

tick ✓ when you know this

- natural English**
- asking people to be quiet
 - What's ... like?
 - showing a lot of interest
 - possessive 's
 - both
 - How about you?

- grammar**
- question forms
 - past simple

- vocabulary**
- relatives
 - talking about you and your family

life with Agrippine



in groups ...

- 1 Which TV programmes do you watch with your family? Which programmes do you watch alone? Why?

reading for fun

- 2 Read the cartoon with the glossary. Do problems like this happen in your family?
- 3 **natural English** Listen and follow the cartoon.

natural English
asking people to be quiet

less polite
Shut up! [impolite]
Quiet! /'kwaɪət/ Be quiet!
Shh!
more polite
Could you be quiet, please?



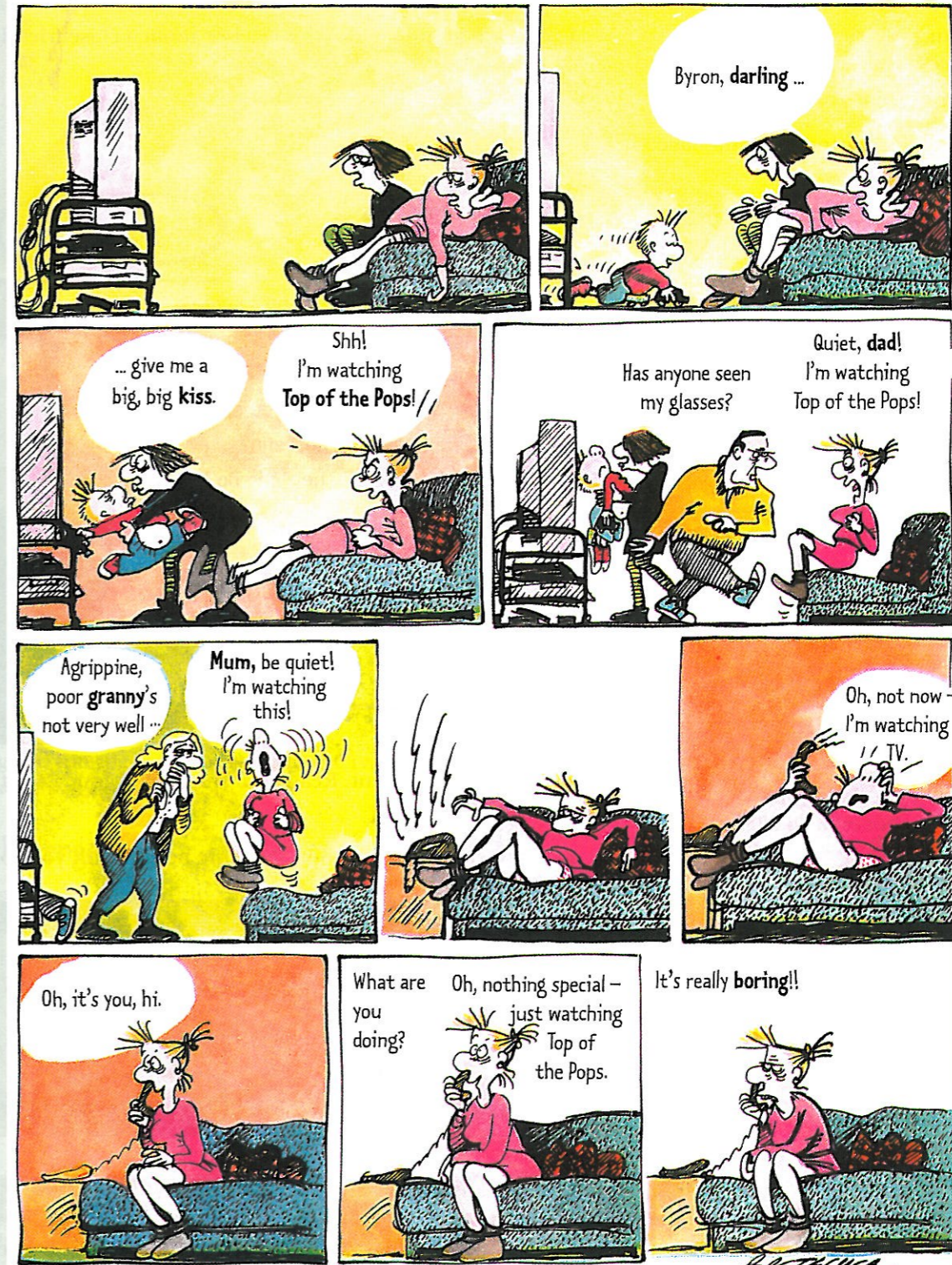
- 4 Which of the phrases are in the cartoon? Underline them.
- 5 Work in small groups. Practise the conversation together. Then act it out for another group.

glossary

darling used for talking to someone you love
kiss (n) the woman is giving the boy a kiss in picture 3
Top of the Pops the name of a pop music TV programme
dad /dæd/ Ⓞ father (also daddy)

granny Ⓞ grandmother
mum /mʌm/ Ⓞ mother (also mummy); 'mummy' and 'daddy' are usually used by young children
boring (adj) not interesting
 Ⓞ this symbol means that the word/phrase is informal

happy families



listening how to ... ask questions

lead-in

- Think!** Your best friend has a new boss. Write three questions to ask your friend.
example How old is he / she?
- Compare with a partner. Do you have similar questions?

- 1.2 natural English** Listen and complete the questions.

natural English
What's ... like?

- What's _____ like?
- What's _____ like?
- What _____ like?
- What's _____ like?

a A bit small, but very cheap.
b We had a great time.
c Really nice. I think she's in love!
d She's excellent.

- Match the questions and answers.

- Tick ✓ the correct answer.

What's he like?
= a Tell me about him.
b What does he like?

What's she like?
= a What is she like?
b What does she like?

- Listen again and repeat. Practise the questions and answers in pairs.
- Use the phrases to ask your partner about their:
 - flat / house
 - boyfriend / girlfriend / husband / wife
 - last holiday
 - doctor / dentist

grammar question forms

- You are going to ask your teacher about a close friend. Work in A/B pairs.
A complete the questions below.
B complete the questions on p.140.

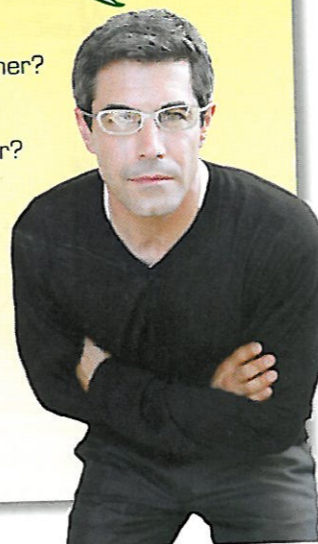
student A

example

What _____'s your best friend's name?

- When _____ you first meet him / her?
- _____ 's he / she like?
- How often _____ you see him / her?
- _____ old is he / she?
- What _____ he / she do?
- _____ do you get on well?
- Where _____ he / she live?
- _____ does he / she live with?
- What _____ you do together?
- Has he / she _____ any children?

I'm just curious!



- A – find a B student. Read your questions aloud. Are they the same?
- Answer questions 1–6 in the table below with your partner.

question forms

How often do you /dʒu:/ see her?	1 Why do we use 'do', not 'does'?
Who does she /dʌʃi:/ live with?	2 Why do we use 'does', not 'do'?
Where did you go yesterday?	3 Why do we use 'did', not 'do'?
Is he married?	4 Why do we use 'is', not 'do'?
Has she got any children?	5 Why do we use 'has', not 'do'?
Does she have any children?	6 Why do we use 'does', not 'has'?

go to language reference and practice exercises p.150

- Now ask your teacher the questions about their friend. Ask other questions if you like.

listen to this

tune in

- Who are these people? Would you like to meet them?



- 1.3** Listen to two short extracts. Which people in the photos are they talking about?

listen carefully

- Read the sentences, then listen to Michael and Roger. Which person are they talking about in each sentence?

- She's intelligent.
- She's a great dancer.
- She wants to do really well.
- She likes to have a laugh.
- She works very hard.

- How long did the speakers spend with the two famous people? Do they see them now?

listening challenge

- 1.4** Listen to Lorelei talking about one of the other people in the photos.

- Who is it?
- When did Lorelei meet him?
- What's he like?
- What happened at the party?

listen again with the tapescript, listening booklet p.4

don't forget!

Use these phrases from this lesson in the extended speaking on p.14.

What's he like? Have you got any brothers and sisters? Who do you live with? Really? That's interesting!

- natural English** Read the natural English box and listen to 1.4 again. Number the phrases in the order you hear them.

natural English showing a lot of interest

- Wow! /waʊ/
- Really?
- (That's) interesting! /ˈɪntərɪstɪŋ/
- (That's) fantastic! /fænˈtæstɪk/

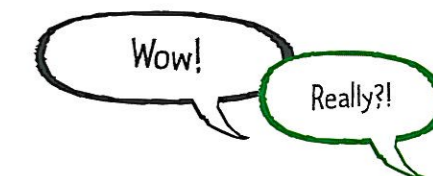
- Practise the phrases with a partner.

- Think!** In your groups, tell each other three things about yourself. They must respond with interest.

speaking it's your turn!

Ask two different people about a close friend (their job, family, interests, hobbies, etc.), using questions from **grammar exercise 1** and your own ideas. Remember to show interest.

example A What does your friend do?
B She's an architect.
A Wow!



wordbooster

talking about you and your family



1 Complete the sentences using these words.

family child married a lot strict old celebration
with my sister own parent

- I'm an **only** child.
- We're a **close** family.
- I live **on my** own.
- My **father** was always very strict.
- We **argue** a lot.
- I **get on well** with my sister.
- My brother is **twelve years** old.
- Last year we had a big **family** celebration.
- My aunt is a **single** parent.
- Last summer, my cousin **got** married.

test your partner

- I'm an only ...



- Tick ✓ the sentences that are true for you and your family. Rewrite the other sentences to make them true.
example I'm an only child. I've got one brother.

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.14.

relatives

1 Complete the table with a partner.

♂ male ♀ female

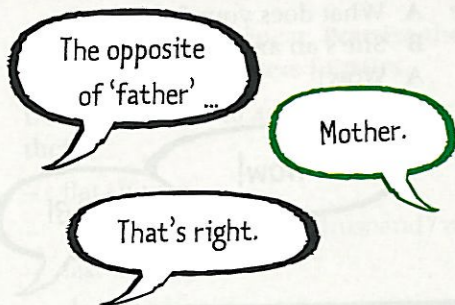
father /'fɑ:ðə/	mother _____
brother /'brʌðə/	_____
son /sʌn/	_____
uncle /'ʌŋkl/	_____
grandfather /'grændfɑ:ðə/	_____
brother-in-law /'brʌðərlɔ:/	_____
son-in-law /'sʌnlɔ:/	_____
nephew /'nefju:/	_____
cousin /'kʌzn/	_____
stepfather /'stepfɑ:ðə/	_____

2 Complete these sentences.

My mother and father are my _____.
My grandmother and grandfather are my _____.
My uncles, aunts, nephews, nieces, and cousins are all my _____.

3 Listen and answer the questions with a partner.

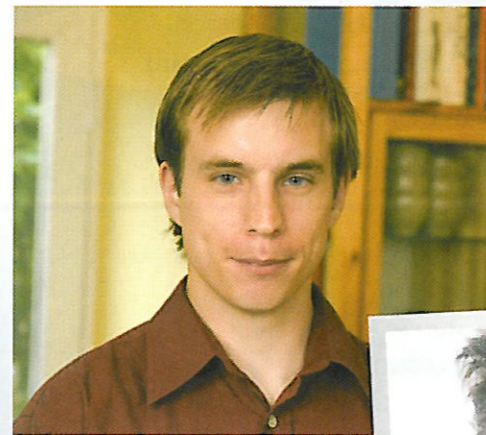
4 Test your partner, like this:



reading relationships

lead-in

- Look at the picture of Robert with five of the women in his life. Who is Mary, do you think? Tell a partner.



Robert



Anna



Sally



Mary



Harriet

- 1.6 natural English Listen. How do you say this in your language?

natural English possessive 's

Use 's to describe relationships.

Robert's boss NOT the boss of Robert
Kate's daughter
Paul's girlfriend
Emma's ex-boyfriend (= a boyfriend in the past but not now)

- pronunciation Listen again and repeat. Remember to pronounce the 's.
- Look at the pictures again. With a partner, decide which woman is Robert's:
mum sister boss girlfriend ex-girlfriend

5 Compare ideas with another pair.

- 1.7 Listen and write the answers. Were you right?

Mary is Robert's _____.
Kathy is _____.
Sally is _____.
Harriet is _____.
Anna is _____.

go to language reference and practice exercises p.151

read on

- Why do people finish a romantic relationship? With a partner, think of two more reasons.
 - they don't like each other any more
 - one of them moves to another place
- Read the story. Is it about the start or the end of Robert and Harriet's relationship?

 **special DELIVERY**

When Harriet didn't turn up for our first date, I wasn't too upset. It was an informal arrangement and friends told me that she was very unreliable. Actually, this was one of the things I found attractive about her, because I'm the complete opposite – very organized and dependable.

Anyway, she turned up for our second date (only 20 minutes late), and after that we had a great summer together. But as the months went by, she just got later and later, and by the end of August things were becoming impossible.

The 30th was my birthday and I invited four friends to my flat for a special dinner. I spent a lot of time in the kitchen getting everything ready, and the four friends all arrived on time at 7.30 – but not Harriet. Eight o'clock, still no Harriet. By nine o'clock I was angry and very hungry, so I rang her mobile. I could hear loud music at the other end, so I shouted, 'Where are you?'

'I'm at Sophie's.'

'What!'

'She's having a party.'

'But it's my birthday! Don't you remember?'

'Oh, I'm terribly sorry. I completely forgot.'

'Oh, you're impossible!'

Furious, I put the phone down, went into the kitchen, and put Harriet's dinner in a plastic bag. The next morning I posted it to her, with a note saying: 'HERE'S YOUR DINNER!'

A week later I got a postcard back. It said: 'Too much salt.' I never saw Harriet again.

- Read the story again and write 'Robert' or 'Harriet' below.
 - _____ was never on time.
 - _____ was never late.
 - It was _____'s birthday in August.
 - _____ cooked a meal.
 - _____ didn't turn up.
 - _____ was furious.
 - _____ sent a parcel.
 - _____ sent a postcard.
- Discuss with your partner.
 - What do you think of Robert?
 - What do you think of Harriet?
- Think! Read these statements. Are they true for you?
 - I always turn up on time when I'm meeting people.
 - I get upset when other people are late.
 - I'm sometimes unreliable.
 - I never forget people's birthdays.
- Compare your answers in small groups. Who's the most reliable person in your group?



turn up (v) arrive
date (n) meeting with sb who is (or will be) your boyfriend / girlfriend
upset (adj) /ʌp'set/ sad or angry
unreliable (adj) /ˌʌnrɪ'laɪəbl/ sb who doesn't always do what they say they will do
spend (time) use your time to do sth
furious (adj) /'fjʊəriəs/ very angry

grammar past simple



- Do you remember Robert's story? Are these sentences true or false? Tell a partner.
 - Robert and Harriet had a great summer together.
 - It was his 30th birthday in September.
 - Harriet didn't go to the dinner because she forgot.
 - She sent Robert an e-mail a week later.
- Answer these questions with a partner.
 - Is the past simple used for things in the past that are finished / not finished?
 - Which of these time expressions are often used with the past simple?


yesterday	last week
nowadays	ten days ago
next week	in 1995

3 Write the past simple forms.

regular verbs	work _____	start _____
regular verbs ending in e	arrive _____	receive _____
regular verbs ending in y	carry _____	marry _____
irregular verbs	find _____	see _____
	get _____	ring _____
	spend _____	forget _____
negative	I went out last night, so I _____ (not see) that film on TV.	
question and short answer	A _____ (you see) that film on TV last night? B Yes, I _____. / No, I _____.	

3 Go to p.140. Complete Robert's story using verbs in the past simple form.

go to language reference and practice exercises p.152

4  1.8 natural English Listen and complete the sentences.

natural English
both /bəʊθ/
 Maria and Carmen **both** _____.
 (= Maria comes from Spain, and Carmen comes from Spain too)
 They **both** _____.
 They're **both** _____.
 Both of them _____.

- Listen again and practise saying the sentences.
- Work with a partner. Ask and answer questions to find six things you **both** did yesterday. Which pair can finish first?

example A Did you come to school by bus?
 B No, I didn't.
 A OK. Did you watch TV last night?
 B Yes. Did you?
 A Yes.
 B OK. So, we both watched TV yesterday. That's one.

 **don't forget!**

Use these phrases from this lesson in the extended speaking on p.14.
 We both live with our parents. I spend a lot of time with my family. My father was very strict. My father's cousin lived with us.

extended speaking

Is your family like mine?

you're going to:

collect ideas
listen to people talking about their families

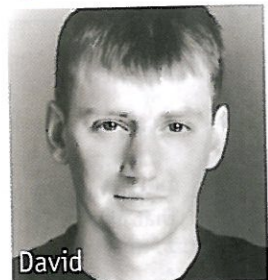
prepare a questionnaire
think about your family and write follow-up questions

have a conversation
talk about your family with a partner

writing
write things that are the same or different about your families

but first ...
Look back at the **don't forget** boxes in this unit. You can use this language in the activity.

collect ideas



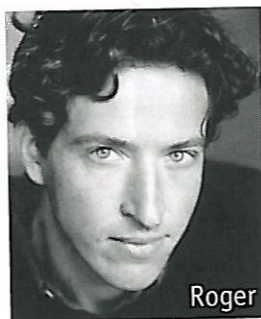
David



Lynne



Seema



Roger

1 Listen to David and Lynne talking about their families.

- How many brothers and sisters has David got?
- What do they do?
- How many brothers and sisters has Lynne got?
- What do they do?

2 Listen to Seema and Roger.

- What was Seema's last family celebration?
- What was Roger's last family celebration?

3 **natural English** Read the box, then listen to 1.9 again. Say 'Stop!' when you hear the phrases in bold.

natural English

How about you?

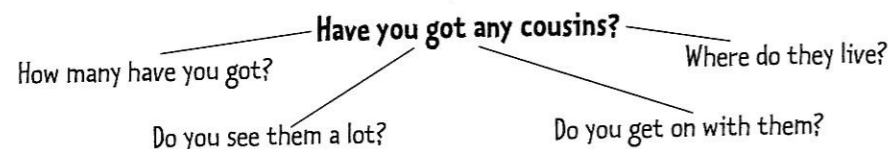
You don't need to repeat questions in conversation. You can use **How about you?** or **And you?**

- A Have you got any brothers and sisters?
 B One sister. **How about you? (And you?)**
 A I'm an only child.

4 Practise the conversation with a partner.

prepare a questionnaire

5 We use follow-up questions to continue conversations. Look at these examples.



6 Read the 'your family' questionnaire on p.15. With a partner, write at least one follow-up question for each topic.

7 **Think!** Think about your answers to the questionnaire.

have a conversation

8 Find a new partner. Ask and answer the questionnaire. Remember to use follow-up questions and show interest.



1 Have you got any brothers and sisters?

follow-up question(s): _____

2 Who do you live with?

follow-up question(s): _____

3 Do you spend a lot of time with your family?

follow-up question(s): _____

4 What other relatives have you got?

follow-up question(s): _____

5 What was your last family celebration?

follow-up question(s): _____

6 When you were young, what were your parents like?

7 What's your family like? (example We're a close family.)

8 your own question

writing

9 Together, write down two things that are the same for both of you, and two things that are different.

example

Dagmar and Marek (me)

same: We both live with our parents.

Both of us have one brother.

different: Dagmar spends a lot of time with her family.

I've got a lot of cousins.

10 We can link the ideas like this:

We both live with our parents, and have one brother. However, Dagmar spends a lot of time with her family, but I don't. Also, I've got a lot of cousins, but Dagmar hasn't.

11 Write a short paragraph using the link words and phrases.

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 _____ 10

test your vocabulary

From this unit, write down:

- eight more names of relatives:
mother, father ...
- the past tense of these verbs:
find, spend, ring, forget, meet, see
- three other ways of saying 'Shh!'

score 17

gap-fill

Fill the gaps with a suitable word.

- I'm an _____ child.
- I _____ on very well with my family.
- A Are you going tonight?
B Yes. How _____ you?
- Mark is nice and so is Ana – I like _____ of them.

score 4

error correction

Correct the errors.

- I went with the father of David.
- What it's like?
- Where you meet her yesterday?
- She lives by her own.

score 4

total score 25

Look back at the unit contents on p.6. Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.24.

tick ✓ when you know this

natural English

- have + noun
- a lot of, much, many, any
- saying sorry
- offering food or drink
- talking about a picture

grammar

- countable / uncountable nouns
- adjectives and adverbs

vocabulary

- food
- restaurant language
- extreme adjectives



reading family meals

lead-in

1 **Think!** Think about your answers to the questionnaire.

MEALS IN YOUR FAMILY ...

- Who does the shopping?
the cooking?
the washing up?
- How often do you have breakfast/lunch/dinner together?
- Do you have meals together more often than in the past?
- Do you have your meals in the dining room?
in the kitchen?
in the living room?
outside?

2 Compare your answers in small groups.

3 **2.1 natural English** Listen. Does the voice go up ↗ or down ↘ at the end of each question?



natural English
have + noun

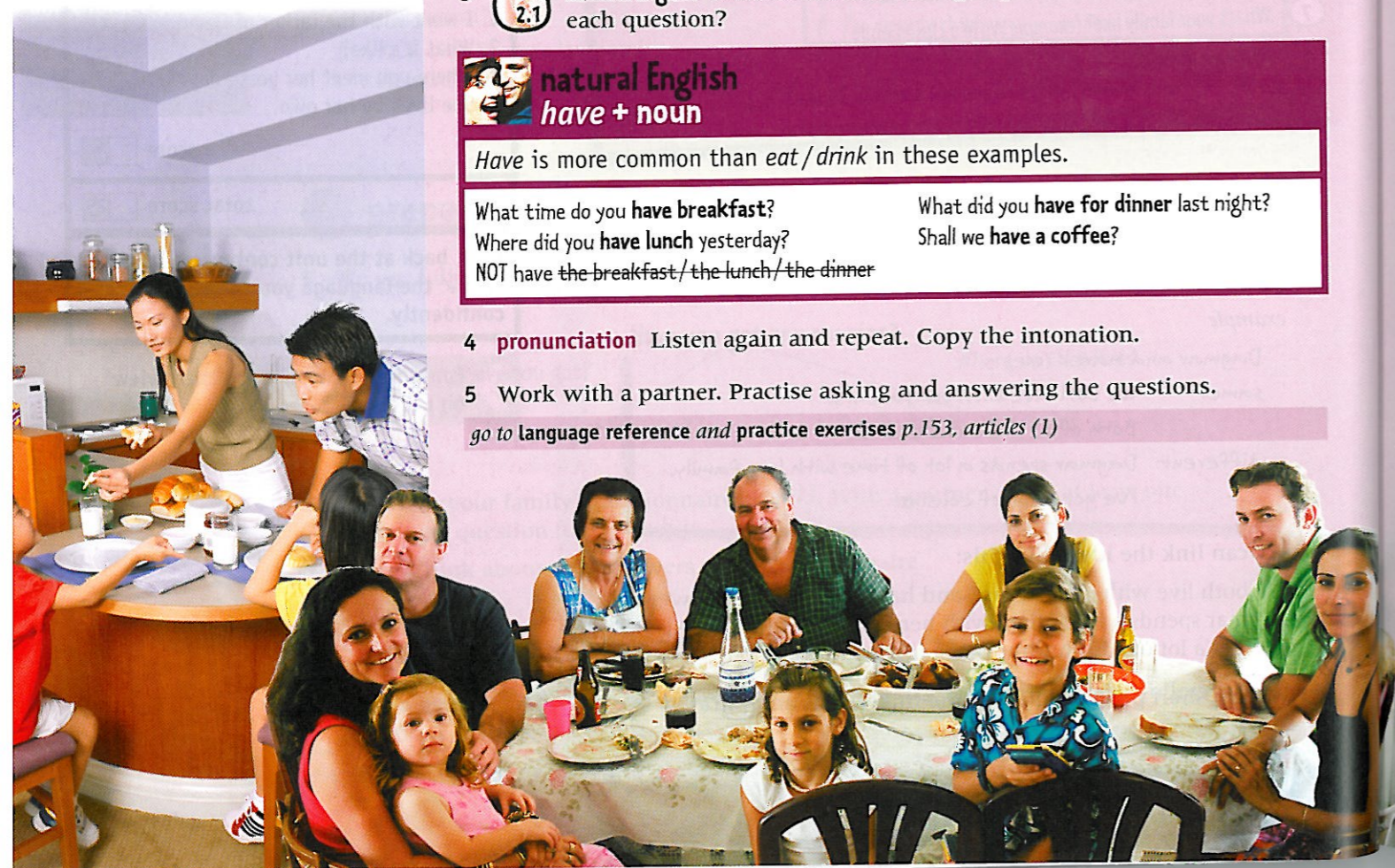
Have is more common than eat/drink in these examples.

What time do you have breakfast ?	What did you have for dinner last night?
Where did you have lunch yesterday?	Shall we have a coffee ?
NOT have the breakfast/the lunch/the dinner	

4 **pronunciation** Listen again and repeat. Copy the intonation.

5 Work with a partner. Practise asking and answering the questions.

go to language reference and practice exercises p.153, articles (1)



vocabulary food

1 With a partner, match the words in the box to the pictures in the glossary below. Use a dictionary if necessary.

- | | | | |
|------------|-----------|----------------|------------|
| carrots | rice | spinach | red pepper |
| bread | grapes | courgette | pasta |
| onion | olives | instant coffee | |
| chick peas | aubergine | frozen peas | |

2 **pronunciation** With a partner, underline the stress and say the words.

example onion

3 **2.2** Listen and check your answers. Practise saying the words.

read on

1 Read the article and answer the questions.

- 1 Where do the families buy their food?
- 2 Which family eats more fresh food?

2 Complete sentences 1 to 8 with words from the box. You have three minutes.

- | | | | |
|-------------|------------|------|----------------|
| cola | fish | beef | bananas |
| frozen food | vegetables | beer | instant coffee |

The Celiks:

- 1 eat more _____ than the Cavens.
- 2 eat fresh _____, but the Cavens don't.
- 3 drink _____, but the Cavens don't.

The Cavens:

- 4 eat more _____ than the Celiks.
- 5 eat _____, but the Celiks don't.
- 6 drink more _____ than the Celiks.
- 7 Both families eat _____.
- 8 Both families drink _____.

Read your sentences to your partner. Are they the same?

3 Which family's food do you prefer? Why? Tell your partner.

WHAT DO WE EAT?



THE CELIK FAMILY
ISTANBUL, TURKEY

Melahat and her husband live with their three children and Melahat's mother. All meals are freshly prepared by Melahat, and she buys their food at an open-air market in Istanbul's Golden Horn district. She gets fresh fish and beef there, and it's a particularly good place to buy the fruit and vegetables which are so important in their diet. In a typical week, Melahat buys: a kilo of peppers and onions;

two kilos each of carrots, aubergines, chick peas, olives, and courgettes; five kilos of spinach, ten kilos of potatoes, six kilos of oranges, and one of bananas. They eat large quantities of rice and bread – 25 loaves a week. They don't buy any frozen food, but they drink instant coffee and twelve cans of cola a week, plus orange juice, yoghurt drinks, and eight bottles of beer.

THE CAVEN FAMILY CALIFORNIA, USA

Regan and Craig Caven are a typical American family – two incomes, two cars, and two children, Andrea, 5, and Ryan, 3. As they both work, they shop at weekends, usually in supermarkets. They often have salads and there is always a lot of fresh fruit: two kilos each of apples and bananas, and one kilo each of oranges and grapes is typical in the weekly shop. They eat fresh chicken and beef, but only buy fish (tuna) in cans. They spend a lot on drinks: 340g of instant coffee, four litres of milk, two litres each of apple and orange juice, five litres of bottled water, and 25 diet colas, but no alcohol. During the week, frozen food is a large part of their diet – three and a half kilos of frozen prepared meals, and a family-sized frozen pizza. It is only at weekends that the family make time for home-cooked meals; pasta is very popular with the children.



glossary

grammar countable / uncountable nouns

- 1 Look back at the glossary pictures on p.17. With a partner, write C (countable) or U (uncountable) next to each food.

language reminder

'Carrots' are countable. You can say 'one carrot, two carrots'. 'Bread' is uncountable. You can't say 'one bread, two breads'. You can say 'one loaf/two loaves of bread'.



- 2 Cover the examples in the table below. Circle the correct coloured words in the rules. Then look at the examples to check.

RULES	EXAMPLES
Uncountable nouns have / don't have a plural with 's'.	bread NOT breads / toast NOT toasts
Uncountable nouns are / aren't used with a singular verb.	My toast is cold. This spaghetti's nice.
Uncountable nouns are usually used with some / a / an.	We need some bread. I've got some oil.
Much / many is usually used with uncountable nouns in questions and negative sentences.	Do you eat much pasta? I don't drink much coffee.
Much / many is usually used with countable nouns in questions and negative sentences.	How many eggs did you buy? I don't eat many bananas.

go to language reference and practice exercises p.153

- 3 Work in A / B pairs. A go to p.148. B go to p.142.

don't forget!

Remember these phrases from this lesson.

What time do you have breakfast?

Shall we have a coffee?

We don't drink much bottled water.

We eat a lot of cheese.

speaking it's your turn!

- 1 natural English Listen. Do you hear the *t* in *don't*?

natural English
a lot of, much, many, any

In informal English, use *a lot of* in positive and negative sentences and questions. You can use *much*, *many*, and *any* in negative sentences and questions.

We eat **a lot of** cheese. NOT We eat ~~much~~ cheese.
We don't drink **much** bottled water. (= only a little)
a lot of
We don't eat **many** biscuits.
a lot of
We don't eat **any** frozen food. (= no frozen food)

- 2 Practise saying the sentences.
- 3 **Think!** Think about what your family eat and drink. Put a tick ✓ or a cross X. Add your own ideas.

fruit/vegetables

- spinach potatoes chick peas
 grapes bananas oranges

your ideas: _____

meat and fish

- beef chicken lamb
 tuna salmon

your ideas: _____

sweet things

- chocolate cakes biscuits

your ideas: _____

drinks

- beer fruit juice cola
 milk instant coffee

your ideas: _____

- 4 In small groups, talk about what your family eat. Use the **natural English** phrases.
- 5 Tell the class four things which are similar or different in your group.

wordbooster

restaurant language

- 1 Put these words into the sentences below.

order wine list starter bill all right
meal main course dessert /di'zɜ:t/ menu /'menju:/

- a I'd like mushroom soup for my ¹ _____ .
b Here's the ² _____. Would you like to see the ³ _____ as well?
c Are you ready to ⁴ _____ ?
d I'd like strawberries with ice cream for ⁵ _____.
e Is everything ⁶ _____ ?
f Could I have the ⁷ _____ , please?
g Enjoy your ⁸ _____ .
h I'll have the lobster for my ⁹ _____ .

- 2 Which sentences are spoken by a waiter, and which by a customer?

- 3 Put the sentences in order. More than one answer is possible.

example 1 = b

- 4 Read out your sentences to another pair. Is their dialogue the same? Practise the dialogue with a partner.

extreme adjectives

- 1 Put these extreme (strong) adjectives into the correct column below.

awful /'ɔ:fl/ delicious /di'lɪʃəs/ gorgeous /'gɔ:dʒəs/
horrible /'hɒrɪbl/ fabulous /'fæbjələs/ disgusting /dɪs'gastɪŋ/
terrible /'terɪbl/ wonderful /'wʌndəfl/ brilliant /'brɪljənt/

positive

wonderful

negative

awful

- 2 Answer these questions about the adjectives in exercise 1.

- 1 Which positive adjective is normally only used to describe food?
2 Which positive adjective is used to describe a very attractive person or thing?
3 Which positive adjective means 'very clever'?
4 Which negative adjective describes a bad smell?

- 3 Complete the sentences using **absolutely** + extreme adjective. Use each adjective once.

language reminder

Before extreme adjectives, don't use *very*:

NOT *very wonderful* / *very awful*

Use *absolutely* or *really*: *absolutely wonderful*

terrible
disgusting
delicious
brilliant
fabulous
awful
gorgeous



example This bed is **absolutely terrible**.



1 This student is ...



2 The weather was ...



3 His girlfriend is ...



4 This ice cream is ...



5 My holiday was ...



6 This is ...

- 4 Read your sentences to a partner. Are they the same?

don't forget!

Use the vocabulary from this wordbooster in the **extended speaking** on p.22.

listening how to ... be the perfect guest

lead-in

- 1 **Think!** Your friend invites you for dinner at their house at 8.00.
 - 1 Do you arrive at 8.00, or before, or after?
 - 2 If you arrive at 8.15, do you need to say sorry?
 - 3 Do you take a present? If so, what?
 - 4 Do you usually go home immediately after eating? Or do you stay and talk? If so, for how long?
 - 5 Do you usually phone, e-mail, or write to say thank you?

2 Compare your answers in small groups.

- 3 **2.4 natural English** Listen and complete the responses.

natural English saying sorry

(I'm) sorry I'm late - there was nowhere to park. NOT I'm sorry for ~~be~~ late. That's OK. _____
I didn't have time to do the shopping. I'm really sorry about that. Don't worry. _____

- 4 **pronunciation** Go to the listening booklet p.8. Listen again and practise with a partner. Stress the underlined words.
- 5 Look at these reasons for being late and put the words in the correct order. Add your own reason.

late my again was train find flat I couldn't your had a I meeting bus the missed I problem work at had I a your own idea

- 6 With a partner, practise the **natural English** dialogues again. This time use the reasons in **exercise 5**.

listen to this

tune in

- 1 **2.5** It's Mike's birthday. He is going to dinner at his sister Clare's flat, but arrives 20 minutes late. Listen. Why is Mike late? Why does Clare say sorry?



listen carefully



- 2 Read the summary. Listen and complete.

Clare offers Mike a drink, and he has a glass of ¹ _____. She's cooked a ² _____ casserole, with red ³ _____, tomatoes, and ⁴ _____, which she learnt from her friend, ⁵ _____. Mike says it smells ⁶ _____ and tastes ⁷ _____. He asks her for some ⁸ _____.

listening challenge

- 3 **2.6** During the meal, Clare's husband, Gerry, arrives home from work. Listen to the end of the conversation.

- 1 Does he want to have a meal? Why / Why not?
- 2 What does he have to drink?
- 3 What do Mike and Gerry talk about?



listen again with the tapescript, listening booklet p.8

- 4 **natural English** Listen to the beginning of 2.6 again. Notice the underlined stress.

natural English offering food or drink

Would you like something to eat? No thanks, I had a big lunch.
How about something to drink? Mm, that would be lovely.
NOT Would you like to eat/drink something?

- 5 **pronunciation** Practise reading the dialogues with a partner. Think of two more responses and practise again.

grammar adjectives and adverbs

- 1 Underline the adjectives in these sentences.

- 1 We had a delicious meal.
- 2 Where can you buy Australian wine?
- 3 I don't like strong coffee.
- 4 They're having a late lunch.
- 5 This soup tastes disgusting.
- 6 That casserole smells lovely!
- 7 That fish looks wonderful.
- 8 This toast is cold.

- 2 Circle the correct answer and fill the gaps. Use the examples in **exercise 1** to help you.

Adjectives go before / after nouns. They also go before / after certain verbs, e.g. *be*, _____, _____, and _____.

- 3 Write one more adjective you could use in each sentence in **exercise 1**. The meaning can change.

terrible
example We had a delicious meal.

don't forget!

Use these phrases from this lesson in the extended speaking on p.22.

I'm sorry I'm late ... Don't worry, it doesn't matter. This tastes disgusting. Would you like something to drink?

- 4 Read your sentences to a partner. Are any the same?

- 5 The **coloured** words below are adverbs. Adverbs often end in *-ly*. In these sentences, do the adverbs tell us more about the verb or the adjective?

example Boil the potatoes **slowly**.
(the verb)
The food was **very** nice.
(the adjective)

- 1 I always eat my lunch **quickly**.
- 2 The lobster was **really** fantastic.
- 3 My husband cooks **well**.
- 4 The soup was **incredibly** salty.
- 5 The dessert was **absolutely** delicious.
- 6 She prepared everything **carefully**.

- 6 Choose the correct answers in this letter.

... it was only a small village, but it had a ¹ great / greatly restaurant. Everything on the menu was ² incredible / incredibly fresh, and the service was very ³ good / well. My Italian is ⁴ terrible / terribly, and the waiter spoke very ⁵ quick / quickly, but I read the menu ⁶ careful / carefully and understood most of it. I had some ⁷ wonderful / wonderfully pasta. Their desserts looked ⁸ delicious / deliciously, but I was on a diet. If you ever go there, try this restaurant - it's ⁹ absolute / absolutely fantastic.

go to language reference and practice exercises p.154

speaking it's your turn!

- 1 Work in groups of three. You are friends. A has invited B and C to dinner.

A go to p.141
B go to p.149
C go to p.144

- 2 Act out your situation.



extended speaking

restaurant scene

you're going to:

collect ideas
talk about your favourite restaurant or café

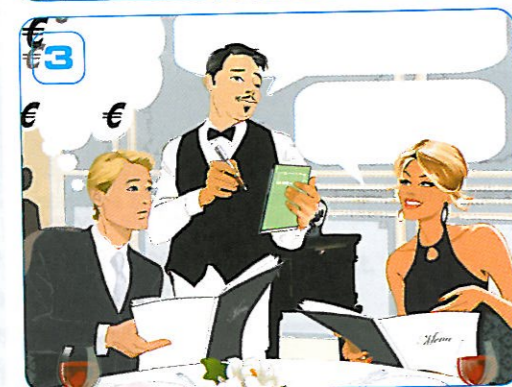
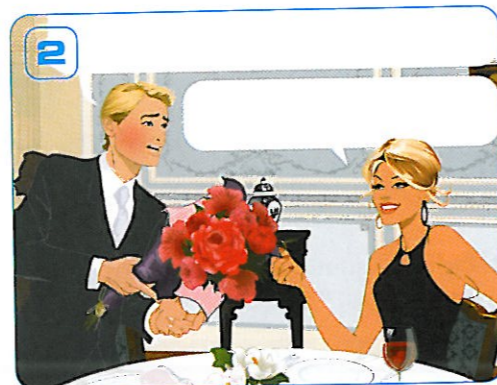
invent a conversation
plan a conversation in a restaurant

writing
write your conversation

act out the conversation
act out your conversation for other students

listen
listen to English speakers acting the same conversation

but first ...
Look back at the **don't forget** boxes in this unit. You can use this language in the activity.



collect ideas

- Think!** Think about these questions.
Which is your favourite restaurant / café? What's it like?
Where is it? How often do you go there?
- Compare ideas in groups.

invent a conversation

- With a partner, look at the pictures. Say how the people look.
 - The woman looks angry because _____.
 - The man _____ because _____.
 - The man (customer) _____ because _____.
 - The customer _____ because _____.
The waiter _____ because _____.
 - The man and woman _____ because _____.

- natural English** Read the box.

natural English
talking about a picture

When you are inventing a conversation, give your ideas like this:

I think he's / she's saying, 'I'll have ...' **I think he's / she's asking, 'Are you ...?'**

writing

- Invent your conversation together and write it down. Use the language in the **natural English** box to give ideas.
- Have you used contractions? e.g. *I'm, he's*. Check your writing.
- Ask your teacher to check your conversation.

act out the conversation

- With another pair, look at one conversation. Practise acting it out, each taking a role. Do the same for the other conversation.
- In your group, choose one conversation. Act it out for the class. Which is the best conversation in your class?

listen

- Listen to these people acting out the conversation. Write down three things that are different to your conversation.
 - 2.7
- Put apostrophes (') in their conversation (**listening booklet p.8**).

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 _____ 10

test your vocabulary

From this unit:

- write down five vegetables beginning with these letters:
on _____, au _____, co _____,
sp _____, pe _____
- write down three extreme positive adjectives, e.g. *fantastic*, and three extreme negative adjectives, e.g. *terrible*
- underline the uncountable nouns in this list: *pasta, banana, rice, grape, bread, olive, pea, coffee, toast*

score 16

gap-fill

Fill the gaps with a suitable word.
Contractions, e.g. *it's*, count as one word.

- A I'm sorry _____ late.
B Don't _____ - it doesn't matter.
- I had chicken for my main _____.
- A Was it very nice?
B Yes, it was _____ delicious.
- A Would you like _____ to drink?
B That would be lovely. Coffee, please.

score 5

error correction

Correct the errors.

- When do you usually have the lunch?
- We eat much meat in our family.
- My teacher speaks perfectly English.
- We had spaghettis for dinner last night.

score 4

total score 25

Look back at the unit contents on p.16.
Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.25.

one review

grammar past simple

- 1 Work with a partner. Each choose a circle. Write the past simple forms for your circle.

wear wore see saw

read wear
break tell
spend sing
make cost
cut think
begin

see buy
run go pay
say sell
ring speak
lose
shut

- 2 Say your past simple forms. Your partner must find a rhyme from their circle, e.g. wore /wɔː/ and saw /sɔː/.

- 3 Find a past tense from either circle to complete these rhymes.

I don't know what she said,
but her face was very red.

The trousers that I _____
were really very short.

The best thing that I _____
was a teapot made of gold.

The first time we _____,
he offered me a Coke.

I asked how much she _____
for the fizzy lemonade.

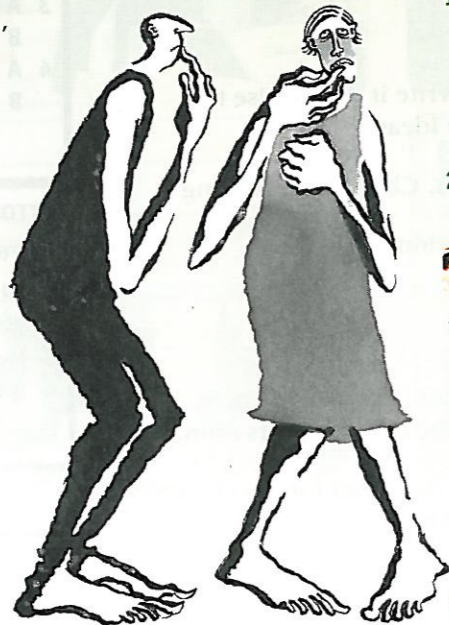
I stopped work and _____,
'Now it's time for sport!'

When the phone _____,
I heard a loud bang.

The last film I _____
was in 1984.

- 4  Listen. Are the rhymes the same as yours?

- 5 Practise saying the rhymes.



vocabulary family and relationships

Find eleven more words/phrases connected with family or relationships. They can be horizontal (↔) or vertical (↑↓).

S A T C H N E S K Y
T U R P O I D O A R
E N E P H E W N M E
P T O N S C R I U L
M A R R I E D N M A
O N L Y C H I L D T
T E B B A R O A O I
H C O U S I N W P V
E S A G R A N N Y E
R P A R E N T S L S

grammar question practice

- 1 Find a partner you don't know very well. Write down eight questions about their family, hobbies, job / studies, etc.

examples Who do you live with?
Are you from a big family?

- 2 Ask your partner the questions.

natural English

- 1 Correct the errors.

- How is he like?
- We go both to the same school.
- I gave the money to the mother of Paul.
- A I work for a newspaper.
B Oh, really? It's interesting.
- Please be quite. The students are working.

- 2 Check your answers using the natural English boxes in unit one.

two review

natural English

- 1 With a partner, talk about these situations. Then write your answers.


- You arrive for class five minutes after the start of the lesson. What do you say to your teacher? What's his / her answer?
- Someone is late for a meeting. They say sorry and give a reason. What do they say, and what's your answer?
- Someone comes to your house, and you want to offer them a drink. What do you say? What's their answer?
- You're in a restaurant, and you want to order your meal (tuna salad, and then roast beef). What does the waiter ask? What do you say?
- At the end of the meal, you want to pay. What do you say to the waiter?

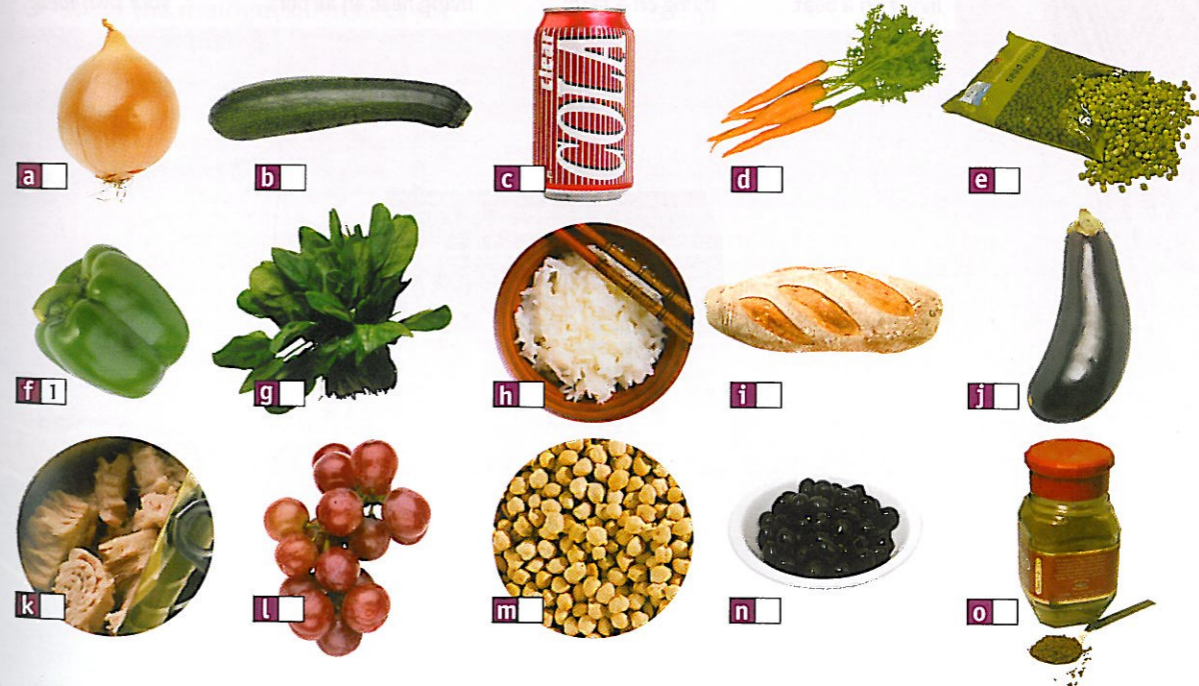
- 2 Check your answers using the natural English boxes in unit two.

- 3 Practise the dialogues with your partner.

vocabulary food / uncountable nouns

- 1 Work with a partner. Can you name all the things in the pictures? Are they countable or uncountable?

- 2  With a partner, listen and cross out the things you hear.
example 'A vegetable that can be red or green.'
answer - a pepper



vocabulary adjectives

- 1 Complete these adjectives with a, e, i, o, u.

BR●LL●NT
D●SG●ST●NG G●RG●O●S
T●RR●BL● H●RR●BL●
●WF●L
F●B●L●O●S D●L●C●O●S

- 2 With a partner, ask and answer the questions. Use each word from exercise 1 once. More than one answer is possible.

- What's the traffic like on Monday mornings?
- What's your brother's girlfriend like?
- What's the weather like in Siberia?
- What's your university professor like?
- What was the meal like?
- What was the room like after the party?
- What's New York like?
- What's that book like?