 told 6 says 7 tell 8 tell
- 4 2 caught 3 possible 4 advertisement 5 comfortable 6 different

## Reading and Writing

### Portfolio Plus 1

#### Giving an opinion on a blog

- 1 The interview and blog comment give a positive view of technology.
- 2 2c 3a 4a 5b 6a
- 3 a3 b4 d2
- 4 2e 3f 4b 5d 6a

## Reading and Writing

### Portfolio Plus 2

#### Personal messages

- 1 2C 3A
- 2 2a 3c 4a 5b
- 3 2 B/C I'm really sorry that (I'm going to miss the celebration. I'm really sorry to hear that. 3 B I've got to (go to Canada on a business trip. 4 C Let me know if (you want to talk. 5 B It was really kind of you (to invite me. 6 C I hope you're OK. 7 A/B Best of luck (at the new company. Hope it all goes well for you. Best wishes. Have a lovely time, anyway.
- 4 2 hope 3 well 4 was 5 kind 6 to 7 wish 8 afraid 9 Have 10 time
- 5 Possible answers  
2 Congratulations on the new baby.  
3 I'm afraid I won't be able to go to the party. 4 I'm really sorry, but I won't be able to go to your wedding. 5 I hope it all goes well this time. 6 Best of luck in the new job.
- 6a a2 b3 c1

## Reading and Writing

### Portfolio Plus 3

#### Asking for information

- 1 2
- 2 b3 c4 d8 e1 f2 g5 h6
- 3a B, E, A, C, D
- b 2, 3, 4, 6, 7, 12
- 4 2A/E 3A/E 4C 5D
- 5 Could/Can you tell me ... ; Could you also let me know if ... ; I'd like to know ... if it's available then ... ; if there is central heating ... ; if dogs are allowed
- 6 2 Could you tell me if the bathroom has a bath or a shower? 3 I'd like to know what the price is for two weeks. 4 Can you tell me if we can use the garden? 5 Could you tell me if the flat is suitable for children? 6 Do you know how far the house is from the beach?

## Reading and Writing

### Portfolio Plus 4

#### Asking for advice

- 1 b
- 2 2T 3T 4F 5F 6T 7F 8T
- 3 2D 3B 4A
- 4 a3, 6 b1, 4, 5
- 5 2d 3a 4c 5b 6f