

speaking it's your turn!

Work in A pairs and B pairs.

As – You're going to be interviewers. Read the instructions below.

Bs – You work in an office. Go to p.148.

student A

1 Work with another A student. You're going to interview someone who works in an office. Write your questions together, using the prompts. Then add your own question(s).

- kind of company?
What kind of company is it?
- your job?
What's your job?/What do you do?
- number of people?
- where exactly?
- get to work?
- working hours?
- how long/breaks?
- share/office/other people?
- (if yes) get on well with them?
- like/job? Why/Why not?

your own questions

- _____?
- _____?

2 Find a B partner. Interview them.

don't forget!

Use these phrases from this lesson in the extended speaking on p.110.

- I agree with ...
- It depends.
- He's the boss./He runs the company.
- They don't get on very well.

wordbooster

office jobs

1 Unjumble the letters to find the jobs.

- | | |
|---------------------------------------------------------------------|-------------------------|
| 1 'I answer the phones all day.' | OPETLEHNSIT telephonist |
| 2 'I look after the company's finances.' | NCCAOUTNAT |
| 3 'I make phone calls and type letters.' | TACEERSYR |
| 4 'I'm the first person visitors see when they come to the office.' | IPTECERSNITO |
| 5 'I find and interview people for jobs in my company.' | NNOSELRP GAMANRE |
| 6 'I'm responsible for selling the products.' | LEASS GAMANRE |

2 Listen and check your answers.

3 **pronunciation** Listen and underline the stress. Practise saying the words.

example telephonist

relationships

1 Match the sentence beginnings and endings.

- | | |
|-------------------------------------------------------|-------------------------------------------------|
| 1 She's very friendly and | a he shouts a lot. |
| 2 They met on holiday and | b no good at their jobs. |
| 3 They're jealous /'dʒeləs/ of Tom because | c they're not speaking to each other. |
| 4 They had an argument /'ɑ:gjʊmənt/ and now | d good at listening to people. |
| 5 They're both lazy /'leɪzi/ and | e he's so good-looking. |
| 6 They split up because | f his girlfriend doesn't phone. |
| 7 They're afraid /ə'freɪd/ of the boss because | g they were unhappy together. |
| 8 She likes him as a friend but | h fell in love – how romantic! |
| 9 He gets upset when | i they're not going out with each other. |

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

3 Write the phrases in bold in your notebook, with your own examples.

go out (with sb) – I went out with a university student for two years.

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.110.

listening can my girlfriend come too?

lead-in

1 Think! Read the situation and think about the questions below.



Dan and Christine Gregory are planning to rent a villa in Greece for two weeks in the summer with their children Mark, 17, and Sarah, 15. Mark is going out with a girl called Anna. They have been together for four months and he wants to take her on holiday with the family.

- What possible problems will they have if Anna goes with them?
- Have you ever taken a friend / girlfriend / boyfriend on holiday with your family? If so, what was it like? What happened?

2 Compare your answers in small groups.

4 Read the sentences, then listen again. Write the names in the table.

WHO SAYS THIS?

- If Anna comes, maybe her dad will pay.
- We'll need a bigger villa.
- I'm not sure it's a good idea.
- She might feel lonely.
- We need to talk about this.
- If they have an argument or split up, it'll be terrible.

listen to this

tune in

1 Listen to three extracts. Is Christine Gregory talking to Mark, Sarah, or Dan?

1 _____ 2 _____ 3 _____

2 Listen again. Tick ✓ the phrases you hear.

- It'll be nice for Mark.
- It will be good fun.
- I get on really well with her.

listen carefully

3 Listen to the three conversations. Answer the questions.

conversation 1:

Is Dan generally positive about the idea?

conversation 2:

Why does Mark think it will be good for his parents?

conversation 3:

What does Sarah suggest?

listening challenge

5 Christine decides what to do, and tells the family. What do you think she will say about: the villa? Anna? the money? Sarah?

6 Listen and check your answers.

listen again with the tapescript, listening booklet p.36

7 What do you think about the family's solution? Tell your partner.

grammar conditional sentences with will / might

1 Make four sentences. Use each phrase only once.

they get a bigger villa,	Dan will be happy.
If Anna's father pays for the flight,	it'll /itl/ be more expensive.
Mark is with Anna all the time,	Sarah won't /wɒnt/ be lonely.
her friend comes for a week,	Sarah might /maɪ/ be lonely.

2 Circle the correct answer.

- If they get a bigger villa is talking about **now** / **the future**.
- will (be happy) means it's **sure** / **possible**.
- might (be lonely) means it's **sure** / **possible**.

3 Complete the table.

if + <u>present</u> tense,	'll + verb
If they get a bigger villa, it'll be more expensive.
if + _____ tense,	_____ + verb
If Anna's father pays for the flight, Dan will be happy.
if + _____ tense,	_____ + verb (negative)
If Sarah's friend comes for a week, she won't be lonely.
if + _____ tense,	_____ + verb
If Mark is with Anna all the time, Sarah might be lonely.

4 Answer the questions.

- Is this sentence correct?
If they will get a bigger villa, it'll be more expensive.
- Is it possible to change the order of the sentences?
e.g. It'll be more expensive if they get a bigger villa.

5 **pronunciation** Say the sentences in exercise 1 to a partner. Remember /ɪl/, /wɒnt/, and /maɪ/.

6 Work with a partner. Are these sentences true / logical? If not, change them.

- If you go to Brazil in the summer, it'll be cold.
- If we leave at five in the morning, there won't be much traffic.
- If we go to Spain in July, there won't be anyone on the beach.
- If we stay at the best hotel in Buenos Aires, it'll be cheap.
- If you go to Switzerland in July, there will be a lot of snow.
- If you go skiing in Austria in April, there might not be any snow.
- If we hire a car, it'll be very useful.
- If you book your flight on the Internet, it won't be cheaper.

go to language reference and practice exercises p.169



7 **11.8 natural English** Listen and complete the questions.



What if ...?

You often use *what if* + present tense in spoken English when you are thinking about possible problems.

I'm worried about this journey tomorrow.

What if the taxi _____? (= What will I do if the taxi is late?)

What if the train _____ on time?

What if no one _____?

8 Listen again and repeat the questions.

9 **Think!** Think of a possible problem for these situations. Use *What if ...?*

- You have to drive to the centre of town later.
What if there's a lot of traffic?
- You're meeting your father at the airport at 6.00 a.m.
- You're planning a barbecue next weekend.
- You're going to the bank at lunchtime.
- You're going skiing next week.

10 With a partner, make short dialogues about the situations in exercise 9. Don't write anything.

- example A I have to drive to the centre of town later.
B What if there's a lot of traffic?
A Oh, then I'll walk.

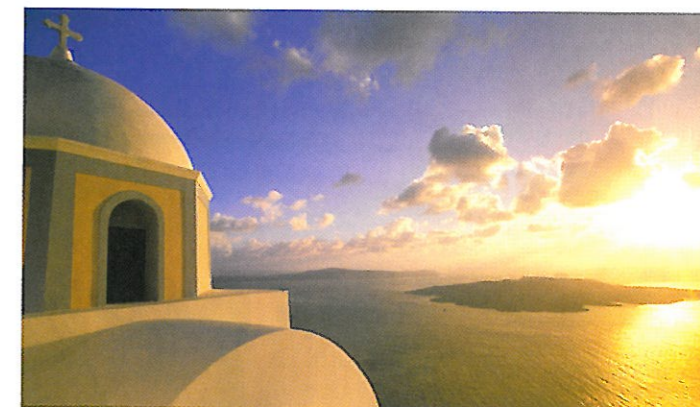
writing

1 Anna (Mark's girlfriend) sent the postcard below to her parents from Greece. With a partner, complete each gap with a word or phrase.

2 It's the second week. Anna has gone home, and Sarah's friend, Lulu, has arrived. You are Mark. Write a postcard to Anna. Tell her:

- how you're feeling
- what the weather's like
- what Lulu is like
- what you did yesterday
- your plans for tomorrow

3 Show your postcard to other pairs. Which is the best? the funniest? the most romantic?



Hi ¹ _____,
I'm having a ² _____
time here with Mark and his
family. The weather's really
³ _____. The villa is
⁴ _____, and it's got
⁵ _____. We spent
yesterday and today
⁶ _____, and tomorrow
we're going ⁷ _____.
See you on ⁸ _____.
Love,
Anna

Mr and Mrs Jenkins
37 Chaucer Road
Brighton BN1 4SP
England

don't forget!

Use these phrases from this lesson in the extended speaking on p.110.

If he invites her out, she'll ...

He won't be happy if ...

What if she tells ...?

She might ... if that happens.



extended speaking 24.com

you're going to:

collect ideas

learn about the people in a company

discuss problems

look at three problems between workers, and decide what they should do

but first ...

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



Justin, 35, divorced
extra information: _____



Carol, 54
extra information: _____



Clancy, 25, single
extra information: _____



Sadie, 30
extra information: _____



Jaz, 33
extra information: _____



Mattias, 23
extra information: _____



collect ideas

- Look at the pictures of the people who work at 24.com, an Internet company.
Who do you think is the boss? Why?
Who do you think is the accountant? Why?
Tell a partner.
- 11.9** Listen to Justin telling his friend about the company.
Write information under the pictures.
- Compare your answers with a partner.
- Think!** What problems do you think they might have between them?
example Jaz is new to the company. The others might not like him.
Tell your partner.



discuss problems

- Work in small groups. You're going to discuss some problems. Read the first one.

language reminder

Use *should* to say what is the correct or best thing to do:
I think Clancy should say 'yes'/'no'.
Justin shouldn't ask her out, because ...

PROBLEM 1 Justin thinks Clancy is really nice. He wants to invite her out for dinner.

Think! What do you think will happen if he invites her?

How do you think these people will feel?

- Clancy
- Mattias
- the other people in the office

Discuss what Justin/Clancy should do.

Together, write down your advice to Justin/Clancy.

- Go to p.143 for the next problem, then p.144 for the third problem.
- At the end, tell the class your advice. Then decide together on the best advice for each situation.

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 prepositions which complete these phrases: *fall* _____ *love*, *afraid* _____ *sb*, *good* _____ *sth*, *jealous* _____ *sb*
- four jobs beginning with these letters: *re* _____, *ac* _____, *sa* _____, *se* _____
- another way of saying these phrases:
We have a good relationship.
= *We get* _____.
I earn a lot.
= *I get a good* _____.
He runs the company.
= *He's the* _____.
I've got a lot of work to do.
= *I'm very* _____.

score 12

gap-fill

Fill the gaps with a suitable word.

- If it's too cold tonight, I _____ go out.
- A What _____ the train is late?
B Then I'll ring you on my mobile.
- A Do you agree _____ me?
B _____ depends.

score 4

error correction

Correct the errors.

- He hasn't got a work at the moment.
- Sorry, I'm not agree with you.
- If you'll be late, I'll wait for you.
- I usually get a train to the work.

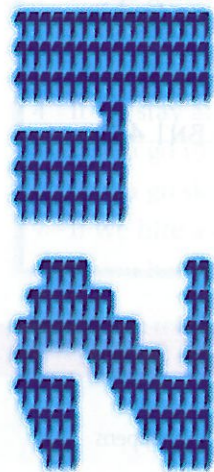
score 4

score 20

Look back at the unit contents on p.102. Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.120.

24.com



tick ✓ when you know this

natural English

- me too / me neither
- showing surprise
- greeting old friends
- asking about the past and present

grammar

- used to + verb
- present perfect and past simple revision

vocabulary

- activities
- life events
- professions

listening

how to ... describe the past

vocabulary activities

1 Label the pictures with a partner.



4 play the _____

3 go _____

2 go _____

1 go to the _____

2 **12.1** Listen and check your answers. Repeat the phrases.

3 **12.2** **natural English** Listen and notice the intonation. Practise saying the dialogues and copy the intonation.

natural English

me too / me neither

If something is also true for you, answer *me too* or *me neither*.

positive	negative
A I often go to the beach.	A I never play cards.
B Yes, me too.	B No, me neither.

But if something isn't true for you:

A I often go to the beach.	A I never play cards.
B Really? I don't.	B Really? I do.

4 Which activities in the pictures do you often / sometimes / never do? Tell your partner. Use the **natural English** phrases.

example A I sometimes go to the beach.
B Yes, me too. / Really? I don't.

6 have a _____

7 play _____

8 go _____

listen to this

tune in

1 **Think!** Imagine you're going to live and work abroad. Where would you like to go? Why?

example I'd like to go to ... because ...

Get up and find someone with the same idea.



Chris



Liz

2 **12.3** Chris and Liz worked abroad in different countries. Listen to the first part of their conversations. Circle the correct answers.

- 1 Chris / Liz worked in Venezuela.
- 2 Chris / Liz worked in Italy.
- 3 Chris / Liz was a teacher.
- 4 Chris / Liz worked at the embassy.

listen carefully

- 3 Listen to the whole of Chris's conversation. Tick ✓ the activities in **vocabulary exercise 1** that Chris did.
- 4 Listen again. Find three more things Chris did to make friends.

listening challenge

5 **12.4** Listen to Liz. Which activities in **vocabulary exercise 1** did she do? What other things did she do to make friends?

listen again with the tapescript, listening booklet p.38

- 6 **Think!** How could a foreigner make friends in your town / country? Write three ideas.
- 7 Compare your ideas in small groups and make a list of the five best ideas. Tell the class. Do they agree?

grammar used to + verb

1 Look at the speech bubbles. Underline the correct answers in 1 to 5.

I used to go to the beach a lot when I lived in Venezuela, but now I only go once a year.

I used to be in a jazz band, but I'm not any more.

I never used to like classical music, but now I listen to it a lot.

- 1 *used to* /'ju:stə/ + verb describes the past / the present.
- 2 It describes something that was true for a period of time, or happened once / often.
- 3 If something *used to* be true or *used to* happen, it means that it is / isn't true now or it happens / doesn't happen now in the same way.
- 4 *I'm not any more* means it's not true now / it's still true now.
- 5 Which is the correct form?
I used work. / I used to work. (positive)
I never used to work. / I never use to work. (negative)
I didn't used to work. / I didn't use to work. (negative)

The negative *didn't use to* is possible, but *never used to* is more common in spoken English.

2 Correct any errors. Be careful: some sentences are correct.

example I used to go skiing ~~last week~~.

- 1 We used have a lot of parties.
- 2 My sister used to go horseriding yesterday.
- 3 I used to go climbing, but I broke my leg, so now I don't go.
- 4 I used to take the bus to work and it's always late.
- 5 We used to play cards every day. Now we only play on Sundays.
- 6 I used to play tennis. I play on Saturday afternoons.

- 3 **pronunciation** With a partner, take turns to read the correct sentences. Remember the pronunciation of *used to* /'ju:stə/.
- 4 With a partner, take turns to change the sentence below, using the words given. Don't write anything.

- I never used to go out on Sundays.
- 1 we We never used to go out on Sundays.
- 2 Mondays We never used to go out on Mondays.
- 3 they 7 stay at home
- 4 Friday nights 8 never
- 5 always 9 go to parties
- 6 she 10 my brother and I

- 5 Write down the last sentence. Compare with another pair.
- 6 Think about Liz and Chris again. With your partner, write down six things they used to do.






go to language reference and practice exercises p.170

speaking it's your turn!

- 1 **Think!** Complete the table about yourself. Tick ✓ the things that used to be true for you and add your own ideas.

Remember: if something is still true now, *used to* is not possible.

WHEN I WAS YOUNGER ...

 routine	I used to go to school by bus. <input type="checkbox"/>	come home at 5.30. <input type="checkbox"/>	have dinner at 7.00. (your own idea) <input type="checkbox"/>
 hobbies	I used to play the guitar. <input type="checkbox"/>	like painting. <input type="checkbox"/>	_____ (your own idea) <input type="checkbox"/>
 appearance	I used to have long blonde hair. <input type="checkbox"/>	wear T-shirts all the time. <input type="checkbox"/>	_____ (your own idea) <input type="checkbox"/>
 home	I used to live in the city centre. <input type="checkbox"/>	live in a small flat. <input type="checkbox"/>	_____ (your own idea) <input type="checkbox"/>
 sport	I used to love playing tennis. <input type="checkbox"/>	go horseriding. <input type="checkbox"/>	_____ (your own idea) <input type="checkbox"/>

- 2 With a partner, take turns to say what you used to do.

example A I used to have dinner with my family.

B Yes, me too, but we never used to eat at 7.00.

don't forget!

Use these phrases from this lesson in the extended speaking on p.118.

I used to work hard at school.

I never used to like sport.

Me too.

Me neither.

wordbooster

life events

- 1 Complete the sentences with words/phrases from the box.

abroad /ə'brɔ:d/	school
six months in Japan /dʒə'pæn/	a dentist
Cathy through a friend	married
university /ju:nɪ'vɜ:səti/	a DJ /'di:dʒeɪ/
a year in Spain	in television
Daniel last summer	a job as a waiter

1 I left school _____.

2 I became _____.

3 I spent _____.

4 I got _____.

5 I met _____.

6 I worked _____.

- 2 With a partner, combine sentences from exercise 1 with these link words.

example I left university, and after that I spent a year in Spain.

I _____, and after that I _____.

After I _____, _____.

I _____, and then I _____.

- 3 Write three similar sentences about yourself. Tell your partner. Are any of your sentences the same?

professions

- 1 Complete the 'professions' column.

JOB	PROFESSIONS
I became a(n) ...	I went into ...
teacher	teaching
doctor	_____
lawyer /'lɔ:jə/	_____
engineer	_____
journalist /'dʒɜ:nəlɪst/	_____
banker	_____
computer programmer	_____
businessman/woman /'bɪznəsmən 'bɪznəswʊmən/	_____

- 2 **pronunciation** Underline the stress in the 'professions' words. Practise saying the words with a partner.

test your partner

– So, you went into engineering?



- 3 **Think!** Think about the jobs and professions in exercise 1.

- Which professions get a good salary?
- Which professions are the most popular in your country?
- Which professions would you like to go into?
- Which jobs do you think are boring?
- Do you have friends or family with these jobs? (e.g. My uncle's a history teacher.)

- 4 Compare your answers with a partner.

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.118.



reading friends reunited

lead-in

- 1 **Think!** Do you ever 'chat' to people on the Internet? If so, who to, and why? Tell a partner.
- 2 Adam and Susie last saw each other at school ten years ago. Are sentences 1 to 3 true or false?
- Adam used to be a good student.
 - Susie is still single.
 - Adam is a professional footballer.



on the Internet ...

glossary

I wonder /'wʌndə/ (what/how, etc.)
(v) I want to know (what/how, etc.)

- 3 **12.5 natural English** Which of these phrases are in the pictures?

natural English showing surprise

Wow! I don't believe it! I can't believe it! That's incredible!

- 4 Listen to 12.5 and write down the first line of each dialogue.
- 5 **pronunciation** Listen again with the tapescript (listening booklet p.38). Notice the intonation. Practise the dialogues with a partner.

read on

- 1 Read the article. Which sentence explains the article best?
 - a helps to organize parties and holidays.
 - b helps you to find a girlfriend / boyfriend.
 - c helps you to contact people you used to be at school with.
- 2 Read the article again. Are these statements true or false?
 - 1 It's free to use the website.
 - 2 It's free to contact people on the website by e-mail.
 - 3 Friends Reunited became popular immediately.
 - 4 There are now over ten million members.
 - 5 Steve Pankhurst always knew the website would be successful.
 - 6 Friends Reunited has helped some people to meet their future husband or wife.
- 3 Think! Read these questions.
 - 1 Do you already use websites like this? If not, would you like to?
 - 2 The article describes positive things about the website. Are there any possible negative things?
 - 3 Which old schoolfriends would you like to see again? Why?
- 4 Compare your ideas in small groups.

FRIENDS REUNITED.CO.UK

Steve and Julie Pankhurst



FACTS

- 45,000 schools and universities are on the website.
- You can put information about yourself on the website.
- You can read about old school friends.
- You can visit the website free.
- For a small fee, you can contact old friends by e-mail.

Friends Reunited, the website which has become incredibly popular in Britain, is becoming a **worldwide** phenomenon. There are now sites in Australia, New Zealand, and South Africa, and in different countries in Europe, including Germany, Spain, and Italy.

It all started in July 1999, when Julie Pankhurst decided she wanted to contact some old school friends, but discovered that the Internet couldn't help her. Her husband, Steve, started the Friends Reunited site in the **spare room** of their north London home.

At first, only 20 to 30 people visited the site. Now, more than ten million people have become members.

Why is it so popular? Steve Pankhurst is surprised at the success of the site, but he believes that everybody is **curious** and wants to know what old friends are doing now and how their lives have changed. Other people believe that there is a strong desire to **get in touch with** people who have been very important in our past.

And of course, it leads to other things: old friends meeting up, boyfriends/girlfriends from the past, school reunions, group holidays; people have found lost relatives, and there have been hundreds, possibly thousands, of marriages as a result of reunions. When a thousand visitors to the website completed an online questionnaire, Steve found out there were ten new babies. And who knows? There might be a lot more.

fee (n) money you pay to do sth
worldwide (adj) in many different parts of the world
spare room /speə 'ru:m/ a room (usually a bedroom) that isn't normally used
curious (adj) /'kjʊəriəs/ interested to know about things/people
get in touch /tʌtʃ/ with sb phone or write to someone

grammar present perfect and past simple revision

- 1 Put the word /phrase on the right into the correct place in a or b.

1 a	I worked in a bank <u>last year</u> .	last year
b	I've worked in a bank.	
2 a	Did you live there for a long time?	ever
b	Have you lived there?	
3 a	I saw him with Jane.	yesterday
b	I've seen him with Jane.	
4 a	I lived in Paris.	all my life
b	I've lived in Paris.	
5 a	She was at our house.	since the weekend
b	She's been at our house.	
6 a	They bought their car.	two years ago
b	They've bought their car.	
- 2 Which rule, A or B, matches each of your sentences in exercise 1?
 - A Use the past simple, not the present perfect, to say when a finished action happened.
 - B Use the present perfect to describe something happening in a period of time from the past to now.

- 3 With a partner, using the words in the wordpool below, write:
 - three past simple questions
 - three present perfect questions

You can use the words more than once.

examples Have you worked in Poland? (present perfect)
 Why did you get married? (past simple)

how long when you become studied English
 at that hospital have lived did
 a doctor worked in Poland why
 enjoy get married the film

- 4 Match these answers to the questions you wrote in exercise 3. More than one answer may be possible.

since last year	two years ago	no, never	yes, I have
no, I didn't	last year	for three years	five years
no, I haven't	yes, I did	in May	I don't know

don't forget!

Use these phrases from this lesson in the extended speaking on p.118.

It's great to see you! What are you doing now? How long have you been there? Wow! I don't believe it.

speaking it's your turn!

- 1 **12.6** natural English Susie and Adam meet each other after ten years. Listen and underline the phrases you hear.

natural English greeting old friends

How are you?
 It's lovely/great to see you.
 What have you been doing? (= tell me about your life from the last time I saw you until now)
 What are you doing now? (= tell me about your life now / at the moment)

- 2 pronunciation Go to the listening booklet p.38. Listen again and practise the dialogue with a partner. Stress the underlined syllables.
- 3 Get up and greet three 'old friends' in your class. Use the phrases in the natural English box.
- 4 Put the conversation in the correct order.

	Susie	I work for 'Sports Weekly.'
<input type="checkbox"/>	Mark	'The Times'. I got a job there when I left university. How about you?
1	Susie	Well, I'm a journalist.
	Susie	Oh, about two years.
<input type="checkbox"/>	Mark	Wow! I don't believe it! Me too.
<input type="checkbox"/>	Mark	Oh, so how long have you been there?
<input type="checkbox"/>	Mark	Incredible!
	Susie	Who do you work for?

- 5 Compare with a partner. Practise the conversation together until you can do it without looking.

extended speaking school reunion

you're going to:

collect ideas

read about old school friends

invent a character

invent information about someone's past; prepare questions

role play

role play a conversation with old friends

writing

write about your character for a website

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 three questions you can ask an old school friend.

example How are you?

2 Read about Gem, Kas, and Sammy. They were all at school together, but lost contact 10 years ago. Which person would you most like to see again?



Gem

Your family owns a big hotel in your town. You worked hard at school, and did well in your exams. At 18, you left school, and you and your sister spent a year in South Africa and ...

KAS

You have two brothers. You didn't work hard at school, but you were clever and very good at sport. You left school at 18 and got a job selling cars ...

Sammy

You're an only child. Your parents were in a famous rock group when they were young. You hated school and didn't study hard. You only wanted to play music and have fun. At 18, you left school and joined a rock group ...

invent a character

3 You are going to be Gem, Kas, or Sammy. Decide who you would like to be, then find a partner who is the same character as you. Read the box below.

IT'S TEN YEARS LATER ...

Together, invent what happened to you from age 18 to 28.

Think about:

- | | |
|-------------------------------------|---------------------------------------------------------------|
| - relationships: married? children? | - travel? |
| - education and training? | - hobbies and interests? |
| - job or profession? | - health? |
| - home? | - your parents/brothers and sisters: what are they doing now? |
| - future plans? | |

Make notes if you like, but don't write sentences.

4 With your partner, practise describing your character's life.

example

After I left school, I joined a rock group and we travelled ...

5 **natural English** Look at the box. With your partner, think of similar questions you could ask the other two characters.



natural English asking about the past and present

What happened to your sister?

Are you still interested in cars?

Do you still play a lot of football?

6 Look at **speaking it's your turn!** on p.117. How can you begin a conversation with another character?

role play

7 Find a new partner who is a different character (Gem, Kas, or Sammy). Quickly read the text about their character again.

You meet, after ten years, at a school reunion. Ask each other about your lives since you were 18.

8 Do the same with the third character. Who was the most interesting character you met? Why?

writing

9 Read what Sammy wrote about his life since he left school. Complete the text with the link words / phrases in the box.

after and then next year when two years ago

Hi, I'm Sammy, and I'm 28 years old.

¹ _____ I left school, I spent a year in South Africa, working in a safari park, ² _____ I came home. I decided to study to become a vet. ³ _____ university, I got a job in Scotland, and I've been here for four years now. ⁴ _____, I got married to Kirsty - she's a vet too - and we're very happy. ⁵ _____, I'd like to go back and work in South Africa with Kirsty.

10 Write a similar profile about your character in the role play. Try to use the link phrases from **exercise 9**.

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:

1 the verbs used with these nouns:

_____ skiing / horseriding

_____ cards / the guitar

_____ a job / married

2 the professions for these jobs: *teacher, doctor, lawyer, engineer, journalist*

3 three phrases used to show surprise.

score 11

gap-fill

Fill the gaps with a suitable word.

1 I _____ used to like cheese, but I love it now.

2 I don't go swimming any _____.

3 After I _____ university, I _____ a year working in Australia.

4 **A** Do you _____ work in the bank?
B Yes, I do.

score 5

error correction

Correct the errors.

1 I used to go to the beach last week.

2 I've seen it three days ago.

3 It's lovely for see you.

4 **A** I don't like it.

B Me too.

score 4

total score 20

Look back at the unit contents on p.112.

Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.121.

eleven review

grammar conditional sentences with will/might

- 1 Think! Write an answer for each question. Use *will*, *might*, or *won't*.
 example What will you do if you're late for the next lesson?
 I'll wait until the coffee break.

What will you do if ...

- you're late for the next lesson?
- you forget to bring your coursebook to the next English lesson?
- you feel ill during your next lesson?
- your teacher asks you a difficult question?
- you can't hear the cassette recorder?
- you don't understand a word in a text?
- your next lesson finishes half an hour early?
- your classmates invite you for a coffee after class today?

- 2 Get up and ask different people the questions. Try to find people with similar answers to you.

natural English

- 1 Which words can you leave out in spoken English? Put them in (brackets).

example A (Would you) like a coffee?
 B Yes, please.

- 1 A Are you going out?
 B I don't know.
 2 A Are you meeting them at the station?
 B Yes.
 A What will you do if the train's late?
 B I'll have a coffee.
 3 A I think he should leave.
 B Yes, I agree with you.
 4 A Are you going now?
 B Yes. I'll see you later.

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

vocabulary work and relationships

- 1 Work in A / B pairs. A - look at the instructions below. B - go to p.147.

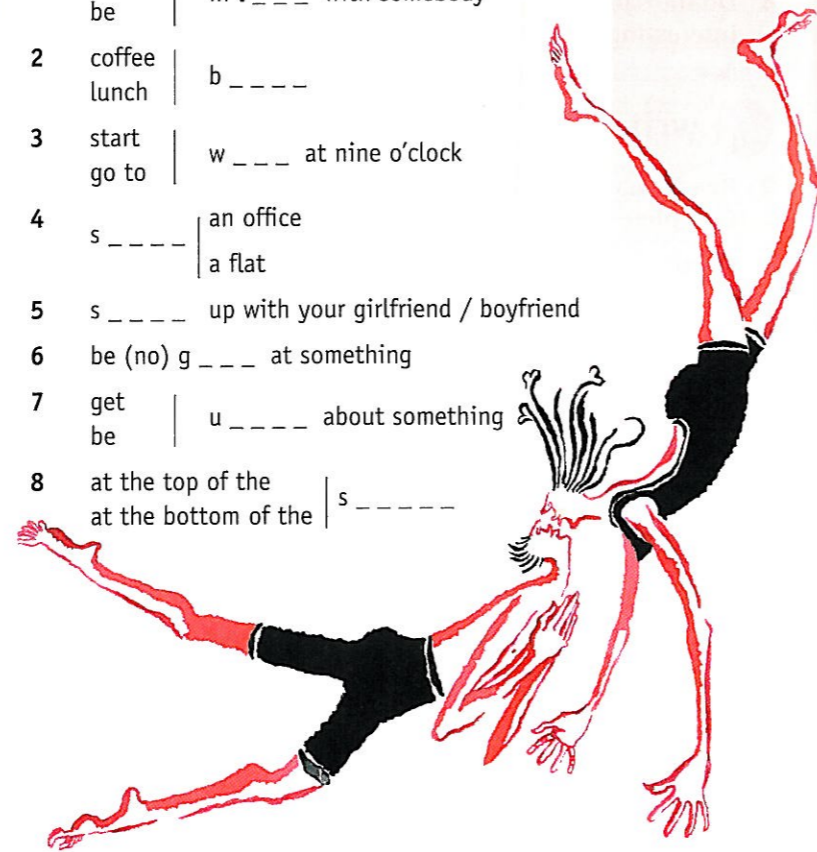
student A

Take turns to say a word / phrase from your table. Your partner must say a word / phrase from their table with the same meaning. They get one point if they answer correctly in five seconds.

be the boss	have a lot of work	lazy	from nine to five	stop going out with each other	have a good relationship
argument	frightened	client	earn a lot	lose your job	upset

- 2 Can you complete these phrases?

- 1 fall be | in l _ _ _ with somebody
 2 coffee lunch | b _ _ _ _
 3 start go to | w _ _ _ at nine o'clock
 4 s _ _ _ _ | an office
 | a flat
 5 s _ _ _ _ up with your girlfriend / boyfriend
 6 be (no) g _ _ _ at something
 7 get be | u _ _ _ _ about something
 8 at the top of the | s _ _ _ _ _
 at the bottom of the



Compare with a partner.

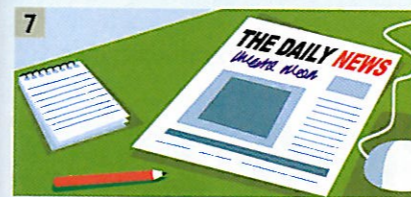
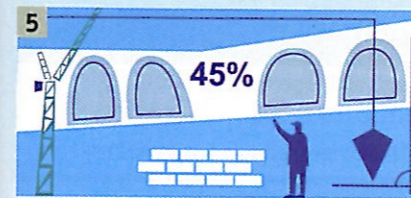
twelve review

vocabulary professions

Name the professions.



example IT



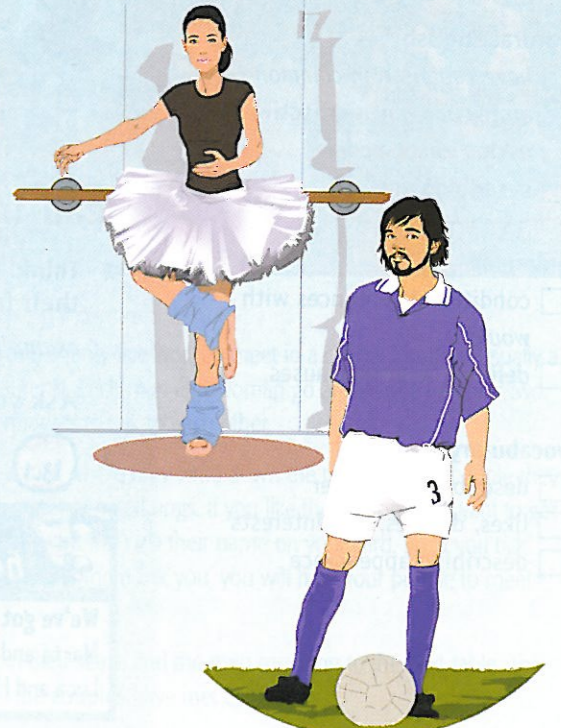
vocabulary activities

- 1 Complete the phrases with two nouns.

- 1 go to the _____ 4 have a _____
 2 play the _____ 5 go _____ing
 3 play _____ing

- 2 Compare with a partner. Together, add one more new noun to each phrase.

grammar used to + verb



- 1 With a partner, describe the pictures.
 2 Go to p.147.

natural English

- 1 Fill each gap with a word and then order the words to make sentences. Sometimes more than one answer is possible.

example that's / wow / incredible
 Wow! That's incredible!

- 1 it's / again / you / great / hi / to / _____
 2 sister / happened / your / what / _____ ?
 3 you / what / doing / have / _____ ?
 4 football / you / still / do / _____ ?
 5 don't / wow / I / it / _____
 6 A play / I / cards / never
 B me / _____
 7 you / now / what / are / _____ ?
 8 still / are / cars / interested / you / _____ ?

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

tick ✓ when you know this

natural English

- have (got) sth in common
- quite/not very + adjective
- asking about people
- describing age

grammar

- conditional sentences with *would*
- defining relative clauses

vocabulary

- describing character
- likes, dislikes, and interests
- describing appearance



reading speed dating

lead-in

1 **Think!** Think of three questions to ask your partner about their interests, their family, and their work/studies.

examples What sports do you like? Are you from a big family?

Ask your partner the questions. Are they very similar to you, or different?

2 **13.1 natural English** Listen and complete these extracts.



natural English
have (got) sth in common /'kɒmən/

We've got _____ in common. (= we have the same interests and experiences)

Marta and I have got _____ in common.

Luca and I haven't got _____ in common. (= we have different interests and experiences)

3 Listen again and repeat the sentences.

4 Work with a different partner. Ask and answer the questions in **exercise 1**. Have you got a lot in common?



read on

1 How can people meet a new boyfriend or girlfriend? With a partner, think of three ways or places.

example They can meet at a party.

2 Read the article. Match these headings with the four sections.

WHAT IF I DON'T KNOW WHAT TO SAY?

HOW DOES IT WORK?

HOW CAN I GET TO KNOW SOMEONE IN THREE MINUTES?

WHAT TYPE OF PEOPLE WILL I MEET?

3 Are these sentences true or false?

1 The article is about a new way of finding a boyfriend or girlfriend.

2 A man and a woman sit opposite each other and talk for three minutes.

3 The woman changes table after three minutes.

4 If you don't like somebody, you tick their name.

5 If you tick someone's name, you'll meet them later.

6 In three minutes, you can learn quite a lot about somebody.

4 **Think!** Is speed dating a good idea? Why/Why not? Compare in small groups.

5 Complete these sentences with a preposition. Check with the article.

1 Each man and woman sit _____ a table for two.

2 They have three minutes to talk _____ each other.

3 _____ the end of the evening, give your card to the organizer.

4 The next day, the organizer contacts you _____ e-mail.

5 _____ first, everyone's nervous, but _____ a while, you relax.

6 When Steven sat down opposite me, we looked _____ each other.

SPEED DATING

the most **EXCITING** and **FASHIONABLE** dating experience



1 _____

Twenty-five men and twenty-five women meet in a central location (usually a smart bar or restaurant). Each man and woman go and sit at a table for two. They have three minutes to talk to each other.

Each person has a card where they write down the names of the people they meet. After three minutes, a bell rings. If you like the person, and want to get to know them more, you tick (✓) their name on your card. So, if you tick eight people, and four of them tick you, you will have four people to meet later.

The women stay in their seats, and the men move on to the next table. This continues until all the couples have met each other.

At the end, you give your card to the organizer.

The next day, the organizer contacts you by e-mail and tells you the people who want to meet you again.

2 _____

You'll meet other single people working in many different jobs. Some are secretaries, bankers, travel agents, IT professionals, media people, models, and airline pilots. They all want to meet people, start a conversation, and if you both like each other, meet again.

3 _____

Of course that can happen, but it's important to be yourself. At first, everyone is a bit nervous, but after a while, you relax and then it gets easier to talk.

4 _____

Here's what one of the customers said: 'It's funny, but when Steven first sat down opposite me, we looked at each other and I immediately felt relaxed. In three minutes we found we had a lot in common. Three minutes wasn't enough to get to know him, but it was enough for me to want to know more!'

glossary

dating when two people see each other and have a romantic relationship
get to know sb learn about sb and start to become friends
couple (n) /'kʌpl/ two people

travel agent (n) /'trævl eɪdʒənt/ a person who plans a holiday for you and makes travel arrangements
a while (n) /waɪl/ a period of time
funny (adj) here, *funny* means 'strange'

grammar conditional sentences with *would*

1 Imagine you're going to a speed dating evening. Tick ✓ the sentences which are true for you, and answer question 3.

- If I went speed dating, I'd enjoy it.
I wouldn't enjoy it.
- If nobody wanted to meet me again,
it wouldn't be a problem.
I would feel terrible.
- If you found a boyfriend / girlfriend at a speed dating evening,
would you tell your friends? Yes No

2 With a partner, complete the table using the sentences above.

positive +	if + subject + _____ tense, subject + _____ + verb
negative -	if + subject + _____ tense, subject + _____ + verb
question ?	if + subject + _____ tense, _____ + subject + verb

3 Think about the sentences in **exercise 1**.

- Are you really going speed dating, or are you imagining / thinking about the situation?
- The verb after *if* is in the past tense. Is the situation talking about past time, or present / future time?

4 **pronunciation** Notice the pronunciation of *I'd* /ɑ:d/ and *wouldn't* /'wɒdnt/. Read your sentences in **exercise 1** to a partner.

5 Write the correct form of the verbs in brackets.

- If I met (meet) somebody nice, it would be (be) great.
- I _____ (not know) what to say if I _____ (go) speed dating.
- If I _____ (speak) to twenty-five people in an evening, I _____ (feel) very tired.
- I _____ (not be) happy if most people _____ (be) a lot older than me.
- If you _____ (feel) nervous, _____ (you take) a friend?
- What _____ (you wear) if you _____ (go) speed dating?
- How _____ (you feel) if you _____ (meet) an old friend?
- If you _____ (enjoy) it, _____ (you go) again?

Are sentences 1 to 4 true for you? Tell your partner. Then ask and answer questions 5 to 8.

go to language reference and practice exercises p.171

don't forget!

Use these phrases from this lesson in the extended speaking on p.128.

They've got a lot in common. They haven't got much in common. She would be a good partner because ... He wouldn't like her, because ...

speaking it's your turn!

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

Imagine you had to organize a speed dating evening.

Where in your town would you have it?

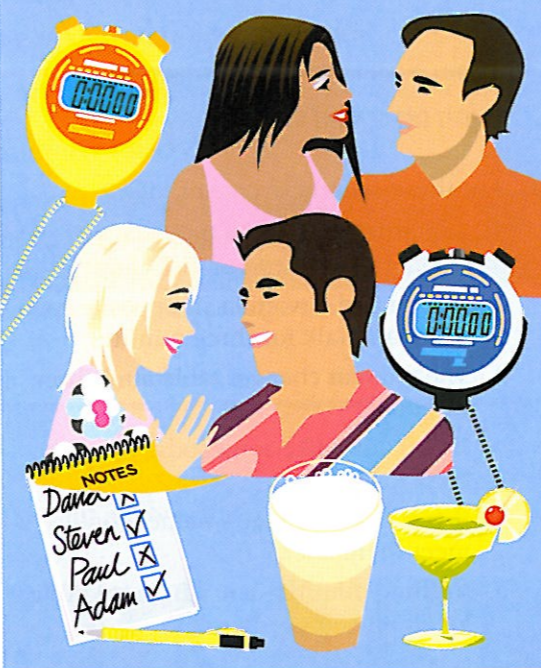
How many people would you invite?

How old would they be?

How much would each person pay?

What would you tell them to wear?

How long would the evening be?



2 Discuss your answers in groups of three.

3 Find two new partners from different groups. Tell them what you have decided, like this:

We'd have it at the Queens Hotel, and we'd invite ...

Go back to your original group and tell them what you heard. Which group has the best ideas?

wordbooster

describing character

1 Tick ✓ the correct answer.

- | | |
|-------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1 She's nice to everyone. | She's <input type="checkbox"/> friendly /'frendli/.
<input type="checkbox"/> unfriendly. |
| 2 He hates waiting for things. | He's <input type="checkbox"/> patient /'peɪfnt/.
<input type="checkbox"/> impatient. |
| 3 He works from nine till nine. | He's <input type="checkbox"/> lazy /'leɪzi/.
<input type="checkbox"/> hard-working /,hɑ:d'wɜ:kɪŋ/. |
| 4 She's very quiet. | She's <input type="checkbox"/> shy /ʃaɪ/.
<input type="checkbox"/> extrovert /'ekstrəvɜ:t/. |
| 5 He always wants to help people. | He's <input type="checkbox"/> kind /kænd/.
<input type="checkbox"/> selfish /'selfɪʃ/. |
| 6 He makes me laugh. | He's <input type="checkbox"/> serious /'sɪəriəs/.
<input type="checkbox"/> funny /'fʌni/. |
| 7 She wants to do well and be rich. | She's <input type="checkbox"/> ambitious /æm'bɪʃəs/.
<input type="checkbox"/> easy-going /'i:zi'gəʊɪŋ/. |
| 8 He plans things carefully. | He's <input type="checkbox"/> organized /'ɔ:gənəɪzd/.
<input type="checkbox"/> disorganized. |

2 **pronunciation** Work with a partner. Practise saying the words.

3 **Work with your partner.** Which words are:

- always negative in meaning?
- always positive in meaning?
- positive or negative, depending on the context?

4 **13.2 natural English** Listen and add any extra words that you hear.



natural English quite / not very + adjective

Quite /kwɑ:t/ is not as strong as very.

not friendly (unfriendly) not very friendly quite friendly very friendly

He's quite ambitious.

She's quite serious.

They're quite hard-working.

He's quite organized.

In negative sentences, use not very.

He's not very friendly.

She's not very patient.

5 Listen again and repeat the sentences.

6 Tell a partner about yourself, using adjectives from exercise 1.

I'm (quite) _____. I'm not (very) _____.

likes, dislikes, and interests

1 Label the pictures using *-ing* words.



1 eating chocolate



language reminder

These verbs are followed by a noun (e.g. football) or *-ing* (e.g. swimming).

I really love ...

I like ...

I enjoy ... + noun OR + *-ing*

I quite like ...

I don't like ...

I hate ...

2 In small groups, say how you feel about the things in exercise 1.

example A I quite like cooking.

B Really? I hate it.

go to language reference and practice exercises p.171, verbs followed by *-ing*

don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.128.