

listen to this



tune in

1 **9.2** Listen to the beginning of two conversations.

- Which pictures are they talking about?
Juliet: picture ____ Sonia: picture ____
- How long have they had the things they're discussing?
Juliet: ____ Sonia: ____

Compare with a partner.

listen carefully

2 Listen and tick ✓ the things Juliet says.

- She can cook and eat outside.
- She can invite people to stay the night.
- She's got a games room.
- She can invite people for a meal.
- She can work in the garden.

3 Listen and tick ✓ the things Sonia says.

- She takes the dog for a walk after work.
- She often goes out for walks.
- She talks to people more.
- She goes away for the weekend with the dog.
- She has to organize her life more carefully.

listening challenge

- Stephen's got a car for the first time. With a partner, think of four ways his life is now different.
- 9.3** Listen. Were your ideas correct? Does Stephen talk about any other differences?

listen again with the tapescript, listening booklet p.28

6 **natural English** Read the box, then find another example of *Have you ... long?* in tapescript 9.3 (listening booklet p.28).

natural English use of long

You can use the present perfect with *long* in questions.

Have you lived here long? (= a long time) Yes, ten years.
Have you studied here long? No, I started last month.
Have you had your shoes long? I can't remember.

7 Practise asking and answering the questions with a partner.

speaking it's your turn!

1 **Think!** How do you feel about change? Think about these questions.

- Do you always go to the same place on holiday? Do you change each year?
- Do you wear the same colours most of the time, or do you change a lot?
- Do you eat the same kinds of food, or do you like eating different things?
- Do you go to the same places in the evenings, or different places?
- Do you like a lot of change, or do you prefer things to stay the same?

2 In small groups, talk about your answers and your reasons. Who doesn't like change in your group?

don't forget!

Use these phrases from this lesson in the extended speaking on p.90.

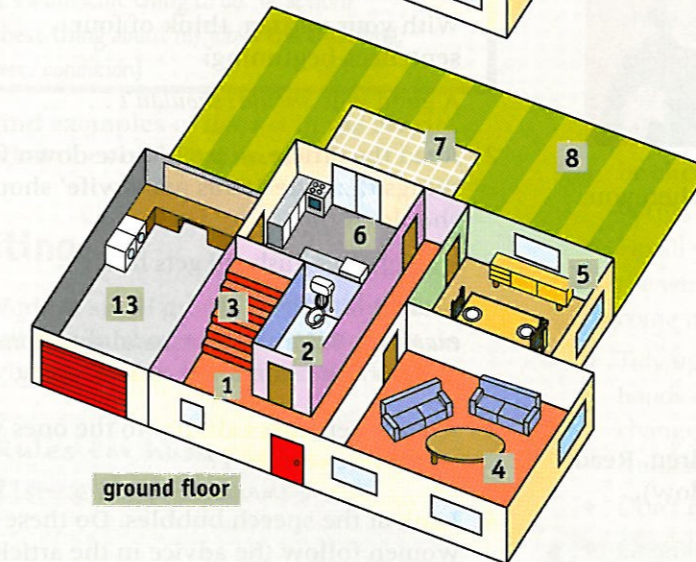
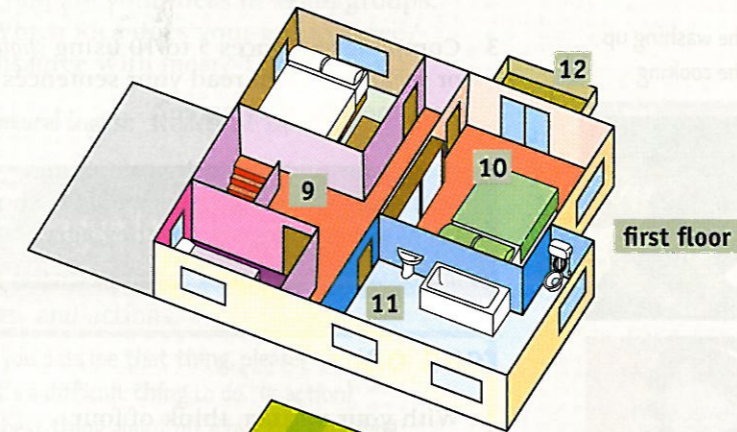
I still live with my parents. I lived there for ... I've lived there since ...

Have you been there long?

wordbooster

homes

1 Label the plan of the house. Use a dictionary to help you.



2 **9.4** Listen and check your answers.

3 **pronunciation** Listen again and underline the stress in each word. What do you notice? Practise saying the words.

4 **natural English** Read the box, then underline the examples of *there's*, *there are*, and *it's got* in tapescript 9.4 (listening booklet p.28).

natural English *there's ... / there are ... , it's got ...*

You can use *there's*, *there are*, and *it's got* to describe buildings or places.

It's got a large kitchen.
There's /ðeəz/ a garage.

It's got a fantastic theatre.
There are /ðeərə/ three car parks.

5 **pronunciation** Practise saying the sentences in the box with a partner.

6 Close the listening booklet. Tell a partner about the house, like this:

On the ground floor there's a ... and there are On the first floor it's got ...

7 Together, think of three or four things it hasn't got.

example It hasn't got a study. / There isn't a study.

adjectives describing homes

1 Find seven more pairs of opposites in the 'house' below.

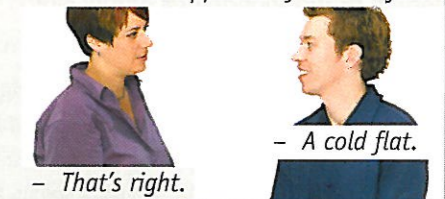
example a warm house / a cold house

clean	spacious /'speɪʃəs/	ugly /'ʌɡli/
light	untidy /ʌn'taɪdi/	dirty /dɜːti/
cold	modern /'mɒdn/	beautiful
dark	unusual /ʌn'juːʒuəl/	tidy /'taɪdi/
small	ordinary /'ɔːdnəri/	warm /wɔːm/
	traditional /trə'dɪʃənəl/	

2 **pronunciation** Practise saying the words.

test your partner

- What's the opposite of a warm flat?



3 Imagine your perfect house. What are the three most important things? Tell a partner.

example I don't want a very big house, but I'd like a beautiful house, in the countryside with a ...

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.90.



reading

how to ... give opinions

lead-in

1 Match the pictures with the phrases.

- make the bed clean your shoes do the washing up
tidy up your room do the washing do the cooking



2 Work in small groups. Say what you did / didn't do when you were 10 to 12 years old.

- examples I did the washing up some days.
I didn't make the bed. My mother did it.

grammar should / shouldn't

1 These mothers have strong opinions about their children. Read sentences 1 to 4, then complete the rules in a to c (below).

CHILDREN ...

- 1 should make their beds every morning.
- 2 shouldn't watch TV every evening.
- 3 should clean their shoes every week.
- 4 shouldn't stay up after 9.00.
- 5 _____ do the washing up.
- 6 _____ play computer games every evening.
- 7 _____ wash their own clothes.
- 8 _____ learn to cook.
- 9 _____ come home late.
- 10 _____ have lots of money to spend.

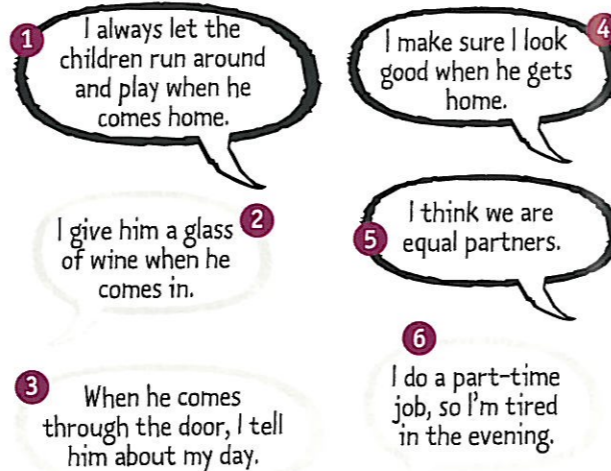
- a Sentences _____ and _____ mean 'it's the correct / best thing to do'.
- b Sentences _____ and _____ mean 'it's the wrong thing to do'.
- c The form is *should / shouldn't* + _____.

- 2 **pronunciation** Notice the pronunciation of *should* /ʃəd/ and *shouldn't* /ʃədn(t)/. Practise saying sentences 1 to 4.
- 3 Complete sentences 5 to 10 using *should* or *shouldn't*. Then read your sentences to a partner. Do they agree?
- 4 With your partner, write two more sentences with *should* or *shouldn't*. Show them to another pair. Do they agree?

go to language reference and practice exercises p.167

read on

- 1 With your partner, think of four sentences beginning:
A good wife *should / shouldn't* ...
- 2 Read the article on p.89. Write down four things that 'the 1950s good wife' *should / shouldn't* do:
– before her husband gets home
– when he gets home
example Before her husband gets home, she *should* get dinner ready.
- 3 Are the sentences similar to the ones you wrote in exercise 1?
- 4 Look at the speech bubbles. Do these women follow the advice in the article?



- 5 **Underline** three words or phrases in the article you don't know. Can you guess the meaning from the context? Ask a partner and then check with a dictionary.
- 6 **Think!** Think about the article.
Which ideas do you agree / disagree with?
Which ideas do you think are true in your country now?
- 7 Compare your ideas in small groups. Which idea does your group agree / disagree with most? Tell the class.
- 8 **natural English** Read the box.

natural English vague language: thing(s)

You use *thing(s)* to talk about objects, facts, and actions.

- Can you pass me that **thing**, please? (= object)
That's a difficult **thing** to do. (= action)
The best **thing** about my job is the travelling. (= fact / condition)

9 Find examples of *thing(s)* in the article. What does each one mean?

writing

1 Work in small groups. Write down four things a husband *should / shouldn't* do when he comes home from work.

Rules for husbands

21st-century husbands *should* ...

2 Put your rules on the wall. Look at other groups' rules. Which are the best?

- get (sth/sb) ready** prepare (sth/sb)
cheerful (adj) /'tʃɪəfəl/ happy and friendly
well behaved (adj) /wel bi'beɪvd/ polite, quiet
complain (v) say you are unhappy or not satisfied
let sb do sth permit sb to do sth

don't forget!

Use these phrases from this lesson in the extended speaking on p.90.

- Young people *should* ... They *shouldn't* ... What's the best thing about ...? The best thing is ...

Meanwhile, back in the fifties ...

The good wife's guide



- ◆ **Get dinner ready.** Plan ahead, even the night before, to have a delicious meal waiting for him. This is a way of showing him that you are thinking about him. Most men are hungry when they come home and a good meal (especially his favourite dish) is part of the warm welcome.
- ◆ Get ready yourself. Have fifteen minutes' rest so you are feeling refreshed when he gets home, and check your make-up.
- ◆ Be **cheerful** and interesting for him. Perhaps his day was really boring and it is your job to make him happy.
- ◆ Do all your washing and cleaning before he comes home, and during the winter months, light a fire. Your husband will then feel he has come home to a warm, calm, and peaceful place.
- ◆ Tidy up all the children's things, and get them ready. Wash their hands and faces (if they are small) and comb their hair. If necessary, change their clothes. And when your husband arrives, make sure the children are quiet and **well behaved**.
- ◆ Don't **complain** if he comes home late or goes out to dinner.
- ◆ Greet him with a warm smile, not with complaints or problems.
- ◆ Listen to him. You might have lots of important things to tell him, but let him talk first. And remember, his topics of conversation are more important than yours.
- ◆ Make him comfortable. **Let him sit** in a comfortable chair and get a drink ready for him. Speak in a low pleasant voice.
- ◆ Don't ask him questions about the things he does, or disagree with him. He is the master of the house. A good wife always remembers that.

from *Housekeeping Monthly*, 13 May 1955



extended speaking

from home to home

you're going to:

collect ideas

listen to someone talking about the homes they've lived in

prepare an interview

plan questions and think about your answers

do the interview

talk about your home history and your present home

discussion

talk about your family with a partner

writing

write about your homes

but first ...

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

collect ideas

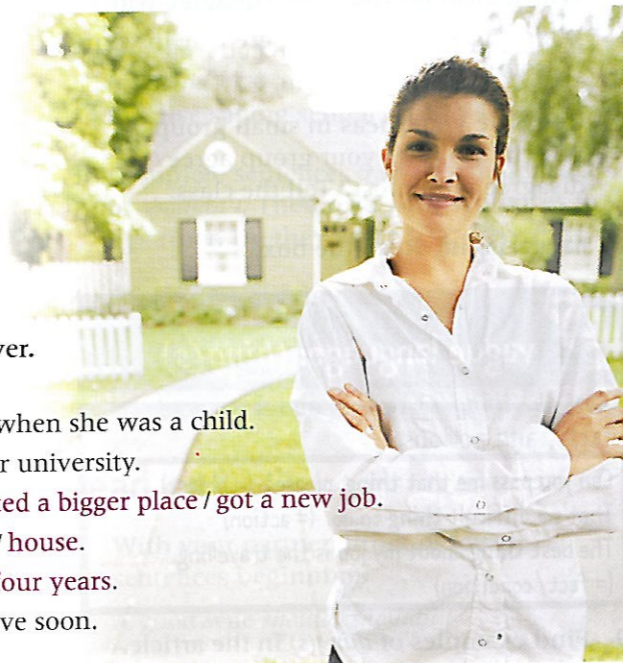
- 1 With a partner, think of four reasons why people move home.

example their flat is too expensive

- 2 Listen to Mary. How many homes has she lived in?

- 3 With a partner, circle the correct answer. Then listen again and check.

- Mary lived in a town / the country when she was a child.
- She moved to a flat / house near her university.
- She moved again because she wanted a bigger place / got a new job.
- Back in England, she bought a flat / house.
- She's been there for four months / four years.
- She thinks / doesn't think she'll move soon.



prepare an interview

- 4 Complete part A of the interview form below with words from the box.

What How long Where Why How long How many

- 5 Work with a partner. You're going to ask someone about their present home. Write questions in part B using these ideas.

What (house/flat) like? rooms? favourite room? Why? garden/balcony?
Who/live with? How far ...? the best thing about the house? *your own ideas*

- 6 **Think!** Plan your answers, and then practise the interview with a partner.

from home to home ...



part A Your home history

- _____ different places have you lived in?
- _____ were they like?
- _____ did you move each time?
- _____ do you live now?
- _____ have you been there?
- _____ do you plan to stay?

part B Your present home

- _____ ?
- _____ ?
- _____ ?
- _____ ?
- _____ ?

interview

- Find a new partner. Interview them, using your questions.
- Go back to your first partner. Tell them about your second partner.

discussion

- 9 **Think!** Think about these statements.

- Young people should leave home when they get a job.
- Young people shouldn't leave home until they get married.
- No one should have more than one home.
- Very old people should live with their families.

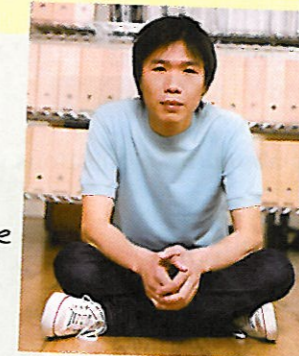
- 10 Compare your ideas in small groups. Do you all agree?

writing

- 11 Read Huang's home history. Add punctuation (full stops, commas, apostrophes, and capital letters) to paragraph two.

HUANG, CHINA

In China, I've lived in four different places. Now my family live in a city called Wuhan. Our flat's very big and modern, and we have everything we need. It's got two bedrooms, a toilet, a kitchen, and a living room. We've been there for six years.



five months ago I came to England to learn English. I'm living in a flat with four other students. The ground floor of the building is a shop and we live on the first and second floors. The first floor has got three bedrooms, a bathroom and a kitchen. The second floor only has one bedroom. I'm sharing it with another Chinese student. The flat hasn't got a garden but it's warm and clean. It's near Westminster College and I can walk or cycle to college. I like it very much.

- 12 At home, write about yourself. Use the questionnaire, and Huang's text, to help you.

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 the past participle of these verbs: *be, have, know, study, spend*
- write down the opposites of these adjectives: *tidy, clean, spacious, beautiful, light, unusual*
- order these letters to make names of parts of a house or flat:
TAIPO _____ LAHL _____
RAGGAE _____ LOBANCY _____
DUSTY _____
DRUNGO ROOLF _____

score 17

gap-fill

Fill the gaps with a suitable word.

- A Have you had your flat _____ ?
B About six months.
- I've worked here _____ 2003.
- A Your car's very old.
B Yes, but it's _____ in good condition.
- I love meeting people. It's the best _____ about my job.

score 4

error correction

Correct the errors.

- I live here for six years.
- You should to look before you cross that busy road.
- We have still a house near the beach.
- It is got three bedrooms.

score 4

total score 25

Look back at the unit contents on p.84. Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.100.

tick ✓ when you know this

natural English

- really
- What's the matter?
- accepting and refusing suggestions
- fillers in conversation

grammar

- ed / -ing adjectives
- verb patterns

vocabulary

- sleep
- aches and pains



sleepwalking

vocabulary sleep

1 With a partner, complete the definitions.

- | | |
|--------------------------------|---|
| fall asleep | _____ sleeping |
| wake up (v) | _____ sleeping |
| dream (v)/have a dream /dri:m/ | _____ and feel things when you are asleep |
| have a nightmare /'naɪtmɛə/ | think and feel _____ things when you are asleep |
| wake sb up | make somebody _____ sleeping |
| talk in your sleep | _____ when you are asleep |
| sleepwalk (v) | _____ when you are asleep |

test your partner

- Begin sleeping?



- Fall asleep.

- That's right.

2 Think! Think about these questions.

HOW WELL DO YOU SLEEP?

- | | |
|------------------------------------|--|
| Do you fall asleep quickly? | Do you dream about your work or studies? |
| Do you wake up easily? | Do you ever have nightmares? |
| What wakes you up in the night? | Do you talk in your sleep? |
| Do you often remember your dreams? | Do you ever sleepwalk? |

3 Get up and ask and answer the questions. Who is most similar to you?



Do you sleepwalk?

read on

1 You are going to read an article about sleepwalking. How do you think these sentences finish?

About 25% of all children walk in their sleep between the ages of ...
Some children continue to sleepwalk when they ...
Some people think that when a person sleepwalks, you shouldn't ...

2 Read the article. Check your answers to exercise 1.

3 Match the pictures to words / phrases in the article.

4 With a partner, say what happened to the people in the article. Use the pictures.

example Alina Lato tried to use the washing machine when she was asleep.

5 Think! Which story is sad? dangerous? funny? Compare ideas with a partner.

According to doctors, about 25% of all children walk in their sleep between the ages of seven and eleven. But the story of Andrew Jones, aged eight, is one of the most extraordinary. Andrew was on holiday in Turkey when he climbed on a chair in his sleep, then fell off a balcony ten metres above the ground. He was immediately taken to hospital but his injuries weren't serious. Doctors believe he was still asleep when he fell and hit the ground, so his body was totally relaxed. For this reason, he survived.

Some children continue to sleepwalk when they grow up, and some are even dangerous. Martine Hopcroft, who sleepwalks about once a week, told doctors that she once walked through the house with a gun in her hand, and on one occasion hit her terrified husband. 'In the end, we had to lock up anything that I could use as a weapon,' she said. 'Some people think that when someone sleepwalks, you shouldn't wake them up, but fortunately I generally wake up quite easily and feel OK. My sleepwalking only lasts about five minutes.'

Alina Lato, a law student from Warsaw, also reports worrying events. 'When I was younger, I often tried to use the washing machine in my sleep, and recently I climbed on a table because I had a nightmare about rats.'

Strangest of all, perhaps, is the story of Sara Molina from Argentina. She went to the kitchen, opened the fridge, and took out a carton of orange juice. She went back to her bedroom where she pulled off the bed clothes and poured the drink over her sleeping husband. 'I'm often really tired when I wake up,' Sara said. 'But when my husband describes all the things I've done, I'm not really surprised!'

according to (doctors) in the opinion of (doctors)
injury (n) /'ɪndʒəri/ physical damage to your body, e.g. a broken leg
survive (v) /sə'vaɪv/ if you survive, you don't die
terrified (adj) /'terɪfaɪd/ extremely afraid / frightened
weapon (n) /'wepən/ a gun or a knife, for example

grammar -ed / -ing adjectives

1 Complete the sentences below with adjectives from the box.

exciting /ɪk'saɪtɪŋ/ interesting /'ɪntrəstɪŋ/ relaxing /rɪ'læksɪŋ/
surprised /sə'praɪzd/ worried /'wʌrɪd/ boring /'bɔɪɪŋ/
embarrassed /ɪm'bærəst/ frightened /'fraɪnd/

- I enjoyed that book about sleep; it was really _____.
- He talks about his job all the time; he's very _____.
- I love lying in bed when I wake up; it's very _____.
- I dreamt I was playing in the World Cup; it was very _____.
- I had a nightmare and I was really _____.
- David couldn't sleep last night because he was very _____ about his driving test.
- I was _____ to read that 25% of children walk in their sleep.
- I fell asleep in the lesson yesterday; I felt very _____.

2 Circle the correct answers in these rules and complete the examples.

You use **-ing / -ed** adjectives to describe things / people / situations:
*This programme is really **bor** _____. I met some **interest** _____ people at the party.*

You use **-ing / -ed** adjectives to say how we feel about things / people / situations:
*I'm **bor** _____ - there's nothing to do. She's **excit** _____ about her holiday.*

3 Underline the correct adjective.

TELL ME!

- Do you think learning English is interested / interesting?
- Do you feel embarrassed / embarrassing if you make mistakes in English?
- Do you think driving is relaxed / relaxing?
- Do you feel frightened / frightening in the city centre at night?
- Which is more bored / boring - doing homework, or doing the washing up?
- Do you get very worried / worrying before an exam?

4 With a partner, ask and answer the questions in exercise 3.

go to language reference and practice exercises p.168

5 **10.1** natural English Read the box, then listen. What is *it* in each sentence?

natural English really

In spoken English, *really* often means *very / extremely*.

It was **really** interesting. I'm **really** worried about it. I'm **really** frightened of it.

6 **pronunciation** Go to the listening booklet p.31. Practise the dialogues with a partner, stressing the underlined syllables.

writing

1 With a partner, on a piece of paper write:

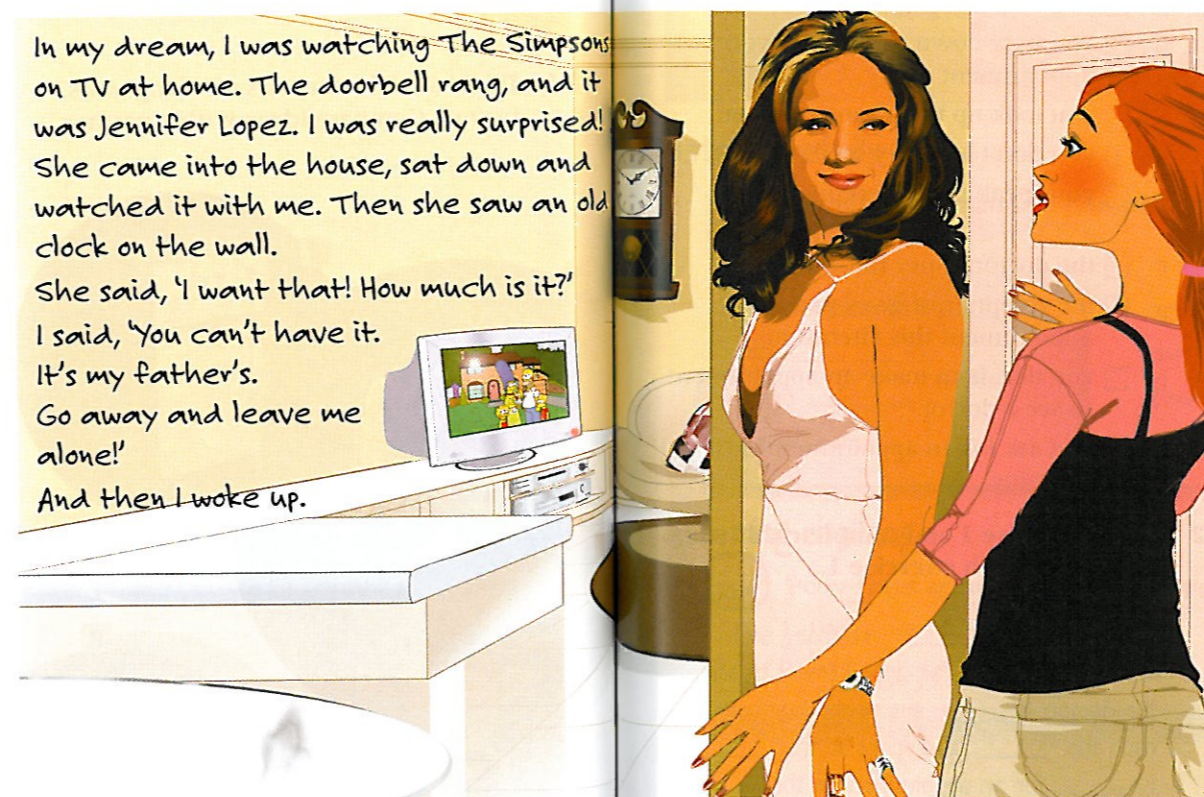
- an activity
- a place
- the name of a famous person
- an object
- a question

watching TV
my house
Jennifer Lopez
a clock on the wall
How much is it?

2 Read this dream story, and find:

- the past continuous to introduce the activity
- an *-ed / -ing* adjective
- a short dialogue
- an example of *really*

In my dream, I was watching The Simpsons on TV at home. The doorbell rang, and it was Jennifer Lopez. I was really surprised! She came into the house, sat down and watched it with me. Then she saw an old clock on the wall. She said, 'I want that! How much is it?' I said, 'You can't have it. It's my father's. Go away and leave me alone!' And then I woke up.



3 Change papers with another pair.

Write a dream story using their ideas. Include at least two of the points in exercise 2 (past continuous, etc.).

4 Your teacher will put all the stories on the wall. Read the stories. Which story uses your ideas? With your partner, decide which story you like best.

don't forget!

Use these phrases from this lesson in the extended speaking on p.98.

She fell asleep and ...
It was really frightening.
She had a nightmare.
She was terrified.

wordbooster

aches and pains

1 Complete the sentences with *ache* (n) /eɪk/, *hurt* (v) /hɜ:t/, *feel* (v), or *pain* (n) /peɪn/. Then match the sentences with the pictures.

- I've got a _____ in my leg. / My leg _____.
- I've got tooth _____.
- I've got a _____ in my arm. / My arm _____.
- I _____ sick.
- I've got a terrible head _____.
- I've got stomach _____.
- I've got a terrible _____ in my foot. / My foot _____.
- I don't _____ very well.



2 **10.2** natural English Listen and complete the dialogues.

natural English What's the matter?

- | | |
|----------------------|-----------------|
| A What's the matter? | A What's wrong? |
| B _____ | B _____ |
| A Oh, no. | A Oh, dear. |

3 Practise the dialogues with a partner (listening booklet p.31). Then practise similar conversations. Change the problem each time.

go to language reference and practice exercises p.168, articles (5)

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.98.

listening how to ... make an appointment

grammar verb patterns

1 **Think!** Think about these questions.

- You want to see a doctor. What do you do?
a ring them? b go to the surgery? c something else?
- You want to tell a friend some news. What do you do?
a text them? b phone them? c something else?
- You want to invite a friend to a party. What do you do?
a ring them? b e-mail them? c something else?
- You want to thank someone for a present. What do you do?
a speak to them? b write to them? c something else?
- If you have a problem, what do you do?
a talk to your family? b talk to a friend? c something else?

2 Discuss your answers with a partner.

3 Put these verbs in the correct column below. Use the questions in exercise 1 to help you.

ask speak phone/ring text e-mail tell talk write thank

verb + sb / sth	verb + to + sb / sth
ask sb (for sth)	speak to sb (about sth)

go to language reference and practice exercises p.169

4 Write five true sentences about yourself using verb + sb / sth or verb + to + sb / sth.

example This morning I spoke to my brother.

this morning	phoned/rang
yesterday	talked spoke
last weekend	asked wrote
last week	e-mailed told
	texted

5 Get up and find somebody who wrote similar sentences.

making an appointment



1 Put the stages in the correct order. Then compare with a partner.

- you ring the surgery /'sɜ:dʒəri/
- you note down the time of your appointment
- you look up the phone number
- you don't feel very well
- you speak to the receptionist /rɪ'sepʃənɪst/
- the doctor's busy this morning
- the receptionist gives you an appointment this afternoon
- you decide to make an appointment to see a doctor
- you ask for an appointment this morning

2 Cover exercise 1 and complete this story. Then check with exercise 1.

I didn't feel very ¹ _____ yesterday, so I decided to ² _____ an appointment to see the doctor. I ³ _____ the phone number, rang the ⁴ _____ and spoke to the ⁵ _____. I ⁶ _____ for an appointment in the morning, but the doctor was ⁷ _____. In the end, the receptionist ⁸ _____ me an appointment for the afternoon.

listen to this

tune in

1 **10.3** Listen to the beginning of two phone conversations. Peter and Rosie are ringing to make appointments. Write down their exact words. Then check in the listening booklet p.32.



conversation 1 Peter

- A Good morning, Middleton Surgery. How can I help you?
B Hello, I _____ Dr Harper, _____, please.
A Hmm. Let me just check the appointments book ...



conversation 2 Rosie

- A Hello, Scissors Palace, Trevor speaking. How can I help you?
B Oh, hello, erm, _____ Paul, please?
A With who?
B With Paul?

listen carefully

2 Listen to both conversations. Complete the notes, then compare with a partner.

1 appointment with _____
day _____
time _____
caller's name _____

2 appointment with _____
day _____
time _____
caller's name _____

listening challenge

3 **10.4** Peter rings again to change his appointment. Listen.
1 Why does he want to change?
2 When is his new appointment?

listen again with the tapescript, listening booklet p.32

don't forget!

Use these phrases from this lesson in the extended speaking on p.98.

She looked up the phone number.

She rang the surgery.

She made an appointment.

She told him about ...

4 **10.5** natural English Listen to the extract. Underline the phrases you hear.

natural English accepting and refusing suggestions

How about tomorrow afternoon?

What about 3.30?

Yes, that's fine. 😊

that's great /grett/. 😊

I'm afraid /ə'freɪd/ I can't. 😞

NOT I'm afraid but I can't.

Sorry, that's no good. I'm busy then. 😞

I'm meeting someone.

5 Go to the listening booklet p.32. Listen again and repeat.

6 Work with a partner. You want to do your homework together and will need about one hour. A go to p.141. B go to p.143.

speaking it's your turn!

1 Work with a partner. You are going to write a dialogue with a receptionist. Go to p.144.

2 natural English Can you add some of these words/phrases to your dialogue?

natural English fillers in conversation

These words / phrases help to make conversation more natural.

Right, ...

OK, ...

(= to show you are listening and understand)

Let me see ...

Hmm/Er, ... Well, ...

(= to give you time to think)

3 Practise your dialogue with your partner. Then act it out for another pair. Which dialogue is more natural?



extended speaking nightmare!

you're going to:

collect ideas
talk about dentists

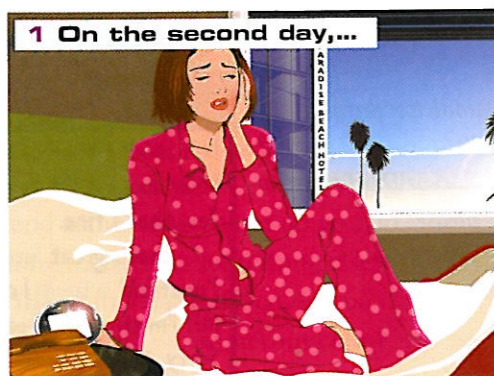
prepare a story
practise telling a picture story;
invent the end of the story

tell the story
tell the story to a new partner

listen
listen to someone telling the story

writing
write your story

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



1 On the second day,...



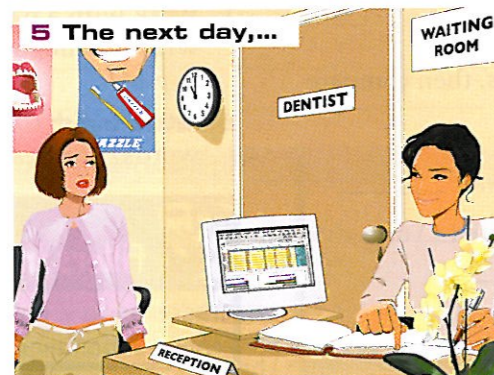
2 So,...



3 That night, ...



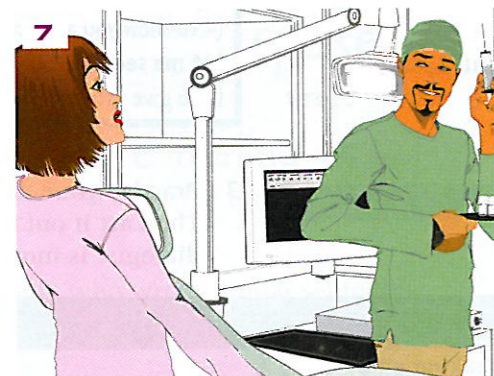
4



5 The next day,...



6 Finally,...



7



8

collect ideas

- Ask and answer these questions with a partner.
Do you like going to the dentist? Why / Why not?
How often do you go? When did you last go?
What happened? Do you like your dentist?

prepare a story

- Look at p.98. In which pictures can you use these words?
turn round run away moustache needle beard /brəd/
- Work with a partner. Together, describe what happened in each picture. Don't write anything.
example picture one

Anna was on holiday in the Bahamas, but on the second day, she ...

- Tell the whole story to your partner. Remember to use the link words / phrases, e.g. *on the second day*.
- What do you think happens after picture 8? Tell your partner.

tell the story

- Find a new partner. Tell them the story with your ending. Which ending do you prefer?

listen

- Listen to someone telling the story. Is it the same as yours? Listen again with the tapescript if you like.

writing

- At home, write your story. Use the link words / phrases, e.g. *on the second day, so*, etc. In the next lesson, show it to your partner. What do they think of it?

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:

- the missing words:
I've got a _____ ache.
I've got _____ ache. I should see a dentist.
I've got terrible _____ ache.
- four more adjectives that can end in *-ing* or *-ed*, e.g. *interested / interesting ...*
- sb* or *to sb* after these verbs:
write _____
phone _____
speak _____
tell _____
ask _____

score 12

gap-fill

Fill the gaps with a suitable word.

- I usually _____ asleep very quickly.
- I've got a _____ in my leg.
- I'd like to _____ an appointment with Doctor Roberts.
- A What's the problem?
B I don't _____ very well.

score 4

error correction

Correct the errors.

- I enjoyed the film; it was really excited.
- A What about meeting at 6.00?
B I'm afraid but I can't.
- I had a dream for my sister.
- I was very surprising when I saw him.

score 4

total score 20

Look back at the unit contents on p.92. Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.101.

nine review

vocabulary
homes + *there's ... / it's got ...*



Work in A / B pairs. You're going to describe two different pictures and find eight differences.

A Look at the picture on this page. Don't look at B's picture.

B Look at the picture on p.146. Don't look at A's picture.

example **A** In my house there are some stairs on the left.

B In my house, the stairs are on the right. OK, that's one difference.

grammar present perfect

1 Work with a partner. Write sentences about your classmates using the present perfect and these sentence endings.

examples Ulrich has worked in a shop for over five years.
Marcia has lived here for two or three months.

- _____ for over five years.
- _____ for two or three months.
- _____ for at least two years.
- _____ since the beginning of the year.
- _____ since the last lesson.
- _____ all his / her life.

2 Read your sentences to the class. Your classmates can tell you if they are true. Does anyone have six true sentences?

vocabulary adjectives describing homes

In the word square, find 13 adjectives used to describe houses. The words can go in any direction.

example dirty

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

natural English

1 Put the words in brackets in the correct place in the sentence.

- 1 It's a very nice flat, and it's a balcony too. (GOT)
- 2 The most interesting about my flat is the view. (THING)
- 3 Have you had your bicycle? (LONG)
- 4 It's only got two bedrooms, but is a garden. (THERE)
- 5 What do you call these in English? (THINGS)
- 6 Do you play rugby every week? (STILL)

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

ten review

natural English

1 Work in two groups, As and Bs. You are going to role play a phone conversation with a doctor's receptionist.

As – You are receptionists. Look at the role card below. Prepare your role together. Use the natural English boxes in unit ten to help you.

Bs – You are patients. Go to p.149. Prepare your role together. Use the natural English boxes in unit ten to help you.

student A RECEPTIONIST

It's FIVE minutes before your patient / client's appointment. They're going to ring you.

Think! What are you going to say?

- greetings
- listen and respond
- explain that you are full this morning
- suggest other times / days

You answer the phone.

2 **As** – find a **B** partner. Act out your role play. Repeat it until you can do it fluently.

3 Change roles with your partner. This time, **B** has a hairdresser's appointment. Prepare your roles and then act out the conversation.

grammar verb patterns

1 Order the words to make questions.

- 1 phone often you how parents do your ?
- 2 often for you advice do people ask ?
- 3 holiday when you do postcards you are send on ?
- 4 friends how you do write to often ?
- 5 do trains on often to strangers you talk ?
- 6 anyone you e-mailed today have ?
- 7 thank presents do for birthday how you people ?
- 8 the lesson you spoken in teacher has this to ?

2 Ask and answer the questions with two different partners.

vocabulary sleep and -ed / -ing adjectives



1 You have two minutes. Describe the picture with a partner.

example The man on the right is really thin, and he looks very worried.

2 Go to p.147. Don't look back at the picture.

tick ✓ when you know this

natural English

- leaving out words
- I (don't) agree / it depends
- uses of work (n)
- What if ...?

grammar

- conditional sentences with will / might

vocabulary

- work and working conditions
- office jobs
- relationships



life with Agrippine

in groups ...

- 1 Do you ever go to concerts or shows?
If so, what kind? What was the last one you went to?
What was it like? Who did you go with?

reading for fun

- 2 Read the cartoon. Circle the correct word.
 - 1 Agrippine's father is **worried** / relaxed.
 - 2 Agrippine would prefer **to be** / not to be with her father.
- 3 Listen and follow the cartoon.
- 4 **natural English** Read the box and complete the gaps.



natural English
leaving out words

In spoken English, you can often leave out words at the beginning of a sentence, especially pronouns (e.g. *I/you*) and auxiliary verbs (e.g. *is/have*).

- | | |
|---|---|
| A Everything OK? (= Is everything OK?) | A Got a pen? (= Have you got a pen?) |
| B Fine, thanks. | B Yes, here you are. |
| A Ready? (= _____ ready?) | A Is it raining? |
| B Yes, let's go. | B Don't know. (= _____ don't know.) |

- 5 Listen and repeat the dialogues.
- 6 Complete the sentences with phrases from the box.
I'll would you have you do you did you are you
 - 1 (Have you) Finished?
 - 2 (_____) Busy?
 - 3 (_____) Enjoy the party last night?
 - 4 (_____) Like a coffee?
 - 5 (_____) Want to go for a walk?
 - 6 (_____) See you later.
- 7 With a partner, make dialogues without the words in brackets.
example A Finished? B No, I haven't.

glossary **get lost** if you *get lost*, you don't know where you are
had better do sth should do sth, e.g. it's late – we'd better go now
hi there! © /haɪ ðeə/ hello!

concert





reading

how to ... describe office life

lead-in

- 1 **Think!** Do you like this office?
Why / Why not?
- 2 Compare your ideas with a partner.

read on

- 1 Read the introduction to the article. Is it about:
a office parties? b office rules? c office jobs?



WHAT CAN YOU DO IN YOUR OFFICE?

Recently, two workers lost their jobs because they spent too much time using the Internet for personal reasons in office time. It is now possible for companies to monitor e-mails and Internet use without telling the staff. And can workers **get the sack** for having a beer at lunchtime, or phoning their grandmother to wish her happy birthday? We called a few leading companies to see what they will or won't accept from their administrative staff.

At work, can you ...	COMPUTER SOFTWARE COMPANY	MOBILE PHONE COMPANY	BANK	DEPARTMENT STORE
1 ... wear jeans?	Generally yes, but you should wear formal clothes to meet clients.	Only on Fridays and at weekends.	Staff have to wear uniforms.	Yes, but most people don't. Clothes are casual but smart.
2 ... e-mail your friends?	If it's important, yes. E-mails may be monitored .	You can if you are sensible , and don't spend all day e-mailing gossip .	Yes, but e-mails are monitored for bad language.	Basically, we don't permit personal e-mails.
3 ... surf the Internet?	It's OK if it doesn't affect your work.	Only in your own time.	Yes, but not for hours on end.	If it is limited and sensible, it is permitted.
4 ... drink alcohol?	You can only drink during your lunch hour, and not in the building.	Yes, on special occasions. (We like to celebrate success.)	Not at your desk, but you can drink in the company restaurant.	Yes, but only in moderation, and not if you're a driver.
5 ... have an office romance?	Yes, but we don't like people to work in the same department if they are in a relationship.	If people are sensible, we see no problem.	Yes, but it's important that they don't discuss company secrets.	It's OK until couples split up – then it can be a problem.

- get the sack** ☹ lose your job
client (n) /'klaɪənt/ business customer
monitor (v) watch or check on people to see what they are doing
gossip (n) stories about people's private lives, sometimes untrue
- sensible** (adj) /'sensəbl/ reasonable, practical. A sensible person makes good decisions in most situations.
split up (v) if a couple splits up, their relationship ends

- 2 Read the rest of the article. Which company ...
 - 1 ... answers 'no' to question one?
 - 2 ... answers 'no' to question two?
 - 3 ... answers 'no' to question three?
 - 4 ... answers 'no' to question four?
 - 5 ... is most relaxed about an office romance?

- 3 With your partner, explain these phrases from the article.
 question 3 *in your own time* *hours on end*
 question 4 *in moderation*
 question 5 *in a relationship*

- 4 **Think!** Which is the best answer to each question? Which company would you most like to work for? What happens in your office? Tell a partner.

- 5 **11.3 natural English** Listen and number the phrases in **bold** in the order you hear them (1, 2, 3).

11.3 natural English
I (don't) agree / it depends
 I agree with you / that. (= I have the same opinion)
 NOT I'm agree with you / that.
 I think it depends. NOT it's depend
 Sorry, I don't (agree with you / that).

- 6 **pronunciation** Go to the listening booklet p.34. Listen and repeat the dialogue. Stress the underlined words.
- 7 **Think!** What do you think about these statements?

All workers should have at least thirty days' holiday a year.

Workers shouldn't make personal phone calls at work.

Older workers should get more money than younger workers.

All offices should be no smoking.

Discuss in small groups. Use the **natural English** phrases.

vocabulary work and working conditions

- 1 Work with a partner. Write one word in each gap.

- 1 A What does your brother do?
 B He **runs an advertising company**.
 A Oh, he's the _____?
 B Yes, that's right.
 A And are they **busy**?



- B Yes, they've got a **lot of** _____ at the moment. Some days he doesn't get a **lunch** _____.
- A But does he **get a good** _____?
 B Oh yes. He **earns** a lot, I think.



- 2 A **Are you working** at the moment?
 B Yes, I've got a _____ with a record company.
 A Really? Is that normal **working** _____?
 B Yeah, **nine to five**.



- A Do you _____ an office with other people?
 B Uhuh, there are **three of us**.
 A And do you _____ on well?
 B Yes, we **have a good working relationship**.



- 2 **11.4** Listen and check.
- 3 With a partner, choose one dialogue. Practise saying it until you can do it without looking.
- 4 **natural English** Match 1 to 3 with a to c.

11.4 natural English
uses of work (n)
 Work has different meanings and is usually uncountable.

- 1 I've got a **lot of work** this week. a = begin your job or the working day
- 2 When do you **start work**? b = to the place where I have a job
- 3 I get the train **to work**. c = many things to do

Remember:
 I haven't got a **job** at the moment. NOT I haven't got a **work**.