

## SPEAKING

**1** Work in pairs and discuss the questions.

- Who do you live with?
- Do you think it's easier to live with family, friends or on your own?

## LISTENING

**2** Read the programme listing and look at the photo. What do you think happens at a 'speed flatmating' event?

**3A** ▶ 1.1 Listen to the first part of the programme and answer the questions.

- What happens during the evening?
- What two things are given to you when you arrive?

### Speed flatmating

You might have heard of speed dating – those events for the young, free and single who are just too busy to find the love of their lives – but what about applying the same principle to finding a lodger for your spare room? In today's *You and Yours* on BBC Radio 4, reporter Natalie Steed experiences 'speed flatmating'.



**B** ▶ 1.2 Listen to the rest of the programme. Match each person with the way they feel about speed flatmating.

- |                |                                 |
|----------------|---------------------------------|
| 1 First man    | a) It's important to be honest. |
| 2 Second man   | b) It's easy.                   |
| 3 First woman  | c) Confused                     |
| 4 Second woman | d) He/she doesn't say.          |

**C** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- A white badge means you are looking for a room. *F have got a room to rent.*
- The first man wants someone who will be there most of the time.
- A pink badge means you are prepared to 'buddy up' (share a bedroom).
- The second man started looking for a room a fortnight ago.
- The first woman thinks you can tell a lot at first sight.
- However, she thinks speed flatmating is embarrassing.
- The second woman asks quite personal questions.
- She hasn't found anyone at the speed flatmating event.

**4** Work in pairs and discuss the questions.

- Would you use speed flatmating to find or rent out a room?
- If you were looking for a flatmate, which of the topics in the box below would you ask about? What sort of questions would you ask?

relationships   work   daily habits   finances   politics  
future plans   music   references   weekends   diet

## GRAMMAR direct and indirect questions

**5A** Look at the conversation from a speed flatmating event and complete the questions.

A: So where <sup>1</sup> \_\_\_\_\_ you staying at the moment?

B: Quite near here.

A: Oh, who are you living <sup>2</sup> \_\_\_\_\_?

B: Some friends from college. I'm just staying there on a temporary basis until I find a flat.

A: Right. And what <sup>3</sup> \_\_\_\_\_ you decide to come to the city in the first place?

B: I work for a big sportswear company and they've just relocated here.

A: And have you any idea how <sup>4</sup> \_\_\_\_\_ you want to stay here?

B: At least a year, I hope. I suppose it depends how it works out.

A: Do you mind me asking <sup>5</sup> \_\_\_\_\_ you're in a relationship?

B: No, that's OK. No, I'm single at the moment.

A: One more question. Er, what are you <sup>6</sup> \_\_\_\_\_ in the mornings? It's just that I'm not at my best early in the day.

B: Me neither. I don't usually talk to anyone till after my first coffee at work!

**B** ▶ 1.3 Listen and check your answers.

**6A** Check what you know. Look at the questions in Exercise 5A and find:

- two indirect questions.
- a subject question (one where the question word is the subject).
- a question with a preposition at the end.
- an alternative to *how*.

**B** Underline the correct alternative to complete the rules.

Rules:

- Direct / Indirect* questions are used to make a question more polite or when the question is personal.
- The word order in indirect questions is *the same as / different from* direct questions.
- In indirect questions, *use / don't use* the auxiliaries *do* or *did*.
- In indirect questions add *if* or *whether* for a *yes/no / Wh* question.

**C** ▶ 1.4 Put the underlined words in the correct order to make indirect questions. Then listen and check.

- wondering was I if I could see the flat.
- you tell me could how much the deposit is?
- mind do me you asking how old you are?
- interested be I'd know to how you organise the cooking.
- I can ask you how noisy it is?
- know you do how soon the room will be available?

**7A** Listen again. What are the main stressed words in each sentence?

**B** Does the intonation start high or low?

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## PRACTICE

**8** Make sentences with the prompts.

- Could / tell / how much / earn / each month?  
*Could you tell me how much you earn each month?*
- mind / asking / how much time / spend / on the phone and internet each day?
- think / will / usually spend weekends here / or / will / often / go away?
- What / be / last flatmates / like?
- What / annoy / you / most / about / sharing a flat?
- What kind / music / like / listen to?

## VOCABULARY personality

**9A** Read the descriptions from a flatmate finder site. Which person would be the best flatmate for you? Why?

▶ Mikhail, age 24

I'm a post-graduate student studying geology. I'd be a good flatmate because I tend to **keep myself to myself**. I'm not unfriendly but my idea of a perfect evening is to spend the night in, order a takeaway and watch a DVD or maybe play computer games. I'm not a computer **geek**, though. Like any student, I'm often short of cash, but I'm not **tight-fisted**, I don't mind paying my share. I can be quite messy – I often bring rocks home to work on. I'm usually up and out before 7.30 in the morning.



▶ Claudia, age 34

I'm a professional cook in an Italian restaurant. I work late so I don't like being disturbed in the morning. I'm a **people person** and love inviting friends round and cooking for them. I **am** very **particular about** order, especially in the kitchen – if there's one thing I hate, it's a messy kitchen. I also get annoyed if I'm the only one cleaning up or people don't **pull their weight** around the house. My friends say I'm very sensible and practical, really **down-to-earth**.



▶ Pat, age 28

I'm a lawyer and sing with a band in my spare time. I've got a good job and a decent salary, but at the moment I'm being careful with my money as I'm saving up for a new sound system for the group. I'm often **out until the early hours** because of late night gigs with the band. People say I'm a **good laugh** but I can be pretty serious too – I sometimes bring the band back after a gig and I can really **get into** talking about politics – I love a good discussion.



**B** Work in pairs. Match meanings 1–10 with the phrases in bold from the descriptions in Exercise 8A.

- I feel this is important *am particular about*
- away from home very late
- be introverted
- someone who is sociable
- someone who is obsessive and boring (about a topic)
- enjoy (a topic or activity)
- someone who is fun to be with
- realistic about things
- mean with money
- do one's share of work

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## SPEAKING

**10A** Work in pairs and discuss the questions.

- Which of the people in Exercise 8A would you enjoy meeting socially?
- Who do you think you would get on with least well?
- Which phrases would you use to describe yourself?

**B** Write six questions to find someone you would get on with socially. Use indirect questions where appropriate. Look at Exercises 5A and 8 to help.

**C** Ask other students your questions. In what way would each person be a good match for you?



**WRITING** an informal email

**10A** Work in pairs and answer the questions.

- How often do you write informal emails in your own language? Who do you write them to?
- Do you ever write emails in English?
- What kind of things do you write about?

**B** Read the email and answer the questions.

- What do you think the relationship is between the writer and the recipient?
- Where is Jorge living and who with?
- How did he find the flat?

To: kiri.b@mailbank.com

Hi Kiri,

Thanks for the email. Great to hear the news about your job – and that you're feeling much better now. Hope you're enjoying your summer.

I got to London a couple of weeks ago and I'm staying in a place called Swiss Cottage. Do you know it? It's very handy for the underground – only takes twenty minutes or so to get to school every day.

My flatmate, Winston, is great. He's originally from Jamaica and is divorced with two kids, who are often around. He's a good laugh and he's happy to chat with me any time so I can practise my English, which is great!

You'll never guess how I found the flat. I found this thing called 'speed flatmating' on the internet. You go to a kind of party and you chat to a lot of people who've got rooms to rent. I met Winston there and we just clicked! I moved in the next day.

Must go now as it's time for class. Be in touch soon.

All the best,

Jorge

**C** Work in pairs and complete the guidelines for writing informal emails. Use the email in Exercise 10B to give you ideas.

- For the salutation, use Dear / \_\_\_\_\_ + name.
- For the ending, use *All \_\_\_\_\_ best*, \_\_\_\_\_ *wishes*, or *Love* + name.
- Paragraphing: try to stick to \_\_\_\_\_ topic(s) per paragraph, though writers don't always follow this guideline.
- To convey an informal style:
  - use informal punctuation such as \_\_\_\_\_ and \_\_\_\_\_.
  - use informal language, such as \_\_\_\_\_ meaning *convenient*, \_\_\_\_\_ meaning *liked each other straightaway*, and \_\_\_\_\_ meaning *in contact*.
  - use contracted forms, for instance \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.
  - leave out some words, for example in these phrases in the first and last paragraphs: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**LEARN TO** check for accuracy

**11** Read the email and correct the mistakes. Use the teacher's correction code at the beginning of each sentence.

Correction code:	sp = spelling
v = verb form	p = punctuation
gr = grammar	wo = word order
ww = wrong word	st = style

To: jorge.67@mailbank.com

Hi Jorge,

Thanks for the email. <sup>1[gr]</sup> Sounds like you're having good time. <sup>2[v]</sup> I never hear of speed flatmating before but it seems like a great idea. <sup>3[wo]</sup> The job is still fantastic and I like very much the people there.

<sup>4[sp]</sup> One of my colleagues, Paolo, comes from Italy and so we often practice English together at lunchtime.

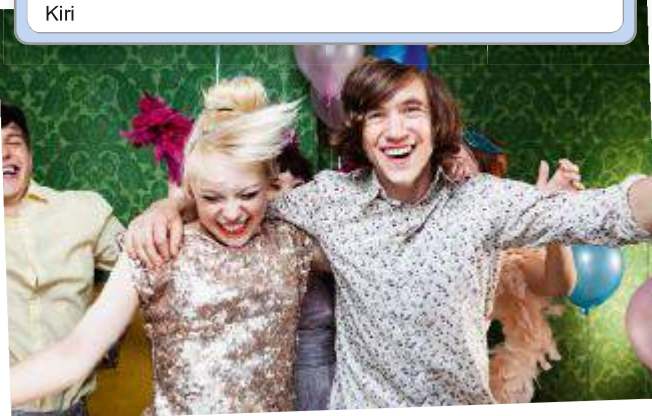
<sup>5[ww]</sup> He's a very sympathetic person and great fun.

<sup>6[p]</sup> Last weekend I took him to a party at a friends' apartment – we didn't get home till five o'clock the next morning! The photo is of us dancing.

<sup>7[st]</sup> Have to go now as it's getting late and tomorrow's a work day. I look forward to hearing from you again soon.

Best wishes,

Kiri



**12A** Write an email (120–180 words) to another student in the class describing your current living situation. Include information about:

- the place
- who you live with
- how you found it
- how you feel about it

**speakout TIP**

After you have finished any piece of writing, go through and check for accuracy. Remember to check grammar, verb forms, vocabulary, word order, spelling and punctuation. Also check that the style is suitable for the person you are writing to. Check your email now.

**B** Work in pairs. Exchange your emails and write a reply.

IT'S A FIRST

▶ **GRAMMAR** | present perfect & past simple ▶ **VOCABULARY** | feelings (1) ▶ **HOW TO** | discuss experiences



**VOCABULARY** feelings

**1** Work in pairs and look at the photos. Which of the activities have you done?

**2A** ▶ 1.5 Listen. Which speakers can you see in the photos. What do the other two speakers talk about?

**B** Work in pairs and complete sentences 1–10 with an adjective from the box. Then listen again and check.

embarrassed exhausted satisfied thrilled  
awkward relieved anxious fascinated  
frustrated impressed

- For a start, I was very \_\_\_\_\_ and I think animals can sense it when you're nervous and worried.
- Actually, I was extremely \_\_\_\_\_ when the lesson finished.
- I came second so I was really \_\_\_\_\_.
- I was absolutely \_\_\_\_\_ to see how different people behaved when they got in front of the microphone.
- It took me ages to do and I got really annoyed and \_\_\_\_\_ at one point because I couldn't make it straight.
- I felt really \_\_\_\_\_ when I'd finished because it was the first one I'd ever put up on my own.
- Most people were there for the first time and I was really \_\_\_\_\_ by how quickly they learnt the steps.
- I was very \_\_\_\_\_ because I kept treading on her toes.
- I suggested calling the repair company. I felt very \_\_\_\_\_ about it but I thought we'd never get home.
- I didn't get to bed till two in the morning and I was completely \_\_\_\_\_.

**C** ▶ 1.6 Underline the stress in each adjective in the box in Exercise 2B. Listen and check. Then listen and repeat.

**3A** Work in pairs and answer the questions.

- In the sentences below, which adjective in bold is used for feelings and which for something that causes the feelings?
  - Putting up a shelf was a really **satisfying** thing to do.
  - I was really **satisfied** when I'd finished.
- Which adjective in each pair below is gradable (G) and which is extreme/ungradable (U)?
  - tired/exhausted
  - excited/thrilled
  - interested/fascinated
- Which modifiers in the box can be used with gradable adjectives (G), with ungradable (U) adjectives and with both (B)?

fairly G very really absolutely completely

**B** Work in pairs and cross out the incorrect alternative in each sentence. Explain the reason for your choices.

- A: I'm ~~very/absolutely~~ interested in languages.  
B: Yeah, I'm ~~very/completely~~ fascinated by them too.
- A: I'm ~~really/very~~ exhausted.  
B: Yes, I'm ~~fairly/absolutely~~ tired too.
- A: I felt really ~~embarrassed/embarassing~~ because I kept forgetting people's names.  
B: How ~~embarrassed/embarassing!~~
- A: What was the most ~~frustrated/frustrating~~ thing about it?  
B: I got very ~~frustrated/frustrating~~ when I forgot the steps.

**4A** Choose five adjectives from Exercise 2B and think of times you felt these emotions. Write notes to help you.

**B** Work in pairs and take turns. Tell your partner about the experiences.



## I've Never Seen Star Wars



1 I've Never Seen Star Wars is a BBC programme based on a simple idea: Take a celebrity and persuade them to try five experiences they've never done before; not extraordinary things but **mundane** and fairly **trivial** activities that they've either always avoided or have never had the opportunity to do. The programme's producer thought of the name a few years ago because, amazingly enough, he'd never seen the film *Star Wars*.

5 Every week, the host, comedian Marcus Brigstocke, encourages his guests to undertake challenges such as constructing flat-pack furniture, changing the oil in a car, having a tap-dancing lesson, wearing extremely high heels, or listening to a punk album. The show has recently moved from radio to TV and, so far, one guest has had a piano lesson, another has tried online social networking and a third has built a wall (in the studio!). No one has refused a challenge yet. After each experience, Brigstocke interviews his guest to find out how they rated the experience from one to ten and whether they would like to try it again.

10 The programme's appeal lies in Brigstocke's charm and humour and his interaction with the guests, but also in the normality of the experiences. We, the viewers, can relate to the guests' reactions because we know the frustration of trying to put together flat-pack furniture or the pain of **tottering** around in high heels.

15 Guests' reactions vary from genuine enthusiasm, as when Barry Cryer, a grandfather of seven tried changing a baby's nappy and awarded the experience a maximum ten out of ten, to absolute **loathing**: 'I couldn't bear it. Everybody is jolly or cooking or laughing or making music with not a genuine emotion in the whole thing!' said Joan Bakewell, after watching the film *Mamma Mia*. Another guest, when asked to change the oil in a car admitted, 'I've never tried to fix anything in a car, I've maybe opened the **bonnet** a couple of times.' Three weeks ago, comedian

Arthur Smith gave his piano lesson nine out of ten, 'I was quite excited, actually, genuinely. Very quickly, it sounded like a tune.'

35 Brigstocke, who hosted the programme on radio for two seasons before it moved to television, says, 'I've just discovered the quickest way to get to know a person is to have a list of things that most people have done, and then ask them if they have or haven't done the things on the list. It's really simple, but for example, Paul Daniels the magician has owned an original Beatles *Revolver* album since the sixties and not only has he never played it but he has never listened to any album of any kind, ever! I also think the show **taps into** something that has been a **recurring** theme in my

40 life – the need to explore new things, have new experiences, turn over every stone.'

45 At its best, the show lets us see the very familiar through fresh eyes. It's entertaining, amusing and can even, on occasions, be inspiring. Who knows, it might give us all the motivation to try something new!

### READING

5A Read the review. Overall, is it positive or negative?

B Read the review again and answer the questions.

- Which activities are connected to making something?
- How do the guests give feedback on their experiences?
- Why do people like the programme? Give two reasons.
- What was the most negative reaction from a guest?
- Why does the presenter like the idea of the show?
- How might viewers benefit from watching the show?

C Work in pairs. Match meanings 1–7 with the words in bold from the review.

- not serious or important *trivial*
- hating
- repeating
- ordinary and boring
- the front part of a car over the engine
- makes use of
- walking but almost falling over

D Work in pairs and discuss the questions.

- How many of the activities in the review above **haven't** you done? Are there any you would like to try?
- What other 'ordinary' activities have you never done but would like to try? Ask your partner if they have tried them.

### GRAMMAR present perfect and past simple

6 Check what you know. Match examples 1–5 with rules a)–e).

- Brigstocke hosted the programme on radio before it moved to television.
- I've just discovered the quickest way to get to know a person is to have a list of things ...
- Paul Daniels has owned an original Beatles *Revolver* album since the sixties.
- I've never seen *Star Wars*.
- The programme's producer thought of the name a few years ago.

Rules:

- Use the past simple for a single completed action in the past where the time is specified or understood.
- Use the past simple for a longer state or series of actions which began and finished in the past.
- Use the present perfect for a completed action or experience in a period of time up to now, often in one's lifetime. The time is not specified.
- Use the present perfect for a recent completed action in the past that is relevant to or has a result in the present. The time is not specified.
- Use the present perfect for a state or series of actions which began in the past and continue to now.

7A Underline the time phrases in the sentences.

- ... and, so far, one guest has had a piano lesson ...
- No one has refused a challenge yet.
- I've already seen *Mamma Mia*, so let's get another DVD.
- Three weeks ago, comedian Arthur Smith gave his piano lesson nine out of ten.
- I've put up five shelves this morning and it's only 10 a.m.
- I put up five shelves this morning before lunch.
- We've watched the programme for five weeks now.
- We watched the programme for six weeks.

B Which verb form is used with each time phrase above? Why?

C Look at the time phrases in the box. Which are usually used with the present perfect? Which with the past simple? Which can be used with both?

so far ago up to now this time last week  
last month yet since for already  
last night lately earlier today in the summer  
over the last fortnight

8 1.7 Listen to the examples of fast connected speech. Write past simple (PS) or present perfect (PP) for each sentence.

- 1 \_\_\_\_ 3 \_\_\_\_ 5 \_\_\_\_ 7 \_\_\_\_ 9 \_\_\_\_
- 2 \_\_\_\_ 4 \_\_\_\_ 6 \_\_\_\_ 8 \_\_\_\_ 10 \_\_\_\_

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### PRACTICE

9A Complete the sentences with the correct form of the verbs in the box.

do give be go live play try learn buy get

What would you like to try on I've never seen Star Wars?

- I <sup>1</sup> \_\_\_\_ (always) afraid of water, but I finally <sup>2</sup> \_\_\_\_ to swim last year. Now I'd like to swim in the sea.
- I <sup>3</sup> \_\_\_\_ (just) a video camera; my sister <sup>4</sup> \_\_\_\_ it to me for my birthday. So I'd like to learn how to edit a film.
- I love music and I <sup>5</sup> \_\_\_\_ the piano for many years now, but there's one instrument I <sup>6</sup> \_\_\_\_ (not yet): the guitar.
- I <sup>7</sup> \_\_\_\_ (never) anything online – I'm paranoid about giving my credit card details, but I know it's cheaper, so that would be my choice.
- Hiking in the Alps. I <sup>8</sup> \_\_\_\_ in Austria since I was born, and everyone in my family <sup>9</sup> \_\_\_\_ to the Alps hiking loads of times. But somehow I <sup>10</sup> \_\_\_\_ (never) a proper hike.

B Work in pairs and discuss. Which activity in Exercise 9A would you most like to try?

### VOCABULARY PLUS word formation

10A 1.8 Work in pairs and complete the table with the noun form of the adjectives in the box. Then listen and check.

frustrated awkward satisfied nervous embarrassed  
similar disappointed generous exhausted anxious

A -ion	B -ment	C -ity/-ety	D -ness
frustration			

B Underline the stressed syllable in each of the nouns in your table. Use a dictionary to help. Then listen again and check.

C Match the noun suffixes (endings) in the table with the rules below.

- The stress is on the syllable before the suffix.
- The stress is on the same syllable as in the adjective.

11A Complete the sentences in the personality quiz with the correct noun or adjective form.

B Read the quiz again. For each sentence decide if you strongly agree (✓✓), agree (✓), disagree (X) or strongly disagree (XX).

C Work in pairs and compare your answers.

## personality quiz

- I often hesitate to speak in groups because I get **embarrassed** easily.
- People often comment on how **gen**\_\_\_\_\_ I am.
- I notice sim\_\_\_\_\_ between myself and other people more than differences.
- My greatest fru\_\_\_\_\_ are related to my relationships rather than money.
- When I was younger, I was often **awk**\_\_\_\_\_ in social situations, but not any more.
- I get a lot of sat\_\_\_\_\_ from helping people.
- I often feel quite dis\_\_\_\_\_ in my friends, for example when they don't have time for me.
- For me, the best cure for exh\_\_\_\_\_ is exercise.
- I get ner\_\_\_\_\_ in large groups.
- I often feel intense anx\_\_\_\_\_ in lifts.

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FUNCTION | polite enquiries

VOCABULARY | adverts

LEARN TO | manage enquiries



## VOCABULARY adverts

1A Look at the adverts A–E. Which two would interest you most?

**A Olympia Sports Centre**  
**FREE INTRODUCTORY OFFER.** Print the flyer on the right, **fill in** your details and present it at the gym to **sign up** for a **FREE** training session with a certified trainer, worth €30. Offer ends 30th January.

**B EXCEL SCHOOL OF ENGLISH**  
 Advanced course in business English  
 Real business scenarios including telephoning, presentations, meetings and negotiations.  
**Limited enrolment** – guarantee your place with a €50 **deposit (non-refundable)**. Phone 0472 981634 to enrol.

**C The Bengal Tiger Restaurant**  
 42 The High Street,  
 Tel: 0472 777421  
**Two-for-one deal.**  
 Come any weekday and bring a friend. Offer extends till May 24th only.  
**Phone to reserve a table.**

**D Keira Knightley** ☆  
 to star on stage in *Twilight 2*.  
 \*\*\*\*\*  
 Pre-book on our hotline from November 16th.  
 \*\*\*\*\*  
 Group discount for *matinée* performances.  
 \*\*\*\*\*  
**Limited run** March 16th to July 1st.  
 \*\*\*\*\*  
 Phone 0100 900 200 for tickets.

**E SnipSnip Hair Salon** ✂  
 6 WEST GREEN ROAD  
 Free hairstyling by diploma students working under the supervision of a trainer. Come to SnipSnip this Saturday from 10a.m. Styling will be offered on a **first come first served** basis.

B Work in pairs and match meanings 1–8 with the words/phrases in bold from the adverts.

- If you go, your friend can come for free! *Two-for-one deal*
- An afternoon show
- You need to pay part of the cost now, but this money can't be returned.
- You can't book a place, just get there early!
- Put your name on a list for a course
- It's only on for a short time
- Write your name, etc. on a form
- There's a maximum number for this course.

C Which of the words/phrases can be used to talk about a concert, a cookery course, a sale in a shop and a hotel booking?

## FUNCTION polite enquiries

2A 1.9 Listen to the phone conversation and answer the questions.

- Who is the woman phoning?
- Why is she phoning?
- What does she need to do?
- What does the receptionist do?

B Complete the sentences. Then listen again and check.

- I \_\_\_\_\_ like to \_\_\_\_\_ about a course.
- I \_\_\_\_\_ wondering \_\_\_\_\_ it \_\_\_\_\_ be \_\_\_\_\_ for \_\_\_\_\_ to change to that group.
- Can \_\_\_\_\_ tell \_\_\_\_\_ why I have to do it in person?
- Would \_\_\_\_\_ be any \_\_\_\_\_ of doing the level test on the phone?
- Do you \_\_\_\_\_ me \_\_\_\_\_ what it involves?
- I'd be really \_\_\_\_\_ if you \_\_\_\_\_ hold a place for me till Saturday morning.
- Would you mind \_\_\_\_\_ that in an email for me?
- \_\_\_\_\_ you tell me \_\_\_\_\_ the school opens?

C 1.10 Listen and mark the intonation at the end of each enquiry. Does it go down and up ↗ or just down ↘? Then listen again and repeat.

I'd like to enquire about a course.

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3A Make the enquiries more polite using the words in brackets.

- Which one do I need to catch to get there by noon? (Could / tell)
- Can I use your two-for-one deal on a Friday night? (wondering / possible)
- Tell me about your policy for returned tickets. (like / enquire)
- I want a window seat. (Would / chance)
- Tell me about withdrawal charges. (Would / mind)
- How much experience do your student hairdressers have? (mind / asking)
- Explain that again, from the bit about downloading the software. (I / grateful)
- Where exactly would the cheaper apartment be? (Can / tell)

B Work in pairs. In which situations could you make the enquiries above?

## LEARN TO manage enquiries

4A Work in pairs. Read phrases 1–6 from the phone conversation. Who do you think is speaking, the receptionist (R) or the caller (C)?

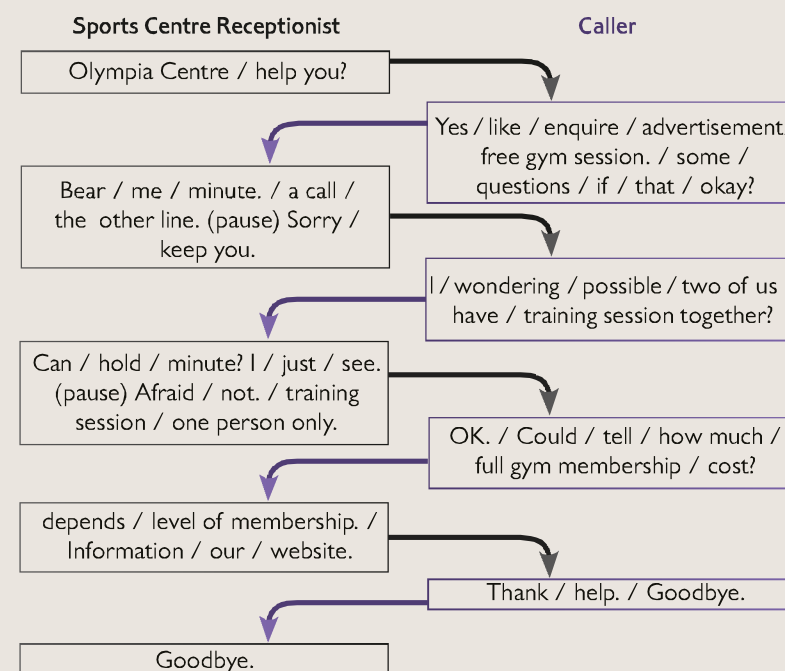
- Bear with me a minute.
- Sorry to keep you.
- Sorry to be difficult, it's just that ...
- I'd really appreciate your help.
- Can you hold on a minute? I'll just see.
- I've got one more question, if I'm not keeping you.

B Look at the audio script on page 164 and check your answers.

C Work in pairs and find:

- two phrases showing the caller thinks she may be causing a problem.
- one polite phrase from the receptionist meaning *please be patient*.

5 Work in pairs and role-play a phone conversation to a sports centre. Use the flow chart to help.



## SPEAKING

6A Work in pairs. Student A: look at Situation 1. Student B: turn to page 158.

Situation 1 – Student A (**Customer**)  
 You booked a flight online, but you entered the wrong date for the return flight by mistake. Complete your information:  
 From \_\_\_\_\_ to \_\_\_\_\_ on \_\_\_\_\_  
 Returning on \_\_\_\_\_ (you put \_\_\_\_\_ by mistake).  
 Phone customer service and try to change the booking. To prepare, make notes on two or three enquiries you will make and predict what the customer service person might say.

B Work in pairs. Student A: Look at Situation 2. Student B: turn to page 158.

Situation 2 – Student A (**Service person**)  
 You work at the front desk of a hotel and handle reservations. Complete the information:  
 Name of hotel \_\_\_\_\_  
 Cost of upgrading to a better room \_\_\_\_\_  
 A customer calls to check a booking and possibly upgrade to a better room. When the customer calls make sure you:  
 • ask what the customer's name is.  
 • don't find the booking immediately ... only after a delay.

## speakout TIP

Before making a phone enquiry, note what you want to say and what the other person might ask you. This can help your confidence, especially in formal situations.



## DVD PREVIEW

1 Work in pairs and discuss the statements. Which ones do you agree with?

- If I go into a new situation, I prefer it if no one I know is there.
- I sometimes try to reinvent myself when I move into a new situation.
- I find it hard to be open with people I've just met.
- I enjoy social situations where I don't know anyone.

2A Look at the photos. What do you think the programme is about?

B Read the programme information and check.

### BBC Off The Hook

*Off the Hook*\* is a comedy set on a British university campus. It focuses on the adventures of a group of new students having their first experience of life away from home. The story centres on Danny, a young man who wants to leave his past behind and start afresh, but whose plans are foiled from the start by the arrival of an old friend. Tonight's episode takes us from Danny's arrival at the campus with his mum, through his initial encounters with characters who will be a big part of his life for the next three years. These include the beautiful Becky and Danny's annoying friend, Shane.



\*off the hook – no longer in trouble.

## DVD VIEW

4A Watch the DVD. Who does these things? Write D (Danny), M (Danny's mum), B (Becky) or S (Shane). Sometimes there is more than one answer. Who ...

- asks for a kiss? *M*
- says 'I love you'?
- makes a joke?
- embarrasses Danny?
- introduces themselves?
- introduces someone else?

B Watch the DVD again and complete the sentences.

Mum: Why don't you just let me come up and make 1 \_\_\_\_\_?

Danny: And maybe you should just stay for the first night and make 2 \_\_\_\_\_.

Becky: Inhaler boy.

Danny: Oh, you saw that. Good. I was 3 \_\_\_\_\_ that not everyone had seen it.

Becky: I thought you were 4 \_\_\_\_\_. I wouldn't let my 5 \_\_\_\_\_ within a mile of the place.

Shane: I made it, man. Can you 6 \_\_\_\_\_ it? There was one 7 \_\_\_\_\_ left on moral philosophy with comparative philology. I don't know what it is man, but it's only four hours of 8 \_\_\_\_\_ ... a week!

Keith: Sorry, if you're not in the 9 \_\_\_\_\_, could you just maybe go to the back?

Shane: Chill out, Granddad. What are you 10 \_\_\_\_\_ like that for, charity or something?

C Work in pairs and discuss the questions.

- What do you think will make it difficult for Danny to make a new start?
- What do you think will happen to the characters in the series?



## speakout a first encounter

5A 1.11 Listen to someone talk about a first day at work. Why did he feel embarrassed?

B Listen again and tick the key phrases you hear.

## Keyphrases

One of my [worst / funniest] memories is when I ...  
I've had some very [embarrassing / awkward / strange] [experiences / dates / first encounters] in my life  
I'll [always remember / never forget] the time I ...  
It started as a [typical / classic] [first day / first date]  
I was feeling [excited / embarrassed / nervous / shy / worried / out of my depth]  
I spent the whole time [wondering / looking at] ...  
By [now / this time] I was feeling ... so I ...  
I (suppose) I was [surprised / relieved / amazed] when ...

6A Think about your first time in one of the following situations:

- starting a new job
- starting a school or university
- meeting a host family
- moving into a new flat
- going for an interview
- moving to a new country
- starting a new course or class

B Make notes about what happened, your first impressions and how you felt.

C Work in pairs and take turns. Tell each other about your situation. Try to use some of the key phrases in your story.

## writeback a summary

7A Read the summary of the story. What two facts are different from the recording?

Dave's story was about his first day at a new job. He was twenty-three and a trainee in a law firm. He described it as a typical first day, with everyone feeling very nervous and trying to make a good impression. Dave was at his desk reading a report and his new shoes were hurting, so he took them off.

He had been sitting there for over an hour when the head partner called him in to his office. Dave jumped up and rushed in, forgetting to put on his shoes. The partner looked at him, and Dave felt incredibly embarrassed. When the partner asked him why he didn't have shoes on, he couldn't think of anything to say, so he told the truth and said he had forgotten to put them on. The partner simply smiled, and that was the end of it.

B Write a summary of your partner's story.

C Exchange stories with your partner and check the facts.



GRAMMAR

1.1

questions  
direct questions

**Word order** for most questions is: (question word) + auxiliary verb + subject + main verb.

*What does 'strategy' mean? Have you finished yet?*

**Subject questions:** When the question word is the subject of the sentence, use the affirmative form of the verb.

*What happened then? NOT ~~What did happen then?~~*

**Prepositions in questions** usually come at the end.

*Who did you go with?*

In very formal English, prepositions can come at the beginning.

*With whom did you correspond?*

Use *Wh-* + *be* + subject + *like* to ask for a description of a thing or person.

*What's your new boss like?*

indirect questions

Use indirect questions to ask for information in a more polite way or to ask personal questions. After the introductory phrase, use the affirmative form, not the question form.

*Do you know what time the class starts?*

In *yes/no* questions use *if* or *whether* + the affirmative form.

*I'd be interested to know whether Mike's married.*

The following phrases are often used to introduce indirect questions: *Do you know ...? Can I ask (you) ...? Could you tell me ...? I was wondering ...? I wonder ... I'd be interested to know ... Do you mind me asking ...? Have you any idea ...? I'd like to know ... What/Why etc. + do you think ...? Would you mind telling me...?*

Only use a question mark if the introductory phrase is a question.

*I wonder where Derek is. How do you think he did that?*

spoken grammar

Two or three word questions are common in conversation:

**A:** *I'm going out tonight.*      **A:** *I didn't go to the party.*

**B:** *Where to? / Who with?*      **B:** *How come? / Why not?*

**A:** *I hate spicy food.*

**B:** *Why's that? / Such as?*

In conversation we sometimes use the affirmative form with a rising intonation.

*You're living in Saudi Arabia now?*

In informal conversation we sometimes leave out the auxiliary.

*You been here long? Anyone seen my bag?*

1.2

present perfect/past simple  
present perfect

Use the present perfect to talk about:

• **time up to now:** an event that happened at some point in the past e.g. *in my life, this year, today*. The exact time it happened is not mentioned.

*I've met four US presidents. (In my life up to now)*

• **recent events** which are in some way relevant to the present. The exact time it happened is not mentioned.

*No coffee for me, thanks. I've already had one.*

• **ongoing situations** or repeated events that started in the past and continue up to now.

*Julia has swum on the national team since she was fifteen.*

Note: The present perfect continuous can often also be used for this meaning. See unit 2.1

past simple

Use the past simple to talk about:

• **a completed event** where an exact time is given or is obvious.

*The plane crashed in the Pacific last week.*

• **a situation** or repeated events that started and finished in the past.

*We lived in China for four years before moving here.*

*As a child, I practised the violin for at least an hour every night.*

time phrases to talk about the past

past simple	last month, yesterday, ago, this time last week, on date/day, last week/month/year
present perfect	just, already, yet, ever, lately, since, so far
both	never, always, for, recently, before, in the summer, today, this morning/afternoon

*today, this morning/ afternoon* can be used with both verb forms, depending on whether the period is finished or not.

1.3

polite enquiries

opening phrases	
I'd like to	ask/find out about ...
I'm calling/phoning to	enquire about ...
	talk to someone about ...

Polite enquiries	
I was wondering/I wonder	if you could see if there's a place available.
I'd be grateful/I'd appreciate it	
Can/Could you tell me	when the manager will be back?
Do you mind me asking	
Would there be any chance of	giving me a refund?
Would you mind	

PRACTICE

1.1

A Write A's questions in full.

A: <sup>1</sup>Do you mind / me / ask / where you've been?

B: At a meeting.

A: <sup>2</sup>I'd be interested / know / where / the meeting / was!

B: It was in town.

A: <sup>3</sup>What / meeting / like?

B: Oh, you know. Long.

A: <sup>4</sup>you / know / what time / be / now?

B: Um ... is it late?.

A: <sup>5</sup>Why / you / not / phone?

B: My mobile was dead.

A: <sup>6</sup>you / lie / to me?

B Put the words in the correct order to make indirect questions.

1 if / you / here / credit / they / know / Do / cards / accept?

2 me / you / model / mind / how / a / you / asking / became / Do?

3 you / coffee / got / any / at / idea / this / where / time / I / can / get / Have / a?

4 you / me / computer / Would / telling / the / available / mind / when / is?

5 get / if / married / you're / Can / planning / I / to / ask?

6 was / I / briefcase / that / bought / you / where / wondering.

C Complete the two-word questions.

A: I can't meet you tonight.

B: No? How (1) come?

A: Because I'm going out.

B: Where (2) \_\_\_\_\_?

A: To the theatre.

B: Who (3) \_\_\_\_\_?

A: Nobody you know. The tickets were very expensive.

B: How (4) \_\_\_\_\_?

A: I'm not telling. I'll get home late.

B: What (5) \_\_\_\_\_?

A: After midnight. You know, you shouldn't ask so many questions.

B: Why (6) \_\_\_\_\_?

1.2

A Complete the email with the past simple or present perfect of the verbs in brackets.

To: m.smith24@gmailbox.com

Dear Mum and Dad,  
Sorry I <sup>1</sup>\_\_\_\_\_ (not write) in a while, but things are crazy here. I can't believe it <sup>2</sup>\_\_\_\_\_ (be) 6 months ago that I left and that we <sup>3</sup>\_\_\_\_\_ (not see) each other for that long.  
This trip <sup>4</sup>\_\_\_\_\_ (be) fantastic so far, at least until a few days ago, when things <sup>5</sup>\_\_\_\_\_ (take) a turn for the worse. We <sup>6</sup>\_\_\_\_\_ (arrive) in Istanbul and <sup>7</sup>\_\_\_\_\_ (check) into the first hotel we <sup>8</sup>\_\_\_\_\_ (see). Now, you know I <sup>9</sup>\_\_\_\_\_ (stay) in a lot of one-star hotels in my life, but this one <sup>10</sup>\_\_\_\_\_ (be) really bad, so we <sup>11</sup>\_\_\_\_\_ (go) straight out to see the city.  
Unfortunately, we <sup>12</sup>\_\_\_\_\_ (forget) to lock our room, and when we <sup>13</sup>\_\_\_\_\_ (get) back, our luggage and most of our money was gone. We <sup>14</sup>\_\_\_\_\_ (call) the police right away, and I <sup>15</sup>\_\_\_\_\_ (go) back to the police station several times since then, but no one <sup>16</sup>\_\_\_\_\_ (hand) in any of our things.  
Anyway, could you send me €1,000 please?  
Thanks and love,  
Joanna

B Underline the correct time phrase.

- I've never played squash *before moving here/ before.*
- No wonder I've got a headache! It's two o'clock and I didn't have a coffee *this morning/this afternoon.*
- Up to now/Until* I took this course, I always believed that English was easy.
- I've known Maria *for/since* ten years now.
- So far/In the first week of term* I haven't missed any classes.
- I had trouble concentrating at work *since/until* I got new glasses.
- I've never ridden a scooter again *after/since* the accident.
- I haven't worked *this month/last month* so money is tight.
- I haven't downloaded it *already/yet.*
- We came back from holiday *this time last week/ lately.*

1.3

A Complete the conversation by adding one word from the box to each line.

help be ago will when check about out  
at afraid with there chance is

A: Yourpick.net. My name's Dave. How can I help you?

B: Hi, I'm phoning to find about a DVD I ordered. The reference number 3714.

A: OK. Is a problem?

B: Yes, it hasn't arrived yet and I ordered it a month. Could you tell me I can expect it?

A: Bear me a moment. I'm afraid we have no information the arrival date.

B: And you don't know when it be in?

A: It's coming from the US so I'm not. Do you want to cancel?

B: No, but I'd grateful if you could look into it.

A: No problem all.

B: And would there be any of phoning me when it arrives?

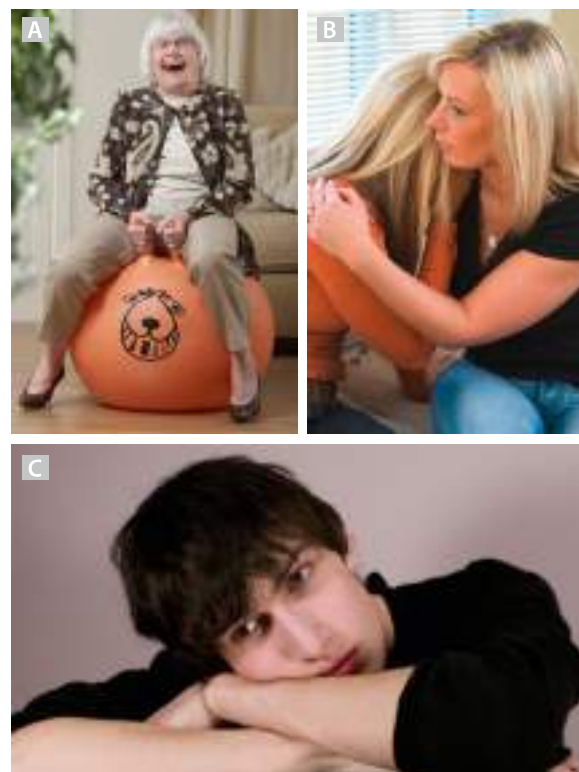
A: Sure ... let me just if we have your phone number ...

## PERSONALITY ADJECTIVES

1A Match the adjectives in the box with descriptions 1–10.

cautious eccentric flexible genuine mean moody  
naive sympathetic trustworthy witty

- My friend always has time for me when I've got a problem. She seems to understand and wants to help.
- Cheung always takes a long time to make up his mind and he's careful to avoid problems or danger.
- Joe thought his first job would be easy and people would be nice. He soon learnt differently!
- I really like your fiancé – he seems honest and sincere.
- Lucia makes me laugh a lot. She's very quick-thinking and clever with words.
- My last teacher wasn't very kind. She often laughed at students when they made mistakes.
- Noriko is a great addition to the team. She adapts quickly to new situations and doesn't mind change.
- Karl acts a bit strange sometimes and wears the oddest clothes, but he's a good guy.
- You can tell Marta a secret and you know she'll never tell anyone else.
- Sam's a typical teenager. He always seems to be unhappy or else he suddenly gets angry for no reason.



B What type of personality do you think the people in photos A–C have?

## WORD FORMATION

2A Complete the table with the adjective form of the nouns.

noun	adjective
absence, presence violence, patience	<i>absent</i>
secrecy, accuracy democracy, decency	<i>secret</i>

B Complete the table with the adjectives below and add the noun forms. Use a dictionary to help.

independent      urgent  
fluent      silent  
private      permanent  
intelligent

C Complete the questions with the noun or adjective form of one of the words in the table.

- What do you think is the best way to gain \_\_\_\_\_ in a language?
- How \_\_\_\_\_ is your spelling in your language and in English?
- Are you good with young children or do you lose \_\_\_\_\_ very easily?
- Is it better to have a boring but \_\_\_\_\_ job for life or a number of short-term jobs that you love?
- Some people aren't academically brilliant, but have high emotional \_\_\_\_\_. Which is more important?
- Would it be possible for people in your town to give up their \_\_\_\_\_ cars and use only public transport?
- How often are you \_\_\_\_\_ from English lessons or from work due to bad health?
- Do you think there is too much \_\_\_\_\_ on television nowadays?

D Ask and answer the questions.

## ISSUES

1 Match the natural disasters to the photos.

- |               |                     |
|---------------|---------------------|
| 1 flood       | 5 landslide         |
| 2 earthquake  | 6 tornado           |
| 3 drought     | 7 tsunami           |
| 4 forest fire | 8 volcanic eruption |

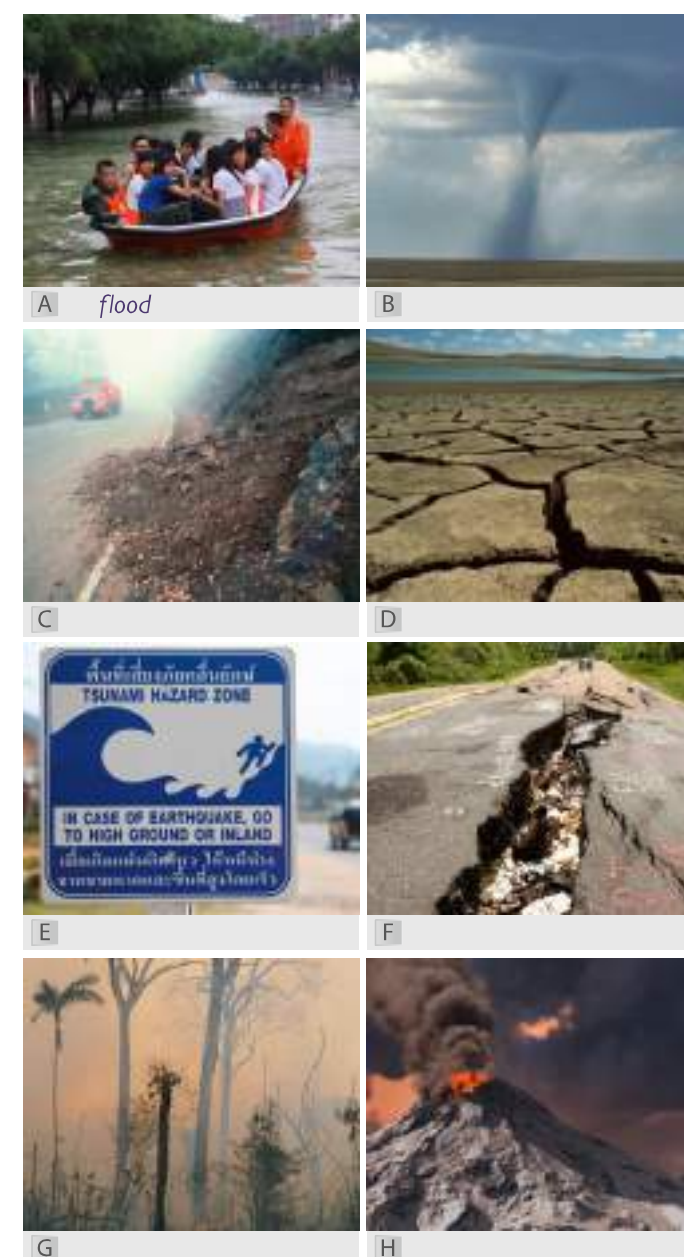
2A Complete the collocations with *issue/question/problem* using an adjective from the box.

political economic ethical global  
industrial domestic rural urban

- This problem has nothing to do with any other country. It's a purely \_\_\_\_\_ issue.
- You can't decide on the basis of finance or politics. It's a/an \_\_\_\_\_ question – a matter of right or wrong.
- People in cities don't understand. It's a/an \_\_\_\_\_ problem.
- The decision on the election date is a/an \_\_\_\_\_ question and will depend on the government's popularity.
- The country has serious \_\_\_\_\_ problems, which mean that taxes will probably have to double next year.
- The typhoid epidemic started as a/an \_\_\_\_\_ problem but has rapidly spread to the countryside.
- The situation can't be decided by one or two countries acting alone. It's a/an \_\_\_\_\_ issue.
- These are typical \_\_\_\_\_ problems and affect most kinds of factories, from food production to car manufacture.

B Write the equivalent noun for each adjective in Exercise 2A. Keep the same context.

*political* – *politics*  
*urban* – *city*



## VERBS/NOUNS WITH THE SAME FORM

3A Underline a word in each question which has the same noun/verb form.

- What's the worst delay you've ever experienced on a flight?
- Do you have an exam at the end of the course or does your teacher test your English every week?
- Do you ever shout when you're angry or do you take a deep breath and count to ten?
- Would you ever queue overnight for a product you've seen in a sale?
- When you're cooking, do you weigh everything exactly or do you just make a guess?
- Is the best cure for a headache to take a pill or just to relax?
- Do you think people should get a fine for driving too fast or should they lose their licence?
- In a restaurant, do you complain if the service is bad? Do you always tip the waiter if it's good?
- Would you ever lie or do you always tell the truth?
- When you compare yourself to other people, are you quite calm or are you often in a hurry?

B Work in pairs and discuss the questions.