

# 1A Keeping in touch

## 1 GRAMMAR

### Subject and object questions

- a Underline the correct words to complete the questions.
- 1 Who *did he write / wrote* the play *Romeo and Juliet*?
  - 2 Which tooth *does it hurt / hurts* when I touch it?
  - 3 What *did it happen / happened* after the police arrived?
  - 4 Which football match *did they watch / watched* on TV last night?
  - 5 Which book *did you talk / talked* about in your English class?
  - 6 Who *did he talk / talked* to at the party last night?
  - 7 Which student *did she get / got* the highest marks in the test?
  - 8 Who *did you vote / voted* for at the last election?
- b Put the words in the correct order to make questions.
- 1 you / who / that / gave / book / your birthday / for ?  
Who gave you that book for your birthday?
  - 2 parents / to / your / which / did / restaurant / go ?  
\_\_\_\_\_
  - 3 Harrison Ford / of / happens / the end / at / the film / what / to ?  
\_\_\_\_\_
  - 4 did / you and / about / friends / your / talk / what ?  
\_\_\_\_\_
  - 5 like / your / first / mobile phone / was / what ?  
\_\_\_\_\_
  - 6 his / about / was / what / presentation ?  
\_\_\_\_\_
  - 7 married / twice / film / got / year / star / last / which ?  
\_\_\_\_\_
  - 8 who / you / to / did / cinema / the / with / go ?  
\_\_\_\_\_



## 2 VOCABULARY Communication

- a Complete the sentences with the words in the box.
- presentation interviewed expressing in public  
opinions joke ~~face-to-face~~ in touch
- 1 I prefer having face-to-face meetings with my colleagues, rather than talking to them on the phone.
  - 2 She used her laptop to give an extremely clear \_\_\_\_\_ of her project in class.
  - 3 Our teacher always tells a \_\_\_\_\_ at the beginning of each lesson. Sometimes they're quite funny; sometimes they're terrible.
  - 4 Although I left the country fifteen years ago, I still keep \_\_\_\_\_ with some of my old friends.
  - 5 The politician was \_\_\_\_\_ by a journalist from *The Times*.
  - 6 He isn't very good at \_\_\_\_\_ his feelings. He's rather shy so I never know if he's happy or not.
  - 7 She doesn't usually say much in meetings. I don't think she likes speaking \_\_\_\_\_.
  - 8 David's a very direct person. He always gives his \_\_\_\_\_ about my paintings.
- b Underline the correct words to complete the sentences.
- 1 I complained / argued / persuaded to the waiter that my food wasn't hot enough.
  - 2 I said I would take a taxi to the airport but they complained / insisted / kept on driving me in their car.
  - 3 We were argued / encouraged / greeted at the airport by the Minister of Tourism.
  - 4 He argued / expressed / persuaded her to lend him the £500 he needed to buy a new TV.
  - 5 My father argued / encouraged / expressed me to apply for the job although I had very little experience in that area.
  - 6 My husband and I always argue / complain / insist about where to go on holiday. I prefer the beach while he prefers the mountains.
  - 7 The babysitter argued / complained / persuaded the children to go to bed at 9 o'clock.
  - 8 Our teacher complained / encouraged / persuaded us to read English and American newspapers online.



# 1B I'm using an app for learning English

## 1 GRAMMAR

### Present simple and continuous

a Match 1–8 with a–h to make sentences and questions.

- 1 ☒ They play
- 2 ☐ He's thinking
- 3 ☐ She's going
- 4 ☐ I'm having
- 5 ☐ He thinks
- 6 ☐ We go
- 7 ☐ I have
- 8 ☐ They're playing

- a a yoga class on Monday evenings.
- b to school on Saturday mornings in my country.
- c tennis in the park. Why don't you go and join them?
- d about all the things he needs to do before his holiday.
- e my dinner now so can I call you back in ten minutes?
- f that his children will live until they are 100 years old.
- g chess with their grandad every Sunday after lunch.
- h to work by bike at the moment because she wants to get fit.

b Complete the conversation with the present simple or present continuous form of the verbs in brackets. Use contractions where possible.

**ARTHUR** <sup>1</sup>Is Emma doing (Emma, do) well at school these days?  
**PAT** Yes, she is.  
**ARTHUR** <sup>2</sup>\_\_\_\_\_ (she, study) languages, like her brother?  
**PAT** Yes, she <sup>3</sup>\_\_\_\_\_ (learn) French and Spanish.  
**ARTHUR** Really? <sup>4</sup>\_\_\_\_\_ (she, want) to become an interpreter?  
**PAT** She <sup>5</sup>\_\_\_\_\_ (not, know) yet. She <sup>6</sup>\_\_\_\_\_ (be) only 14, after all.  
**ARTHUR** Yes, that's true. And what about sport?  
<sup>7</sup>\_\_\_\_\_ (she, play) a lot of sport at school?  
**PAT** Yes, she <sup>8</sup>\_\_\_\_\_ (love) all sports. She <sup>9</sup>\_\_\_\_\_ (be) particularly good at basketball. In fact, she <sup>10</sup>\_\_\_\_\_ (play) for the school team in a match today.  
**ARTHUR** Really? Great!  
**PAT** Hold on ... er, my phone <sup>11</sup>\_\_\_\_\_ (ring) ...  
**ARTHUR** Who is it?  
**PAT** It's my husband. Sorry, I must go – he <sup>12</sup>\_\_\_\_\_ (wait) for me in the car.  
**ARTHUR** OK, bye!



## 2 VOCABULARY

### Gradable and extreme adjectives

a Match 1–8 with a–h to make sentences.

- 1 ☒ I hate swimming in the North Sea because
- 2 ☐ I thought the book was brilliant, probably the best detective story
- 3 ☐ After we'd walked 25 km
- 4 ☐ They gave him such an enormous portion of spaghetti that
- 5 ☐ Lots of tourists had just left their rubbish behind them so
- 6 ☐ I asked her to open the window because
- 7 ☐ If you're late for his class again
- 8 ☐ We all thought the play was awful so
- a I felt absolutely exhausted.
- b the beach was absolutely filthy.
- c even he couldn't finish it.
- d it was boiling in there.
- e I've ever read.
- f the water's always freezing.
- g we left the theatre at the interval.
- h he'll be furious!

b Complete the sentences with the words in the box.

tiny impossible fantastic delicious  
miserable freezing useless filthy

- 1 We had a fantastic holiday in Bali. The weather was lovely, the hotel was perfect and the beaches were beautiful.
- 2 The weather was \_\_\_\_\_ when I was in Moscow last week – minus 15° during the day!
- 3 He's renting a \_\_\_\_\_ flat in the centre of Paris – it's only got one room!
- 4 The children looked so \_\_\_\_\_ when their pet rabbit died.
- 5 He spoke so quickly it was \_\_\_\_\_ to understand what he was saying.
- 6 Nobody had cleaned the kitchen for months. It was absolutely \_\_\_\_\_.
- 7 Thanks for a lovely dinner. The seafood risotto was absolutely \_\_\_\_\_. You must give me the recipe.
- 8 My football team are completely \_\_\_\_\_. We lost our last match 6 – 0.





# 10 Everyday English

Well, if you ask me ...



## 1 USEFUL LANGUAGE

### Giving and responding to opinions

a Complete the exchanges with the words in the box.

guess   sure   see   concerned   mean   opinion   ask   think

- 1 **A** Well, if you ask me, Tanya Davies would be the best person for the job.  
**B** Actually, I don't agree. As far as I'm \_\_\_\_\_, Luke Adams would be better.
- 2 **A** Well, I \_\_\_\_\_ you could take the shoes back to the shop.  
**B** I'm not so \_\_\_\_\_ about that. I've already worn them.
- 3 **A** I \_\_\_\_\_ it's going to be difficult to make enough money to survive.  
**B** Yes, I \_\_\_\_\_ where you're coming from. Maybe we should find a cheaper office?
- 4 **A** Well, in my \_\_\_\_\_, Italian is easier than French.  
**B** I know what you \_\_\_\_\_. I think it's easier to pronounce.

b 11 Listen and check.

c Underline the correct words to complete the sentences.

- 1 **A** It *comes* / *means* / *seems* to me that their coffee is better than ours.  
**B** Yes, I know exactly what you *mean* / *opinion* / *think*. It's really smooth, isn't it?
- 2 **A** As far as *I'm concerned* / *I guess* / *my opinion*, I think it makes sense to take the train to Paris.  
**B** I'm not so *mean* / *right* / *sure* about that. It takes nearly three hours.
- 3 **A** I *mean* / *sure* / *think* Germany will probably win the football World Cup.  
**B** Yes, I think that's *mean* / *right* / *sure*. They've got the best team.
- 4 **A** Well, in my *ask* / *guess* / *opinion*, we need to find another business partner in Spain.  
**B** Yes, I see *what* / *where* / *why* you're coming from. Maybe a company based in Madrid this time?

d 12 Listen and check.

## 2 PRONUNCIATION

### Word groups

a 13 Listen to the exchanges and underline the word you hear before each speaker pauses.

- 1 **A** Guess what, Tony? I've just read about this girl, and she's only ten but she's fluent in several different languages.  
**B** That's fantastic. I can only speak one language – English.
- 2 **A** Hi, Linda. Are you learning Russian?  
**B** I'm trying to! But this book's useless! It teaches you how to say 'my uncle's black trousers' but not how to say 'hello'!



# 1D Skills for Writing

## Different ways of learning

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### 1 READING

- a** Read the text and tick (✓) the best ending for the sentence.
- If you want to be a good photographer, ...
- a ☐ you shouldn't take lots of photos.
  - b ☐ you shouldn't use your smartphone.
  - c ☐ you don't need to study the manual.
  - d ☐ you should always take your camera with you when you go out.
- b** Read the text again. Are the sentences true or false?
- 1 With a digital camera or smartphone it is easier to take good photos than 20 years ago.
  - 2 You shouldn't use automatic mode when you start using a new camera.
  - 3 It is better not to take many photos when you are learning how to use a camera.
  - 4 Your family and friends will be more relaxed if you take lots of photos.
  - 5 It is easy to take good photos of people using the flash on your camera.

### 2 WRITING SKILLS Introducing a purpose; Referring pronouns

- a** Underline the correct words to complete the sentences.
- 1 *For improving / Improving / To improve* your listening skills, it's a good idea to watch films in English.
  - 2 You should write a sentence that includes the new word *in order / to / so that* you can remember it more easily.
  - 3 It's better to use a monolingual dictionary. *These / This / Those* will help you to start thinking in English.
  - 4 Some people prefer to write the new words on cards with the translation. *That / These / This* technique will help you to remember what the word means and how it is spelt.
  - 5 There are lots of things you can do *in order / so / that* to become a better language learner.
  - 6 Why don't you practise repeating the questions that you hear on the DVD-ROM *so / that / to* you learn the correct intonation?

### 3 WRITING

- a** Read the notes. Write a guide on how to be a better cook.

#### Notes for 'How to improve your cookery skills'

- 1) Introduction: How to become a good cook
  - Try new dishes. Practise.
  - Don't repeat same dishes all the time.
- 2) Learn new dishes
  - Buy recipe books.
  - Test on family/close friends first. Larger groups later.
  - Try new recipes 2–3 times a week.
  - Ask family/friends for honest opinions. Make improvements.
- 3) Watch TV cookery programmes
  - Easy way to follow recipe. Watch & download recipes from website.
- 4) Share recipes
  - Enjoyed a good meal? Ask for recipe. Will discover new dishes & improve.

### How to take better photos

1,843,076 views Edited 5 days ago

These days it is much easier to become a good photographer because of the big improvements in camera technology over the past 20 years. In order to take good photos you need to have a good digital camera or a smartphone with a good camera.

Make sure you read the manual carefully before you start using your camera. This will help you to understand the most important functions, such as how to use the flash and the zoom. Putting the camera in automatic mode is a good way to make sure you don't make too many mistakes while you are still unfamiliar with how your camera works.

It is a good idea to take your camera with you at all times so that you are always ready to take a photo whenever you see something interesting. Try to take as many photos as possible. This will help you to get better at using your camera and will result in better photos. Remember the saying 'Practice makes perfect'. The more you practise taking photos, the better you will become.

If you take lots of photos of your family and friends, in the end they will forget about the camera and feel more relaxed when you take photos of them. This will help you to take photos that look more natural and less posed.

To get the best photos of people you need to be outdoors, as the light outside is much better. It is extremely difficult to take attractive photos of people indoors using flash, so it is always better to be outside when you photograph people.





# UNIT 1

## Reading and listening extension

### 1 READING

a Read part of an introduction to a textbook for students. Are the sentences true or false?

The writer of this textbook believes that ...

- 1 teachers in many countries expect their students to speak perfect English.
- 2 her book is for students who want to improve their English in a short time.
- 3 phrases that seem to be similar can sometimes communicate opposite meanings.
- 4 students may sound rude in English if they do not learn to speak the language perfectly.
- 5 we can understand someone more easily when we think about the culture that they come from.

b Read the text again. Match the words in bold in 1–7 with the things they refer to in a–g.

- 1 ☒ e By **this**, they mean that ...
- 2 ☐ ... **that** might seem strange
- 3 ☐ ... someone gives **them** a present.
- 4 ☐ *Why did you get me **this**?*
- 5 ☐ Why is **this**?
- 6 ☐ And in fact, **this** phrase (or something like **it**) ...
- 7 ☐ ... different cultures say **them** in different ways ...
- a A birthday present.
- b Ideas which are similar to each other.
- c People from English-speaking countries.
- d Saying *Oh, you didn't need to get me anything!*
- e Speaking English perfectly.
- f *Why did you get me this?*
- g Why one phrase is rude but the other one is polite.

c Write a short email to the students in your class about learning English. Your email should:

- introduce yourself (your name, where you come from)
- explain why you are learning English
- describe where you have learned English in the past
- say what you hope to learn on this course.

Use the phrases below to help you.

Hi! My name's ... and I'm from ...  
I'm learning English because I *want to ... / need to ... / am going to ...*  
I have been learning English *for* + [AMOUNT OF TIME] / *since* + [POINT IN TIME]  
I started learning English *at school / when I was* + [AGE]  
On this course, I really want to improve my ...



## A Beginner's Guide to INTERCULTURAL COMMUNICATION

A personal goal for many students is to be able to speak English perfectly. By **this**, they mean that they would like to be able to tell a joke or feel completely confident in a face-to-face conversation with a group of native speakers. Any student can achieve this goal (and many do) but it takes many, *many* years of study.

If just the thought of all those years of study makes you feel exhausted, then the book you are now holding in your hands may be for you. *A Beginner's Guide to Intercultural Communication* has been written to help students who are learning English answer the question 'What are the best ways to communicate in a foreign language?'

But first of all let's think about what communication actually means. In our first language, we know that we have to choose our words very carefully. For example, I'm from Australia so when someone gives me a birthday present, I might say:

*Oh, you didn't need to get me anything!*

If you are not a native English speaker, **that** might seem strange. But many English speakers feel it is polite to say this when someone gives **them** a present. However, the same speakers would find it quite rude to say:

*Why did you get me **this**?*

Why is **this**? After all, the meaning of both phrases is quite similar. And in fact, **this** phrase (or something like **it**) is quite common in a number of European languages. The answer is simple – whether something seems to be rude or polite depends on culture. To communicate successfully in a foreign language, we need to remember that people are usually trying to say the same things but we also need to remember that different cultures say **them** in different ways – and that is what intercultural communication is all about.



2 LISTENING

- a 14 Listen to a conversation between Bridget and Joe and tick (✓) the correct answers.
- 1 What is the main topic of their conversation?
    - a ☐ the subject Bridget studies at university
    - b ☐ a holiday that Bridget has had
    - c ☐ a website that Bridget is creating
  - 2 Bridget is feeling very tired because she has ...
    - a ☐ been writing something in a foreign language.
    - b ☐ had a lot of essays to write for university.
    - c ☐ just returned from a holiday in Mexico.
  - 3 Bridget wants Joe to help her to ...
    - a ☐ check her grammar and spelling.
    - b ☐ design a website.
    - c ☐ improve her Spanish.
  - 4 Bridget shows Joe a photo of a place in ...
    - a ☐ Egypt.
    - b ☐ Mexico.
    - c ☐ Singapore.
- b Listen again. Underline the correct words to complete the sentences.
- 1 Bridget has *just started* / *almost finished* / *stopped working* on her website.
  - 2 At her university, Bridget is a student in the *French and Spanish* / *Latin American studies* / *Culture and Politics* department.
  - 3 Bridget's website is for students at her own university and also for students *all around the world* / *in Colombia* / *in Mexico*.
  - 4 *A professor* / *Another student* / *Nobody else* has helped Bridget to write the information she needs for her website.
  - 5 Chichen Itza is the name of *a building* / *a city* / *a university* they can see in her photo.
  - 6 Joe thinks the photo of Chichen Itza is *absolutely perfect* / *the wrong size* / *too old-fashioned* for Bridget's website.
- c Write a conversation between two people planning a website for your English class. Think about these questions:
- what information students need (e.g. homework, vocabulary)
  - how the information will be organised
  - who will create the website.

Review and extension

1 GRAMMAR

- Correct the sentences.
- 1 What time started the football match?  
*What time did the football match start?*
  - 2 My brother isn't liking coffee.
  - 3 How was your holiday in Spain like?
  - 4 Look at Tom – he wears his new shoes.
  - 5 Who did take you to the station?
  - 6 Can you repeat that? I'm not understanding.

2 VOCABULARY

- Correct the sentences.
- 1 You've just walked 20 kilometres – you must be exhausted.  
*You've just walked 20 kilometres – you must be exhausted.*
  - 2 When we were young my brother and I used to discuss all the time, but now we've become good friends.
  - 3 It's imposible to sleep because my neighbours are having a party.
  - 4 I haven't rested in touch with many of my old school friends.
  - 5 That cake was delicious but there was only a tiny piece left!
  - 6 My dad is very funny. He loves making jokes about his time in the army.

3 WORDPOWER *yourself*

Complete the sentences with the verbs in the box.

- enjoy   help   ~~hurt~~   do   teach   look after
- 1 Hello, Grandma. I'm sorry you fell over while you were shopping. It's lucky you didn't hurt yourself.
  - 2 teach yourself to a hot drink. There's some fresh coffee and tea in the kitchen.
  - 3 Have a great time at the party! enjoy yourself.
  - 4 You don't need to go to classes to learn a foreign language. You can teach yourself using books and a DVD.
  - 5 Make sure you look after yourself while I'm away. Eat plenty of food and get enough sleep.
  - 6 You don't need to pay someone to paint your bedroom. It isn't hard. You can do it yourself.

REVIEW YOUR PROGRESS

Look again at Review your progress on p.18 of the Student's Book. How well can you do these things now?  
3 = very well   2 = well   1 = not so well

I CAN ...	
talk about different forms of communication	<input type="checkbox"/>
describe experiences in the present	<input type="checkbox"/>
give and respond to opinions	<input type="checkbox"/>
write a guide.	<input type="checkbox"/>