

1A

Make a good impression

Vocabulary communicating
 Grammar time expressions with the
 Past Simple and Present Perfect



Review Past Simple and Present Perfect

- 1 a** Use these prompts to make questions with *you*. Use the Past Simple or Present Perfect.
- / learn / English for a long time?
Have you been learning English for a long time?
 - How old / be / when / have / first English lesson?
 - When / be / the last time / speak / English outside class?
 - / have to / write anything in English last month?
 - / ever / read / a novel that was written in English?
 - / see / any films in English recently?
 - How long / come / this school?
- b** Check in **GRAMMAR 1.1** p135.
- c** Work in pairs. Ask and answer the questions in **1a**. Ask follow-up questions.

Have you been learning English for a long time?

I first learned it at school, actually ... but I forgot most of it, so I decided to do this course.

Vocabulary Communicating

- 2 a** Tick the words in bold you know. Check new words/phrases in **VOCABULARY 1.1** p134.
- It's essential to **make eye contact** when you're speaking to someone.
 - On average, I **come into contact with** about 20 people a day.
 - On the whole, women **gossip** more than men.
 - In general, men **butt in** more than women, which women find very annoying.
 - If you **overhear** people **having a row** in public, you should **intervene**.
 - Politicians generally **witter on** without ever answering the interviewers' questions.
 - Elderly people have good reasons to **grumble about** the youth of today.
 - It's rude to **eavesdrop on** other people's conversations.
 - Couples who constantly **bicker** should split up.
 - Women **chat up** men as often as men chat up women.
- b** Tick the sentences you agree with. Change the other sentences to make them true for you.
Perhaps it's not essential to make eye contact, but it might seem rude if you don't.
- c** Work in pairs. Compare ideas. Do you agree with each other?

Speaking and Listening

- 3

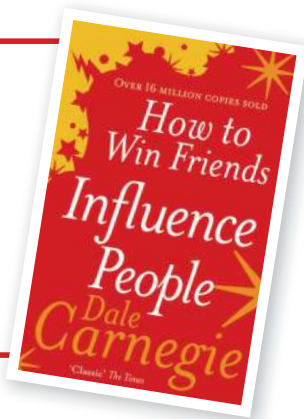
a Think of someone (not in the class) who is popular. Why is he/she popular? Write five reasons.

b Work in pairs. Tell your partner about the person you chose. Are any of the reasons for their popularity the same?

c Agree on three important communication skills that help to make someone popular. Tell the class.
- 4

a Look at the introduction and the book cover. What did the author and his publishers initially think about the book?

How to Win Friends and Influence People, written by Dale Carnegie in 1937, has become an all-time international best seller. The first print run was limited to 5,000 copies, which was an indication of how small a readership the author and the publishers were expecting. However, from the very beginning, the book's runaway success meant the publishers had difficulty keeping up with demand.



- b

CD1

1

Listen to Sy, Amy, Ann and Dean at their book club. Which of Carnegie's suggestions do they mention?
- c

Listen again. Answer these questions.

1

a

Why did Ann suggest the book to the group?

b

Why wasn't she very impressed with it at first?

2

a

Does Sy usually read books like this?

b

Which of Carnegie's points does he strongly agree with?

3

a

Did Dean expect to enjoy the book?

b

Why does he talk about his friend, John?

4

a

Which of Carnegie's suggestions did Amy try out?

b

How did the man in the ticket office react?
- d

Work in pairs. Which of Carnegie's suggestions do you think is the most important and why?

HELP WITH PRONUNCIATION

Attitude words/phrases

- 5

a

CD1

2

Listen to three extracts from the book club conversation. Notice the intonation of the attitude words/phrases in bold and the pause that follows.

- 1

Apparently, // it's sold over 16 million copies ...
(*apparently* = to say you have read or heard that something is true)
- 2

Actually, // I think people are getting fed up with me talking about it!
(*actually* = to emphasise a previous statement, and add new information)
- 3

To be honest, // it's the first time I've read a book like this ...
(*to be honest* = to give an opinion, often unexpected or negative)

- b

Listen again and practise saying the sentences.

- c

Practise saying the extracts in 5a with these words/phrases. Which can be continued with *because*? Think of a suitable ending.

Frankly Presumably In fact

- d

Work in pairs. Ask each other about the books you read.

Have you read any self-help books recently?

No. Actually, I've never read a self-help book in my life!



HELP WITH GRAMMAR

Time expressions with the Past Simple and Present Perfect

6 a Look at these sentences. Are they talking about a definite time in the past, or time up to and including now? Which verb form is used?

- 1 I've bought quite a few self-help books over the past few months.
- 2 I've read about 150 pages so far.
- 3 During the last couple of weeks I've actually been trying out some of Carnegie's suggestions.
- 4 Until now, I've never really had any contact with the guy in the ticket office.

b Underline the time expression in each sentence in 6a.

c Sometimes we can use the Present Perfect or Past Simple with the same time expression. Compare these sentences. Why did Speaker A use the Past Simple? Why did Speaker B use the Present Perfect?

- 1 A I **told** at least ten people about it at work this week.
the speaker considers the working week finished
B I've **told** at least ten people about it at work this week.
the speaker considers the working week unfinished
- 2 A I **read** it during the summer holidays.
B I've **read** a lot of books during the last month.
- 3 A Since Ann **suggested** this one, I've read a couple of his other books.
B I've read lots of his books since I've **been** unemployed.
- 4 A As soon as I **finished** reading it, I gave it to my brother.
B As soon as I've **finished** reading it, I'm going to give it to my brother.

d Check in **GRAMMAR 1.2** p135.

7 a Write sentences about things you have read or done recently. Use the Past Simple or Present Perfect with these time expressions.

- 1 as soon as
 - 2 during
 - 3 since
 - 4 this week
 - 5 over the past few weeks/months
 - 6 so far
- As soon as I finished my exams, I read Anna Karenina.*

b Work in pairs. Discuss your sentences. Ask follow-up questions.

Reading

- 8 a Work in pairs. Give examples of what you consider to be good and bad service in shops, restaurants, etc.
- b Read the article. Why do very friendly shop assistants annoy the writer?
- c Read the article again. Tick the true sentences. Correct the false ones.
- 1 The writer was in a hurry when she went into the shop.
 - 2 She wondered why the shop assistant's behaviour had upset her.
 - 3 She enjoyed the food she had at the restaurant.
 - 4 She told the waitress what she thought of the food.
 - 5 No psychological study has the same view as hers.
 - 6 She wouldn't object to assistants who were naturally friendly.
 - 7 The second time she met the shop assistant, she felt the same way.
 - 8 She was persuaded to buy something without realising it.

Fake nice

TEN DAYS AGO, on the way to a meeting, I remembered that I was running low on face cream. There was a chemist's across the road so I ran in, grabbed a jar at random and headed over to the counter.

"Having a good day?" asked the girl at the till, beaming blissfully.

"Yes thanks," I replied.

"That's great." She ran the scanner over the jar, and made purposeful eye contact.

"Been shopping all morning?"

Not having the time to take her through my diary, I made a vaguely affirmative noise.

"Yeah? Lucky you!" She told me the price and said, "So, got anything planned for this afternoon?"

"Oh, you know," I said, aware of time ticking by. "This and that. Stuff."

As I hurried on my way I found myself thinking about the girl and the **barrage of niceness** I had just experienced. Why did it make me feel so bad? Was it **churlish** not to chat back? Or was this sort of **pushy friendliness**, in its way, every bit as rude? I was reminded of this when I met a friend for lunch. I had the fishcakes. They were perfectly disgusting.

"Everything all right with your meal?" asked the waitress, interrupting our conversation with a happily expectant grin.

"Fine," I said. What else could I have said even if I'd wanted to? I didn't have time and, anyway, it might have made my friend uncomfortable.

Later, I thought about manners. As a society, we do not take manners (by which I mean how we behave towards strangers) very seriously. If you are approaching a bank or shop, the person just ahead of you is sure to let the doors swing back in your face. Middle-aged men park in disabled spaces, teenagers slump in their seats on the bus, pretending not to notice the pregnant woman standing in front of them.



Yet it's obvious on the High Street that 'fake nice', as practised by my cashier and the waitress, is on the increase. It has become a highly overused marketing weapon and you can't go into any shop without some **perky** person rushing up and saying, "Hi! Need any help?" You smile back through gritted teeth, "Just looking, thanks." Queuing at the supermarket is a matter of answering the cashier's "Still raining?" without betraying the fact that you heard them ask someone else this very question two minutes earlier. Call me miserable, but I'm not stupid. I know what these people want. They don't want to be my friend. They want my money.

Apparently, research has shown that if an assistant treats you as a friend, there's a psychological effect: the customer feels wanted and needed, and will return. Or will they? Other studies suggest that this sales technique is a turn-off. Perhaps the solution is to appoint people who are genuinely interested in people, not those who are trained to be **insincere** robots.

Recently, I found myself back at the chemist's where it all started.

I have to get a present for a friend, and in any case, I'm interested to see whether Scary Friendly Girl is there. Ah, yes she is, at the till, giving it lots of oomph and sparkle. I select some almond hand cream and put it on the counter in front of her. She looks up and beams at me. I submit to the overwhelming power of her **spurious affection**. I'm not in a hurry this time and the experience is not unpleasant.

When I get home, I check my receipt. There's one item that doesn't ring any bells. I go through the carrier bag and find nothing to explain it, so I pick up the phone and call the chemist's. I'm told that I purchased something called a 'Take Care of Your Skin' card that entitles me to all sorts of extra perks and beautifying treats. However, no one asked me if I wanted to buy it. "Are you absolutely sure?" the manager asks.

I think about it. I remember the soporific feeling of being buried under a soft wave of niceness. I recall zoning out a little. No, actually, I'm not sure, after all.

- 9** **a** Look at the words/phrases in blue in the article. Who are they referring to?
- b** Try to guess the meaning of the words/phrases in blue. What do they suggest about the writer's attitude?
- 10** Work in pairs. Look at the short conversations in the article and answer these questions.
- 1 What words are missing from the questions?
 - 2 What types of word can we miss out in informal written and spoken English?
- 11** Work in groups and discuss these questions.
- 1 How would you have responded to the shop assistant and the waitress? Why?
 - 2 How would you describe the service in shops and cafés in your country? Has it changed over the years?

Get ready ... Get it right!

- 12** Choose three topics you would like to talk about.
- films/TV/music
 - sport
 - clothes
 - pets
 - work/studies
 - other
- 13** **a** Work in pairs. Look at your partner's topics and write six questions about them.
- How many films have you seen during the last six months?*
- b** Take turns to ask and answer the questions. Tell the class something about your partner.

Actually, Lisa hasn't watched any films recently because she hasn't had time.

1B

Friends – the new family?

QUICK REVIEW Time expressions

Write three sentences about yourself using: *so far*; *this week*; *during the last few days*; *up until now*; *as soon as*; *in the past few months*. Two sentences should be true and one should be false. Work in pairs and say your sentences. Guess which of your partner's sentences is false.

Speaking and Listening

- 1 Check the meaning of the phrases in bold below. Then work in pairs and discuss the questions.
- 1 As a rule, do you tend to **unburden yourself** to friends or to members of your family?
 - 2 By and large, is it men or women who find it easier to **unload** their worries **on to** other people?
 - 3 Broadly speaking, do adults in your country **bottle up** their feelings or let them out?
 - 4 Do you think, in the main, that teenagers would rather **confide in** their parents or their friends?

TIP • The underlined expressions are used to make generalisations.



- 2 a Work in pairs. Who would you expect men, women and teenagers like the ones in the photos to confide in?
- their friends
 - both friends and family
 - someone else
 - no one
- b **CD1** 3 Listen and check.
- c Listen again. Tick the true sentences. Correct the false ones.
- 1 Dave and his friends tend to talk about only serious issues.
 - 2 Dave thinks men make friends with people who enjoy the same things.
 - 3 Helen sees her friends every day.
 - 4 Helen's friends are very patient with her.
 - 5 Andrea trusts her hairdresser to be discreet.
 - 6 Andrea enjoys listening to her hairdresser's problems.
 - 7 Most of Alex's conversations are about everyday events.
 - 8 Alex confides in people of his own age.
- d Work in pairs and discuss these questions.
- 1 Which things that the speakers talked about do you identify with?
 - 2 Do you think people confide in each other about different things at different ages?

HELP WITH GRAMMAR

Cleft sentences: *what* and *it* clauses

Cleft sentences divide a message into two parts, using *what* or *it* clauses. They can focus attention on new, more important or contradictory information.

(*I can get a bit stressed by work.*) *What I do if I get stressed is talk to my friends.* (new information)

(*I get on well with my parents.*) *However, it's my friends that I talk to if I have a problem.* (contradiction)

WHAT CLAUSES

- 3 a We use *what* clauses to emphasise the new information in a conversation. Look at these examples and answer the questions.

<i>What we talk about</i>	<i>isn't</i>	<i>deep and meaningful, though.</i>
<i>What I do if I get stressed</i>	<i>is</i>	<i>talk to my friends.</i>
<i>What happens</i>	<i>is</i>	<i>we bottle things up.</i>

- 1 Which words give new information in the sentences?
- 2 What is the main verb in each sentence?
- 3 What is the subject of the main verb?

TIPS • When we use *who*, *why*, *whose*, *when*, *where*, etc. instead of *what*, we usually use an expression such as *a person*, *the reason*, etc., with or without the *wh-* word.

A person (who) I tend to confide in is my hairdresser.

• To give a reason, we can follow *be* with *to* + infinitive.

The reason (why) Lucy came early was to help me out.

IT CLAUSES

- b Look at these cleft sentences with *it*. Answer the questions.

- *It'd probably be my parents who I'd talk to first.*
- *It wasn't until he broke up with his girlfriend that my hairdresser started to confide in me.*

- 1 Does the speaker emphasise the information in the *it* clause or in the *who/that* clause?
- 2 What verb follows *it*?

c Check in **GRAMMAR 1.3** p136.

- 4 a Complete these sentences about yourself.

- 1 What I do if I get stressed is ...
- 2 The reason I'm here is ...
- 3 It wasn't until ...
- 4 A person I tend to confide in ...
- 5 What amuses me ...
- 6 A place I really love ...

b Work in groups. Say your sentences. Ask follow-up questions.

IS TRUE FRIENDSHIP A THING OF THE PAST?

To anyone paying attention these days, it's clear that social media — the modern-day water coolers — are changing the way we live.



Indeed, we might feel as if we are suddenly awash with friends. Yet right before our eyes, we're also changing the way we conduct relationships. Face-to-face chat is giving way to texts and messaging; people even prefer these electronic exchanges to, for instance, simply talking on a phone. It appears that, increasingly, we prefer to keep people at arm's length. Smaller circles of friends are being partially eclipsed by social-networking acquaintances routinely numbered in the hundreds. Amid these smaller trends, growing research suggests we could be entering a period of crisis for the entire concept of friendship. Where is all this leading our society? Perhaps to a dark place, one where electronic stimuli slowly replace the joys of human contact.

A recent report notes that one in three British people would like to live closer to their families, though social trends are forcing them to live farther apart. Typically, the pressures of urban life are blamed: in London, a poll had two-fifths of respondents reporting that they face a prevailing drift away from their closest friends. Witness crowded bars and restaurants after work:

we have plenty of acquaintances, though perhaps few individuals we can turn to and share deep intimacies with. American sociologists have tracked related trends on a broader scale, well beyond the urban jungle. According to work published in the *American Sociological Review*, an American has only two close friends on average, and a quarter don't have any.

It should be noted that other social scientists contest these conclusions. Hua Wang and Barry Wellman, of the universities of Southern California and Toronto respectively, refer to "some panic in the United States about a possible decline in social connectivity". But notice their language: "social connectivity". That is not the same as intimate friendship. While social-networking sites have grown exponentially, the element that is crucial, and harder to investigate, is the quality of the connections they nurture.

Yet we know that less is more when it comes to deeper relationships. It is lonely in the crowd. A connection may only be a click away, but cultivating a good friendship takes more. It is simply not that easy to find people with whom we are on the same wavelength.

It seems common sense to conclude that 'friending' online nurtures shallow relationships — as the neologism 'friending' itself implies.

No single factor or person is at fault, of course. The pressures on friendship today are broad. They arise from the demands of work, say, or a general busyness that means we have less quality time for others. But it is 'fallow' time which is vital for deeper friendships. It is when we are at a loose end that we simply 'hang out', with no tasks, no deadlines and no pressures. It is in those moments that people get to know others for who they really are.

Close friends, Aristotle observed, "share salt together". It's not just that they sit together, passing the salt across a meal table. It's that they sit with one another across the course of their lives, sharing its savour — its moments, bitter and sweet. "The desire for friendship comes quickly; friendship does not," Aristotle also remarked. It's a key insight for an age of instant social connectivity, an age in which we paradoxically have an apparently growing need to be more deeply connected.

Reading and Vocabulary

5 Work in groups. Discuss these questions.

- Do you think the quality of friendship has changed in recent years? If so, can you think of some reasons for this change?
- Which of these ideas do you agree with? Give reasons.
 - People are not able to communicate as well as they used to.
 - People know more people but have fewer real friends than they used to.
 - Social media are responsible for the decline in close friendships.

6 **a** Read the title and introduction of the article. Which of the ideas mentioned a–c in **5** do you think the writer is making?

b Read the whole article to check your ideas. Has your answer changed?

c What does the writer think about these topics?

- | | |
|------------------------|-------------------------------------|
| 1 face-to-face contact | 4 the pressures on friendship today |
| 2 social connectivity | 5 sharing salt together |
| 3 friending | |

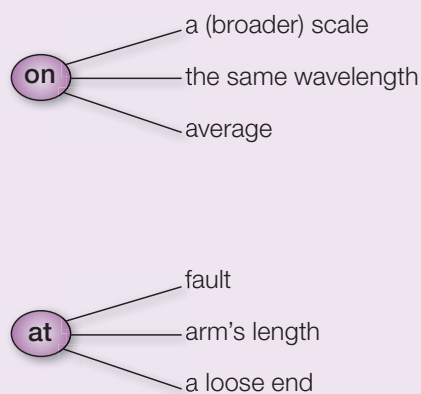
d Work in pairs. Use your own words to compare your answers to **6c**. Which of the opinions in the article do you agree or disagree with? Give reasons.

HELP WITH VOCABULARY

Prepositions and phrases

TIP • Make a note of words/phrases together with their prepositions and try to learn them as 'chunks' of meaning.

- 7 a** Look at the phrases from the article in the word map below. Match them to definitions 1–6.



- 1 responsible for a problem
- 2 with similar views/opinions
- 3 with nothing to do
- 4 typically
- 5 a distance
- 6 relating to the size or level of something

b Match these words/phrases with the prepositions in the word map.

purpose glance times good terms
a regular basis hand demand
the increase random short notice

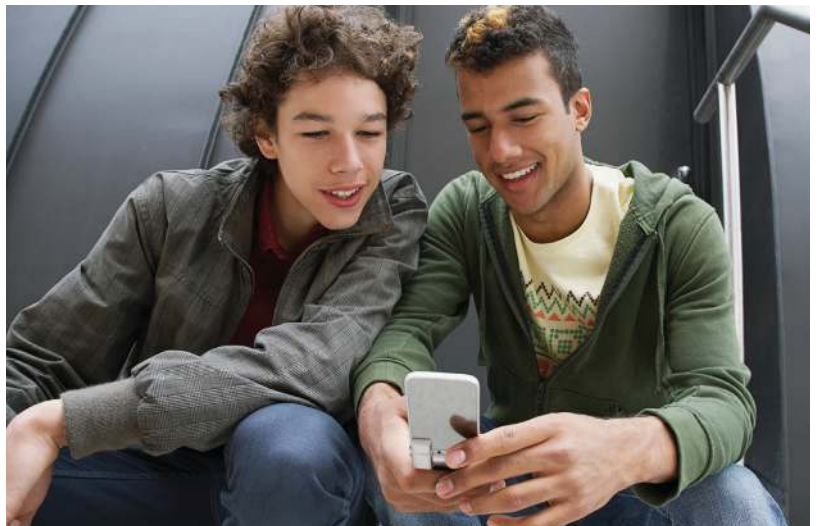
c Work in pairs. What do you think the prepositions and phrases in **7b** mean?

d Check in **VOCABULARY 1.2** ➔ **p134**.

- 8 a** Complete these sentences with a preposition.

- 1 Who do you meet _____ a regular basis?
- 2 How often do you cancel arrangements _____ short notice?
- 3 Are you _____ good terms with your colleagues?
- 4 What do you do when you're _____ a loose end?
- 5 How much can you usually find out about someone _____ a glance?
- 6 Have you ever broken something _____ purpose?
- 7 What social phenomena are _____ the increase in your country?
- 8 Do you always have your phone _____ hand?

b Work in pairs. Ask and answer the questions in **8a**. Ask follow-up questions.



Get ready ... Get it right!

- 9** Tick the sentences you agree with. Change the other sentences to make them true for you. Then complete sentences 7 and 8 with your own ideas.

- 1 It's social networking that is changing the nature of society today.
- 2 What you're looking for in a friend is someone who is on the same wavelength.
- 3 Friends are people who will always stick up for you, whatever happens.
- 4 You can't really be 'just friends' with someone of the opposite sex.
- 5 A real friend is someone who will tell you the truth even if it's something you don't want to hear.
- 6 Women form closer friendships than men.
- 7 It ...
- 8 What ...

- 10 a** Work in groups. Discuss what you have written and give reasons.

b Tell the class three things that you agreed on.

We agreed that what we tend to look for in a friend is someone who is loyal and ...

1

Writing

Spelling homophones

Connecting words addition

Writing task an online profile; sharing personal information

1 Work in pairs and discuss these questions.

- Are blogs a good way to share information?
- What information would/do you provide in a blog?

2 Work in pairs. A new group of students studying abroad are sharing information on a blog. Read the blog profile. Ignore any mistakes for now. Then cover it and try to remember seven things about Kanokchon.

3 a Fill in the gaps with these connecting words/phrases. Sometimes there is more than one possible answer. **WRITING 1.1** p136.

also as well what's more
 besides too not only


- She's been running the company since November. She's got three children to look after, _____.
- Chinese food is very tasty. It's quite cheap _____.
- The traffic is really heavy at this time of day. The roads are _____ extremely icy, so be careful.
- The village is _____ remote, but totally inaccessible by road.
- I haven't got any change on me. _____, you already owe me money from last time.
- The problem we were set was extremely difficult to solve. _____, we didn't have much time to do it.

b Look at the blog again. Correct the underlined mistakes using the same connecting words of addition. There is more than one possible answer.

4 a Choose the correct spelling. **WRITING 1.2** p136.

- I think it's her brother *whose/who's* the difficult one in that family.
- I'm not entirely convinced *there/they're* up for the challenge, are you?
- He might *of/ve* forgotten my mobile number.
- It's not unusual for you to forget *you're/your* own telephone number!
- We must make sure that they check in *they're/their* luggage on time.

b Find and correct five common spelling mistakes in the blog profile.



BLOG POST

KANOKCHON WRITES ...

I'm from Bangkok in Thailand but I'm here for a year doing my Master's degree in Business. I'm finding it quite hard, to be honest. It's besides the business course that's difficult, but also the language. As well, I really miss seeing all my friends and family, but it's Sathimane, whose my girlfriend, that I miss the most. We've been together for years, but I keep worrying that she might of met someone else!

On the other hand, they're lots of things that I'm really enjoying. Yesterday, I saw snow for the first time, which was absolutely amazing! I went ice skating for the first time what's more. I fell over constantly and got extremely wet (and nearly froze to death), but I'm definitely going again so I can learn to ice skate properly. Also learning to do new things, I'm enjoying the social life. Their really are people here from all over the world! Tonight, my friend Ahmed is cooking Saudi food for a group of us. Next week it will be my turn! Do get in touch if you want to share you're cooking skills!

3 COMMENTS

- a You decide to create a blog to share information with other students. Make notes for your profile.

b Work in pairs and compare your notes. Should you add or delete any information?

c Choose one or two points you want to emphasise. Use cleft sentences with *what* and *it*.
- a Write your profile.

b Check your writing for the correct use of these features.

 - spelling
 - connecting words
 - cleft sentences
- a Read other students' profiles. Write some questions about any interesting information you find.

b Ask and answer your questions to find out more information.

■ For more Writing practice: Portfolio 1, Workbook p54.

VOCABULARY 1C AND SKILLS

Favourite sayings

Vocabulary sayings; idioms
 Real World explaining and paraphrasing

QUICK REVIEW Prepositions and phrases

Think of three phrases which use *at* and *on*. Work in pairs. Take turns to say one of your phrases but don't say the preposition. Your partner says the phrase with the correct preposition: **A ... arm's length B at arm's length.**

- 1 a** Match the first half of sayings 1–8 to endings a–h.

- | | |
|-------------------------|----------------------------|
| 1 Rome wasn't | a before mouth. |
| 2 Don't make a mountain | b built in a day. |
| 3 Once bitten, | c nothing gained. |
| 4 Actions speak | d louder than words. |
| 5 One man's meat | e is another man's poison. |
| 6 Engage brain | f out of a molehill. |
| 7 Nothing ventured, | g than never. |
| 8 Better late | h twice shy. |

b Work in pairs. Compare answers. What do the sayings mean? Check in

VOCABULARY 1.3 ▶ p134.

c Choose a saying from your country. How can you explain what it means in English?

- 2 a** **CD1** ▶ 4 Listen to five people talking about sayings that they like. Put the sayings in pictures A–E in the order they are talked about.

b Work in pairs. Match the sayings to these meanings.

- You shouldn't worry about things that might or might not happen in the future.
- It's important to choose the right person for the right activity.
- It's pointless doing something yourself if you know someone who can do it for you.
- If you mix with a bad crowd, you'll be judged the same way as the crowd.
- If you don't offer people enough money to do a job, you won't get the best person.

c Listen again. Check your answers.

d Work in pairs. Which of the sayings in **1a** and **2a** do you like best and why? Tell the class.

A



Horses for courses.

B



Why have a dog and bark yourself?

C



If you pay peanuts, you get monkeys.

D



If you fly with the crows, you get shot with the crows.

E



Let's cross that bridge when we come to it.

REAL WORLD Explaining and paraphrasing

3 a Complete these phrases with *what* or *which*.

- 1 _____ simply/just/basically means ...
- 2 And _____ it/this/that means is ...
- 3 _____ I mean by that is ...
- 4 By _____ I mean ...
- 5 _____ I'm trying to say is ...
- 6 _____ is to say ...

b Complete these phrases.

that simply other way

- 1 To put it _____, ...
- 2 _____ is to say, ...
- 3 Or to put it another _____, ...
- 4 In _____ words, ...

c Check in **REAL WORLD 1.1** p136.

4 a Complete sentence beginnings 1–6 with one or two words. Then match them with endings a–f.

- 1 _____ I'm trying to say is we should
 - 2 She's quite a closed person. What I mean _____ that is you can never tell
 - 3 There are roadworks on the way, _____ basically means
 - 4 This is a difficult situation, by _____ I mean we need
 - 5 We urgently need to reduce our costs. In other _____,
 - 6 It's a hard-drive back-up system, or to put it _____,
- a what she's thinking.
 b you have to allow an extra hour for the journey.
 c it ensures that you won't lose what's on your computer.
 d cross that bridge when we come to it.
 e to think about it more carefully.
 f we have to make some people redundant.

b Work in pairs. Take turns to say a complete sentence from 4a. Do you have the same answers?

5 a **CD1** 5 You are going to play a game called *Bluff*. Listen to two teams taking part in the game. Then answer the questions.

- 1 What is the game about?
- 2 What does each person on the first team have to do?
- 3 What does the second team have to do?

b Work in pairs. Which do you think is the real definition of the Australian expression 'She'll be apples'?

c **CD1** 6 Listen and check.

6 Work in two groups. Group A, try to guess the meaning of idioms 1–3. Group B, try to guess the meaning of idioms a–c.

Group A

- 1 rave about something
- 2 hit the roof
- 3 call it a day

Group B

- a be up for something
- b talk shop
- c lose your bottle

7 Group A p105. Group B p108.



She'll be apples

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Vocabulary, Grammar and Real World

- **Extra Practice and Progress Portfolio 1** p114
- **Video (Let's talk)** p124
- **Language Summary 1** p134
- **Workbook 1** p4

Reading and Writing

- **Portfolio 1** Topic sentences Workbook p54
- **Reading** an article about a modern problem
- **Writing** topic and supporting sentences

