ENGLISH EPISODES

Specially collected from

СТИ

ENGLISH FILE by Christina Latham-Koenig and others

The collection is made to use in 'Practical English' courses for undergraduate year students. It is for only personal use, not for sale and profit.











ELEMENRATY LEVEL EPISODES



Practical English Arriving in London

checking in V in a hotel

VOCABULARY in a hotel

a Match the words and symbols.



the lift /lɪft/ a <u>sing</u>le room /ˈsɪŋgl ruːm/

EPISODE

/'dʌbl ruːm/ the bar /bɑː/ the ground (first, second, etc.) floor /graund flɔː/

- b 1.46 Watch or listen and check.
- c Cover the words and look at the symbols. Say the words.



3 🜔 CHECKING IN



- a 1.48 Watch or listen to Jenny checking into a hotel. Answer the questions.
 - 1 Complete Jenny's surname: ZI__LI__SK__.
 - 2 What's her room number? _____
- b Watch or listen again. Complete the You hear phrases.

You hear	You say
Good evening, madam.	Hello. I have a reservation. My name's Jennifer Zielinski.
Can you ¹ that, please?	Z-I-E-L-I-N-S-K-I.
For five nights?	Yes, that's right.
Can I have your passport, please?	Just a second Here you are.
Thank you. Can you sign here, 2? Thank you.	
Here's your ³ It's room 306, on the third floor. The ⁴ is over there.	The lift? Oh, the elevator.
Yes. Enjoy your stay, Ms Zielinski.	Thank you.

- a 1.47 Watch or listen to Jenny and Rob. Mark the sentences T (true) or F (false).
 - 1 Rob lives and works in London.
 - 2 He's a writer for a magazine.
 - 3 The name of his magazine is London 20seven.
 - 4 Jenny is British.
 - 5 She's an assistant editor.
 - 6 It's her second time in the UK.
- b Watch or listen again. Say why the F sentences are false.

D British and American English

lift = British English *elevator* = American English z = /zed/British English /zir/American English

Greetings

Good <u>morning</u> = > 12.00 Good after<u>noon</u> = 12.00 > 18.00 Good <u>evening</u> = 18.00 > Goodnight = Goodbye (when you go to bed) madam = a polite way to greet a woman sir = a polite way to greet a man

- c ①1.49 Watch or listen and repeat the **You say** phrases. <u>Copy the rhy</u>thm.
- d Practise the conversation with a partner.
- e Work in pairs. Read your role and look at the conversation in **3b**. What do you need to change?

A (book open) You are the receptionist. It's 11.00 a.m.

B's room is 207 on the second floor. Begin Good morning, sir / madam.

B (book closed) You arrive at the hotel. Use your first name and surname.

- f 🚔 Role-play the conversation. Then change roles.
- g ①1.50 Read the information box. Watch or listen and repeat the phrases.



- h You are in a hotel. Ask the receptionist to give you...
 - your key your passport
 - a map of London a pen

4 🜔 JENNY TALKS TO ROB



c ①1.52 Read the information box. Watch or listen and repeat the phrases and responses.

> Would you like...?

Would you like a coffee? Yes, please. Would you like another tea? No, thanks.

We use Would you like...? to offer somebody something. We respond Yes, please. or No, thanks.

- d With a partner, practise offering and responding with the drinks below.
 - beer
 coffee
 Coke
 hot chocolate
 - mineral water tea
- e Look at the **Social English** phrases. Who says them: **J**enny, **R**ob, or the **w**aitress?

Social English

5

- I'm here on business.
- I'm from New York. What about you?
- 3 No problem.
- 4 This is Rob. Rob Walker.
 - That's perfect.
 - It's time for bed.



f ①1.53 Watch or listen and check. Then watch or listen and repeat the phrases.

- a ① 1.51 Watch or listen. Mark the sentences T (true) or F (false).
 - 1 Jenny has a coffee.
 - 2 She is in London on business.
 - 3 The waitress is German.
 - 4 Jenny phones Rob Walker.
 - 5 Jenny is tired.
 - 6 Their meeting is at 10.00.
- **b** Watch or listen again. Say why the **F** sentences are false.

g Complete conversations A–F with **Social English** phrases 1–6. Practise with a partner.

А	Hi. Is that Jennifer? 4	Hello, Rob.
В	Oh look! It's 11.30!	Goodnight.
С	Hi. Are you here on holiday?	No,
D		l'm from London.
Е	Can I have a coffee, please?	Sure.
F	Here's your coffee. Milk and sugar are on the table.	Thanks.

CAN YOU ...?

check into a hotel and spell your name
ask somebody to do something / to give you something
offer somebody a drink, and accept or refuse

Practical English Coffee to take away

buying a coffee **V** telling the time

1 VOCABULARY telling the time

EPISODE

a Look at the clock. What time is it?



- b **Op.157 Vocabulary Bank** Time Do Part 1.
- c Communication What's the time? A p.104 B p.109 Practise times.
- 2 🜔 ROB AND JENNY MEET



3 D BUYING A COFFEE



a Look at the coffee shop menu. Do you know what all these things are?

	ESPRESSO	single 2.45	double 2.80
	AMERICANO	regular 3.15	large 3.95
	LATTE	regular 3.45	large 3.65
	CAPPUCCINO	regular 3.45	large 3.65

- a ①3.27 Watch or listen to what happens when Rob and Jenny meet. What do they decide to do?
- **b** Watch or listen again. Answer the questions. Why...?
 - 1 is Rob late
 - 2 doesn't Jenny like the hotel breakfast
 - 3 is Jenny busy after 9.30
 - 4 does Rob say 'Don't worry.'

TEA regular 2.65 large 3.10 BROWNIE 3.00 CROISSANT 3.00

- b ③3.28 Watch or listen to Rob and Jenny buying coffee. Answer the questions.
 - 1 What kinds of coffee do Jenny and Rob have?
 - 2 What do they have to eat?
 - 3 How much is it?
- c Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Can I ¹ you?	What would you like, Jenny?
	An espresso, please.
² or double?	Double.
	Can I have a latte, please?
³ or large?	Large.
To have ⁴ or take away?	To take away.
Anything else?	No, thanks.
	A brownie for me, pleaseand a croissant
OK.	How much is that?
That's £12.45, please. £12.45. Thank you.	Sorry, how much?
And your ⁵	Thanks.

- d ③3.29 Watch or listen and repeat the **You say** phrases. <u>Copy the rhy</u>thm.
- e In threes, practise the conversation.

FIRST DAY IN THE OFFICE



- a (1)3.30 Watch or listen and answer the questions.
 - 1 What's Karen's job?
 - 2 Where in Europe does Jenny have family?
 - 3 Where does she live in New York?
 - 4 Does Karen have family in New York?
 - 5 What does Daniel offer Jenny to drink?
 - 6 What time is his next meeting?
- **b** Look at the **Social English** phrases. Who says them: **R**ob, **K**aren, or **D**aniel?

Social English 1 Here we are. 2 Is this your first time in the UK? 3 Would you like something to drink? 4 Talk to you later.

- c ①3.31 Watch or listen and check. Then watch or listen and repeat the phrases.
- d Complete conversations A–D with **Social English** phrases 1–4. Practise with a partner.
- f Use the coffee shop menu. Role-play the conversation in groups of three. Then change roles.
 - A (book open) You are the barista.
 - **B** (book closed) You invite **C** (book closed) to have a drink.
 - A begin Can I help you?
 - B ask C What would you like?

Glossary

barista a person who works in a coffee shop

А	Sit down.	No, thanks, I'm fine.
В	Bye.	Bye.
С	Nice to meet you.	No, it isn't. I know London very well.
D	OK. M This is your hotel.	Oh, it's very nice.

CAN YOU ...?

tell the time order food and drink in a café meet and introduce people

Practical English In a clothes shop

buying clothes **V** clothes

1 **VOCABULARY** clothes

a Match the words and photos.

EPISODE



- b **5.22** Watch or listen and check.
- Cover the words and look at the photos. Say the words.

2 🜔 MEETING IN THE STREET



- **b** Watch or listen again. Complete the sentences.
 - 1 Rob has a _____ for Jenny.
 - 2 Jenny has another meeting with _____.
 - 3 Rob has an interview in _____ minutes.
 - 4 Jenny's meeting is at _____ past nine.
 - 5 Rob needs to buy a new _____.
 - 6 They go to a clothes _____.
 - 7 Jenny needs to answer her _____.
- c c
 5.24 Read the information box. Watch or listen and repeat the phrases.

Q	Apologizing	
	l'm sorry.	That's OK.
	I'm so sorry.	Don't worry.
	I'm really sorry.	No problem.

d Cover the box. In pairs, practise apologizing and responding.

BUYING CLOTHES



a ①5.23 Watch or listen to Jenny and Rob.
 What problem does Rob have?



Saying prices £5.00 = five pounds £5.50 = five pounds fifty 50p = fifty pence

Sizes

S = small, M = medium, L = large, XL = extra large

- a ①5.25 Watch or listen to Rob buying a shirt. Answer the questions.
 - 1 What size does Rob want?
 - 2 Does he try it on?
 - 3 How much is the shirt?

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Can I ¹ you?	Yes, what size is this shirt?
Let's see. It's a small. What ² do you need?	A medium.
This is a ³	Thanks. Where can I try it on?
⁴ are over there.	Thank you.
⁵ is it?	It's fine. How much is it?
lt's £44.99.	

c Solution 5.26 Watch or listen and repeat the You say phrases. Copy the <u>rhy</u>thm.



d Read the information box. Then practise the conversation in **b** with a partner.

4 🜔 JENNY'S ON THE PHONE

a **35.27** Watch or listen and mark the sentences **T** (true) or **F** (false).

- 1 Jenny is talking to Eddie.
- 2 She says she doesn't like London.
- 3 She says she likes the people in the office.
- 4 Jenny is standing outside the shop.
- 5 Eddie thinks that Rob is her boss.
- 6 Jenny loves Rob's new shirt.
- b Watch or listen again. Say why the F sentences are false.
- c Look at the **Social English** phrases. Who says them: Jenny, Rob, or Eddie?



- d ①5.28 Watch or listen and check. Then watch or listen and repeat the phrases.
- e Complete conversations A–G with **Social English** phrases 1–7. Practise with a partner.

		I can't find my phone. I don't know where it is.	
В	What are you doing?	I'm talking to you!	



- e Subscription Use the photos. In pairs, role-play buying clothes. Then change roles.
 - A (book open) You are the shop assistant. Begin Can I help you?
 - **B** (book closed) You are the customer. Buy a T-shirt, a jacket, or jeans.



С	What do you think of New York?	I love it!
D	l can't talk now. I'm at a party.	OK.
E	Let's go – come on!	I'm just finishing an email.
F	-	I never drink coffee in the evening.
G	Bye.	Bye. See you later.

CAN YOU ...?

apologize buy clothes say prices

Practical English Getting lost

asking the way **V** directions

A FREE MORNING

EPISODE



7.19 Watch or listen to Rob and Jenny а planning their free morning. What's the problem?



VOCABULARY directions 2

Match the phrases and pictures. а



on the <u>cor</u>ner /'kɔːnə/ at the <u>tra</u>ffic lights /'træfik laits/ a bridge /bridz/ opposite /'ppəzɪt/

turn left /ts:n left/ turn right /tsin rait/ go straight on /streit/ go past the church /passt/ at the end of the street

- 7.20 Watch or listen and check. b
- Cover the phrases and look at the pictures. Say the phrases. С

ASKING THE WAY

- **17.21** Jenny is trying to find the Tate Modern. Watch or а listen. Is it A, B, C, or D? How many people does she ask?
- Watch or listen again. Complete the b sentences with a word, a name, or a number.
 - 1 Rob suggests that they go _____.
 - 2 He says that they can _____ bikes.
 - 3 _____ phones _____.
 - 4 Rob needs to interview an _____.
 - 5 Rob asks if he can do the interview

on .

6 Rob and Jenny arrange to meet at o'clock outside the Tate Modern.

Glossary

(the) Tate Modern a famous art gallery in London





 Watch or listen again. Complete the You hear phrases.

You say	You hear
Excuse me, please. Where's the Tate Modern?	¹ , I don't live here.
Excuse me. Is the Tate Modern near here?	The Tate Modern? It's near here, but I don't know exactly ² Sorry.
Thank you.	
Excuse me. Can you tell me the way to the Tate Modern, please?	Yes, of course. Go straight on. Go ³ the church, then turn ⁴ at the traffic lights. And it's at the end of the street.
Sorry, could you say that again, please?	Yes, go straight on. You can't ⁵ it!
Thank you.	

c <a>7.22 Watch or listen and repeat the You say phrases. Copy the <u>rhy</u>thm.

JENNY AND ROB GO SIGHTSEEING

- a <a>7.23 Watch or listen to Rob and Jenny. Circle the correct option.
 - 1 The Millennium / London Bridge is only for people.
 - 2 It was the first new bridge over the Thames in 100 / 200 years.
 - 3 Jenny doesn't like the theatre / Shakespeare.
 - 4 Jenny can / can't meet Daniel for lunch.
 - 5 There's a great gift shop / restaurant on the top floor of the Tate Modern.



6 The Tate Modern was a power / train station until 1981.

b Look at the Social English phrases. Who says them: Jenny, Rob, or Daniel?

)	So	cial English
	1	What a view!
	2	What would you like to visit?
	3	What is there to see?
	4	We could go to the Globe Theatre.
	5	Would you like to meet for lunch?
	6	That's really nice of you.
	7	Maybe another time?
	8	Yes, of course.

- c 17.24 Watch or listen and check. Then watch or listen and repeat.
- d Complete conversations A–H with **Social English** phrases 1–8. Practise with a partner.

A	What can we do this afternoon?	I love Shakespeare!
В	We have all day in Oxford.	I'd like to see the colleges and the High Street.
С	Let's go to the Tate Modern.	It's closed today.
D	What are you doing at midday?	Yes, I'd love to.
E	I can see St Paul's cathedral.	Yes, and the London Eye's over there.
F	Can you tell me the way to Victoria Station?	Go straight down there and turn left.
G	I hear the British Museum is great.	At the moment there's a new exhibition about the Greeks.
Н	Would you like to go out tonight?	But I'm afraid I'm busy tonight.

d Practise the conversation with a partner.

Can you...? or Could you...?

Can you tell me the way to the Tate Modern? Could you say that again, please?

We can use *Can you...?* or *Could you...?* when we want to ask another person to do something. *Could you...?* is more polite.

e 🔐 In pairs, role-play the conversation.

You are where Jenny is.

- A Ask for directions to building A (the library). Begin *Excuse me, where's....*
- **B** Give directions. Then change roles. **B** ask for directions to building C (the post office).

CAN YOU ...?

- ask for and understand directions
- give simple directions
- ask somebody to do something in a polite way

Practical English At a restaurant

ordering a meal **V** understanding a menu

AN INVITATION TO DINNER

EPISODE



- 9.21 Watch or listen. Mark the sentences
 а T (true) or F (false).
 - 1 Jenny and Rob worked last night.
 - 2 Jenny wants to read Rob's article.
 - 3 It's Eddie's birthday today.
 - 4 Rob and Daniel invite Jenny to dinner.
 - 5 Jenny says yes to Rob.
- **b** Watch or listen again. Say why the **F** sentences are false.
- 9.22 Read the information box. Watch or listen С and repeat B's phrases.

Responding to what somebody says

- **VOCABULARY** understanding 2 a menu
- Complete the menu with Main courses, а Desserts, or Starters.



- 1 A It's my birthday today. **B** Happy Birthday! 2 A We won the cup! **B** Congratulations! 3 A I have my driving test tomorrow. B Good luck! 4 A I got all my English homework right. B Well done! 5 A I didn't pass my exam. B Oh dear! Never mind.
- 9.23 Watch or listen and respond with phrases
 d from the box.
 - 1)) I got two goals this afternoon. (Well done!
- **b ()9.24** What do the **highlighted** words mean? How do you pronounce them? Watch or listen and check.
- Cover the menu. In pairs, try to remember what's С on it.





- a **19.25** Watch or listen to Jenny and Daniel having dinner. Tick the things they order on the menu.
- b Watch or listen again. Complete the You hear phrases.

You hear	You say
Good evening. Do you have a ¹ ?	Yes, a table for two. My name's Daniel O'Connor.
Come this ² , please.	
Are you ready to ³ ?	Yes. The soup and the mushroom ravioli, please. I'd like the mozzarella salad and then the chicken, please.
What would you 4 to drink?	Just water for me. A bottle of mineral water, please.
⁵ or sparkling?	ls sparkling OK? Yes, sparkling.
Thank you, sir.	Thank you.

4 🜔 THE END OF THE MEAL

- a **19.27** Watch or listen and answer the questions.
 - 1 How does Jenny normally celebrate her birthday?
 - 2 Do they order dessert or coffee?
 - 3 What does Daniel say to Jenny after the meal?
 - 4 How does Jenny answer?
 - 5 Does Barbara give Jenny good news or bad news?
 - 6 Where does Jenny want to go after the meal?
- **b** Look at the **Social English** phrases. Who says them: **J**enny, **D**aniel, the **w**aiter, or **B**arbara?



- c ①9.28 Watch or listen and check. Then watch or listen and repeat the phrases.
- d Complete conversations A–G with **Social English** phrases 1–8. Practise with a partner.

A		Yes, fantastic. I have a new job!
B cl	Two soups, one hicken, and one fish.	Just coffee.
С	Excuse me.	Yes, of course, sir.
D	What do you usually do on New Year's Eve?	We don't really celebrate it.
E	What coffee would you like?	
F	I'd like the ravioli.	l love pasta!
G	Sorry, I need to answer this call.	

- c ③ 9.26 Watch or listen again and repeat the You say phrases. Copy the <u>rhy</u>thm.
- d In threes, practise the conversation.
- e Role-play the conversation in groups of three. Then change roles.
 - A You are the waiter.
 - B and C go to Luigi's.
 - A begin Good evening. Do you have a reservation?

CAN YOU...?

use common phrases, e.g. *Good luck, Congratulations,* etc. understand a menu order a meal

Practical English Going home

getting to the airport **V** public transport

JENNY'S LAST MORNING



- 11.14 Watch or listen to Rob and а Jenny. Mark the sentences T (true) or F (false).
 - 1 Rob arrives late.

EPISODE

- 2 He has a coffee with Jenny.
- 3 Jenny has bad news for him.
- 4 Rob thinks A writer in New York is a good name for a column.
- 5 Rob needs time to think.
- b Watch or listen again. Say why the F sentences are false.



c Complete the headings with a word from **a**.

1	2
You get one at a ~ rank.	You get one at an airport.
They are also called cabs.	First you have to check in.
People usually give the driver a tip (= some extra money, about 5–10%).	Then you go through Security to the Departure lounge.
In London they are black.	Finally you go to your Gate.
3	4
You get one at a station.	You get one at a ~ station
You normally need to get	or a ~ stop.
a ticket first.	Intercity ones are also called
Then you need to find	coaches.
the right platform.	You can buy a ticket in
Some go underground in big cities. In London,	advance or sometimes you can pay the driver.
this is called the Tube.	In London they are red.

Cover the facts and look at the headings. Try to remember d two facts about each type of public transport.

GETTING TO THE AIRPORT



- transport
- Match the words and pictures. а





- 11.15 Watch or listen and check. Then b cover the words and look at the pictures. Say the words.
- 11.16 Watch or listen to Jenny's three conversations. а How does she get to the airport?

<image>

b Watch or listen again. Complete the You hear phrases.

You say	You hear
Could you call me a taxi, please?	
To Paddington Station.	And when would you like it ² ?
Now, please.	

How much is it?	That's £ ³ , please.
Make it £15. And could I have a receipt?	

Could I have a ticket to Heathrow Airport, please?	Single or ⁵ ?
Single, please.	Standard or ⁶ class?
Standard, please.	That's £18.
Can I pay by credit card?	Yes, of ⁷

4 D SAYING GOODBYE

- a <a>11.18 Watch or listen and complete what happens.
 - 1 Jenny is worried because...
 - 2 Rob goes to the airport because...
 - 3 Rob tells Jenny that he wants to...
 - 4 Eddie isn't going to meet Jenny in New York because...
 - 5 Rob is pleased because Eddie is...
 - 6 Jenny needs to go because...
- **b** Look at the **Social English** phrases. Who says them: **J**enny or **R**ob?

•	Socia	l English
	1	I can't believe it!
	2	Thank you so much.
	3	I'm so happy.
	4	Have a good journey.
	-	

- 5 See you in New York!
- c ①11.19 Watch or listen and check. Then watch or listen and repeat the phrases.
- d Complete conversations A–E with **Social English** phrases 1–5. Practise with a partner.

A		Yes, see you there! It's going to be great!
В	Excuse me, is this your bag? It was under the chair.	Oh, yes it is.
С	Is everything OK?	Yes, everything's great!
D	There are no taxis. At Heathrow!	Oh no. How are we going to get to the hotel?
E	Bye. Phone me when you get there.	Don't worry! Bye.



- c 11.17 Watch or listen and repeat the You say phrases. Copy the <u>rhy</u>thm.
- d Practise the conversation with a partner.
- In pairs, role-play the conversation. Then change roles.
 - A (book open) You are the receptionist, the taxi driver, and the ticket clerk. The taxi costs £11.60. The ticket costs £18.90.
 - **B** (book closed) You want to get a taxi to Victoria Station, and then a train to Gatwick Airport. Begin *Could you call me a taxi, please?*

CAN YOU ...?

ask for a taxi

buy a ticket on public transport

use common phrases, e.g. Have a good journey, See you in (New York), etc.

Time

VOCABULARY BANK

1 11 12 12 12 3 11 10 10 2 10 2 9 3 9 9 8 8 12 12 12 5 4 11 11 11 10 10 10 2 2 9 9 9 3 8 8 8 12 12 7 12 11 11 11 10 10 10 2 2 9 9 9 3 8 8 8

a Match the clocks and phrases.

- It's (a) <u>quar</u>ter past six.
- lt's six o'<u>clock</u>.
- 1 It's (a) quarter to <u>se</u>ven.
 - lt's ten past six.
 - It's five to seven.
 - It's twenty-five to seven.
 - It's half past six.
 - It's three <u>mi</u>nutes past six.

2 EXPRESSIONS OF FREQUENCY

a Complete the expressions.

How often do you see your friends?

1 <u>ev</u> ery /'ev	ri/ <u>day</u>	M, T, W, Th, F, S, S
2 every w_		week 1, week 2, week 3, etc.
3 every m_		January, February, March, etc.
4 every y		e.g. 2017, 2018, 2019, etc.
5 once /wai	ns/ a	e.g. only on Mondays
6 twice /twa	ais/ a	e.g. on Mondays and Wednesdays
7 three time	es a	e.g. on Mondays, Wednesdays, and Fridays
8 four times	s a	e.g. in January, April, July, and October

b **4.17** Listen and check.

ACTIVATION Cover the left-hand column. Test yourself.

3 ADVERBS OF FREQUENCY

- a What do the highlighted words mean? Match sentences 1–6 to a–f.
 - 1 b I <u>always</u> /'ɔ:lweiz/ get up at 7.00 during the week.
 - 2 I often /'pfn/ go to the cinema after work.
 - 3 I <u>usually</u> /'jurʒuəli/ finish work at 6.00.
 - 4 I <u>sometimes</u> /'sʌmtaɪmz/ meet a friend for lunch.
 - 5 I hardly ever /ha:dli 'evə/ go to the theatre.
 - 6 I <u>never</u> /'nevə/ have coffee.

TELLING THE TIME

It's twenty past six.

b **3.26** Listen and check.

You can ask for the time in two ways: What time is it? **OR** What's the time?

For times which are not multiples of five, we use minutes, e.g. 6.03 = It's three minutes past six.

When you can't be exact, use about: 'What time do you get up?' 'At **about** 7.00.'

ACTIVATION Cover the phrases and look at the clocks. Ask and answer with a partner.

What time is it? / What's the time?) (It's...

G p.28

- a About seven or eight times a month.
- b I start work at 8.00 every day.
- c But on Fridays we stop at 3.00.
- d I don't like it.
- e Only once or twice a year.
- f About once or twice a month.
- b **34.18** Listen and check.
- c ①4.19 Listen and repeat the highlighted adverbs of frequency.

<u>Nor</u>mally /'normali/ is the same as usually. I normally get up early. = I usually get up early.

ACTIVATION Cover sentences 1–6 and look at a–f. Can you remember the sentences?

G p.34



PRE-INTERMEDIATE LEVEL EPISODES



calling reception



EPISODE







1 DINTRODUCTION

- a 1.30 Watch or listen to Jenny. Number the pictures 1–6 in the order she mentions them.
- **b** Watch or listen again and answer the questions.
 - 1 What does Jenny do?
 - 2 Where did she go a few months ago?
 - 3 Who's Rob Walker?
 - 4 What did they do together?
 - 5 What does she think of Rob?
 - 6 What's Rob's one negative quality?
 - 7 How long is Rob going to be in New York?







a <a>1.31 Cover the conversation on p.13 and watch or listen. Who does Rob call? Why?

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Hello, reception.	Hello. This is room 613.
How can I ¹ you?	There's a problem with the air conditioning. It isn't working, and it's very hot in my room.
I'm sorry, sir. I'll ² somebody up to look at it right now.	Thank you.
Good ³ , reception.	Hello. I'm sorry to bother you again. This is room 613.
How can I help you?	I have a problem with the wi-fi. I can't get a signal.
l'm sorry, sir. l'll ⁴ you through to IT.	Thanks.

c ①1.32 Watch or listen and repeat the **You say** phrases. <u>Copy the rhy</u>thm.

Q I'll

A There's a problem with the air conditioning.B I'll send somebody to look at it.

I'II = I will. We use I'II + verb to offer to do something.

- d Practise the conversation with a partner.
- e 📔 In pairs, role-play the conversation.
 - ${\bf A}$ (book open) You are the receptionist.
 - B (book closed) You are a guest. You have two problems with your room (think about what they are).
 A Offer to do something about B's problems. You begin with *Hello, reception*.

- a ① 1.33 That evening Jenny goes to the hotel to meet Rob and they go out for a drink. Watch or listen and mark the sentences T (true) or F (false).
 - 1 Rob says he doesn't like the hotel.
 - 2 Jenny is going to show him round the city tomorrow.
 - 3 Barbara is Jenny's boss.
 - 4 Rob is hungry.
 - 5 It's four in the morning for Rob.
 - 6 They're going to meet at eleven.
 - 7 Jenny thinks that Rob is going to get lost.
- **b** Watch or listen again. Say why the **F** sentences are false.
- c Look at the **Social English** phrases. Can you remember any of the missing words?



- d 1.34 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.
- e Complete conversations A–E with **Social English** phrases 1–6. Practise with a partner.

А	You had a very long flight.	No, I'm fine.
В	What's your room like?	Yes, I can see the mountains.
С	lt's so good to see you again.	
D	We need to get up early tomorrow.	Yes,
E	That was a great meal.	Yes, delicious. what time's the meeting tomorrow?

f Swap roles.

3 D JENNY AND ROB MEET AGAIN



CAN YOU ...?

tell somebody about a problem (e.g. in a hotel) offer to do something greet a friend who you haven't seen for a long time

Practical English Restaurant problems

at the restaurant

V restaurants

а

IN THE NEW YORK OFFICE



- a (3.20 Watch or listen. Mark the sentences **T** (true) or **F** (false).
 - 1 The New York office is smaller than the London office.
 - 2 Barbara is the editor of the magazine.
 - 3 Rob has never been to New York before.

VOCABULARY restaurants

Do the restaurant quiz with a partner.

RESTAURANT QUIZ

What do you call...?

- 1 the book or list which tells you what food there is
- 2 the three parts of a meal
- 3 the person who serves you
- 4 the piece of paper with the price of the meal
- 5 extra money you leave if you are happy with your meal or with the service

What do you say...?

- 6 if you want a table for four people
- 7 when the waiter asks you what you want
- 8 when you are ready to pay
- b ③3.21 Watch or listen and check.

AT THE RESTAURANT





EPISODE

- 4 Barbara is going to have lunch with Rob and Jenny.
 - 5 Holly is going to work with Rob.
 - 6 Holly wants to go to the restaurant because she's hungry.
 - b Watch or listen again. Say why the F sentences are false.



- a <a>3.22 Cover the conversation on p.29 and watch or listen. Answer the questions.
 - 1 What do Jenny, Rob, and Holly order?
 - 2 What problems do they have?

 Watch or listen again. Complete the You hear phrases.

You hear	You say
Are you ready to 1?	Yes, please.
Can I get you something to ² with?	No, thank you. I'd like the tuna with a green salad.
And for you, sir?	I'll have the steak, please.
Would you like that with fries or a baked 3?	Fries, please.
How would you like your steak? Rare, ⁴ , or well done?	Well done.
	Nothing for me.
OK. And to ⁵ ?	Water, please.
⁶ or sparkling?	Sparkling.
The tuna for you ma'am, and the steak for you, 7	I'm sorry, but I asked for a green salad, not fries.
No problem. I'll ⁸ it.	
	Excuse me.
Yes, sir?	Sorry, I asked for my steak well done and this is rare.
I'm really sorry. I'll ⁹ it back to the kitchen.	

D HOLLY AND ROB MAKE FRIENDS

- a ①3.24 Watch or listen to Rob, Holly, and Jenny. Do they enjoy the lunch?
- **b** Watch or listen again and answer the questions.
 - 1 What's Rob going to write about?
 - 2 How does Holly offer to help him with interviews?
 - 3 What does she say they could do one evening?
 - 4 What's the problem with the check?
 - 5 Why does Jenny say it's time to go?
 - 6 Do you think Jenny wanted Holly to come to lunch?

P British and American English

check = American English bill = British English

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- 1 Holly _____ tell me,...
- 2 Rob Well, to _____ with...
- 3 Rob Do you have any _____?
- 4 Rob That would _____ great.
- 5 Jenny ______ we have the check (bill), please?

6 Jenny Excuse me, I think there's a _____.

- 7 Jenny OK, _____ to go.
- d ③3.25 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen again and repeat the phrases.
- Complete conversations A–G with Social English phrases
 1–7. Then practise them with a partner.

- c ③3.23 Watch or listen and repeat the You say phrases. Copy the <u>rhy</u>thm.
- d Practise the conversation with a partner.
- e 🔐 In pairs, role-play the conversation.
 - A You are the waiter / waitress. You begin with Are you ready to order?
 - **B** You are in the restaurant. Order a steak or tuna.
 - A Offer **B** fries, a baked potato, or salad with the steak or tuna.
 - **B** There is a problem with your order. Explain it to the waiter / waitress.
 - A Apologize, and try to solve the problem.
- f Swap roles.

A		Yes, it's getting late.
В	We had two glasses of wine, not three.	
С	We want to go to a good pizzeria.	Mimmo's in Park Avenue is great.
D	Let's go the theatre tonight.	Yes.
E	So what was wrong with your hotel?	
F	Would you like coffee or a dessert?	No, thanks.
G	how long are you staying here?	Until Friday.

CAN YOU ...?

order food in a restaurant

explain when there is a problem with your food, the bill, etc.

ask what somebody is going to do today

Practical English The wrong shoes

taking something back to a shop

V shopping

ROB HAS A PROBLEM

EPISODE



- a **5.21** Watch or listen to Rob and Holly and answer the questions.
 - 1 What reason does Rob give for why he isn't in shape?
 - 2 Why does he find it difficult to eat less?
 - 3 How does he keep fit in London?
 - 4 Why doesn't he do the same in New York?
 - 5 How does Jenny keep fit?
 - 6 What does Holly think about this?
 - 7 What does Holly suggest that Rob could do?
 - 8 What does Rob need to do first?

P British and American English

sneakers = American English; trainers = British English
store = American English; shop = British English

2 **VOCABULARY** shopping

a Do the quiz with a partner.

SHOPPING QUIZ

- What four letters do you often see in clothes which tell you the size?
- 2 What do the letters in the clothes mean?
- 3 What's the name of the room where you can try on clothes?
- 4 What's the name of the piece of paper a shop assistant gives you when you buy something?
- 5 How do you say these prices? £25.99 75p \$45 15c €12.50
- b (1)5.23 Watch or listen and check.

3 D TAKING SOMETHING BACK TO A SHOP



- b ①5.22 Look at the box on making suggestions.
 Watch or listen and repeat the phrases.
 - Making suggestions with Why don't you...?
 - A Why don't you get a bike?
 - **B** That's a good idea, but I'm only here for a month.
 - A Why don't you come and play basketball?
 - B That's a great idea!
- c Practise making suggestions with a partner.
 - A You have problems remembering English vocabulary. Tell **B**.
 - **B** Make two suggestions.
 - A Respond. If you don't think it's a good idea, say why.
- d Swap roles.
 - **B** You are a foreigner who has just moved to **A**'s country. You have problems meeting new people.
- a

 5.24 Cover the conversation on p.45 and watch or listen. Answer the questions.
 - 1 What's the problem with Rob's trainers?
 - 2 What does he do in the end?
- **b** Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Can I help you, sir?	Yes. Do you have these in an eight?
Just a ¹ , I'll go and check.	
Here you are, these are an eight. Do you want to 2 them on?	No, thanks. I'm sure they'll be fine. How much are they?
They're \$83.94.	Oh, it says \$72.99.
Yes, but there's an added sales tax of ³ %.	Oh, OK. Do you take Mastercard?
Sure.	
Can I help you?	Yes, I bought these about half an hour ago
Yes, I remember. Is there a ⁴ ?	Yes, I'm afraid they're too small.
	They're an eight. But I take a UK eight.
Oh right. Yes, a UK eight is a US nine.	Do you have a pair?
I'll go and check. Just a minute.	
I'm ⁶ , but we don't have these in a nine. But we do have these and they're the ⁷ price. Or you can have a refund.	ErmI'll take this pair then, please.
No problem. Do you have the ⁸ ?	Yes, here you are.
Brilliant.	

4 C ROB DECIDES TO DO SOME EXERCISE



- a **5.26** Watch or listen and circle the correct answer.
 - 1 Rob went to Boston / Brooklyn.
 - 2 He shows / doesn't show Jenny his new trainers.
 - 3 Jenny goes running every *morning / evening* in Central Park.
 - 4 She wants to go running with him at 6.45 / 7.45.
 - 5 Rob thinks it's too early / late.
 - 6 They agree to meet at 6.45 / 7.15.
 - 7 Holly thinks Rob has / doesn't have a lot of energy.
- **b** Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- 1 RobHave you ______ a good day?2 JennyOh, you ______. Meetings!3 JennyWhy ______ you come with me?4 RobCan we ______ it a bit later?5 Jenny______ make it seven fifteen.
- c ①5.27 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.
- d Complete conversations A-E with **Social English**

Brilliant.

- c **5.25** Watch or listen and repeat the **You say** phrases. <u>Copy the rhy</u>thm.
- d Practise the conversation with a partner.
- e 🔐 In pairs, role-play the conversation.
 - A You're a customer. You bought some jeans yesterday. They're too big.
 - B You're a shop assistant. You don't have the same jeans in A's size. Offer A a different pair or a refund.
 You begin with Can I help you, sir / madam?

f Swap roles.

- **B** You're a customer. You bought some boots yesterday. They're too small.
- A You're a shop assistant. You don't have the same boots in B's size. Offer B a different pair or a refund. You begin with Can I help you, sir / madam?

phrases 1–5. Then practise them with a partner.

A	I'm going to the cinema tonight.	Thanks. I'd love to.
В	Let's meet for a drink at 5.30.	I don't finish work till six.
С	Hi.	Not really. I had a lot of problems at work.
D	Is seven o'clock too early for you?	Yes, a bit.
E	How was your first day back at work?	Not very exciting.

CAN YOU ...?

make suggestions to do something take something you have bought back to the shop arrange a time to meet somebody

Practical English At the pharmacy

going to a pharmacy **V** feeling ill

RUNNING IN CENTRAL PARK

7.18 Watch or listen to Rob and Jenny. Are they enjoying а their run?



EPISODE



- Watch or listen again and answer the questions. b
 - 1 How does Rob say he feels?
 - 2 What does Jenny say about Central Park?
 - 3 Is Rob happy he came to New York?
 - 4 What is Rob tired of doing?
 - 5 What does Jenny invite him to do?
 - 6 How many more times are they going to run round the park?

VOCABULARY feeling ill

Match the phrases and photos. а

What's the matter?

I have a headache. /'hedeik/ I have a cough. /kpf/ I have flu. /flu:/ have a temperature. /'temprətʃə/ have a bad stomach. /'stAmak/ have a cold.

GOING TO A PHARMACY



- 7.20 Cover the conversation below and а watch or listen. Circle the correct answer.
 - 1 Rob thinks he has a cold / flu.
 - 2 The pharmacist gives Rob ibuprofen / penicillin.
 - 3 He has to take the medicine every four hours / eight hours.
 - 4 It costs \$16.99 / \$6.99.
- Watch or listen again. Complete the b You hear phrases.

You hear You say

Good morning. Can I help you? very well. I think

I'm not feeling



7.19 Watch or listen and check. Then cover the phrases b and practise with a partner.

What's the matter?) (I have a headache.

	I have flu.
What are your symptoms?	l have a headache and a cough.
Do you have a 1?	No, I don't think so.
Are you allergic to any drugs?	l'm allergic to penicillin.
No ² This is ibuprofen. It'll make you feel ³	How many do I have to take?
⁴ every four hours.	Sorry? How often?
5 every four hours. If you don't feel better in 6 hours, you should see a doctor.	OK, thanks. How much is that?
That's \$6.99, please.	Thank you.
You're ⁷	

British and American English pharmacy = American English (and sometimes British English) chemist's = British English drugs = medicine in American English drugs = illegal substances in British and American English

- c ①7.21 Watch or listen and repeat the You say phrases. Copy the <u>rhy</u>thm.
- d Practise the conversation with a partner.
- e 🔐 In pairs, role-play the conversation.
 - A (book closed) You don't feel very well. Decide what symptoms you have. Are you allergic to anything?
 - B (book open) You are the pharmacist. You begin Can I help you?
- f Swap roles.

4 🖸 DINNER AT JENNY'S APARTMENT



d Ask and answer with a partner. Use Have you got...? Yes, I have. / No, I haven't. Give more information if you can.

A any pets a bike or motorbike a garden B any brothers and sisters a car a laptop

Have you got any pets?)

(Yes I have. I've got two dogs.

e Look at the **Social English** phrases. Can you remember any of the missing words?

9	S	ocial Eng	glish	
	1	Rob	That was a lovely	
	2	Rob	That isn't very	
	3	Jenny	for you. I'm	vou're
	-		feeling better.	
	4	Rob	I think I to the hotel no	0
	5	Rob	l'm	
	6	Rob	Thanks again f evening.	or a
			evening.	

- f 7.25 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.
- g Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.
 - A My cold has completely

a <a>7.22 Watch or listen to Rob and Jenny. Mark the sentences **T** (true) or **F** (false).

- 1 Rob broke up with his girlfriend a year before he met Jenny.
- 2 Jenny hasn't had much time for relationships.
- 3 Jenny knew that Rob wasn't feeling well in the morning.
- 4 Rob wants to go back to his hotel because he's tired.
- 5 Jenny is going to call a taxi.
- b Watch or listen again. Say why the F sentences are false.
- c Content of the information box about have got. Watch or listen and repeat the phrases.

We sometimes use *have got* instead of *have* to talk about possession.

I've got a busy day tomorrow.

Have you got any children? Yes, I have. I've got a girl and a boy. No, I haven't. I haven't got children.

See appendix p.165.

	disappeared.	
В	Thanks so much for inviting me.	lt was a pleasure.
С	lt's getting late.	Shall I call you a taxi?
D	Do you think you'll be OK for tonight?	Don't worry.
E	This is my third coffee this morning.	You won't sleep tonight.
F	I hope you enjoyed the party.	We certainly did.

CAN YOU ...?

describe symptoms when you feel illget medicine at a pharmacytalk about possessions with *have got*

Practical English Getting around

asking how to get there **V** directions

HOLLY AND ROB IN BROOKLYN

EPISODE



17 Watch or listen to Rob and Holly. а Mark the sentences T (true) or F (false).

VOCABULARY directions



- Look at the pictures and complete the phrases. а
 - 1 Turn _____.
 - 2 Go _____ on.
 - 3 Take the _____ turning on the right.
 - 4 Turn right at the _____ lights.
 - 5 Go round the _____ and take the third exit.
- b (19.18) Watch or listen and check.
- Cover the phrases and look at the pictures. Say the phrases. С

ASKING HOW TO GET THERE

19.19 Cover the conversation on p.77 and watch or listen. а Mark Rob's route on the map.

- 1 Rob has just done an interview.
- 2 He is in a hurry.
- 3 He has another interview in Manhattan.
- 4 He has another coffee.
- 5 Barbara phones Rob.
- 6 The restaurant is booked for seven o'clock.

D British and American English restroom = American English toilet = British English

> the subway = American English the underground = British English

Watch or listen again. Say why the F b sentences are false.





b Watch or listen again. Complete the
 You hear phrases.

You say	You hear
How do I get to Greenwich Village on the subway?	Go to the subway station at Prospect Park. 1 the B train to West 4th Street.
How many stops is that?	Six or seven.
OK. And then?	From West 4th Street take the A train, and get 2at 14th Street.
Could you say that again?	OK. From Prospect Park take the B train to West 4th Street, and then take the A train to 14th Street. That's only one 3
Where's the restaurant?	Come out of the subway on Eighth Avenue, go 4on for about 50 yards and take the 5left. That's Greenwich Avenue. The restaurant's on the 6 It's called The Tea Set.
OK, thanks. See you later.	And don't get ⁷ !

ROB IS LATE...AGAIN



- a 💿 9.21 Watch or listen to Rob and Jenny. Is the date a success?
- **b** Watch or listen again and answer the questions.
 - 1 What excuse does Rob give for being late?
 - 2 How long has Jenny waited for him?
 - 3 What does Rob suggest they do?
 - 4 What does Jenny say that Rob could do?
 - 5 Who is Rob interested in: Holly or Jenny?
- c Look at the Social English phrases. Can you remember any of the missing words?

Social English						
1	Rob	l'm so				
2	Rob	1	_ l'm sorry.			
3	Jenny	I don't	like a walk.			
4	Jenny	It's been a _	day.			
5	Jenny	l didn't	to say that.			

- d <a>9.22 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.
- c (1) 9.20 Watch or listen and repeat the You say phrases. Copy the <u>rhy</u>thm.
- d Practise the conversation with a partner.
- e 📔 In pairs, role-play the conversation.
 - **A B** is at Prospect Park. Choose a destination on the subway map. Give **B** directions. You start with *Go to the subway station at...*
 - **B** Follow **A**'s directions, and tell **A** which subway stop you have arrived at. Were you right?
- f Swap roles.

e Complete conversations A–D with **Social English** phrases 1–5. Then practise them with a partner.

Let's go to the park.	And anyway, it's raining.
You're half an hour late!	
The dinner's cold.	The traffic was terrible.
Your mother is so annoying!	My mother? Annoying?
Sorry,	
Shall we watch a film on TV?	No, I'm tired.
	You're half an hour late! The dinner's cold. Your mother is so annoying! Sorry,

CAN YOU ...?

give and understand directions in the street give and understand directions for using public transport apologize

Practical English Time to go home

on the phone

ABOUT THE FUTURE

EPISODE



- a 11.23 Watch or listen to Rob and Jenny. Mark the sentences T (true) or F (false).
 - 1 Rob is going home today.
 - 2 He says it will be difficult to stay in touch.
 - 3 Jenny suggests that she could go to London.

2 🜔 ON THE PHONE



- a **11.24** Cover the conversations below and watch or listen. Answer the questions.
 - 1 Who does Rob want to speak to?
 - 2 How many times does he have to call?
- **b** Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Hello. Broadway Grill.	Oh, sorry. I have the wrong number.
NewYork 24seven. 1 can I help you?	Hello. Can I speak to Barbara Keaton, please?
Just a second. I'll ² you throughHello.	Hi, is that Barbara?
No, I'm sorry. She's not at her ³ right now.	Can I leave a message, please?
Sure.	Can you tell her Rob Walker called? I'll call back later.
I'll give her the ⁴ You could try her cell phone.	Yes, I'll do that. Thank you.
I'm sorry, I can't take your ⁵ at the moment. Please ⁶ a message after the beep.	Hello, Barbara. This is Rob returning your call.
NewYork 24seven. How can I help you?	Hello. It's Rob again. Can I speak to Barbara, please?
Just a second. I'm sorry, the line's 7 Do you want to hold?	OK, I'll hold.
Hello.	Hi, Barbara. It's me, Rob.
Rob, hi! I tried to call you earlier.	What did you want to talk about?

- 4 Rob thinks it's a good idea.
- 5 They're going to a restaurant tonight.
- 6 Barbara wants to talk to Jenny.

British and American English You just missed him = American English You've just missed him = British English (cell) phone = American English (mobile) phone = British English

b Watch or listen again. Say why theF sentences are false.



- c ①11.25 Watch or listen and repeat the You say phrases. Copy the rhythm.
- d Practise the conversations with a partner.
- e 📔 In pairs, role-play the conversations.
 - A (book open) You are the Broadway Grill, the receptionist, etc. You start *Hello. Broadway Grill*.
 B (book closed) You want to speak to Barbara.
- f Swap roles.

3 🜔 IN CENTRAL PARK AGAIN

- a <a>11.26 Watch or listen to Rob and Jenny. Is it a happy ending or a sad ending?
- **b** Watch or listen again and answer the questions.
 - 1 Who has some news?
 - 2 What did Barbara offer Rob?
 - 3 What did Jenny do this morning?

c Look at the **Social English** phrases. Can you remember any of the missing words?



- d ①11.27 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.
- e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	Carol needs to speak to you. It's urgent.	OK,
В	So what's the problem with your parents?	It's very complicated.
С	You look worried.	No. I've just heard that my sister's ill.
D	Did you know Mark and Allie are getting married?	Wow!
E	Are you OK, Roz?	Yes, I'm fine.
F	I've got some news for you.	So have I.

CAN YOU ...?

phone somebody and say who you are / who you want to talk to

4 What does Jenny ask Barbara to do?

leave a message for somebody respond to news





INTERMEDIATE LEVEL EPISODES



Practical English Meeting the parents

reacting to what people say

1 🜔 INTRODUCTION

EPISOD

- a Look at the photos. Describe Jenny and Rob.
- b (1.26) Watch or listen to Jenny and Rob talking. Complete the gaps.

Jenny Zielinski and Rob Walker work for a 1______ called NewYork 24seven. She's American and he's 2______. Rob came to New York a few 3______ ago. He had met Jenny when she went to 4______ on a work trip. They got on very well and he was offered a job for a month in 5______. Later, he was offered a 6______ job. Jenny helped Rob 7______ an apartment and they are enjoying life in the USA, although Rob misses his friends and 8______.

British and American English apartment = American English flat = British English

2 🜔 REACTING TO WHAT PEOPLE SAY

a <a>1.27 Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?

British and American English mom = American English mum = British English





- Watch or listen again and mark the sentences
 T (true) or F (false). Correct the F sentences.
 - 1 Rob left the chocolates at the office.
 - 2 Rob's desk is usually very tidy.
 - 3 It's the second time that Rob has met Jenny's parents.
 - 4 Sally has prepared a big dinner.
 - 5 Jenny's new job is Managing Director.
 - 6 Jenny is going to be Rob's manager.

c ③ 1.28 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1	Rob Jenny Rob	Don't forget the chocolates. OK. Oh! I don'tit. Don't tell me you forgot them? I think they're still on my desk. kidding.
2		Mom, I'm really sorry – we bought you some chocolates, but we left them at the office. What a mind.
3		But I also have some good news. ? What's that?
4		So you've got a promotion? fantastic! That's great!
5		Let's go and have dinner. What aidea!

d <a>1.29 Watch or listen and repeat the phrases in the chart below. <u>Copy the rhy</u>thm and intonation.

REACTING TO WHAT PEOPLE SAY

What you say when you hear		
something surprising	You're kidding. I don't believe it.	
something interesting	Really?	
some good news	How fantastic! That's great news! What a great idea!	
some bad news	Oh no! What a pity. Never mind.	

How + adjective, What + noun We often use How + adjective or What + noun to respond to what people say. How interesting! How awful! How amazing! What a pity! What a good idea! What terrible news!

- e Practise the conversations in c with a partner.
- f Communication How awful! How fantastic! A p.106 B p.111 Practise reacting.

3 D HARRY FINDS OUT MORE ABOUT ROB



- a (1.30) Watch or listen to the conversation after dinner. Does the evening end well or badly?
- **b** Watch or listen again and answer the questions.
 - 1 What university did Jenny go to?
 - 2 Is Harry impressed by Rob's job? Why (not)?
 - 3 What does Harry like doing in his free time?
 - 4 Who are most of the photos in the dining room of?
 - 5 Who are Miles Davis, John Coltrane, and Wynton Marsalis?
 - 6 What surprises Harry about Rob?



c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1	Harry	How do you your career?
2	Rob	Not I'm more of a writer.
3	Rob	Oh, you know, interviews, reviews,
		like that
4	Rob	I, I like photography.
5	Harry	That's most of them are of
	-	Jenny.
6	Harry	How!
7	Rob	Well, he's a really nice
	Harry	Go, son!

- d (1.31) Watch or listen and complete the phrases. Then watch or listen again and repeat.
- e Complete conversations A–G with **Social English** phrases 1–8. Then practise them with a partner.

A	Excuse me, do you mind if I sit here?	Of course not.
В	Those sandwiches don't look very nice.	l bought them two days ago!
С	Did you like the film?	📃 It was much too long.
D	What do you keep in that file?	Bills, bank statements,
Е	your future after university?	I'm not sure. I might try and work abroad for a year.
F	You won't believe it, but we've just won a week's holiday in Paris!	Lucky you!
G	What's your new boss like?	He's OK, he seems like

CAN YOU ...?

- react to good news, bad news, surprising news, and interesting news
- introduce yourself and other people
- use phrases which give you time to think, e.g. you know, *I mean*, etc.



Practical English A difficult celebrity

giving opinions

1 🜔 ROB'S INTERVIEW

a <a>3.28 Watch or listen to Rob interviewing Kerri. What is she happy and not happy to talk about?



- Watch or listen again and mark the sentences T (true) or F (false). Correct the F sentences.
 - 1 Kerri's song is about love.
 - 2 Kerri plays in a band.
 - 3 She used to go out with a member of the band.
 - 4 Only one of her parents was a musician.
 - 5 Kerri started playing the guitar when she was six.
 - 6 Her new album is very different from the previous ones.
 - 7 She's been recording and touring recently.
 - 8 She's going to give a big concert in New York.

2 🜔 GIVING OPINIONS

- a ③ 3.29 Watch or listen to the conversation at lunch. What do they disagree about?
- **b** Watch or listen again and answer the questions.
 - 1 What does Kerri think about...?
 - a the waiters in New York compared to London
 - b people in New York compared to London
 - 2 Who agrees with Kerri? Who disagrees? What do they think?
 - 3 Who phones Rob? What about?







c ③ 3.30 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1	Kerri	, I think people
		in London are a lot more
		easy-going. London's just not
		as hectic as New York.
	Don	Sure, we all like peace and quiet
		But in my, New York
		is possiblywell, no, is definitely
		the greatest city in the world.
		Don't you?
	Kerri	To be, I definitely
		prefer London.
	Don	Come on, Rob. You've lived in
		both. What do you?
2	Den	OK I Jandan has
2	Don	OK, I London has
		its own peculiar charm. But if
		you me, nothing
		compares with a city like New
		York. The whole world is here!
	Kerri	But that's the problem. It's too
		big. There are too many people.
		Everybody's so stressed out.
		And nobody has any time for
		you.
	Jenny	I don't think that's,
		Kerri. New Yorkers are very
		friendly.
	Kerri	Oh, they can sound
		friendly with all that 'Have a nice
		day' stuff.

- d ③3.31 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.
- e Practise the conversations in **c** with a partner.
- f In small groups, practise giving opinions. Discuss the following sentences.

The best place to live is in a big city.

Cycling is the most practical way to get around big cities.

You only get good service in expensive restaurants.

It's irritating when people in shops or restaurants say *Have a nice day!*

- 3 🜔 A SURPRISE FOR KERRI
 - ③3.32 Watch or listen to the end of the lunch. Why is Kerri surprised?
 - British and American English cell phone = American English mobile phone = British English

b Watch or listen again and complete the information.

а

- 1 Kerri thinks the waitress is friendly when they leave because Don...
- 2 Jenny is worried because she thinks Rob...
- 3 Kerri thinks that the taxi driver is very...

c Look at the **Social English** phrases. Can you remember any of the missing words?

- Social English
 - 1 Jenny Did you _____ what you said in the restaurant, Rob?
 - 2 Jenny It's _____ that you seemed so homesick in there.
 - 3 Rob Oh, _____ on a minute.
 - 4 Rob Our taxi's come
 - 5 Kerri That was so _____ of him!
- d (3.33 Watch or listen and complete the phrases. Then watch or listen again and repeat.
- e Complete conversations A–E with **Social English** phrases 1–5. Then practise them with a partner.

A	Are you ready? The taxi's waiting.	I think so. Oh, . I've left my charger upstairs.
В	Are you sure you don't want to come on holiday with us?	
С	Did Mark drive you all the way home?	Yes, it was
D	How long are you going to be in Prague?	Just three days. I on Sunday night.
Е	about paying for the tickets?	Yes, absolutely. It's my birthday present to you!

CAN YOU ...?

- interview someone or be interviewed
- give your opinion about something
- agree or disagree with other people's opinions



Practical English Old friends

permission and requests

1 D JENNY HAS COFFEE WITH A FRIEND

a <a>
 a <a>

 5.23 Watch or listen to Jenny and Monica. What's Monica's news?





- b Watch or listen again and answer the questions.
 - 1 Who's Scott?
 - 2 When did they get engaged?
 - 3 Who has Monica told the news to?
 - 4 What did she use to do a lot at night? What does she do now?
 - 5 Who's going to organize the wedding?
 - 6 What does Jenny tell Monica about her relationship with Rob?
 - 7 What does Monica think about Rob being British?

2 D PERMISSION AND REQUESTS

- a 🚳 5.24 Watch or listen. What favour does Rob ask Jenny?
- Watch or listen again and mark the sentences T (true) or
 F (false). Correct the F sentences.
 - 1 Rob orders a cappuccino.
 - 2 Rob says Monica looks different from her photos.
 - 3 Monica gets a good impression of Rob.
 - 4 Monica leaves because she has to go to work.
 - 5 Jenny says that most of their friends aren't in serious relationships.
 - 6 Paul is going to stay for a fortnight.
 - 7 Paul used to be very quiet when they were younger.
 - 8 Jenny is keen to meet Paul.



c ③ 5.25 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

Asking permission

- 1 Rob Do you _____ if I join you?
 - Monica Of _____ not. Come on, sit down.
- 2 Rob Is it ______ if we change our plans a bit this week? Jenny Er...sure.

Requests: asking someone to do something

- 3 Rob you pass the sugar?
 - Jenny _____
- 4 Rob Could you do me a big _____? I have to work late this evening, so...would you mind _____ him at the airport?
- Jenny ______ at all. I'd like to meet him.
- 5 Rob And do you think you take him to my flat? I'll give you the keys.
- Jenny No_____, Rob.

- d Look at the highlighted phrases in **c** and answer the questions.
 - 1 How do you respond to Do you mind if...? and Would you mind...? when you mean OK, no problem?
 - 2 Which two forms of request should you use if you want to be very polite or are asking a very big favour?
- e **(1)** 5.26 Watch or listen and repeat the highlighted phrases. Copy the <u>rhy</u>thm and intonation.
- f Practise the conversations in c with a partner.
- g Communication Could you do me a favour? p.107 Practise requests.

3 🜔 PAUL ARRIVES

- a (1) 5.27 Watch or listen. How do Rob and Jenny feel about Paul's arrival?
- b Watch or listen again and circle the correct answer.
 - 1 Paul's appearance has changed a lot / hasn't changed much.
 - 2 His flight was on time / late.
 - 3 On the journey from the airport, Paul talked a lot about himself / asked Jenny a lot of personal questions.
 - 4 Rob suggests eating in / eating out.
 - 5 Paul feels exhausted / full of energy.
 - 6 Jenny feels like / doesn't feel like going out.





c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English				
1 Paul It's great to see you,				
2	Rob	How you're so late?		
3	Paul	No, man!		
4	Jenny	Rob, I think I'll go home <mark>if you</mark> don't		
5	Rob	Just like the old!		
6 Paul Rob, we've got a lot to talk!				

- d (1) 5.28 Watch or listen and complete the phrases. Then watch or listen again and repeat.
- e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	Are there any good films on tonight?	Actually, I might go to bed early . I'm exhausted.
В	l've rung you at least five times. you never called me back?	I'm really sorry. I left my phone at home and I've only just got back.
С	I can't believe it's so long since we last met!	Yes, at least two years. To start with, I've got a new job!
D	Hey Josh! <mark> </mark> .	Yeah, good to see you too!
E	Shall we have dinner at that Indian restaurant we used to go to?	Good idea! It'll be <mark>-</mark> .
F	OK, so you can clean the bathrooms and I'll tidy the living room.	I hate cleaning bathrooms.

CAN YOU ...?

- use different expressions to ask permission to do something and respond
- use different expressions to ask another person to do something and respond
- greet someone you haven't seen for a long time
Practical English Boys' night out

making suggestions

🛚 🜔 ROB AND PAUL CATCH UP

EPISODE



- a <a>7.23 Watch or listen to Rob and Paul. What does Paul think of Jenny?
- Watch or listen again and mark the sentences T (true) or F (false). Correct the F sentences.
 - 1 Rob used to play pool when he was younger.
 - 2 Rob has a lot of free time.
 - 3 Rob had fair hair the last time Paul saw him.
 - 4 Paul thinks Rob has changed a lot.
 - 5 Jenny's parents gave Rob the shirt he's wearing.
 - 6 Rob doesn't want to keep Jenny waiting.

2 🜔 MAKING SUGGESTIONS

- a ⁽¹⁾7.24 Watch or listen to Paul, Rob, and Jenny talking about what to do after dinner. What do Paul and Rob decide to do? What excuse does Jenny give? What does she do in the end?
- b Watch or listen again. Answer with Paul,
 Rob, or Jenny.

Who suggests ...?

- 1 going dancing
- 2 doing some exercise
- 3 📃 going to a club
- 4 going to an art gallery



- 5 staying at home
- 6 📒 going to a gig
 - 7 meeting Kerri
- c ③7.25 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.
 - 1 Paul
 What shall we _____ now?

 Rob
 What do you want to do?

 Paul
 Well...I haven't been on a dance floor for weeks now.

 I've got to move my body. _____ go dancing!
 - 2 Jenny I'm going running in the morning. Why _____ you join me?
 - Paul No thanks. I'm not very _____ on running. But I've read about this place called Deep Space, where they play great music. We _____ go there.
 - 3 Jenny ______about going to the late show at MOMA? Paul MOMA? What's that?
 - **4 Jenny** ______ about staying in and watching a movie on TV?
 - **Paul** I'm in New York. I can watch TV anywhere.
 - 5 Paul I didn't think so. So we go there?
 - Rob _____not?
 - 6 Rob We meet her outside and go together. Paul That's a great !



Verb forms

Remember to use the infinitive without to after: Shall we... We could... Why don't you / we... Let's...

Remember to use the gerund after: What about...?

- d Look at the highlighted expressions for making and responding to suggestions. Which expression is the most emphatic, *What about...?*, *Let's...*, or *We could...?*
- e **17.26** Watch or listen and repeat the highlighted phrases. Copy the <u>rhy</u>thm and intonation.
- f Practise the conversations in c with a partner.
- **g** In small groups, practise making suggestions and responding.

You are going to have an end-of-term class party. You need to decide...

- when to have it.
- where to have it.
- what time to have it.
- what food and drink to have.

3 D THE MORNING AFTER THE NIGHT BEFORE

a **17.27** Watch or listen to Rob and Jenny talking on the phone. What's the problem?



Watch or listen again and complete the sentences with 1–3 words.

- 1 Rob says that he's feeling _____
- 2 Kerri invited Rob and Paul to _____
- 3 Rob says that he can't make _____.
- 4 Jenny is upset because it's an _____
- 5 Rob promises that _____ again.
- 6 Rob also says that Paul _____ that afternoon.
- 7 Jenny tells Don that Rob is such _____
- c Look at the **Social English** phrases. Can you remember any of the missing words?

Se	ocial En	glish	
1	Jenny	Where are you,	?
2	Rob	That's	I'm calling. I'm not
		going to make	it.
3	Rob	lt won't	again.
4	Rob	He's	to Boston this afternoon.
5	Jenny	I mean, it's not	l don't like
		Paul, but	
6	Don	I wanted to hav	e a with him
		before the mee	ting.
-	1	11.7	- C - L

7 Jenny He's _____a professional.

d <a>7.28 Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–G with **Social English** phrases 1–7. Then practise them with a partner.

A	Your mum's darling! She's just mended my jeans!	That's so typical. She's always trying to be useful
В	Have we got anything for supper tonight?	No, nothing. 🗾 l'm ordering takeaway.
С	Is your brother around? I need to	I think he's in his room. Shall I call him?
D	You don't like my new shirt, do you?	I don't like it, it's just that the colour doesn't suit you.
E	That's the third time this week you've come home late.	, I promise. This week's been really busy.
F	Is Jason coming tonight?	No, he can't. Manchester really early tomorrow morning.
G	Aren't you going to finish your vegetables?	They're cold. And, I don't like cabbage.

CAN YOU ...?

- use different ways of making suggestions
- respond to suggestions
- apologize and make an excuse



Practical English Unexpected events

indirect questions

1 🜔 JENNY GETS A SURPRISE

- a **19.21** Watch or listen. How do you think Jenny and Rob feel at the end?
- b Watch or listen again and mark the sentencesT (true) or F (false). Correct the F sentences.
 - 1 Jenny didn't expect Paul to be there.
 - 2 Paul tells Jenny that Rob is planning to stay in New York.
 - 3 Rob arrives with croissants for breakfast.
 - 4 Paul lies to Jenny about Rob's plans.
 - 5 Rob insists that he's serious about Jenny.
 - 6 Rob says he will drive Paul to Boston.



2 DINDIRECT QUESTIONS

a <a>9.22 Watch or listen to Rob and Jenny talking in the office. Do they resolve their problems?



- **b** Watch or listen again and answer the questions.
 - 1 What reason does Rob give for Paul being in his flat?
 - 2 How does Rob know that Paul is really leaving?
 - 3 Why doesn't Jenny believe that Rob wants to stay in New York?
 - 4 According to Jenny, how did Rob behave when he was with Paul?
 - 5 What does Jenny think about their relationship?
- c ③ 9.23 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.
 - 1 Jenny Could you me why Paul is still in your apartment? Well, he couldn't get a ticket to Rob Boston... _if he's got one now? 2 Jenny Do you **Rob** I bought it! He's leaving this evening. 3 Jenny Look Rob, I'd to know what you really want. Rob What do you mean? if you really want to be here. I 4 Jenny | wonder if... Rob Jenny, what is it? 5 Don I need a word. you tell me what you decided at the last meeting? Jenny Right away, Don. Rob was just leaving.
- d **(3)** 9.24 Watch or listen and repeat the highlighted phrases. Copy the <u>rhy</u>thm and intonation.
- e Practise the conversations in c with a partner.

Indirect questions

We often put *Can / Could you tell me...?, Do you know...?, I'd like to know..., I wonder...* before a question to make it less direct and more polite. When we do this, the direct question changes to a positive sentence, i.e. the word order is (question word / *if / whether*) + subject + verb and we don't use *do / did* in the present and the past.

Compare:

Why is Paul in your apartment? Could you tell me why Paul is still in your apartment?

Has he got one now?

Do you know **if** (or **whether**) **he's got** one now? What **do you really want**?

I'd like to know what you really want.

Do you really want to be here?

I wonder if (or whether) you really want to be here.

?

What did you decide at the last meeting? Can you tell me what you decided at the last meeting?

f Read the information about indirect questions. Then make questions 1–5 more indirect by using the beginnings given.

- 1 Where's the station? Excuse me, can you tell me _____
- 2 What did he say? I'd like to know _____
- 3 Does she like me? I wonder _____
- 4 Is your brother coming tonight? Do you know _____?
- 5 What time does the shop close? Could you tell me _____
- g Communication Asking politely for information A p.110 B p.114 Practise indirect questions.

?

3 🜔 ROB GETS SERIOUS

a (1) 9.25 Do you think there's going to be a happy ending? Watch or listen to Rob and Jenny and check.



b Watch or listen again and complete the sentences with no more than four words.

- 1 Rob is trying to convince Jenny that he
- 2 Jenny says that she's sure that Rob wants to .
- 3 Rob says that he loves his _
- 4 Jenny and Rob are going to visit _____
- 5 Rob promises not to forget _____
- 6 Rob asks Jenny to ______.
- c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1	200	CONSIGN CONSIG	5	
	1	Jenny	lt's	you want to go back.
	2	Rob	Of	I miss London, but I love
			my life her	e.
	3	Rob	And I won'	t forget the chocolates this
			time	
	4	Jenny	Well, that's	s a start, <mark>I</mark> .
	5	Rob		if I proposed to you?
	6	Jenny	Rob,	it. It's embarrassing.

d (1)9.26 Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	Are you sure you want to come out with me tonight?	I want to come. I'm looking forward to it.	
B Ten times one is ten, ten times two is twenty, ten times three is		Please . You're really annoying me.	
С	What shall I get, spinach or cauliflower?	Actually, I don't like spinach and I don't really like cauliflower . How about broccoli?	
D	When's the best day for us to meet?	Tomorrow or Thursday, . You decide.	
E	l still can't decide which restaurant to book.	we stayed at home and got a takeaway?	
F	Do you think we could leave now? I'm really tired.	OK. you're really not enjoying the party.	

CAN YOU ...?

- make indirect questions, e.g. beginning with *Can you tell me...?*
- discuss a problem



UPPER-INTERMEDIATE LEVEL EPISODES



Colloquial English Talking about...

THE INTERVIEW Part 1

- Read the biographical information about а Ryan Judd. What do you think the HR department of a company does?
 - Ryan Judd was born in 1976. He has been working as a recruitment advisor in the HR (Human Resources) department at **Oxford University** Press since 2010.



- Watch Part 1 of an interview with him. b Tick (\checkmark) the things he mentions that candidates for a job interview should do.
 - Arrive on time 1
 - Be enthusiastic about the job 2
 - Ask questions about the job 3
 - Ask questions about the salary 4
 - Include a photograph on your CV 5
 - Write a good cover letter 6
 - Check everything is correct on your CV 7
 - Be prepared for the interview 8

Glossary

CV the abbreviation for Curriculum Vitae, a written record of your education and the jobs you have done that you send when you are applying for a job cover(ing) letter a letter containing extra information which candidates send with their CV recruiter /rr/kru:tə/ the person who finds new people to join a company



Watch Part 2. Which three interview situations did he find difficult or surprised him?



- b Watch again and answer the questions.
 - 1 What choice did he have with the first candidate he talks about?
 - 2 What explanation for her behaviour did the second candidate give?
 - 3 What kinds of clothes does he think candidates should wear?
 - 4 Why did the third candidate arrive in the wrong kind of clothes? Did he get the job?

Glossary

blazer /'bleize/ a smart jacket which is not worn with matching trousers

Do you agree with Ryan that how a candidate dresses is important? What would you wear to a job interview?

Part 3

- Watch Part 3. Complete the two 'extreme interview' а questions he mentions.
 - 1 How would you describe ______ to your _
 - 2 Would you rather fight a horse-sized _____ or a hundred duck-sized





salary banding the level of pay given for certain jobs within a company

- Now watch again and answer the С questions.
 - 1 What kinds of things does he ask candidates about to relax them before the interview?
 - 2 What kinds of things does he ask candidates at the beginning the interview?
 - 3 What information should be given in a covering letter?
- Which three things in **b** do you think are d the most important?

- Watch again. Mark the sentences T (true) or F (false). Say b why the F ones are false.
 - 1 Ryan thinks the purpose of extreme interviewing is to see how candidates react in a strange situation.
 - 2 He has used extreme interviewing on several occasions.
 - 3 The first 'extreme' question he mentions was asked to see if the candidate had technical and communication skills.
 - 4 The second 'extreme' question was asked to see if candidates had leadership potential.
 - 5 Ryan thought that it was a good question.
 - 6 He would have chosen the first option.
- How would you answer the two questions in a? С

getting a job

2 🜔 LOOKING AT LANGUAGE

♀ Formal language

Ryan uses several words and expressions that would typically be used in a more formal setting, e.g. a job interview, rather than in conversation.

Watch some extracts from the interview and replace the highlighted words or phrases with the more formal equivalent used by Ryan.

- 1 '...you're also looking for them to show experience relevant to the position.'
- 2 'During an interview, once it has begun, I will always try to start the interview with some general questions...'
- 3 'First thing is, obviously, to make mistakes on their application – um, that's always seen negatively...'
- 4 '...but again, during the interview, when she hadn't said that's why she was doing it, it was a bit of a surprise.'
- 5 '...you would expect, expect to see suitable shoes. And the same for a,

C THE CONVERSATION



Watch the conversation. How do they respond to the question?
 Write D, S, and A on the line in the appropriate place.

Yes, definitely

It depends

Absolutely not

- **b** Watch it again. Match the sentence halves.
 - 1 Alice Admitting you can't do something is OK if
 - 2 Alice If you say you can speak French on your CV and you can't,
 - 3 Sarah It's OK to exaggerate a bit about something if
 - 4 Sarah If speaking a language was essential for a job,
 - 5 Debbie If you lie and say you can do something,
 - 6 Debbie If you don't have many hobbies,
 - A it's not very important for the job.
 - B you will have wasted the interviewer's time and given a bad impression of yourself.
 - C it's a good idea to exaggerate a bit.
 - D you say you are prepared to learn.
 - E it might be expensive for the company when they discover the truth.
 - F I wouldn't say I could do it.
- c Do you think it's OK to slightly exaggerate on your CV? Who do you agree with most, and why?
- a woman as well...'
- 6 'lt's not something that I have direct experience of, but I know about some of the techniques that they use...'
- 7 '...I'm not even sure if I would have been able to give an immediate answer...'
- d Watch three extracts where the speakers are emphasizing something and complete the gaps.
 - 1 I think it's a ______ idea to even slightly exaggerate...
 - 2 ...you might find yourself in a situation where you've wasted their time and you've just made yourself look ______ silly.
 - 3 I've _____ exaggerated on a CV.
- e Now watch two more extracts. What does the speaker do with the missing word to make it more emphatic?
 - 1 ...but I wouldn't do that if I knew the job was going to require me _____ that language...
 - 2 ...you shouldn't outright lie because you _____ get caught out and a lot of the times it could cost a company a lot of money...
- f Now have a conversation in groups of three.
 - 1 Do you think that to get a job today, who you know is still more important than what you know?
 - 2 Do you think CVs and interviews are a reliable way of selecting people for a job?

Colloquial English Talking about...

1 C THE INTERVIEW Part 1

a Read the biographical information about Julia Eccleshare and look at the book covers. Have you read any of them?

Julia Eccleshare is a British journalist and writer on the subject of children's books. She was children's book editor for the *Guardian* newspaper from 2000 until 2016. She regularly appears as a judge or Chair of judges on some of the major children's book prizes, and is particularly interested in how to encourage children and young people to read. Julia was awarded the Eleanor Farjeon Prize in 2000 in recognition of her outstanding contribution to children's books. She has four children and lives in London.



b Watch Part 1 of an interview with her. Why does she mention these four books?

Warrior Scarlet Little H Mouse House Northe

Little House on the Prairie Northern Lights

c Now watch again and mark the sentences T (true)



a Now watch Part 2. Number the photos in the order she mentions them.



- b Watch again. Circle the correct answer.
 - 1 The one big thing that she thinks makes a child a reader is *learning to read early / finding the right book*.
 - 2 When teenagers have seen a film, it often / rarely makes them want to read the book.
 - 3 Parents sometimes think that children *should / shouldn't* read books which are difficult.

or **F** (false). Say why the **F** sentences are false.

- 1 Julia has only re-read *Warrior Scarlet* once since she was a child.
- 2 She thinks people have very clear memories about books they loved as children.
- 3 Her parents read to her a lot when she was a child.
- 4 Her husband didn't want to read to the children at the end of a long day.
- 5 One of the things she loves about Philip Pullman's books is that they make children think.

Glossary

warrior /'woria/ a person who fights in a battle or war (especially in the past)

His Dark Materials trilogy a series of three fantasy novels by the author Philip Pullman, consisting of *Northern Lights, The Subtle Knife*, and *The Amber Spyglass*. A BBC / HBO TV series based on the trilogy was released in 2019.

d Did your parents use to read to you when you were a child? What was your favourite children's book? Why did you like it so much?

- 4 Jacqueline Wilson is an example of an author who parents / children used to think was very good but parents / children didn't.
- 5 Julia thinks that children *should / shouldn't* only read books which are of high literary quality.

Glossary

a teen anthem a song which young people strongly identify with. Here Julia uses the expression to describe a novel.a literary stylist a writer who writes in a very literary style

c When did you learn to read? Did you read much as a teenager? Why (not)?



- a Now watch Part 3. Answer the questions.
 - 1 Does she read print books, eBooks, or both?
 - 2 Does she think people will read fewer books because of all the new technology?
 - 3 Does she still read for pleasure?

books

- b Listen again. What is she referring to when she says the following things?
 - 1 'I think we are, ought to, sort of, stop seeing the two in polarity, I think, you know. Everybody is going to read both.'
 - 2 'So the book has always been under threat from these other media...'
 - 3 '... I know you can do both, but most people don't...'
 - 4 '...but as you get older, it's just harder to carve out time like that, and there's always something else pressing ... '
 - 5 '...and you have that kind of chemical moment when the story grabs you...'
- Do you read more things in print books С or online? Why?

LOOKING AT LANGUAGE

Ways of giving yourself time to think Julia often gives herself time to think when she's answering questions, either by stopping and starting again, sometimes in a slightly different way, or by using 'filler' sounds, e.g. 'um' and 'er', and certain words or phrases, e.g. 'well', 'I mean', etc. that don't add meaning but which we use for this purpose.

THE CONVERSATION

3

а



Watch the conversation. Who (E, D, or I) ...?

- recommends one book
- recommends more than one book
- doesn't recommend a specific book
- b Watch again. Answer the questions with A (Harry Potter), B (The Diving Bell and the Butterfly), or C (Everything I Know About Love).

Which book ...?

- did Emma tell lots of friends to read 1
- has Ida never heard of 2
- isn't very long 3
- has David never read 4
- does Ida think has influenced people from all over the world 5
- is about the author's life and upbringing 6
- was David both moved and uplifted by 7
- does Emma think sounds good because you learn from other 8 people's experiences
- is set in the present day 9
- Have you read any of the books they mention? If no, did C what they say make you want to read them? Is there a book you think everyone should read?
- Watch an extract and circle the vague language you hear. d Are the other options also possible?

3.27 Watch some extracts from the interview and complete the missing words or phrases.

- 1 'Well, that's interesting, because if I think back to it...'
- 2 '... I think, there's a lot of, of talk about how children learn to read and all of this, but _____, and what strategy might be best, but actually what makes a reader...'
- 3 'Well, I think the biggest inspiration that I, I would, _____, I would like to say again...'
- 4 'You take a book like The Beach, it wasn't a book that was written for children...'
- 5 '...it was a _____ almost a teen anthem novel...'
- 6 'And what do you say about someone like J.K. Rowling who is, _____, not a great literary stylist...'

Emma 1 think, from, like, all of my friends that are my age, we all kind of read it when we were young and it just becomes, ¹I mean / like, everyone knows what you mean when you talk about your Hogwarts house, for example.

Ida Yeah.

Emma And you just ²kind of / sort of lose yourself in this fantasy. The book that you read as a child, I still kind of re-read it every few years and a lot of people have said that it's helped them deal with, like, grief and...

David Wow!

- Emma ...³ stuff like that / things like that. So, I think it's actually quite powerful.
- Ida I think also because, like you were saying, you, you, ⁴kind of / sort of grew up with it.

Now have a conversation in groups of three.

- 1 Do you think people who read are normally more intelligent than people who don't?
- 2 Do you think that young people have problems reading long or difficult texts because of the kind of reading they do on social media? Is this a problem?

485 Colloquial English Talking about...

1 C THE INTERVIEW Part 1

a Read the biographical information about Candida Brady. Have you heard of any of the films or people mentioned?

Candida Brady is a British journalist and film-maker. She founded her film company, Blenheim Films, in 1996 and has produced and directed several films and documentaries on a variety of topics, including youth culture, music, and ballet.



In 2012, Candida completed her first full-length documentary feature film, *Trashed*, which follows the actor Jeremy Irons around the world as he discovers the growing environmental and health problems caused by waste – the billions of tons of rubbish that we generate every day – and the way we deal with it. The soundtrack for the film was composed by the Greek composer Vangelis, who wrote the awardwinning soundtrack to *Chariots of Fire*, and the film won several awards at film festivals. Her latest film, *Urban and the Shed Crew*, based on the memoir of writer Bernard Hare, is about a young boy's struggle to survive on the streets of Leeds in the 1990s.

b Watch Part 1 of an interview with her. Mark the sentences T (true) or F (false).

1 Candida made the film *Trashed* because she wanted people to know more about the problem of waste.

Part 2

- a Now watch Part 2. Answer the questions.
 - 1 Which was the bigger problem for Candida: making the film visually attractive, or trying not to make it too depressing?
 - 2 What kind of pollution does she think is the most worrying: air, land, or sea?
- b Watch again. Complete the sentences with one word.
 - 1 Candida had a _____ DOP (Director of Photography).
 - 2 She wanted to film in beautiful places that had been _____ by man-made rubbish.
 - 3 She would have preferred to make a more _____ documentary.
 - 4 They were very much aware that they wanted to offer ______at the end of the film.
 - 5 She says you have to dig down over a foot deep on a beach to find sand that doesn't have any _____ in it.
 - 6 She says the pieces of plastic in the water become so fragmented that they're the same size as the zooplankton, which is in the _____ chain.

Glossary

Saida (or Sidon) a port in Lebanon, its third largest city a foot UK measurement = 30.5 centimetres zooplankton microscopic organisms that live in water

- c Which kind of pollution, air, land, or water, is the biggest problem where you live?
- 2 Jeremy Irons is a person who loves buying new things.
- 3 Candida was surprised that he immediately loved the film proposal.
- 4 Vangelis is a good friend of Candida's.
- 5 Vangelis had previous experience of projects related to the environment.
- 6 She didn't need to do much research before making the film because she was already an expert on the subject.

Glossary

rough cut /raf kat/ the first version of a film after the different scenes have been put together

Jacques Cousteau a well-known French conservationist and film-maker who studied the sea and all forms of life in water

- Now watch again and say why the F sentences are false.
- d Have you seen any documentaries about the environment? What did you learn from them?



waste

Part 3

- Now watch Part 3. Answer the questions. а
 - 1 Who does she blame for the problem of waste?
 - 2 Why does San Francisco offer a positive note at the end of the film?
 - 3 Has the film changed her own habits?

Watch again. What does she say about...? b

- 1 hotels in San Francisco
- 2 her grandparents
- 3 her bicycle

Glossary

zero waste the recycling and re-using of all products bins containers where people throw their rubbish

How much recycling do you do personally? Are С you optimistic or pessimistic about the future of the environment?

LOOKING AT LANGUAGE

Comment adverbs

Candida uses a lot of comment adverbs (e.g. unfortunately) to clarify how she feels about what she is saying.

Watch some extracts from the interview and write

THE CONVERSATION



Watch the conversation. Circle the correct phrase а to sum up their conclusion.

They think being plastic-free is definitely possible / possible but difficult / impossible.

Watch again. Answer with S (Simon), J (Joanne), or Sy (Syinat).

Who ...?

- gives an example of plastic straws
- thinks that consumers need to lead the way 2
- brings up the problem of plastic packaging in 3 supermarkets
- mentions that China no longer accepts other 4 countries' recycling
- suggests that it might be possible to be plastic 5 free in 20 years' time
- says that there is more plastic than fish in the sea 6
- compares the use of plastic today to in the past
- tells the others about bacteria that can eat plastic 8
- talks about plastic bottles that you can use and 9 then eat the plastic
- Do you agree with the participants about the С possibility of being plastic free? Why (not)?
- Watch some extracts and match some of the d different ways that the participants respond to

in the missing adverbs.

- ______ filming in 11 countries...' 1 'We ended up ____
- 2 '... but the stories that I've chosen are universal and, _____, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in...'
- 3 '...and so I sent him the treatment and he, um, he loved it.'
- 4 '...but _____, again, he was very shocked, um, by the film and really wanted to get involved."
- 5 '...yes and no, um, ______ enough. Obviously I had a wonderful DOP, Director of Photography, so, um, he can pretty much make anything look beautiful...'
- 6 'I did a lot of research and so, _____, these things were repeatable and, and in every country around the world...'
- _____, what's happened with the way that 7 ' soft plastic degrades in water is that, um, the pieces become so fragmented...'

what another person had said.

- 1 The deepest place on the planet... and they found plastic.
- 2 ... there's more plastic in the sea by weight than there are fish...
- 3 ... plastic bottles that actually you can then eat the plastic.
- A Yes, isn't that awful?
- B Oh wow!
- C It's depressing.
- D Yes, it's very scary!
- E I mean that's just so depressing, isn't it? F I think that's just so amazing. G That sounds pretty cool.
- With a partner, say what the function of each е response is: responding to something positive or something negative.
- Now have a conversation in groups of three. f
 - 1 What kinds of things in everyday life do you think really make a difference to the environment?
 - 2 What do you think the government could do to make people recycle more?

Colloquial English Talking about...

THE INTERVIEW Part 1

Read the biographical information about Simon Callow. а Have you seen any of his films?

Simon Callow is an English actor, writer, and theatre director. He was born in London in 1949 and studied at Queen's University, Belfast, and the Drama Centre in London.

As a young actor he made his name when he played the part of Mozart in Peter Shaffer's production of Amadeus at the Royal National

Theatre in London in 1979 and he later appeared in the film version. As well as acting in the theatre he has also appeared in TV dramas and comedies and in many films including Four Weddings and a Funeral and Shakespeare in Love. He has directed both plays and musicals and was awarded the Laurence Olivier award for Best Musical for Carmen Jones in 1992. He has written biographies of the Irish writer Oscar Wilde and Orson Welles, the American actor and film director. He was awarded the CBE in 1999 for his services to drama.



Watch Part 1 of an interview with him. Mark the sentences b

Have you seen any films or plays based d on the life of real people? Did you agree with the way they were portrayed?

Part 2



- Now watch Part 2. Answer the questions. а
 - 1 Which does he prefer, acting in the theatre or in films?
 - 2 Complete the two crucial differences he mentions about acting in the theatre: There's an

Every single performance is utterly _

- 3 Who does he say are the most important people in the making of a film, the director, the editor, or the actors? Why?
- 4 Does he think acting in film is more natural and realistic than theatre acting? Why (not)?

T (true) or F (false).

- 1 His first job was as an actor at The Old Vic theatre.
- 2 When he watched rehearsals he was fascinated by how the actors and the directors worked together.
- 3 Acting attracted him because it involved problem solving.
- 4 Playing the part of Mozart in Amadeus was a challenge because he wasn't a fictional character.
- 5 Mozart was the most exciting role he has had because it was his first.
- Now watch again and say why the **F** sentences are false. С

Glossary

The Old Vic one of the oldest and most famous of the London theatres Amadeus is a play by Peter Shaffer about the life of the composer Wolfgang Amadeus Mozart. It was also made into a film of the same name. In the play, Mozart is portrayed as having a very childish personality, which contrasts with the genius and sophistication of his music.

The Marriage of Figaro one of Mozart's best-known operas box office the place at a theatre or cinema where tickets are sold rehearsals /rɪ'hɜɪslz/ time that is spent practising a play or a piece of music auditorium / ordr'torriom/ the part of a theatre where the audience sits

- Watch again. What is he referring to when he says ...?
 - 1 'It's important because you have to reach out to them, make sure that everybody can hear and see what you're doing.'
 - 2 '...I mean you never do, you never can.'
 - 3 'So, in that sense, the actor is rather powerless.'
 - 4 '...there are some, you know, little metal objects right in front of you, sort of, staring at you as you're doing your love scene...'

Glossary

(film) editor the person whose job it is to decide what to include and what to cut in a film editing suite /'editin switt/ a room containing electronic equipment for editing video material

Do you ever go to the theatre? Do you С prefer it to the cinema? Why (not)? What plays have you seen?

performances

Part 3

- Now watch Part 3. What a does he say about ...?
 - 1 watching other actors acting
 - 2 the first great actors he saw
 - 3 Daniel Day-Lewis
 - 4 wearing make-up
 - 5 the first night of a play

Glossary

John Gielgud a famous stage and film actor (1904-2000)

Ralph Richardson a famous stage and film actor (1902–1983)

Laurence Olivier a famous stage and film actor (1907-1989) Edith Evans a famous stage and film actor (1888-1976) Peggy Ashcroft a famous stage and film actor (1907-1991) Daniel Day-Lewis a famous film actor (1957-) stage fright nervous feelings felt by actors before they appear in front of an audience

b Are there any actors you particularly enjoy watching? Why do you like them? Which of their characters do you like best?

LOOKING AT LANGUAGE

O Modifiers

Simon Callow uses a wide variety of modifiers (really, incredibly, etc.) to make his language more expressive.



Daniel Day-Lewis





THE CONVERSATION



Watch the conversation. Tick (1) the correct а option to sum up their conclusion.

They agree that...

- a live performance is always better because of the atmosphere.
- a recorded performance is usually better because 2 there are no distractions.
- 3 it's impossible to generalize because it depends on the event.
- b Watch again. What do Devika and Mark say about the following things? Are they positive or negative?
 - 1 Devika a big flashy superhero film
 - 2 Devika some Shakespeare or any modern plays
 - 3 Mark factors that could sway your enjoyment
 - 4 Mark a major rugby match recently
 - 5 Devika a crowd of other people enjoying the music
- Do you agree with the participants about the live С performances being better than recorded ones?
- Watch some extracts and complete the missing d phrases.
 - 1 That's a llove going to the cinema.

Watch some extracts from the interview and complete the missing adjective or modifier.

- 1 '...I thought what a wonderful job, what a _ interesting job ... '
- 2 'My job was to reconcile that with the fact that he wrote The Marriage of Figaro, and that was tremendously_ 1
- 3 '... its fame, almost from the moment it was announced, was overwhelmingly ______ than anything I had ever done...'
- 4 'They're _____ different media, they require different things from you as an actor...'
- 5 '...you bring _____ different things to them.'
- 6 'The beauty of the theatre is that every single performance is **utterly** _____ from every other one.'
- 7 'As a young man, and a boy, I was _____ lucky to see that fabled generation of actors, of, of Gielgud and Richardson, Olivier,...'

- 2 I think it's better or worse ...
- 3 But if you go to a live one though, then you participate, _____, because you're part of it...
- 4 If you're sitting, _____ _, high up or with a slightly obstructed view...
- 5 I've been to plenty of live music events concerts and festivals and things, _ around the country, and I love them.
- 6 That's intriguing ______, the difference between the two.

e Which of the phrases in d do they use to...?

- give themselves time to think check the others agree
- Now have a conversation in groups of three. f
 - 1 Do you think it's essential nowadays for an actor to be good looking?
 - 2 Which is more important in a film, the actors or the special effects?

Colloquial English Talking about...

1 C THE INTERVIEW Part 1

a Read the biographical information about George Tannenbaum. Have you seen any adverts for the companies he has worked with?

George Tannenbaum was born in 1957 in Yonkers, New York and was educated at Columbia University in New York. He has worked on advertising campaigns for many wellknown companies such as IBM, Mercedes-Benz, Gillette, Citibank, and FedEx.



Today, he is Executive Creative Director and Copy Chief at Ogilvy and Mather Advertising in New York.

- **b** Watch Part 1 of an interview with him and answer the questions.
 - 1 Which other members of his family have worked in advertising?
 - 2 When did George start working in advertising?
 - 3 What wasn't he allowed to do when the family were watching TV?
 - 4 Why does he think jingles are so memorable?
 - 5 What kind of adverts were the H.O. Farina TV commercials?
 - 6 What happens in the story of Wilhelmina and Willie?







Tommy Lee Jones in a BOSS advertising campaign

- a Watch Part 2. Complete the notes with one or two words.
 - 1 George says that a commercial is made up of three elements:

	1
	2
	3
2	The acronym AIDA stands for
	Α
	1
	D
	Α
2	According to George using a

3 According to George, using a celebrity in advertising is a way of _____, but he

Glossary

jingle a short song or tune that is easy to remember and is used in advertising on radio or television

H.O. Farina a company which has been making cereals since the 1940s. They ran an advertising campaign in the 50s based on a cartoon character called Wilhelmina.

c Are there any jingles or slogans that you remember from your childhood? Why do you think they were so memorable? Are there any others that have got into your head since then?

	-		
isn't a		of it.	
ion ca_	22.2.2	0110.	

4 George thinks that humour in advertising is _____.

Glossary

a depilatory /ə dɪ'pɪlətri/ a product used for removing unwanted hair

Tommy Lee Jones a US actor born in 1946, winner of an Oscar for the 1993 film *The Fugitive*

Mad Men a well-known US TV series about advertising executives in the 1960s who worked in offices in Madison Avenue in New York

b How important do you think celebrities are in advertising? What about humour?

advertising

Part 3

- Watch Part 3 and circle the а correct phrase.
 - 1 He thinks that billboard and TV advertising will remain important / slowly decline.
 - 2 He tends to notice only bad adverts / only well-made adverts.
 - 3 He thinks Nike adverts are very successful because of their logo and slogan / because they make people feel good about themselves.
 - 4 He thinks Apple's approach to advertising was very innovative / repetitive.
 - 5 Their advertising message was honest and clear / modern and informative.

Glossary

billboard /'bilbaid/ a large board on the outside of a building or at the side of the road, used for putting advertisements on

b Are there many billboards in your town or city? Do you think they make the streets uglier or more attractive?

LOOKING AT LANGUAGE

Metaphors and idiomatic expressions

George Tannenbaum uses a lot of metaphors and idiomatic expressions to make his language more colourful, e.g. took the baton = carry on in the family tradition, (from relay races in athletics).





- Watch the conversation. What do they all а conclude by the end?
- b Watch again. Mark the sentences T (true) or F (false).
 - 1 Syinat thinks we recognize certain brands because we are surrounded by advertising.
 - 2 Joanne says her children don't see advertising at home because they don't have a TV.
 - 3 Simon sometimes buys things without realizing that he's been influenced by advertising.
 - 4 Joanne says her children don't understand the power of advertising.
 - 5 Simon thinks it's a good idea to restrict advertising to children, like in Sweden.
 - 6 Syinat thinks advertising doesn't really affect children.
- Do you agree with the participants that С everybody is influenced by advertising?
- Watch the extracts and complete the d highlighted phrases. In which extracts does the speaker a) give themselves time to think, b) make something clearer?



- Watch some extracts from the interview and complete а the missing words.
 - 1 'You know they, what do they call them, _____ worms?'
 - 2 'They get into your _____ and you can't get them out sometimes...'
 - 3 'And I bet you I'm getting this _____ for word if you could find it.'
 - 4 '...we do live in a celebrity culture and people, you know, their ears _____ up when they see a celebrity.'
 - 5 'Have billboards and TV commercials had their
 - 6 '...because you've got a captive
 - 7 'they became kind of the gold standard and they rarely hit a _____ note.'
- Look at the **bold** expressions in **a** with a partner. What b do you think they mean?

1 ...and you're being influenced, so, for example we, certain brands

just because they're everywhere around us.

2 You know, we barely, we _____

_ watch TV and we have a TV, we just don't watch very much...

- 3 ... but you see pictures in magazines and they're starting to be – my eleven-year-old, is _____ a little bit more cynical about what he sees...
- 4 Yeah, especially for children, I mean I, I, _____ younger siblings and it's kind of like 'Ooh, all of my friends have this toy, so I must have it as well'
- 5 So, I think, um, ______ definitely I think that the answer to the question is yes...
- Now have a conversation in groups of three. e
 - 1 Are there any products you think shouldn't be advertised, or shouldn't be advertised to young children?
 - 2 Do you think adverts reinforce stereotypes?



ADVANCED LEVEL EPISODES



Colloquial English Talking about...

1 THE INTERVIEW Part 1

a Read the biographical information about Eliza Carthy. Have you ever heard any English, Scottish, or Irish folk music?

Eliza Carthy is an English folk musician known both for singing and playing the violin. She is the daughter of singer / guitarist Martin Carthy and singer Norma Waterson, who are also English folk musicians. In addition to her solo work, she has played and



sung with several groups, including as lead vocalist with Blue Murder. She has been nominated twice for the Mercury Music Prize for UK album of the year and has won seven BBC Folk Awards. In 2010 she released an album of collaborations with her mother, entitled *Gift*. A BBC reviewer wrote: 'The gift in question here...is a handing of talent from generation to generation'.



- **b (1)19**)) Watch or listen to **Part 1** of the interview. What is her overwhelming memory of her childhood?
- c Now listen again. What does she say about...?
 - 1 her father in the 50s and 60s
 - 2 The Watersons
 - 3 her mother's grandmother
 - 4 her mother's uncle and father
 - 5 The Spinning Wheel
 - 6 the farm where she was brought up
 - 7 her parents' friends

Glossary

Bob Dylan (b.1941) an American singer-songwriter, who has influenced popular music and culture for more than five decades **Paul Simon** (b.1941) an American singer-songwriter, at one time half of the duo Simon and Garfunkel

Hull /hal/ a city in Yorkshire, England

travellers / gypsies people who traditionally travel around and live in caravans

banjo a musical instrument like a guitar, with a long neck, a round body, and four or more strings

The Spinning Wheel an Irish ballad written in the mid-1800s

VIDEO Part 2

- a **120**)) Now watch or listen to **Part 2**. What do you think Eliza Carthy was like as a child? What do you find out about her as a mother?
- **b** Listen again and answer the questions.
 - 1 Did Eliza Carthy originally want to become a musician?
 - 2 Why did her mother retire?
 - 3 How old was she at her first public performance?
 - 4 How much did she sing during the concert?
 - 5 How has she reorganized her life because of having her own children?
 - 6 What does she feel she's lacking at the moment?

Glossary

the Fylde /faild/ an area in western Lancashire, England Fleetwood a town in the Fylde the Marine Hall a venue in Fleetwood

VIDEO Part 3

- a **121**)) Now watch or listen to **Part 3**. How has Eliza Carthy's family influenced her approach to music?
- **b** Listen again. Mark the sentences **T** (true) or **F** (false). Correct the false sentences.
 - 1 Eliza Carthy thinks the reason she doesn't like working alone is because of being brought up surrounded by people.
 - 2 At the moment she has a 30-piece band.
 - 3 Her father understands that working with family members is different.
 - 4 Her father was a blood relation in the group The Watersons.
 - 5 Eliza Carthy's daughter Florence plays three musical instruments and also sings well.
 - 6 She thinks there's a close link between foreign languages and singing.
 - 7 Her younger daughter Isabella is not yet interested in music.
 - 8 She would rather her children didn't become touring musicians.

Glossary

Twinkle, **Twinkle** a well-known children's song (*Twinkle*, *twinkle little star*, *How I wonder what you are...*)



work and family



LOOKING AT LANGUAGE

Discourse markers

Eliza Carthy uses several discourse markers when she speaks, that is, adverbs (e.g. so, anyway) or adverbial expressions (e.g. in fact, after all) which connect and organize language, and help you to follow what she is saying.

- **122**)) Watch or listen to some extracts from the a interview and complete the gaps with one or two words.
 - 1 'and they were also instrumental in the beginning of the 60s folk revival, the formation of the folk clubs, and the, the beginning of, _____, the professional music scene that I work on now.
 - 2 Interviewer: 'And were your parents both from musical families?' Eliza: 'Um, _____, both sides of my family are musical...'
 - 3 'My mum retired in 1966 65 / 66 from professional touring to raise me. _____, the road is a difficult place...'
 - _I just the first song they started up 4 'But yes, _ singing, tugged on his leg ... '
 - 5 Interviewer: 'Has having children yourself changed your approach to your career?' Eliza: 'Er, yes, _a_ _, yes, _ ____, it has.' a
 - 6 'The Watersons was a brother and two sisters, and he joined that, and he was married to my mum, but he wasn't related to her.'
 - 7 'And Isabella, my youngest as well, she's really, she's really showing interest in it, I love it when they do whether or not I'd want them that. to be touring musicians...
 - 8 'But, you know, I think the I think the world is changing _, I don't know how many touring musicians there are going to be in the world in 20 years...'
- How do the discourse markers affect the meaning of b what Eliza says in each extract?

IN THE STREET

123)) Watch or listen to five people talking about their a family trees. Who mentions foreign ancestors? Where were they from?



Kent,

American



Marylin,



Tom English

Alison, English

Hannah, American American

- Watch or listen again. Who (T, K, A, M, or H)...? b
 - has an ancestor who died in a famous disaster
 - has traced their family tree back almost 1,000 years
 - has tried unsuccessfully to contact some distant relatives
 - has used www.ancestry.com to research their family tree
 - thinks their ancestors worked on the land
- **124**)) Watch or listen and complete the Colloquial с English phrases. What do you think they mean?
 - 1 'Er, my dad's genealogy and the family tree...'
 - 2 'Um, 'cause I think they were farmers, I'm not ...,
 - 3 'Um, I know a ____ because, um, my dad's done some research ... '
 - 4 'Um, well, _____, it's precisely those relatives...'
 - 5 '...but it doesn't than that and that's only on my dad's side.'

Glossary

Durham /'dArem/ a city in the north of England Cornwall a county in the south-west of England Prohibition in the USA, a national ban on alcohol in the 1920s and 30s

SPEAKING

Answer the questions with a partner or in small groups.

- How much do you know about your family tree? Have you ever researched it?
- Is there anyone in your family that you'd like to know more about?
- Do you know anyone who works in a family business? How well do the relationships work?
- · Would you like to work with your parents or with your siblings? Why (not)?
- Do you think it's easier or more difficult for the children of successful parents to be successful themselves?

2&3 Colloquial English Talking about...

1 **THE INTERVIEW** Part 1

a Read the biographical information about Mary Beard. What do you think 'Classics' and 'classicist' refer to?

Mary Beard is Professor of Classics at the University of Cambridge and a fellow of Newnham College. She is author of many books about ancient history, and writes a popular blog called *A Don's Life*. In 2010, she presented the BBC historical documentary, *Pompeii: Life and Death in a Roman Town*, which showed a snapshot of the residents' lives before the eruption of Mount Vesuvius in AD 79. In 2012 she wrote and presented the three-part television series *Meet the Romans*, about 'the world's first global metropolis.' She also wrote and presented *Caligula with Mary Beard* in 2013, where she attempts to sort the truth from the myth. Her frequent media appearances and sometimes-controversial public statements have led to her being described as 'Britain's best-known classicist.'



- **b 216**)) Watch or listen to **Part 1** of the interview. What does she think is the right (and the wrong) way to get people interested in ancient history? What does she think we can learn from history?
- c Now listen again. Complete sentences 1–5.
 - 1 If a place name ends with *-chester* or *-caster*, it means that it...
 - 2 London is the capital of Britain because...
 - 3 In 63 BC there was a terrorist plot in Rome to...
 - 4 When Cicero discovered the plot, he decided to ...
 - 5 Mary Beard compares this situation with...

Glossary

(63) BC Before Christ. These letters refer to the years before 1 AD (*Anno Domini* – the year of our Lord) torch verb set fire to

Marcus Tullius Cicero //sɪsərəo/ a Roman politician and lawyer, one of Rome's greatest orators

the Senate a political institution in ancient Rome

be exiled be sent to another country for political reasons or as a punishment

Guantanamo Bay a US military prison, where many suspected terrorists have been held

VIDEO Part 2

- a (2) 17)) Now watch or listen to Part 2. Mark the sentences T (true) or F (false).
 - 1 Mary Beard would not like to go back in time to any historical period.



- 2 She thinks that women have a better life now than at any time in the past.
- 3 She doesn't think that men would suffer from going back in time.
- 4 In her programme *Meet the Romans*, she decided to focus on the celebrities of the ancient world.
- 5 She thinks that most history textbooks don't answer questions about how people dealt with practical issues in the past.
- 6 She thinks that questions about practical issues are just as interesting as why Julius Caesar was assassinated.
- 7 She doesn't think we can learn much from studying the assassination of Caesar.
- **b** Listen again. Say why the **F** sentences are false.

Glossary

Julius Caesar //dʒulləs 'sizə/ a Roman general (100–44 BC) who played a critical role in the fall of the Roman Republic and the rise of the Roman Empire. He was assassinated by a group of senators led by his former friend Brutus

Part 3

- a **218**)) Now watch or listen to **Part 3**. Answer the questions.
 - 1 How important does Mary Beard think accuracy is in historical films?
 - 2 What historical film did she really enjoy and why?
 - 3 How does she feel about the fact that there are so many historical films nowadays?



history

- **b** Listen again. What do you think the highlighted informal words and phrases mean?
 - 1 'I think that, that, um, film and television, um, programme makers can be a bit, can be a bit sort of nerdish about accuracy.'
 - 2 '... if we're going to have a dog in the film should it be an Alsatian or, you know, a Dachshund or whatever?'
 - 3 '...look, these guys are getting the whole of Roman history...utterly wrong...'
 - 4 '...never mind its horribly schmaltzy plot...'
 - 5 '...there's no such good story as a true story and that's what history's got going for it...'
 - 6 '...non-fiction in a, in a kind of way is always a better yarn than fiction is.'

Glossary Alsatian, Dachshund /æl'setfn, 'dæksnd/ breeds of dog

2 LOOKING AT LANGUAGE

O Collocations

Many of the expressions Mary Beard uses are typical collocations, that is, where one word frequently goes with the other. Try to learn these expressions as phrases. Incorporating them into your active language will help you both to understand spoken English more easily and to sound more fluent in your own speech.

(2)19)) Watch or listen to some extracts from the interview and complete the collocating words.

- 1 '...an <u>lot</u> of our culture and our geography and our place names and so on are actually formed by the Romans...'
- 2 '...one <u>example</u> of that is a famous incident in Roman history in 63 BC where there's a terrorist <u>in</u>, in the city of Rome...'
- 3 'Now, in many ways that's the kind of problem we're still _____...'
- 4 'I mean, what how far does, how far should homeland security be more important than _____ rights...'
- 5 'And in part we've learnt from how they debated those rights and _____...'
- 6 '...if it, if it was a small antidote to modern culture, I'm extremely pleased.'
- 7 '...look, these guys are getting the whole of Roman history in, in the big _____ utterly wrong...'
- 8 'But I think also, I mean, it shows that you don't always have to be deadly ______ about history.'

a (2)20)) Watch or listen to five people talking about history. Match the speakers (D, He, Ha, A, and R) with the people they admire. What reasons do they give?







Daisy, English

y, Heather, ish South Afric

Heather, Harry, South African English

Adam, American Richard, English

- a sailor from one of Nelson's ships
- Bess of Hardwick
- Julius Caesar
- Nelson Mandela
- Queen Elizabeth I

b Watch or listen again. Who (D, He, Ha, A, or R)...?

- doesn't mention a specific time they would like to go back to
- would like to listen to some philosophers talking
- is studying the period they would like to go back to
- would like to have been able to walk on quiet, peaceful roads
- would like to go back to the most recent historical period
- c (2)21)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?
 - 1 'She was a real _____...'
 - 2 'I would have loved to ______ in California...'
 - 3 '...she actually stood up and was a person to _____.'
 - 4 '...he was a _____ person...'
 - 5 'So not a, a big person, ______ but one of the hundreds of men...'

Glossary

Derbyshire /'dɑːbɪʃ(ı)ə/ a county in the middle of England **the Agora** the main meeting place in ancient Athens

4 SPEAKING

Answer the questions with a partner.

- 1 What periods and places in history did you study at school? Did you enjoy it as a subject?
- 2 How do you think a teacher can get students interested in history?
- 3 Do you think you have learnt more about history from school or from books and films?
- 4 Why do you think historical films and novels are so popular?
- 5 Is there a person from history whom you admire or find especially fascinating?
- 6 Is there a period of history that you would like to go back to?



4&5 Colloquial English Talking about...

1 THE INTERVIEW Part 1

a Read the biographical information about Jordan Friedman. Would you be interested in participating in one of his stress reduction programmes?

Jordan Friedman, also known as 'The Stress Coach', lives in New York City and is a specialist in the field of stress and stress reduction. He has been developing stress management programmes and resources for individuals, companies, and universities worldwide for over 20 years, and his client list includes Harvard University, the Massachusetts Institute of



Technology, and the New York City Department of Education. He is the author of *The Stress Manager's Manual*, and his work has been featured by *The New York Times*, *The Wall Street Journal*, and *The Today Show*. Jordan is an expert on student stress, and has developed a programme called Stressbusters, which helps nearly 250,000 university students and staff.

- **b** (323)) Watch or listen to **Part 1** of the interview. Why does he think it's important to reduce stress?
- c Now listen again. Complete sentences 1–5.
 - 1 The biggest causes of stress are...
 - 2 Compared with 20 years ago, life today is more stressful because...
 - 3 Nowadays we don't have time to...
 - 4 If our immune systems are weakened by stress...
 - 5 If we don't sleep well...



stressor (technical) something that causes stress the immune system the system in your body that fights infection and disease punching bag AmE a heavy leather bag on a rope, used by boxers when they train (BrE punchbag)

stroke a sudden serious illness when a blood vessel in the brain bursts or is blocked, which can cause death or the loss of the ability to move or to speak clearly

VIDEO Part 2



- a (324)) Now watch or listen to Part 2. Mark the sentences T (true) or F (false).
 - 1 Different people should choose different ways of dealing with stress.
 - 2 The stress management techniques Jordan Friedman mentions all take a minute or less.
 - 3 The most important thing about stress management techniques is to make them a habit.
 - 4 Friedman worked with a student who felt very stressed when he had to drive.
 - 5 The student's classmates suggested that he should travel at a different time of day.
 - 6 The solution to the student's problem was difficult for him to see for himself.
- **b** Listen again. Say why the **F** sentences are false.

Glossary

salad bar a counter in a restaurant where customers can serve themselves from a variety of salad ingredients
walk around the block go for a quick walk near where you live or work in a town or city
subway car a carriage on an underground train



a (3)25)) Now watch or listen to Part 3. Do students in your country suffer from similar stress?



stress and relaxation

- **b** Listen again and answer the questions.
 - 1 At what age do people tend to be most stressed?
 - 2 What main reasons does Jordan Friedman give for student stress?
 - 3 How does stress affect memory? How might this affect students?
 - 4 What two things does the Stressbusters programme give students?
 - 5 What feedback have students given about Stressbusters?

Glossary

back rub a short back massage

campus the buildings of a university and the land around them wellness resources facilities for helping people to stay healthy

LOOKING AT LANGUAGE

Compound nouns

Jordan Friedman frequently uses compound nouns, e.g. stress response, stress management, etc. Remember that when you hear new compound nouns, the first noun usually describes the second one - this will help you to work out the meaning.

- **a** Try to complete the compound nouns in these extracts from the interview.
 - 1 '...when you have emails coming in and t_____ messages left and right...'
 - 2 'Stress is really important, and, in fact, it can be a saver...' 1
 - 3 'Er, stress contributes to high **bl_____** pressure, which contributes to **h_____** problems and stroke.'
 - 4 'So these are all reasons to really pay attention to our _ levels and to take action to reduce the stress.'
 - 5 'The great thing about stress m_____ is that it's like a salad bar.'
 - 6 'We can do one-minute **br** exercises, we can, er, exercise, we can take a ten-minute walk around the block...'
 - 7 'Stress is a very democratic occurrence, so older people _____ students are stressed, babies are stressed, c_ get stressed ... '
 - 8 '... there's a greater need to get help for, er, them while in school, but if you're not with your usual **s_____** network it's even more challenging sometimes to do so.'
- **b** (3) 26)) Watch or listen again and check.

IN THE STREET

a (3 27)) Watch or listen to five people talking about stress. Who do you think is the most / least stressed? Why?







Stephanie, Simon English English

Myfannwy, English American

Sean, English

b Watch or listen again. Match the people (Si, St, J, M, or Se) to something they do to de-stress.

Jim,

- focuses on a certain part of their body
- blocks out a particular sound
- has a favourite meal
- goes on holiday
- tries not to think about anything
- С (3 28)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?
 - 1 '...to just _____ _ the sound of the babies.'
 - 2 '... for the past three years I've been kind of _, really.'
 - 3 'I experience very little stress, except those rare periods when I'm _____ a deadline.'
 - 4 'Um, but I am giving a lecture on Tuesday, and so that's a bit.'
 - 5 '... and every half an hour , just if I concentrate on relaxing ... '

SPEAKING

Answer the questions with a partner or in small groups.

- · Are you currently more stressed at work or school, or at home? Why?
- How stressful do you find the following? Why?

buying clothes driving exams travelling

- If you feel stressed when you get home in the evening, what's the first thing you do to unwind?
- · Do you ever have back rubs or massages when you feel stressed? Do they help you?
- · Where would you go for the weekend if you wanted to get away from it all? Why?
- · A recent survey found that Nigeria was the most stressful country in the world to live in, and Norway the least. Where do you think your country would come? Why?

6&7 Colloquial English Talking about...

1 THE INTERVIEW Part 1

a Read the biographical information about Quentin Blake. Have you ever read any books illustrated by him? What else has he done apart from book illustrations?

Quentin Blake is probably the bestknown British illustrator of children's books. Apart from his illustrations of stories by other authors, for example, his famous drawings for the Roald Dahl books, he has also both written and illustrated many stories of his own. In recent years his work has increasingly appeared in public places such as



galleries and museums, and he has produced work for the walls of several hospitals and mental health centres in both the UK and France. He has also illustrated adult books such as Cervantes' *Don Quixote*. He is a trustee of the House of Illustration, a centre in London for exhibitions and other activities, and was the subject of the first exhibition held there in 2014.



- **b** (4)15)) Watch or listen to **Part 1** of the interview. What does he think is the most important thing for someone who wants to become an illustrator?
- c Now listen again. Complete sentences 1–5.
 - 1 Quentin Blake describes himself as...
 - 2 When he was in his early 20s, he...
 - 3 In 1960, he and John Yeoman...
 - 4 He finds it touching when...
 - 5 A lot of young people say they want to become illustrators because...

Glossary

ceramic *adj* (objects, e.g. pots) made of clay that has been permanently made hard by heat **John Yeoman** author of *A Drink of Water*, the first children's book illustrated by Quentin Blake Part 2



- a **416**)) Now watch or listen to **Part 2**. Mark the sentences **T** (true) or **F** (false).
 - 1 Quentin Blake says that authors and illustrators usually need to have a lot of conversations.
 - 2 The most important thing is the relationship between the illustrator and the words in the book.
 - 3 Quentin Blake never drew any of Roald Dahl's characters without first talking to him about them.
 - 4 He thinks conversations with Dahl helped him to get into the mood of the books.
 - 5 Roald Dahl sometimes changed his text if an illustration wasn't working.
 - 6 The BFG was originally described as wearing a leather apron.
 - 7 The apron was found to make the BFG look too old.
 - 8 The shoes the BFG wears were based on a pair of Quentin Blake's own shoes.
- **b** Listen again. Say why the **F** sentences are false.

Glossary The BFG a book by Roald Dahl published in 1982; BFG stands for Big Friendly Giant

illustration

VIDEO Part 3

- a **417**)) Now watch or listen to **Part 3**. What does Quentin Blake say about...?
 - 1 his relationship with the characters he creates in an illustration
 - 2 his attitude to children
 - 3 drawing from life
 - 4 digital drawing
 - 5 the advantage of quills, nibs, and reed pens
 - 6 Ronald Searle and André François
 - 7 his exhibition in Paris
- b Listen again. Can you add any more details?



reed pen a pen made from a tall plant that grows in or near water Ronald Searle British artist and satirical cartoonist André François Hungarian-born French cartoonist

2 LOOKING AT LANGUAGE

O get

get is one of most common verbs in English; it is frequently used by Quentin Blake in this interview. Learning expressions with get, and thoroughly assimilating the variety of meanings of this important verb, will help you to understand native speakers better.

- a **(418**)) Watch or listen to some extracts from the interview and complete the missing words.
 - 1 '...but we got ______. And I thought, "Well, I'll, I'll try – keep – I'll try and keep on with this until I'm 30..."'
 - 2 'Um, and I got_____, but I passed 30 and I didn't notice!'
 - 3 'But um, er, we talked quite a lot, again, some of it was about the, about the technicalities of the book, getting it ______ better...'
 - 4 '...but I think, to get, to get _____ the _____ of the book, which is a terribly important thing...'
 - 5 'So he after a bit he said, "This apron's getting ______the _____, isn't it?" '
 - 6 '...if you have a quill, or a nib, or a reed pen, you get a ______ of scratch'
 - 7 'When I was a young man I got ______ and went to see him.'
- **b** With a partner, say what the phrases mean, using a synonym for *get* where possible.

3 IN THE STREET

a (419)) Watch or listen to five people talking about illustrations and art. Match the people (La, Mar, Lo, Mau, or Se) with the books they mention.







Laura, Danish

Marcus, Lo Australian Ar



Sean, English

- The Little Prince, Antoine de Saint-Exupéry
- *Garfield*, Jim Davis
- Where the Wild Things Are, Maurice Sendak
- The Lord of the Rings, JRR Tolkien
- The Happy Prince and Other Stories, Oscar Wilde
- b Watch or listen again. Match the people (La, Mar, Lo, Mau, or Se) to the artwork they have at home.
 - it's a collage of photos
 - it's of the place its owner was visiting then
 - it has two predominant colours
 - it shows an activity which its owner also does
 - it wasn't originally owned by them
- c (4)20)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?
 - 1 'I have a painting I bought in, er, Buenos Aires once, with two tango dancers, which I'm _____
 - 2 'It's very vibrant and at simple.'
 - 3 '...and he's got watercolour illustrations and they're just, they're so ______ and _____.'
 - 4 '...I think I read that as a child, so it must have really
 - 5 'with a lot of, um, repeated, um, rectangular shapes and, um, really nice ______...'

4 SPEAKING

Answer the questions with a partner or in small groups.

- Can you remember a book you read when you were a child where you liked the illustrations? What did you like about them?
- Can you remember any children's books where you really disliked or were scared of the illustrations?
- Do you like comics? Do you think the illustrations in comics are more important than the story?
- Do you think any adult books would benefit from being illustrated? Which ones? Why?
- Look at the illustrations in this book on pages 8, 9, 27, 44, and 149. Which do you like the most / least? Why?

889 Colloquial English Talking about...

1 THE INTERVIEW Part 1

a Read the biographical information about George McGavin and look at the photos of insects on these pages. How many of them have you seen?





George McGavin is a well-known British entomologist, academic, author, explorer, and TV presenter. He is Honorary Research Associate at the Department of Zoology of Oxford University. He studied zoology at the University of Edinburgh before completing a PhD at the Natural History Museum and Imperial College London. He is a Fellow of the Linnean Society and the Royal Geographical Society, and has several insect species named in his honour. He has presented several TV programmes for the BBC, including *Expedition Borneo, The Dark: Nature's Nighttime World*, and *Monkey Planet*, as well as for the Discovery Channel and Channel 4. He enjoys eating insects, which he describes as 'flying prawns'.

- **b** (519)) Watch or listen to **Part 1** of the interview. What is an arthropod, and why does he think they are so important?
- c Now listen again. Answer the questions.
 - 1 What examples does George McGavin give of animals with a spine, and why does he think they are less important than arthropods?
 - 2 When did he first decide to focus on arthropods? What insect caught his attention?
 - 3 What usually influences how new species are named? How many does he have named after him?
 - 4 What currently makes him sad about arthropods?

Glossary

crustacea /krʌ'steɪʃʌ/ creatures with a soft body and a hard outer shell, usually aquatic, e.g. crabs, prawns

mammal / mæml/ an animal that gives birth to live babies (not eggs) and feeds its young on milk, e.g. a cow

amphibian /æmˈfɪbiən/ an animal that can live on land and in water, e.g. a frog **badger** /ˈbædʒə/ a nocturnal animal with grey fur and wide black and white lines on its head

Borneo /'bɔɪnɪəʊ/ a large tropical island in south-east Asia



a shield bug /ʃiːld bʌg/

Part 2

- a **520**)) Now watch or listen to **Part 2**. How sympathetic is George McGavin to people who have phobias of insects? Has he ever been afraid of a living creature?
- **b** Listen again. Mark the sentences **T** (true) or **F** (false). Correct the false sentences.
 - 1 People say they have a phobia of insects because of the way insects look and move.
 - 2 George McGavin thinks children develop phobias as a result of adults' fears.



/'kpkrəutf/

- 3 He thinks a fear of spiders is never justifiable.
- 4 In the UK there are spiders whose bite can make you seriously ill.
- 5 He thinks curing people of phobias always takes a long time.
- 6 His first reaction when he saw the snake in the Amazon was excitement.
- 7 The snake didn't like the clothes McGavin was wearing.
- 8 When he realized how dangerous the snake was, he dropped it and ran away.



- a **(5)21**)) Now watch or listen to **Part 3**. What does George McGavin say about...?
 - 1 killing insects at work
 - 2 killing insects at home
 - 3 'optimal foraging theory'
 - 4 harvesting insects in cold and hot countries
 - 5 a mealworm in a snack
 - 6 cooking crickets for children in Oxford
 - 7 one boy's mother





a moth $/mp\theta/$

insects and animals

b Compare with a partner. Then listen again. Can you add any more details?

Glossary

a flash in the pan IDM a sudden success which lasts only a short time and is not likely to be repeated ecology the relation of plants and living creatures to each other and to their environment swarm verb (of insects) move around together in a large group, looking for a place to live harvest verb cut and gather a crop; catch a number of animals or fish to eat snail a small soft creature with a hard round shell on its back, that moves very slowly and often eats garden plants

2 LOOKING AT LANGUAGE

O Informal and vague language

George McGavin uses a lot of informal expressions, as well as vague language, which is common in colloquial English when we don't want to be too specific or precise. Vague language makes us sound more informal and chatty.

- a **(5)22**)) Watch or listen to some extracts from the interview and complete the missing words.
 - 1 'And the sad truth is that although we are ______ sure there are eight million species of arthropods ______ there unknown...'
 - 2 'And I think adults sometimes pass their fears on by, by_____, "Oh, what's that? Oh, it's a spider."'
 - 3 '...but, but still there are <u>like</u> seven million people in the United Kingdom who are terrified of spiders, and, and moths.'
 - 4 '...however, if you have a cat and you don't control the fleas, are a <u>of a pest</u>...'
 - 5 'No, it, it isn't a flash in the pan, um, we will have to, to address this quite seriously in the next, you know, hundred or _____ years.'
 - 6 '...lots of people say it's because insects are dirty or they look funny or _____.'
 - 7 '...and the kids went wild! They, they ate the _____lot.'
 - 8 'I_____, "Yeah, and your point is?" She was ______, "At home he doesn't even eat broccoli.""
- **b** With a partner, say how you could express the phrases in more formal or neutral language.



a **(5)23**)) Watch or listen to five people talking about animals. Who (**T**, **A**, **L**, **J**, or **K**) saw an animal or a group of animals...?







Teit, Danish

Alex, h English Lauriann, English

Karen, English



lames

English

- which seemed very large despite being small for their breed
- completely unexpectedly, while they were travelling across the country
- despite having been warned that they probably wouldn't see any
- **b** Watch or listen again. Who mentions an animal that they would like to see in the wild rather than a place they would like to visit? What places do the other four people mention?
- c (5)24)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?
 - 1 'The savannah, with the lions and _____,
 - 2 'But, we'd been told the _____ of seeing them in the wild were _____...'
 - 3 'Um, well, actually ______ would be...'
 - 4 'I mean, it's _____ I suppose, but I did see it in the wild.'
 - 5 '...so, um, it's very rare that you can, actually, um,

Glossary

savannah a wide, flat, open area of land in Africa that is covered in grass but has few trees David Attenborough an English broadcaster and naturalist

4 SPEAKING

Answer the questions with a partner or in small groups.

- How do you feel about insects in general? Are there any you particularly like or dislike?
- Would you be prepared to eat insects?
- Do you ever watch wildlife programmes on TV? Why do you think they are so popular?
- What's the most interesting animal that you've ever seen in the wild? Where was it?
- Is there anywhere you would particularly like to go to see animals or the natural world?





WORKBOOK EPISODES



Practical English Arriving in London

checking in V in a hotel

1 VOCABULARY in a hotel



2 CHECKING IN

a Complete the sentences with words from the list.



have key lift moment right sign spell you

- 1 | have ______ a reservation.
- 2 Can you _____ here, please?
- 3 The _____ is over there.
- 4 Thank _____
- 5 Can you _____ that, please?
- 6 That's _____.
- 7 Here's your _____
- 8 Just a _____.
- **b** Complete the conversation with the phrases in **a**.
 - A Good evening, sir.
 - B Hello. ¹<u>I have a reservation</u>. My name's Carl Zimmerman. A ²
 - **A**²_____ **B** Z-I-M-M-E-R-M-A-N.
 - A Thank you. For three nights?
 - B Yes. 3
 - A Can I have your passport, please?
 - B ⁴
 - A Thank you. 5_____
 - ⁶ . It's room 403, on the fourth floor.
 - ⁷_____. Enjoy your stay, Mr Zimmerman.

_. Here you are.

? Thank you.

B⁸_____

Go online to practise the Practical English Phrases

3 WOULD YOU LIKE ...?

Look at the pictures. Complete the conversations.

COFFEE	1		Would you like a <u>coffee</u> Yes, <u>please</u>	_?
BEER	2	A B	Would you No,	?
соке	3	A B	Would	_?
TEA	4	A B		_?
MINERAL	5	A B	NAME AND A DESCRIPTION OF A	_?
нот сносолате	6	A B	a dan termatak term	_?

4 SOCIAL ENGLISH

Complete the missing words in the conversations.

- 1 A Hello?
 - B Hello, th<u>is</u> is David Barnsley.
- 2 A Where are you from?
 - B I'm from Boston. What a____you?
- 3 A Sorry.
 - B No pr_____
- 4 A Hello? B ls th_____Tom?
- 5 A Are you on holiday? B No. I'm here on b
- B NO. THI Here on D
- 6 A Is 10.30 OK for you?
 - B Yes, that's p_____
- 7 A Would you like another drink?B No thanks. It's t_____ for bed.

Practical English Coffee to take away

buying a coffee V telling the time

1 VOCABULARY telling the time

 5
 It's ______.

 6
 It's ______.

 7
 It's ______.

 8
 It's ______.

2 BUYING A COFFEE

a Order the conversation.

- _1_ A Can I help you?
- B No thanks. How much is that?
- ____ A Anything else?
- ____ B Thanks.
- ____ A £3.65. Thank you. And your change.
- ____ B Sorry, how much?
- ____ A Regular or large?
- ____ B Yes. Can I have a latte, please?
- ____ A That's £3.65, please.
- ____ B To take away.
- ___ A To have here or take away?
- ___ B Large, please.

b Complete the conversation with phrases from the list.

Can I have here help you how much or double is that take away your change

- A Can I help you?
- B Yes. ²_____ have an espresso, please?

?

?

?

- A Single ³
- B Single, please.
- A To have here or ⁴_____
- **B** To ⁵_____
- A Anything else?
- B No thanks. How much ⁶_____
- A That's £2.80, please.
- B Sorry, 7_____?
- A £2.80. Thank you. And ⁸____
- B Thanks.

3 SOCIAL ENGLISH phrases

- a Re-order the words to make phrases.
- we / Here / are <u>Here we are.</u>
 you / something / drink / like / Would / to
 to / later / Talk / you
 this / the / in / UK / your / ls / first / time
 b Complete the conversations with the phrases in a.
 A OK. <u>Here we are</u>. This is your hotel. B Oh, it's very nice.
 A Sit down. _____? B No thanks. I'm fine.
 - 3 A Nice to meet you.B No, it isn't. I know London very well.
 - 4 A _____. Bye.

Go online to practise the Practical English phrases

Practical English In a clothes shop

buying clothes V clothes

1 VOCABULARY clothes

Look at the pictures. Write the words.



2 BUYING CLOTHES

a Complete the missing words in the conversation.

- A Can I¹h<u>elp</u> you?
- B Yes. What ²s______ is this T-shirt?
- A It's a ³m_____. What size do you need?
- B I need a ⁴I____
- A Here's a large.
- B Thanks. Where can I ⁵tr_____ it on?
- A The ⁶c_____ rooms are over there.
- B⁷Th_____you.
- A How is it?
- B It's fine. How ⁸m_____ is it?
- A lt's £15.99.
- b Circle the correct answer.



c Complete the sentences with *this*, *that*, *these*, or *those*.



3 SOCIAL ENGLISH

Complete the conversations with phrases from the list.

It's so cool Right now Wait a minute I have to go Have fun What's wrong No way
1 A Are you coming? B Wait a minute. I'm turning off my computer.
2 A What do you think of my new jacket? B I love it! _____!
3 A Oh no!

B _____? Is everything OK?

4 A Can I wear just a T-shirt? B _____! It's really cold outside.

- 5 A Can I talk to you? B _____? OK.
- 6 A Let's have another coffee. B Sorry.
- 7 A My friends are here. See you! B Bye. _____!

Practical English Getting lost

asking the way **V** directions

VOCABULARY directions 1

EPISO



ASKING THE WAY 2

- Put the words in order to make phrases for asking а for and giving directions.
 - 1 here/don't/l/live I don't live here.
 - 2 left / lights / at / the / Turn / traffic
 - 3 the / here / station / ls / near
 - 4 you / again / say / Could / that
 - 5 street / the / at / end / of / the / It's
 - 6 can't / it / You / miss
 - 7 don't / I / exactly / where / know
 - 8 the / way / you / station / tell / me / Can / to / the
- Complete the conversations with the phrases in a. b

?

- A Excuse me, please. Where's the station? B Sorry, ¹I don't live here.
- A Excuse me.²
- C The station? It's near here, but

- A Excuse me.⁴ , please? and then go D Yes, of course. ⁵_ past the hotel. It's at the end of the street. A ⁶_____, please? D Yes. Turn left at the traffic lights and go past the 8 hotel.⁷____
- A Thank you.

b

?

SOCIAL ENGLISH 3

Complete the sentences with words from the list. а

11	Nha	a view!
		go to the British Museum.
3 _		another time?
4 V	Nha	at you like to visit?
5 7	That	's really of you.
5 N	Nha	at is to see?
		of
ΒN	Νοι	uld you like to for lunch?
Co	mp	lete the sentences with the phrases in a .
1		I'm free tomorrow. Great! <u>Would you like to meet for lunch?</u>
	D	Great! Would you like to meet for functi:
2	A	It's great to be here!
	в	It's nice to see you. Now,
3		Would you like some help with your bags? Thanks.
	B	Inanks
	D	
4		
4	A	Let's go to Liverpool for the day. OK.
	A B	Let's go to Liverpool for the day. OK
4	A B A	Let's go to Liverpool for the day. OK Would you like to go to the cinema tonight?
	A B	Let's go to Liverpool for the day. OK
5	A B A B	Let's go to Liverpool for the day. OK Would you like to go to the cinema tonight? Sorry, I'm busy
5	A B A B	Let's go to Liverpool for the day. OK Would you like to go to the cinema tonight? Sorry, I'm busy I'm tired. Can we go home now?
5	A B A B	Let's go to Liverpool for the day. OK Would you like to go to the cinema tonight? Sorry, I'm busy
5	A B A B A B	Let's go to Liverpool for the day. OK Would you like to go to the cinema tonight? Sorry, I'm busy I'm tired. Can we go home now? Let's call a tax Look at that! You can see for miles.
5	A B A B A B	Let's go to Liverpool for the day. OK Would you like to go to the cinema tonight? Sorry, I'm busy I'm tired. Can we go home now? Let's call a tax Look at that! You can see for miles.
5	A B A B A B A B A B	Let's go to Liverpool for the day. OK Would you like to go to the cinema tonight? Sorry, I'm busy I'm tired. Can we go home now? Let's call a tax Look at that! You can see for miles.

Go online to practise the Practical English phrases

Practical English At a restaurant

ordering a meal **V** understanding a menu

VOCABULARY understanding 1 a menu

Complete the menu with words from the list.

courses Desserts grilled home-made Main courses sauce soup Starters

Menu _ for £18.00 or two for £13.50 Three ¹courses

> Chicken³ Melon with Parma ham

Steak with mushroom ⁵ with vegetables Vegetable lasagne with garlic bread salmon with chips and peas

Chocolate brownie with vanilla ice cream cheesecake

ORDERING A MEAL 2

4

Re-order the words to make sentences a and questions.

- 1 you / order / ready / Are / to Are you ready to order?
- 2 this / please / way, / Come
- 3 you / Do / reservation / have / a
- 4 like / please / the / I'd / lasagne,
- 5 water / Just / me / for
- 6 sparkling / Still / or
- 7 to / would / What / drink / you / like
- 8 table / please / two, / A / for

- b Complete the conversation with the questions and sentences in a.
 - A Good evening. ¹Do you have a reservation?
 - B Yes.² _____. My name's Miriam Kieslowski. A 3 A 4 ? B Yes. The steak, please. A And for you, sir? C 5 A One lasagne... ⁶ ? B I'm not sure. What would you like? C 7 B OK. A bottle of mineral water, please. A 8 ?
 - B Is sparkling OK?
 - C Yes, sparkling.

3 SOCIAL ENGLISH

Complete the conversations with the sentences from the list.

A decaf espresso. Could we have the bill, please? Good news? Not for me, thanks. Nothing special. The same for me, please. Would you like a dessert? Yes, go ahead.

- 1 A A decaf espresso.
 - B Single or double?
- 2 A B Yes, I'd like the cheesecake, please.
- 4 A What did you do last weekend?
- 5 A I'd like the salmon.
- 6 A Can I use your phone?
 - A B Yes. I got the job!

В

- 8 A
 - B Yes, of course, sir.

66

Go online to practise the Practical English phrases

3 A Coffee? В

?

В

В

Practical English Going home

getting to the airport **V** public transport

1 VOCABULARY public transport

a Look at the pictures. Write the words.



b Complete the paragraphs.

- 1 You can get a taxi or a ¹c<u>ab</u> at a taxi ²r_____. People usually give the driver a ³t
- 2 Before you get a plane, you have to ⁴ch_____ in online or at the airport. Then you go through Security to the ⁵d_____ lounge. Finally you go to your ⁶g_____.
- 3 You get a train at a railway ⁷ st_____. First you get a ⁸t_____ and then you find the right ⁹pl_____.
- 4 You get a bus or a ¹⁰c_____ at a bus station. You can also get a bus at a bus ¹¹st_____. You can buy a ticket in advance or sometimes you can pay the ¹²dr_____.

2 GETTING TO THE AIRPORT

Complete the conversations with a phrase from the list.

And could I have a receipt? Can I pay by credit card? Could I have a ticket to Luton Airport, please? Could you call me a taxi, please? How much is it? Now, please. Single, please. Standard, please. To St Pancras station.

Go online to practise the Practical English phrases

1	A B A B A	¹ <u>Could you call me a taxi, please?</u> Yes, of course. Where to? ² And when would you like it for? ³	
2	C A	4 That's £18.50, please. Make it £20. Thank you very much, sir. 5	?
3	ADADADAD	6 Single or return? 7 Standard or first class? 8 That's £25.50. 9 Yes, of course.	

3 SOCIAL ENGLISH

Complete the conversations with a phrase from the list.

I can't believe it Thank you so much I'm so happy Have a good journey See you in London

- 1 A Bye for now. B Goodbye. <u>See you in London</u>
- and a second second
- 2 A Is this your wallet? It was on the floor.
 - B Yes! _____. I need to be more careful!
- 3 A _____! There are no trains! B How are you going to get home?
- 4 A Are you OK? B Yes, life's great.
- 5 A Goodbye. I'm leaving now.B Bye.

Practical English Hotel problems

calling reception

CALLING RECEPTION 1



а

Complete the sentences with a word from the list. bother have 's put send this 1 I <u>have</u> a problem with the wi-fi. 2 I'll _____ you through to IT. 3 I'll ______ somebody up right now. 4 I'm sorry to _____ you. 5 Hello. is room 315. 6 There ______ a problem with the shower. b Complete the conversations with sentences 1-6 from a. 1 A Hello, reception. B Hello. ¹This is room 315 A How can I help you? **B**² There isn't any hot water. A I'm sorry, madam. ³_ B Thank you. 2 A Hello, reception. B Hello, this is room 315 again. ⁴_ but there's one more thing. A How can I help you? B 5 I can't get a signal.

B Thanks.

2 I'LL

Match problems 1–4 to offers a–d.

- 1 I have a problem with the wi-fi. C
- 2 This room is very noisy.
- 3 I want to talk to the manager.
- 4 There's no water in my mini-bar.
- a I'll see if we have a quieter one.
- b I'll send two bottles to your room right now.
- c I'll put you through to IT.
- d I'll ask her to call you.

3 SOCIAL ENGLISH

a Circle the correct words.

- 1 What's your room like? Do you have a good view/look?
- 2 It's great to be / be here.
- 3 You can / must be really tired.
- 4 I want / guess you're right.
- 5 It's great to see you, too / two.
- 6 By the way / On the way, Martha wants to see you while you're here.

b Complete the conversation with the missing words.

1 A Welcome to New York.

- B Thanks. It's great to be here.
- 2 A Do you have a g

v____? B Yes. I can see the Empire State Building from my window.

- 3 A It's time to go. You m_____
 - b_____ really tired. B | g_____ you're right.
- 4 A B t
 - w_____, it's great to see you again. B Yes. It's great to see you, t_____.

- A I'm sorry, madam. 6

Practical English Restaurant problems

at the restaurant V restaurants



1 VOCABULARY restaurants

Complete the sentences.

- 1 Can we have a t<u>able</u> for two, please?
- 2 What's on the m_____ today?
- 3 I'll have the steak for my main c_____
- 4 Let's ask the w_____ for another bottle of water.
- 5 Can we have the b_____, please?
- 6 Shall we leave a t_____? The waiter was really good.

2 AT THE RESTAURANT

Order the conversation.

- A Are you ready to order? 1
- B Still.
- A Still or sparkling?
- B Yes, please.
- A And how would you like your steak? Rare, medium or well done? ____
- B A baked potato, please. _
- A Can I get you something to start with? ____
- B Rare, please. 6
- A Here's your steak, madam.
- B Water, please.
- A Would you like that with fries or with a baked potato? _____
- B I'm sorry, but I asked for my steak rare, and this is well done. ____
- A OK. And to drink? ____
- B No, thank you. Just a main course. I'd like the steak, please. ____
- A I'm very sorry, madam. I'll take it back to the kitchen. <u>15</u>

3 SOCIAL ENGLISH

Complete the sentences with a phrase from the list.

a mistake any suggestions be great could start with tell me to go

- 1 A So <u>tell me</u>, Adam, what are your plans?
 B Well, to ______, I'd like to visit the Empire State Building.
- 2 A I'd like to go sightseeing this afternoon. Do you have _____?
 - B How about going to Central Park? I could take you.
 - A That would _____.
- 3 A _____ we have the bill, please? B Yes, of course. Here you are.
- 4 A Excuse me. I think there's _____ I asked for tuna, not salmon.
 - B Oh, sorry. I'll take it back to the kitchen.
- 5 A It's very late.
 - B OK, time

b Complete the conversations with a phrase from **a**.

- 1 A OK, time to go.
 - B Can't we stay a little bit longer?
- 2 A Would you like to come to lunch on Sunday?
 B Thanks, _____
- 3 A Where are you taking Hannah for dinner?
 B I don't know.
- 4 A Can I get you anything else? A coffee, maybe?
 B No, thanks. _____?

?

- 5 A Is there a problem with the bill?B Yes, I think _____
- 6 A So, _____, how was your evening with Stacey?
 - B Well, _____, the food was awful.

Practical English The wrong shoes

taking something back to a shop **V** shopping

?

?

?

1 WHY DON'T YOU...?

Make suggestions with a phrase from the list.

buy her some flowers buy two pairs get something from the chemist take it back try it on

- A These boots are lovely, and they're so cheap!
 B Why don't you buy two pairs?
- A I bought this yesterday, but it doesn't work.
 B Why _____
- 3 A I'm not sure if this dress is the right size.
 B
- 4 A I have a bit of a headache.
 B _____?
- 5 A It's my mum's birthday tomorrow. B

2 VOCABULARY shopping

a Match the prices.

1	79c <u>c</u>	a fifty-nine pence
2	€30.49	b thirteen pounds ninety-nine
3	\$3.89	c seventy-nine cents
4	59p	d thirty euros forty-nine
5	£13.99	e three dollars eighty-nine

- **b** Write the words for the **bold** letters and symbols in these sentences.
 - 1 The chocolate bars are 60**p** each.
 - pence
 - 2 The XL feels a bit big. Can I try something smaller?
 - 3 In the USA, this phone costs about \$300.
 - 4 A cappuccino here costs about €2.
 - 5 If you want extra milk, that'll cost 50c.
 - 6 That sweater's too small. Try this one, it's a **M**.
 - 7 A return ticket is £22.00.

3 TAKING SOMETHING BACK TO A SHOP

Complete the conversation.

A	Can I help you, ¹ m	<u>adam</u> ?	
В	Yes, 1 ² b	this sweate	er yesterday.
A	Yes, I remember. Is	s there a ³ pr_	?
	Yes, I'm ⁴ a		
A	What ⁵ s	is it?	
	lt's a ⁶ s		ve a
	⁷ m?		
A	I'll go and ⁸ ch	. Just	a minute
	l'm ⁹ s		
	in your size. But we		
	same price. Or you	u can have a ¹⁰	r
в	Erml'll take this		
A	Yes, of course. The	e ¹¹ ch	r
	are over there		
	Is everything OK?		
в	Yes, this one fits p	erfectly.	
A	Good. Do you hav	e the ¹² r	for the
	other sweater?		
В			
	other sweater? Yes, here you are. Brilliant.		

4 SOCIAL ENGLISH

Complete the conversation with the phrases from the list.

Can we make it a bit later Have you had a good day? let's make it eight Why don't we go out for dinner you know

A Hi! You're back early.
B I finish at 4.00 on Fridays. ¹Have you had a good day?
A Oh, ²______. Writing essays, learning grammar.
B Listen, it's a lovely evening. ³______?
A That sounds like a nice idea. What time?
B Seven?
A ⁴_____?
B OK, ⁵____. I'll book a table.
Practical English At the pharmacy

going to a pharmacy V feeling ill

1 VOCABULARY feeling ill

Re-order the letters to make words that complete the sentences.

- 1 Daniel feels terrible. He thinks he has <u>flu</u> (ulf).
- 2 I need to buy some tissues. I have a _____ (Icdo).
- 3 That fish wasn't very nice, and now I have a _____ (dba ochmsta).
- 4 You feel very hot. I think you have a _____ (emretupetra).
- 5 Please turn that music down. I have a _____ (chaeheda).
- 6 Kate's had a bad _____ (oguhc) for three weeks now.

2 GOING TO A PHARMACY

Complete the conversation with words from the list.

allergic better every have help much often symptoms take well



- A Good afternoon. Can I ¹ help you?
- B I'm not feeling very ²
- A What are your ³_____?
- B I have a bad cough.
- A Do you ⁴______ a temperature?
- B No, I don't.
- A Are you ⁵_____ to any drugs?
- B No, I don't think so.
- A Take these cough sweets. They'll make you feel
- B How many do I have to ⁷_____?
- A Take one ⁸_____ three hours.
- B Sorry? How 9 ?
- A One every three hours.
- B OK, thanks. How ¹⁰_____ is that?
- A That's \$4.50, please.

3 HAVE GOT

Complete the conversations with the correct form of *have got*.

- 1 A Have you got any aspirin?
 - B Sorry, we haven't got any aspirin, but we've got some ibuprofen.
- 2 A ??
 B Yes, my brother's got two children, a girl and a boy.
- 3 A Have you got any pets at home? B No, we _____
- 4 A What sort of car _____? B I've got a Mini.
- 5 A ?? B I've got one sister, but I haven't got any brothers.
- 6 A Have you got a printer? B Yes, I

4 SOCIAL ENGLISH

Complete the conversations.

- 1 A That was a lovely meal. And my cough has gone, too!
 - B I'm gl_____ you're feeling better.
- 2 A Can I have some more cake, please?
 - B There isn't any more. Anyway, too much cake isn't very good f_____ you.
- 3 A I think I sh_____ get back to the hotel now.
 - B Shall I drive you back?
 - A No, I'll walk. I'm s_____ I'll be fine. Thanks again for a gr_____ evening.

Practical English Getting around

asking how to get there V directions

1 VOCABULARY directions

a Match the pictures and phrases.



- 1 Turn left. _c_
- 2 Go straight on.
- 3 Take the second turning on the right.
- 4 Turn right at the traffic lights. __
- 5 Go round the roundabout and take the third exit.

b Complete the directions.

To get to the hotel, you no	eed to 1 turn			
right and go ² str	on until you get			
to the roundabout. Go ³ r	the			
roundabout and take the fourth ⁴ e				
Then turn right at the traffic ⁵ I and				
⁶ t the second turning on the				
⁷ I The hotel is called The King's				
Head and it's on the ⁸ r_				

2 ASKING HOW TO GET THERE

- a Match 1-4 to a-d to make sentences.
 - 1 How do I get to <u>d</u>
 - 2 Sorry, could you ____
 - 3 So first I get to Columbus Circle.
 - 4 How many stops _
 - a OK, and then?
 - b is that?
 - c say that again?
 - d the Museum of Natural History on the subway?

b Complete the conversation with the sentences from the list.

How do I get to SoHo on the subway?

OK, thanks. See you later. OK. And then? How many stops is that? Could you say that again? Where is it?

- A ¹How do I get to SoHo on the subway?
- B Go to the subway station at Grand Central 42nd Street. Take line 6 towards Brooklyn Bridge – City Hall. Get off at Spring Street.
- A 2
- B OK. Take line 6 from Grand Central 42nd Street to Spring Street.
- A ³____
- B Seven.
- B Then you can walk to the restaurant.
- A 5_____
- B Come out of the subway on Spring Street. Go straight on for about 80 yards and the restaurant is on the right. It's called Balthazar.
- A 6
- B And don't get lost.

3 SOCIAL ENGLISH

Complete the conversation with the words from the list.

feel long mean said so

- A I'm ¹so______ sorry I'm late. I missed the bus.
- B But you're always late! I've already eaten now.
- A |²_____ I'm sorry. Look, why don't we go for a walk? I can get a burger or something.
- B I don't ³_____ like a walk. It's been a ⁴_ day and I'm tired.
- A Listen. I'll take you home now. And tomorrow I'll make dinner for you at my house.
- B OK. I suppose that way you can't be late! Sorry, I didn't
 - _____ to say that! I'm sure that'll be lovely.

Practical English Time to go home

on the phone

1 ON THE PHONE

- a Circle a, b, or c.
 - 1 Hello, Marketing. ____ can I help you? a Which b Who c How
 - 2 Can I speak <u>Laura Jones</u>, please? **a** on **b** at **c** to
 - 3 I'll put you ____ now.
 - a across b over c through
 - 4 Hello, ____ is Laura Jones. **a** here **b** these **c** this
 - 5 Oh sorry. I have the ____ number. **a** wrong **b** bad **c** false
 - 6 Can I _____ a message for Anna, please? a make b say c leave
 - 7 Don't worry. I'll call _____ later.
 - a over b back c into
 - 8 I'm sorry, the line's ____ at the moment. a occupied b busy c full
 - 9 I'm afraid Teresa isn't ____ her desk at the moment.
 a by b with c at
 - 10 Sure, I'll ____ him a message for you. a say b tell c give
- **b** Complete the conversations.
 - 1 A I'm sorry, I can't t<u>ake</u> your call at the moment. Please I_____ a message after the beep.
 - B Hi, Oliver, this is Mark r_____ your call.
 - 2 A Hi, Amy.
 - B I'm s_____, you have the wr_____ number.
 - 3 A Hello, this is Reception. How can I help you?B Good morning. Mr Clarke, please.
 - A I'm sorry, the I______ is b_____
 - B OK, can I ______ a m_____?
 - A Yes, of course.
 - B Can you tell him Fiona called? I'll c_____ b_____ later.
 - 4 A Good morning, London 24seven.
 - B Hello, can I speak to Alison, please?
 - A Just a second, I'll p_____ you through.

- Write the correct question or response for the situations.
 - 1 In a hotel, you want the receptionist to let you talk to the manager on the phone.
 - Can I speak to the manager, please?
 - 2 Someone phones you, but they haven't called the right number.

l'm sorry, you ____

- 3 Someone calls you at work. You offer to help them. How can _____
- 4 You call an office, but Mrs Jones is not at her desk. You want to tell her something. Can I
- 5 Someone asks you if it's OK for you to wait. You want to say that's fine.
 - OK, I'll
- 6 The person you want to talk to is not there. You want to say that you will phone again in a few hours. I'll call
- 7 Someone says your colleague is not answering her office phone. Suggest ringing her mobile. You could

2 SOCIAL ENGLISH

Circle the correct word or phrase.

- A Does your girlfriend know you're here?
 B No, I'll call her / call to her now.
- 2 A I have a new job!
 - B That's great news / a great news.
- 3 A I've got something to tell you.
 - B Me, too. But you do first / go first.
- 4 A What are you doing here?B I'll explain after / later.
- 5 A Is everything all right?
 - B Never better / Ever better.

Practical English Meeting the parents

reacting to what people say

1 REACTING TO WHAT PEOPLE SAY

- a Circle the correct answers. ONE or TWO answers may be correct.
 - 1 A Kate's going travelling for a year! B What a great idea!) Oh no! / What a pity.
 - 2 A I've left my wallet at home again!
 B How fantastic! / I don't believe it. / You're kidding.
 - 3 A I didn't get the job.B That's great news! / What a pity. / Never mind.
 - 4 A We're getting married!B How fantastic! / That's great news! / Oh no!
 - 5 A Dave's got a new car.B Never mind. / Really? / What a pity.
 - 6 A I've lost my phone.B Oh no! / How fantastic! / That's great news!
- **b** Complete the chart with the correct phrases from **a**.
 - 1 Reacting to something surprising I don't believe it!
 - 2 Reacting to something interesting
 - 3 Reacting to some good news
 - 4 Reacting to some bad news

2 HOW + ADJECTIVE, WHAT + NOUN

Complete the phrases with How or What.

- 1 <u>How</u> interesting!
- 2 _____ a good idea!
- 3 _____ terrible news!
- 4 _____ awful!
- 5 _____ amazing!
- 6 ______ a pity!

3 SOCIAL ENGLISH

Complete the conversations with the phrases from the list.

a really nice guy Go ahead How do you see How incredible I mean Not really That's because things like that

- A What do you think of Isabel's new boyfriend?
 B He's <u>a really nice guy</u>.
- 2 A _____ your life in ten years' time?
 - B I think I'll be married and have my own company.
- 3 A Thear you're an excellent swimmer. Would you like to be a professional?
- B _____. I don't have enough time to train.
- 4 A I'm sorry. I'm not feeling hungry.
- B _____ you ate too much for lunch!
- 5 A You know, I think we went to the same school. B _____! What a coincidence!
- 6 A Can I have another piece of chicken, please?
 B ______. There's more in the kitchen.
- 7 A What sort of books do you read?
 - B Biographies, historical fiction,
- 8 A Would you like to come to the concert with us?
 B No, sorry. ______, I'd love to, but I'm busy.

Go online to practise the Practical English phrases

10

Practical English A difficult celebrity

giving opinions

1 GIVING OPINIONS

a Match sentences 1-9 to responses a-i.

- 1 Do you like reggae? _____
- 2 What do you think of Ed Sheeran? ____
- 3 Do you still listen to your old CDs? ____
- 4 I've heard that musicians make a lot of money.
- 5 I'd love to be famous!
- 6 Classical music is great for a romantic meal.
- 7 What's your opinion of heavy metal? ____
- 8 What kind of music does your girlfriend like? ____
- 9 Do you like this band? _
- a lagree. You can listen to it and talk to each other at the same time.
- b To be honest, I haven't asked her.
- c Sometimes. But it's easier listening to a music streaming service. Don't you agree?
- d No, they're terrible. What do you think?
- e I don't think that's right. Only a few of them earn enough to live on.
- f It's OK. But if you ask me, rap is more fun.
- g I like him. But in my opinion, Bruno Mars is better.
- h Oh sure, it would be great to start with. But you'd soon get fed up with all the photographers.
- i Personally, I think it's a bit loud.

b Complete the conversations with the highlighted phrases from **a**. Use each phrase once only.

- 1 A What do you think of music festivals?
 - B They're OK. <u>But in my opinion</u>, there are too many people.
 - A Yes, you're right.
- 2 A Do you think Cathy has a good voice? ______, I've never heard her sing.
 - A Well, you should!
- 3 A Do you ever listen to the radio?
 B Not really. The DJs talk too much.
 2
 - A Yes, they do.
- 4 A For me, the 80s was the best decade for music.
 B ______, the 80s were good, but there's been some great music since then, too.
 A I suppose so.
- Go online to practise the Practical English phrases

- 5 A Do you like this song?
 - B Not really.
 - A It's awful.
- 6 A Do you like live music?
 B Yes, I do. _____, it's a bit expensive.
 - A Absolutely!
- 7 A People shouldn't listen to loud music on public transport.
 - B _____. They should wear headphones.
 - A That's right.
- 8 A Jazz music started in the UK.
 B ______. I'm sure it began in the USA.
 - A Of course it did! Sorry about that.
- 9 A What's your opinion of Rihanna's new song?
 B ________ it's better than the last one.
 A Me too.

2 SOCIAL ENGLISH

Complete the conversations with a phrase from the list.

Hang on a minute It's just that my boyfriend's away That's so kind of you You've come back Did you mean what you said

- 1 A I brought you some flowers.
 - B Thank you. That's so kind of you.
- 2 A
 - B Yes, I forgot my phone.
- 3 A _____ about moving abroad? B No, of course I didn't. I was only kidding.
- 4 A You look upset. What's the matter?
 B Nothing really. ______ and I miss him.
- 5 A I'm going out for a walk. Do you want to come?
 B ______. I'll get my coat.

24

Practical English Old friends

?

?

?

?

b

permission and requests

1 PERMISSION AND REQUESTS

- Re-order the words to make phrases for permission and requests.
 - 1 jacket / pass / you / can / my <u>Can you pass my jacket</u>
 - 2 OK / window / I / is / open / if / a / it
 - 3 mind / that / would / repeating / you
 - 4 you / of / take / me / a / could / photo
 - 5 you / if / here / mind / sit / do / l
 - 6 you / do / could / you / bag / carry / think / my
- **b** Circle the correct responses to the questions from **a**.
 - 1 Yes, I can. / Sure.)
 - 2 No problem. / Yes, it is.
 - 3 No, I wouldn't. / Not at all.
 - 4 No problem. / Yes, I could.
 - 5 Of course not. / No, I don't.
 - 6 Yes, I could. / Sure.
- c Complete the requests with the correct form of a verb from the list.

do join pass meet take visit

- 1 Could you <u>do</u> me a big favour?
- 2 Is it OK if we _____ my parents this weekend?
- 3 Would you mind _____ me at the airport?
- 4 Do you mind if I _____ you?
- 5 Can you _____ the salt?
- 6 Do you think you could _____ me to the station?
- d Match the requests from c to responses a-f.
 - a _____ Of course not. Take a seat.
 - b ____ Sure. Here it is.
 - c _____ Yes, of course. What time's your train?
 - d _____ It depends what it is!
 - e _____ Not at all. When do you land?
 - f _____ Sure. Which day would be best?

2 SOCIAL ENGLISH

Complete the highlighted phrases in the conversations with a word from the list.

come days mind see talk way 1 A Hello Richie. You're here at last! B Hi Andy. It's great to see you, mate. 2 A Come and sit down, Helen. It's been too long. B I know. We've got so much to about. 3 A How you're so late? B Sorry, I missed the bus. 4 A This is nice. You and me having dinner together. B Yeah. Just like the old 5 A Shall we go out tonight? B I'd rather stay in, if you don't 6 A So, shall we walk to the station? B No _____ man! Let's get a taxi! Complete the conversation with the highlighted phrases from a. Jay Dan! ¹It's great to see you, mate. Dan You too, Jay. It's been years. Jay² Dan My flight was delayed, and then I had to wait ages for a taxi. Jay Well, you're here now. Do you want something to eat? Dan³ I want to go out and see the city! Jay Don't you want to unpack first? Dan No, I can do that later. But I'll take a shower, Jay Sure. Go ahead. Dan This is great. You and me getting ready to go out. Jay Yeah. 5 Dan Right, I'm ready. Let's go.⁶

Jay That's true. So much has happened since we last saw each other.

38

Go online to practise the Practical English phrases

Practical English Boys' night out

making suggestions

1 MAKING SUGGESTIONS

1 not/why

b

52

- a Re-order the words to make phrases for making and responding to suggestions.
 - Why not 2 very / fish / keen / not / l'm / on / raw 3 a / idea / great / that's 4 restaurant / don't / sushi / that / we / why / new / try 5 about / Chinese / having / what / a 6 shall / lunch / go / we / where / for ? 7 cab / could / to / time / get / we / a / save 8 Italian / to / going / how / an / restaurant / about ? 9 there / go / let's Complete the conversation with the phrases from a. Jess I'm hungry. ¹Where shall we go for lunch ? Phil I think there's a burger bar near here.² Jess Phil, you know I don't eat meat. Phil Oops! Sorry, I forgot. Well, ³_ ? I fancy some pasta. Jess Aren't you on a diet? Phil Well, yes... Jess No Italian for you, then. 4_ ? Phil I'm not sure about Japanese food. 5 Jess Well, 6 ? I know a place that does excellent fried rice. Phil⁷ ? Is it very far?

 Jess It's a couple of blocks away. ⁸_____.

 Phil
 ⁹_____.

 ! Let's do that.

2 VERB FORMS

Complete the sentences with the correct form of a verb from the list.

ea	at out go meet	order play watch	
1	We could <u>order</u>	a pizza.	
2	Shall we	a movie?	
3	What about	at 9 p.m.?	
4	Why don't we	cards?	
5	How about	to the theatre?	
6	Let's tonight.		

3 SOCIAL ENGLISH

Complete the conversation. Ellie Joe? Joe Hi, Ellie. Ellie It's Mum's birthday, and you're late. Where are you, ¹anyway ? Joe That's ²wh_____ I'm calling. I'm not going to ³m_____ it for dinner. Ellie Why not? Joe I'm at a friend's house. She's ⁴o_____to Germany tomorrow to start her new job, and I wanted to say goodbye. Ellie But why tonight? It's ⁵n_ that I don't think you should say goodbye, but couldn't you do it

- tomorrow? Joe Not really. I wanted to have a ⁶w_____ with her about
 - something before she left.
- Ellie Mum's going to be upset.
- Joe Sorry, Ellie. It won't ⁷h_

again. Tell Mum I'll see her tomorrow.

Go online to practise the Practical English phrases

Practical English Unexpected events

indirect questions

1 INDIRECT QUESTIONS

a Circle the correct words.

- 1 Can you tell me what time (it is) / is it, please?
- 2 Do you know if this bus does go / goes to Windsor?
- 3 Could you tell me where can I / I can buy a ticket?
- 4 I wonder where Lola is / is Lola today.
- 5 Do you know whether this shirt *does come / comes* in a larger size?
- 6 I'd like to know where are you / you're going.
- 7 I wonder what time the restaurant closes / does the restaurant close.
- 8 Can you remember who did you speak to / you spoke to?
- b Make questions 1-6 more indirect by using the beginnings given.
 - What time is the next bus for Boston?
 I'd like to know <u>what time the next bus for Boston is.</u>
 - 2 What time does it arrive? Do you know _______
 - 3 Which stop does the bus go from? Could you tell me _____

 - I wonder _____
 - 6 How much discount do I get with a student card? Can you tell me _____



Go online to practise the Practical English phrases

c Complete the conversation with the indirect questions from **a**. There is one question you don't need to use.

Ticket clerk Can I help you? Max Yes, please. ¹I'd like to know what time the next bus for Boston is. Ticket clerk Well, the next bus leaves at 10 a.m. Max Great.² Ticket clerk Sure. It costs \$35.95. Max³ Ticket clerk With a student card you get a 20% discount on your ticket. That means it'll cost you \$28.75. Max OK. Here's my student card...and my credit card. Ticket clerk And here's your ticket. Max Thanks. 4 Ticket clerk No, you don't. The bus goes straight through. Max And 5 Ticket clerk Yes, it gets to Boston at 2.20 p.m.

3 SOCIAL ENGLISH

Max Thanks a lot.

Complete the conversation with the words and phrases from the list.

either I guess It's obvious Of course Stop it! What if

- A ¹<u>Stop it!</u> You keep yawning. Everyone will think you're bored.
- B Oh, sorry.²_____ I'm a bit tired.
- A ³_____ you're tired. You've had a long day.
- B Well, I did get up at six o'clock this morning.
- A Oh, come on. Let's go. ⁴_____ you aren't enjoying the party.
- B I'm sorry. I think I need to go to bed.
- A I know. ⁵_____ we go home and do something nice tomorrow?
- B That sounds like a great idea. And I promise I won't yawn all day, ⁶______.
- A Good!

66

Colloquial English Talking about...getting a job

LOOKING AT LANGUAGE

Match the formal words in sentences 1-10 with the informal words in the list.

answer begin buy check fill in finish follow say see show

- 1 My colleague was dismissed because she didn't adhere to the terms of her contract. follow
- 2 Please state your preference for a telephone or faceto-face interview.
- 3 The next training course will commence on 1st June.
- 4 The receptionist asked me to complete an application form.
- 5 These figures demonstrate the problems facing the company. _
- 6 Customers are advised to retain their receipt when they purchase an item.
- 7 The candidate gave no response when he was asked about his experience.
- 8 My contract will terminate at the end of the year.
- 9 They called the candidate's referee to verify his story.
- 10 We view your prospects of promotion as very probable.

THE CONVERSATION 3

Complete the sentences with one word, using repetition or an adverb to add emphasis.



- 1 It's a terrible <u>terrible</u> idea to go to an interview when you're feeling hungry.
- 2 I've _____ you this before more than once.
- 3 I felt really ______ silly when I realized I'd locked my keys in the house.
- 4 You ______ told me you would be here by 11.00.
- 5 Can you make me a cup of tea? I've had a _____ bad day.
- 6 It's a wonderful ______ film. You really should go and see it.

VOCABULARY FROM THE INTERVIEW

Match the **bold** word or phrase with the correct definition.

- 1 Get them to talk about their background.
 - a their personal details
 - **b**) their education, experience, and interests
- 2 They're able to settle down and begin the interview.
 - a take a seat
 - b feel comfortable
- 3 It's important to engage with the candidate.
 - a establish a connection with
 - b agree with
- 4 Do you carry on the interview or do you finish it there?
 - a start again
 - b continue
- 5 In today's recruitment environment...
 - a finding people for a job
 - b looking for a job

VOCABULARY FROM THE CONVERSATION

Complete the sentences with a word from the list.

caught potentially slightly white willing

- 1 I sometimes *slightly* exaggerate when I talk about my experience.
- 2 You might find yourself in a _____ difficult situation.
- 3 Nobody will worry if you tell a couple of _____ lies.
- 4 You could get _____ out if they ask you questions about something on your CV.
- 5 You need to show that you are ______ to learn.

Colloquial English Talking about...books

LOOKING AT LANGUAGE

Complete the 'fillers' in the conversations.

- 1 A Which book have you enjoyed reading recently?
 - B The Hunger Games. All right _____, it was written for teenagers, but I really liked it.
- 2 A How are you getting on with that e-reader I gave you?
 - B I was a bit worried I wouldn't use it but,
 - a_____, it's very handy.
- 3 A Do you know anything about Ken Follett's books?
 - B I think they're s_____ o____ thrillers, aren't they?
- 4 A Have you ever read a Charles Dickens novel in English?
 - B No way! I m_____, it would be too hard, wouldn't it?
- 5 A Did you enjoy Crime and Punishment?
 - B Yes, although it was a bit, y_____ kn____, depressing in places.
- 6 A What do you think of the writer Dan Brown?
 - B W_____, he's not a great writer, but I quite enjoy his books.

THE CONVERSATION 3

Complete the sentences with two possible words or phrases from the list.



I mean kind of (x2) like sort of (x2) stuff things

- 1 You can just <u>kind of</u> / <u>sort of</u> lose yourself in this imaginary world.
- 2 I like science fiction and fantasy and _____/ like that.
- 3 It's just something I _____ / ____ grew up with.
- 4 /_____, it's something that I would recommend to my friends and family.

VOCABULARY FROM THE INTERVIEW

Complete the sentences from the interview with Julia Eccleshare with a verb from the list.

carve put reflect takes think

- 1 There is a special thing about reading a book that you loved as a child. It *takes* you back to that time.
- 2 If I _____ back to it, my husband did more reading aloud than I did.
- 3 Films don't _____ people off reading the book.
- 4 It's a story that you can _____ on.
- 5 As you get older, it's harder to _____ out time to read.

VOCABULARY FROM THE CONVERSATION

Replace the *italic* words with a word or phrase from the list.

a clue huge key to out of it tough

- 1 It's really difficult. tough
- 2 I haven't got any idea.
- 3 I feel a little bit disconnected.
- 4 It's so big.
- 5 That's the critical thing about any good book.

Colloquial English Talking about...waste

LOOKING AT LANGUAGE

Circle the correct adverb in the conversations.

- 1 A How do you recycle your organic waste?
 - B We don't. Ideally / Obviously / Unfortunately), it's impossible to do that where we live.
- 2 A Who's in charge of emptying the bins in your house? B Amazingly / Gradually / Sadly, my teenage son always takes the rubbish out.
- 3 A How do you dispose of old electrical devices?
 - B Actually / Eventually / Unfortunately, it's not usually a problem because I rarely buy new ones.
- 4 A What sort of things do you recycle?
 - B Amazingly / Apparently / Basically, we try to recycle as much as we can.
- 5 A Can you see any problems with recycling?
 - B Actually / Anyway / Obviously, you need four different bins in the kitchen, but apart from that, it's easy.
- 6 A What happened to that beautiful old vase you had?
 - B Generally / Sadly / Strangely it broke, so we had to throw it away.
- 7 A Have they come to empty the recycling bins yet?
 - B No, they haven't. They always come on Mondays, but

THE CONVERSATION 3

Circle the best response.



- 1 There are plastic bottles that you can eat when you've finished the water.
 - a Yes, isn't that awful?
 - b) Oh wow!
- 2 There's more plastic in the sea by weight than fish.
 - a That sounds pretty cool.
 - **b** I mean, that's so depressing, isn't it?
- 3 I can't believe how much plastic there is.
 - a Yes, it's very scary!
 - b Oh wow!
- 4 They've found plastic in the Marianna Trench.
 - a Yes, isn't that awful?
 - b I think that's just so amazing.
- 5 They've found bacteria that have evolved

basically / in fact / strangely they haven't been today.

VOCABULARY FROM THE INTERVIEW

Complete the sentences from the interview with a phrase from the list.

worn out ended up falling apart pretty much off the hook for the sake

- 1 He wears his jumpers till they're *falling apart*. 2 We ______ filming in 11 countries.
- 3 He keeps his cars until they're ______.
- 4 He can make ________ anything look beautiful.
- 5 I don't like to blame one person because that lets us _____.
- 6 We shouldn't buy new things _____ of it.

- to digest nylon plastic.
- a Its really awful, actually.
- **b** That's amazing!

VOCABULARY FROM THE CONVERSATION

Complete the sentences with a word from the list.

day doubt hilarious involved taste

- 1 I would without a *doubt* recommend this book.
- 2 I couldn't stop laughing, it was just _____.
- 3 I'd quite like to get ______ with animals.
- 4 Reading biographies affects my life and just how I act day-to-_____.
- 5 But it comes down to _____, doesn't it?

Colloquial English Talking about...performances

LOOKING AT LANGUAGE



Complete the modifiers in the sentences.

- 1 The actors were utt<u>erly</u> exhausted when the play was over.
- 2 The plot left the audience feeling com______ bewildered.
- 3 As far as I'm concerned, the film was tre_____ overrated.
- 4 So far, reviews of the play have been over_____ positive.
- 5 Mozart was an extra_____ talented musician.
- 6 The director was ab_____ delighted to receive the award.
- 7 All of the characters were wearing fan_____ original costumes.

3 THE CONVERSATION

Match the beginnings 1–6 to endings a–f.

- 1 That's a difficult question. _d_
- 2 I think it's difficult to say _____
- 3 But if you go to a live event, you participate, don't you, ____
- 4 If you're sitting, let's say, _____
- 5 I've been to plenty of live music events concerts and festivals and things, you know, ____
- 6 That's intriguing, isn't it, _____
- a high up or with a slightly obstructed view...
- b because you're part of it.
- c the difference between the two...
- d Hove going to the cinema...
- e if it's better or worse...
- f around the country, and I love them.



2 VOCABULARY FROM THE INTERVIEW

Match the words from the interview to the definitions.

- 1 box office <u>___</u>
- 2 rehearsal
- 3 character _
- 4 auditorium
- 5 scene
- a the place where an incident in real life or fiction occurs or occurred
- b a practice or trial performance of a play or other work for later public performance
- c a place at a theatre, cinema, etc., where tickets are bought or reserved
- d a person in a novel, play, or film
- e the part of a theatre, concert hall, or other public building in which the audience sits

4 VOCABULARY FROM THE CONVERSATION

Complete the sentences and phrases with a word from the list.

 bouncing certain factors flashy soft

 1 watching a big flashy superhero film

 2 a big ______ spot for the theatre

 3 It has a ______ magic to it.

 4 You're part of it because they're ______ off you.

 5 It depends on other ______.

Colloquial English Talking about...advertising

LOOKING AT LANGUAGE



Complete the sentences with a phrase from the list.

an ear worm a captive audience get into your head had their day hit a false note their ears perk up word for word

- 1 The best way to get rid of <u>an ear worm</u> is to replace it with another tune.
- 2 Some people say that libraries have _____ and they will soon disappear.
- 3 The song has a catchy chorus which can easily and you find yourself singing it all day.
- 4 I repeated her instructions _ to avoid any confusion.
- 5 My dogs love biscuits ______ as soon as they hear me open the packet.

THE CONVERSATION

Match beginnings 1–6 to endings a–f.

- 1 Just by going outside you're seeing these advertisements and you're being influenced, so, for example we, _d_
- 2 You know, we barely, _____
- 3 So, there's definitely, _____
- 4 They see pictures in magazines and they're starting to be, ____
- 5 Yeah, especially for children, I mean I, I have, _____
- 6 So, I think, um, I think, _____
- a we don't really watch TV and we have a TV, we just don't watch very much.
- b definitely I think that the answer to the question is yes, we are all influenced in different ways by advertising, I suppose.
- c I have younger siblings and it's kind of like 'Ooh, all of my friends have this toy, I must have it as well'...
- d we all know certain brands just because they'reeverywhere around us.
- e you're definitely being influenced.
- f my 11-year-old is starting to be a little bit more cynical about what he sees.



- 6 Musicians often play on trains and ask for money because they know they have ______.
- 7 The mayor ______ with her speech and caused a lot of controversy.

VOCABULARY FROM THE INTERVIEW

Complete the sentences from the interview with a word from the list.

baton bet fan gold short tapped

- 1 I took the baton from him.
- 2 I ______ you most people would remember these commercials.
- 3 Using a celebrity is a _____ cut.
- 4 I'm not a big _____ of it.
- 5 They _____ into a mind-set.
- 6 They became the ______ standard.

VOCABULARY FROM THE CONVERSATION

blatant point subtle rush subliminally

- 1 So that sort of advertising is *blatant*.
- 2 And that's super-_____ advertising.
- 3 You might buy this if you're in a ______.
- 4 _____, I think, if we recognize something.
- 5 The ______ of advertisements is that you recognize the products.

Colloquial English Talking about...work and family

1 LOOKING AT LANGUAGE

discourse markers

Complete the sentences with a discourse marker from the list.

anyway	apparently	/ as to	basically
Imean	in a way	of course	really

- 1 My sister gets quite lonely in the evenings. <u>Of course</u> her husband's around, but he's always falling asleep in front of the TV.
- 2 I can't remember much about my childhood. ______, I spent most of the time running wild with the other kids in the village. That's what my mum tells me, anyway.
- 4 We've had a great holiday but _______ I'm glad to be going home. I've missed the cat!
- 5 If I have to take my daughter to work, I ______ do the same as I would on a normal day.
- 6 That woman isn't _____ her mother; she's her stepmother.
- 7 I'm hoping to move out soon. _____ I love my parents, but I'd like a place of my own.
- 8 I'm not going to apply for that job. It's too far away and ______, the pay is too low.

2 READING

- a Read the article. Five sentences have been removed from it. Match the sentences A–F to the gaps 1–5. There is one sentence you do not need to use.
 - A This gives them the chance to learn from each others' experiences, and also to reflect more profoundly on their own.
 - B The idea is that all daughters and sons should be able to participate.
 - C Each year, a theme is chosen for the event, and a new logo is designed for the T-shirts worn by participants.
 - D The success of the event is reflected in the well over twenty years in which it has been running.
 - E After that, they should spend the rest of the day shadowing their mother or father in all that they do.
 - F Too often, this led to them dropping out of school early.
- **b** <u>Underline</u> five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.



Take Our Daughters and Sons to Work Day

Any parents would probably agree that work and family life are not always easy to balance. Not so the 37 million US employees who take part each year in the *Take Our Daughters and Sons to Work Day*. On this day, the fourth Thursday in April, parents in over 3.5 million companies take their children into work to give them a taste of just what it is their parents get up to all day.

_____ Today, it is now regarded as a kind of national institution.

The scheme has not always catered for both boys and girls. It was originally conceived in 1993 by the non-profit organization *Ms. Foundation for Women* as the *Take Our Daughters to Work Day*. In the early 1990s, research had revealed that schoolgirls were often lacking the confidence they needed to succeed. ²_____ It was hoped that the event would show them the importance of finishing their education and what they could achieve if they did so. By 2003, it had become apparent that boys were suffering a similar lack of self-esteem, and so they were also incorporated into the scheme, which changed its name accordingly.

The *Take Our Daughters and Sons to Work Day* takes place on a school day, because it is a valuable educational experience. In class the next day, pupils are expected to share news from their day at the office with their classmates. ³_____ Older students taking part in the scheme, aimed primarily at eight- to 18-year-olds, can get a good idea of the attitude and behaviour common to the workplace, which helps prepare them for any part-time jobs they might do in the future.

Parents are encouraged to enhance their child's experience by preparing carefully for the day beforehand. The organizers recommend discussing the day before and after the child is brought to work so that they get as much as possible out of their visit. According to employees who have already taken part in the programme, children should be introduced to their parent's colleagues to get an insight into how the team works. ⁴_____ In some cases, companies plan special activities, which make the day more interactive and memorable for the children, and give parents a chance to catch up on any urgent work alone.

It is not only the children of employees that the scheme is aimed at, hence its name: *Take Our Daughters and Sons to Work*. ⁵_____ This means that workers may invite the children of friends, relatives, neighbours, or even children from residential homes to accompany them. The main aim is to expose as many schoolchildren as possible to the world of work in the hope that it will give them a goal in life to work towards and help them land their dream job.

Colloquial English Talking about...history

1 LOOKING AT LANGUAGE

collocations

Complete the collocations in the sentences.

- 1 The problems we face today are quite different from those that troubled our ancestors.
- 2 We have an **a**_____lot of revision to do for our History exam.
- 3 The leader of the opposition seems to be
 d______ serious about resigning if his party doesn't win the next election.
- 4 We could talk for hours about the **r**_____ and wrongs of the political system in ancient Rome.
- 5 Politicians need to concentrate on the big
 p______ and not get distracted by small details.
- 6 Manchester Town Hall is a **cl**_____example of Gothic revival architecture.
- 7 Freedom of speech and the right to vote are two important **c**_____ rights.
- 8 In medieval times, life was good for the landowners, but o_____ people had a difficult time.

2 READING

- **a** Read the article. Mark the sentences **T** (true) or **F** (false).
 - 1 The author of *Horrible Histories* used to work on the stage.
 - 2 Deary's *Horrible Histories* books are purely fictional.
 - 3 Deary began writing the stories in the same year as his country celebrated an important occasion.
 - 4 Teachers bought *Blitzed Brits* to teach their classes about World War II.
 - 5 The host of the TV shows is a famous figure from history.
 - 6 In many of the comedy sketches, a parallel is drawn between past and present events.
 - 7 The author did not expect his concept to be so popular.
 - 8 Plans to build a *Horrible Histories* theme park have been announced.
- **b** <u>Underline</u> five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.

Why Horrible Histories is a hit

Getting an audience interested in history can be a daunting task at the best of times, but it's especially difficult when your medium is the written word. Enter Terry Deary, former actor and full-time author of the best-selling series *Horrible Histories*. Since the publication of *Terrible Tudors* and *Awesome Egyptians* in 1993, readers have been hooked on the series, which now consists of



over 60 titles. More than 20 million copies have been sold in around 30 different languages. So just what is the secret behind Deary's success?

The answer lies in the way the subject is presented. For each of his tales, Deary selects an important era from the past and picks out the most unpleasant events: gory killings, juicy scandal and grim tales of revenge. These lesser-known aspects of history are recounted in comic-book fashion, eliciting disbelief in the reader, although the details are completely accurate. And this is what appeals to children about his books: the fact that by reading them, they learn something unbelievable but true.

As well as Deary's writing style, it was also coincidence that contributed to his rise to fame. Two years after the series began, the 50th anniversary of the end of World War II came along. Deary had conveniently just written *Blitzed Brits*, a description of events in wartime Britain. Teachers were looking for something on the subject to grab their students' attention in class and *Blitzed Brits* fitted the bill perfectly. The book shot up the sales charts and made Deary into a bestselling author almost overnight.

Yet *Horrible Histories* is not confined to books. Deary's gruesome tales have also been adapted for television, providing the material for five whole series. The shows are presented by a talking rat called Rattus Rattus, whose job is to introduce comedy sketches portraying a particular historical event and to verify the facts they contain. The sketches often parody current media stories, and each episode contains a song that imitates a particular pop style, which can be anything from boy bands to hard rock. The outrageous costumes and ridiculous humour of the show appeal to both children and grown-ups alike, and the TV series has won numerous awards at both children's and adult ceremonies.

Not even Terry Deary anticipated the huge success of *Horrible Histories*, which has joined the ranks of other children's favourites such as *Harry Potter* and *The Hunger Games*. Along with reading the books and following the TV series, fans can also purchase magazines, listen along to audio books, play video games and watch stage productions. There have even been rumours of a theme park. With a range of products that wide, who would dare claim that history is boring?

Colloquial English Talking about...stress and relaxation

1 LOOKING AT LANGUAGE

Match a word in **A** to a word in **B** to make compound nouns. Then complete the sentences.

- A age blood breathing college life stress support text
- B exercises group levels messages network pressure saver students
- 1 My <u>stress</u> <u>levels</u> always go through the roof at exam time.
- 2 Flu can affect anyone, regardless of which ______ they're in.
- 3 The doctor has given me some tablets because my ______ is too high.
- 4 You need your ______ around you to help you through challenging times.
- 5 Which is cheaper, sending _______ or making phone calls?

- 8 Some ______ suffer badly from stress, particularly at exam time.

2 READING

Read the article. Choose the right answers.

- 1 Students at Seton Hall...
 - a are not allowed to receive visitors.
 - b can attend a special programme designed to reduce stress.
 - c are allowed to bring their pets to class.
- 2 The remarkable thing about William Wynne's dog was...
 - a it survived for many years on the battlefield.
 - b it brightened the atmosphere in the hospital.
 - c it made friends with all of the hospital staff.
- 3 Therapy Dogs International...
 - a ensures that animals used for visits are properly trained.
 - b works mainly with German Shepherd dogs.
 - c raises funds to purchase dogs to use in the organization.



isitors to Seton Hall University, New Jersey, may be forgiven for thinking they have turned up at the wrong place. Instead of encountering students rushing off to lectures or studying diligently in the library, they will see large numbers of them milling around in a hall in the company of several dogs. But these are no ordinary canines. They are therapy dogs, brought in by the Counselling and Psychology Services Department of the university to de-stress students. And by the looks on the students' faces, the therapy seems to be working.

The first recorded instance of a dog having an impact on our mood occurred during World War II. A soldier, William Wynne, had come across a stray dog on the battlefield that he befriended and named Smoky. Later, when Wynne was admitted to hospital suffering from a tropical disease, his friends took Smoky to visit him. Not only did the animal cheer Wynne up, but it became a big hit with all of the other wounded soldiers on the ward. Noting the positive effect that Smoky had on the men, the doctors allowed the dog to continue doing rounds and sleep on Wynne's bed. Thus Smoky became the first therapy dog, although the term had not yet been coined.

It wasn't until some 30 years later that the concept of therapy dogs really took off. In the mid-1970s, nurse Elaine Smith noticed how well patients responded to a golden retriever brought into hospital by a regular visitor. She decided that

De-stressing with dog therapy

there should be more dogs like this in places of healing and so in 1976, she founded Therapy Dogs International, an organization that trained dogs to visit institutions. The first TDI visit took place that year, when five German shepherds and a collie accompanied their handlers to a therapy session in New Jersey. The day was a complete success and since then, TDI has grown to include over 24,000 registered teams of dogs and their handlers.

So how is it that these animals can lead to such a marked improvement in our moods? Research has shown that being around dogs affects various chemicals released by the brain. The amount of the feel-good chemicals, oxytocin and dopamine, increases while the level of stressinducing substances like cortisol goes down. These variations result in a lowering of the blood pressure, a relief of stress and an improvement in the mood. The dogs experience similar chemical changes as well, and so it's a win-win situation.

The lift in spirits is certainly evident among the students of Seton Hall and other universities with a similar scheme. The students generally reach out and touch the animals as soon as the team from TDI gets through the door. Test-weary faces begin to relax as their worries fade away, and soon everyone is smiling. Of course, the therapy dogs are not able to determine the final grades awarded to the students, but the experience is bound to make the revision process much more bearable.

- 4 The article describes dog therapy as a 'win-win situation' because...
 - a it never fails to work on humans.
 - b the handlers benefit as much as the patients.
 - c both the patients and the dogs benefit from it.
- 5 In general, how do students feel about the therapy dogs?
 - a They are nervous about touching them.
 - b They are eager for them to arrive.
 - c They are confident that the dogs will help them.

Colloquial English Talking about...illustration

1 LOOKING AT LANGUAGE get

Complete the *get* expressions with the words in the list.

age kind mood number published way work

- 1 Roald Dahl got his first children's book <u>published</u> in 1943.
- 2 I was taking a photo of the view when somebody got in the _____.
- 3 You might get the printer to ______ better if you clean it.
- 4 You get a different ______ of look if you use pastel colours.
- 5 If you like him, why don't you just get his ______ and give him a call?
- 6 I hope to have saved enough money by the time I get to retirement _____
- 7 We put on some music to get in the _____ for the party.

2 READING

- a Read the article and answer the questions.
 - 1 Why has the art world taken an interest in Anna and Elena Balbusso?
 - 2 At which point in their lives did they go their separate ways?
 - 3 Why did they decide to start working together again?
 - 4 What is special about the works published by the Folio Society?
 - 5 What is the function of a 'handmaid' in the novel *The Handmaid's Tale*?
 - 6 What appealed to Anna and Elena most about the novel?
 - 7 What are the most striking features of their illustrations for the novel?
 - 8 Which prize did their illustration *Pregnant* win?
- **b** <u>Underline</u> five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.

Anna+Elena=Balbusso

In the solitude of the studio, the lone artist hunches over a canvas to add the final brush strokes to a portrait. Or at least that is how these professionals are commonly perceived. Yet a pair of Italian sisters has recently debunked this myth by producing a series of strikingly beautiful pictures as a team. It may help that illustrators Anna and Elena Balbusso are identical twins, and the fact that they are able to create such perfect works as a duo has got the art world talking.

The sisters began drawing together as children, when they would get hold of pencils and coloured markers and cover sheets of squared notebook paper with



pictures. They drew their way through primary school and after secondary school, they were lucky enough to both attend a special high school that was dedicated to art: the Instituto Statale d'Arte in their hometown, Udine. After both gained their diplomas, they went on to specialize in painting and art history at the Academy of Fine Arts of Brera in Milan.

At this point in their careers, the sisters decided to branch out on their own, and spent the summers working separately as graphic designers with studios and advertising agencies in Milan. Upon graduation, they had intended to continue this path but a crisis in advertising and graphics meant that there was little work available. Consequently they decided to return to the medium of their youth – drawing – and independently began to visit publishing houses in Milan. Soon, however, the editors began to comment on how confusing it was to first receive one sister with her portfolio and then an hour later the other. To avoid the confusion, the sisters created a single identity and since 1998, they have been working together under the signature *Anna+Elena=Balbusso*.

During the years of their partnership, the sisters have been rewarded with a number of commissions, including several from the prestigious Folio Society, a privately-owned publisher which produces special hardback editions of classic fiction and non-fiction books illustrated by professional artists. Undoubtedly one of their greatest works to date has been their award-winning illustrations of Margaret Atwood's classic novel *The Handmaid's Tale*. Set in the future in the fictional Republic of Gilead, where women have lost all of their rights and are only valued for their ability to reproduce, the story explores the fate of Offred, a 'handmaid' employed by a military commander and his wife to bear children for them.

The two sisters were the perfect choice for this particular book, not only because of their talent, but also because their own story is reflected in the main character's struggle to find and maintain her own identity in a circle dominated by men. To create the right atmosphere, they chose a futuristic tone with accentuated perspectives and strong light. They used few colours, with a prevalence of red, black and white. The result was a series of haunting images that emphasize the alienation of the main character and reflect the regimented society in which she lives. The Balbusso sisters' picture *Pregnant* from the series was chosen by the Society of Illustrators as the best illustration of 2012 and awarded a gold medal. Which only goes to show that in the world of art, sometimes two heads can be better than one.

Colloquial English Talking about...insects and animals

1 LOOKING AT LANGUAGE

informal and vague language

bit going like pretty so something there went whatever whole

Complete the informal and vague language in the sentences with the words in the list.

- 1 We usually have a quick lunch: a salad or a sandwich or **wh***atever*.
- 2 Ants can be a **b**_____ of a pain when you're camping.
- 3 I opened a box of chocolates last night and my husband ate the **wh____**lot!
- 4 I was 1_____, 'Please don't let that be mine!' when the waiter brought our meals.
- 5 I'm **pr**_____ sure that I've never eaten an insect.
- 6 Cattle farming will probably die out in the next hundred or **s**_____years.
- 7 Matt **w**_____, 'What is *that*?' when he saw dim sum for the first time.
- 8 There are loads of people out **th**_____ who don't know the meaning of a balanced diet.
- 9 My kids are always **g**_____, 'I don't like this. Can I have that?'
- 10 There are s_____ like 4,500 species of cockroaches in the world.

2 READING

- a Read the article and mark the sentences T (true) or F (false).
 - 1 Camren fed his mealworm dinner to canaries.
 - 2 He was disgusted by the idea of eating insects until fairly recently.
 - 3 He mixes the insects with everyday ingredients.
 - 4 All of the dishes he's tried on the diet have been a hit.
 - 5 He used the same supplier as many zoos to get the insects he needed for his diet.
 - 6 He is not expecting a quick change in attitudes.
- **b** <u>Underline</u> five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.

Anyone for a bug-burger?

US student Camren Brantley-Rios is clearing away the dinner dishes. Nothing unusual, you might think, until you find out what he has just eaten. On tonight's menu was fried rice with mealworms – the larva stage of an insect that is usually fed to canaries. What Camren did was to season the mealworms with soy sauce and add them to the rice he was frying. Apparently, the concoction tasted

pretty good. Camren hasn't always had such a strange diet. In fact, he used to be one of the many Americans who find the idea of eating grubs and insects quite repulsive. That is, until he realized how much damage consuming traditional meats is doing to the environment. It has been discovered that keeping livestock. such as cattle, causes unacceptably high emissions of greenhouse gases, such as methane and ammonia. At the same time, insects consume fewer resources than cows to produce a similar amount of protein: there are 19 g of protein in 100 g of meat, while the same weight of grasshoppers contains 13 g. Seeing that the current meat industry is unsustainable, Camren decided to try out what could be the food of the future: a bug diet. Since then, 30 days have passed, and Camren has been eating insects three times a day: for breakfast, lunch, and dinner.

Mealworms are just one of the species he's been ingesting. Together with waxworms and crickets, these form the bulk of his diet. Everyday meals include scrambled eggs with waxworms, bugburgers with cheese, and creole crickets, a dish with an extra-spicy sauce. Every so often, he tries to incorporate something different into his cooking – with varying degrees of success. He got a pleasant surprise as a result of sautéing orange-spotted cockroaches with herbs, mushrooms and onions, but was unable to finish the dish he had prepared with silkworm pupae because of its unpleasant smell.

According to the UN Food and Agriculture Organization, more than two billion people worldwide include insects in their regular diet, but this does not mean they are readily available for purchasing in the US. For this reason, Camren has had to turn to the internet to find his ingredients. The insects he procures have been fed on an organic diet, and he only buys species he knows are safe to eat. One of his main suppliers is a farm that supplies zoos with bugs to feed to reptiles. Once Camren has placed an order, the insects are sent to him by post.

Camren is fully aware that one person eating insects won't have a real environmental impact and that it would take millions of people following his example to make a difference. Right now, however, this is unlikely as there is not much pressure for Americans to eat bugs because of the finer meats still available, albeit at a cost. What Camren hopes is that eating insects will become a little more marketable in the future, so that people will slowly come round to the idea. Meanwhile, his experiment is having an unexpected effect on the people around him, as some of his friends are asking him to cook for them. Perhaps in the not-so-distant future, we may all be having bug-burgers for dinner.





SPECIAL COLLECTION OF 'ENGLISH FILE' SERIES

(collected by K.S.Makhmudov)

