ROADMAP™

B1+

STUDENTS' BOOK

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Pearson

GSE
Global Scale of English

Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A **Eating out** page 6	noun phrases 1	eating out	sentence stress	decide where to eat out
1B **A place to live** page 8	modifying comparisons	where I live		talk about where you live
1C **A late night** page 10	non-defining relative clauses	going out, staying in	non-defining relative clauses	describe a night out
1D **English in action** page 12	express preferences and reasons			express preferences and give reasons
Check and reflect page 13	Go online for the Roadmap video.			
UNIT 2 page 14				
2A **Getting better** page 14	present simple and present continuous	learning new skills	weak forms: auxiliary verb *be*	talk about your free time
2B **First days** page 16	present habits	starting work	silent letters	give a talk about where you work/study
2C **Changing world** page 18	*used to, would* and past simple	parents and children	silent letters	discuss how life has changed
2D **English in action** page 20	end conversations politely			end conversations politely
Check and reflect page 21	Go online for the Roadmap video.			
UNIT 3 page 22				
3A **Places to see** page 22	present perfect simple questions and answers	tourist places	weak forms: *have you been*	recommend places to go on holiday
3B **Big issues** page 24	present perfect simple and continuous	science and research	weak forms: *have* and *been*	discuss an article
3C **Living abroad** page 26	obligation and permission	rules and customs	weak forms: *you're* and *to*	give advice about rules and customs
3D **English in action** page 28	ask for and give explanations			ask for and give explanations
Check and reflect page 29	Go online for the Roadmap video.			
UNIT 4 page 30				
4A **A big mistake** page 30	past simple and past continuous	accidents and mistakes	weak forms: *was* and *were*	talk about accidents and mistakes
4B **Crime doesn't pay** page 32	past perfect simple	crime in the news	weak forms: *had*	discuss crime stories
4C **It's not good enough!** page 34	reported speech	complaints	sentence stress	make a complaint
4D **English in action** page 36	respond to news			respond to news
Check and reflect page 37	Go online for the Roadmap video.			
UNIT 5 page 38				
5A **A bright future** page 38	future forms	running a company	*'ll* and *going to*	interview someone about future plans
5B **Living the dream** page 40	adverbs used with the present perfect	new projects	sentence stress	talk about new projects
5C **A good education** page 42	comment adverbs	education	stress on comment adverbs	take part in a discussion
5D **English in action** page 44	agree and disagree		sentence stress	agree and disagree
Check and reflect page 45	Go online for the Roadmap video.			

EXTENDED ROUTE

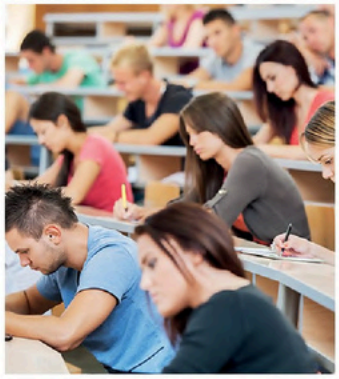
DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
1A Develop your writing page 86	write emails arranging a party	making requests in emails
1B Develop your reading page 88	understand a biography	noticing collocations
1C Develop your listening page 90	understand a radio programme	recognising sounds and words

2A Develop your listening page 91	understand a radio phone-in programme	identifying details that support key ideas
2B Develop your writing page 92	write an informal email	linking words and questions in informal emails
2C Develop your reading page 94	understand an article	using affixation to recognise new words

3A Develop your reading page 96	understand a newspaper article	understanding cause and result
3B Develop your writing page 98	summarise an article	writing a summary
3C Develop your listening page 100	understand a podcast	understanding attitude

4A Develop your listening page 101	understand informal conversations	recognising rhetorical questions
4B Develop your writing page 102	write a story	creating interest in stories
4C Develop your reading page 104	understand an article	guessing meaning

5A Develop your writing page 106	write an essay	using supporting examples
5B Develop your reading page 108	understand a blog	recognising attitude
5C Develop your listening page 110	understand a lecture	understanding explanations



Contents

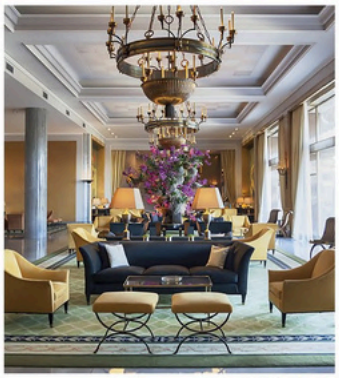
FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A **A great show** page 46	passive	at the cinema, on TV	weak forms: auxiliary verb *be*	talk about films and TV
6B **A five-star review** page 48	*have/get something done*	services and recommendations		recommend services
6C **Headline news** page 50	probability	in the news		discuss news stories
6D **English in action** page 52	apologise and make excuses		apologising and making excuses	apologise and make excuses
Check and reflect page 53	Go online for the Roadmap video.			
UNIT 7 page 54				
7A **Health problems** page 54	verb patterns 1	health problems		discuss a health problem with a doctor
7B **Money talks** page 56	verb patterns 2	money	weak forms: *that*	discuss money issues
7C **Kings of the road** page 58	noun phrases 2	on the road	stress in noun phrases	tell a travel story
7D **English in action** page 60	deal with problems with shops and services		sentence stress	deal with problems with shops and services
Check and reflect page 61	Go online for the Roadmap video.			
UNIT 8 page 62				
8A **8A Small changes** page 62	first conditional	the environment	weak forms: *will* and *won't*	discuss environmental issues
8B **8B Relationships** page 64	*whatever, whoever, whenever, however*, etc.	character	word stress in *whatever*, etc.	talk about different relationships
8C **8C Big moments** page 66	time conjunctions	life events	connected speech	describe important life events
8D **8D English in action** page 68	make phone calls			make phone calls
Check and reflect page 69	Go online for the Roadmap video.			
UNIT 9 page 70				
9A **Quality of life** page 70	patterns after *wish*	quality of life		conduct a survey
9B **An ideal society** page 72	second conditional	society	weak forms: *would*	take part in a discussion
9C **Great sporting moments** page 74	past modals of deduction	sport	weak forms: *have*	talk about a sporting event
9D **English in action** page 76	interrupt politely		intonation	interrupt politely
Check and reflect page 77	Go online for the Roadmap video.			
UNIT 10 page 78				
10A **A huge influence** page 78	third conditional	influential people	connected speech	talk about an influential person
10B **Interviews** page 80	*should have*	successes and failures	weak forms: *should have/shouldn't have*	talk about successes and failures
10C **Describing things** page 82	adjective word order	describing things	sentence stress	describe possessions
10D **English in action** page 84	offer and accept/decline			offer and accept/decline
Check and reflect page 85	Go online for the Roadmap video.			

Grammar bank page 136 | Vocabulary bank page 156 | Communication bank page 166 | Irregular verbs page 175

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your reading page 111	understand book reviews	reading for gist
6B Develop your listening page 113	understand a technical support line	dealing with technical terms
6C Develop your writing page 114	write a report	organising information



7A Develop your reading page 116	understand a written interview	recognising pronoun referents
7B Develop your listening page 118	understand a conversation	understanding vague language
7C Develop your writing page 119	give written directions	adding supporting details

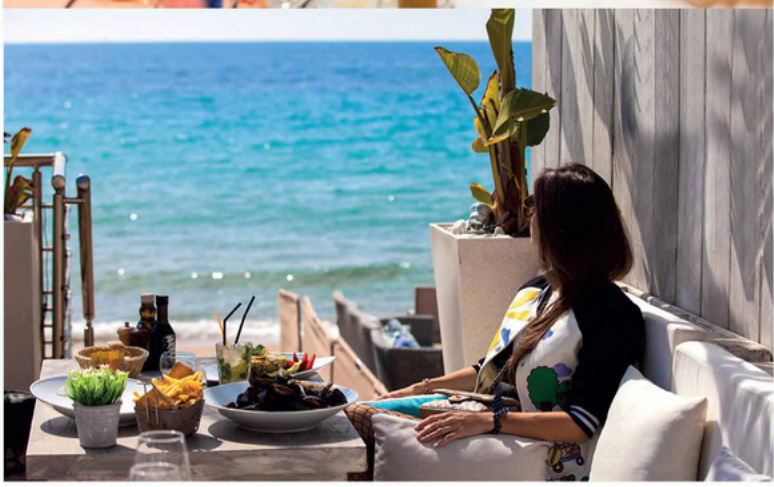
8A Develop your listening page 121	understand a radio programme	understanding new words
8B Develop your reading page 122	understand a blog post	using existing knowledge
8C Develop your writing page 124	write invitations	formal and informal language

9A Develop your listening page 126	understand a radio programme	recognising uncertainty and opinion
9B Develop your reading page 127	understand adverts	recognising persuasive language
9C Develop your writing page 129	write a description of an event	expressing cause and result

10A Develop your listening page 131	understand a lecture	taking notes
10B Develop your reading page 132	understand a magazine article	recognising referents
10C Develop your writing page 134	write an essay	answering the essay question

1A Eating out

- **Goal:** decide where to eat out
- **Grammar:** noun phrases 1
- **Vocabulary:** eating out



Vocabulary

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

1. How often do you go out for lunch/dinner? Where do you usually go?
2. Which of the places in the photos look like your kind of place to eat? Why?

2 a **Match comments 1–8 with responses a–h.**

1. The **service** in there is terrible.
2. Is it very expensive?
3. It is great, but it'll be **packed**.
4. Isn't it a bit cold to sit on the **terrace**?
5. Do they only serve meat? I'm **vegetarian**.
6. How about the **fish place**? Does that **suit everyone**?
7. The café next door is quite **decent** and **good value**.
8. That new **Indian place** has a nice **set menu** at lunch.

a. Yes, I know the one you mean, but I don't really **fancy** eating **spicy food**.
b. No, they have those **outdoor heaters**.
c. A bit, but it's **top quality** and the food's really **delicious**.
d. I know. The last time I went, we **waited ages** to be served and they still **got our order wrong**.
e. Actually, I'd prefer somewhere else. I'm **allergic to seafood**.
f. That's OK, there's **plenty of choice**. I had a vegetable lasagne the last time I went.
g. That's true. You really need to **book in advance**, but it is amazing.
h. It was, but the last time I went they'd **put up the prices** and the food wasn't so great.

b **Work in pairs. Take turns saying and responding to one of the comments (1–8) in Exercise 2a. Then try to continue each conversation.**

A: *The service in there is terrible.*
B: *I know. The last time I went, we waited ages to be served and they still got our order wrong.*
A: *Really? What did you have?*

3 **Work in groups and discuss the questions.**

1. Have you ever experienced **bad service**?
2. Do you go anywhere that is often **packed**?
3. Do you know a restaurant with a **terrace**? Is it nice?
4. Do you know anyone who's **vegetarian**?
5. Do you like **spicy food**?
6. Are you **allergic to** anything?

Go to your app for more practice.

Listening

4 1.1 **Listen to a group of people who are deciding where to have lunch. Answer the questions.**

1. How many people are going?
2. Do they all know each other?
3. What three places do they talk about?
4. Where do they decide to go?

5 **Listen again. Explain why ...**

1. they had to wait for Nina.
2. Tom told Jess about Carmen.
3. they didn't choose the pizza place.
4. they didn't choose the French café.
5. they chose the Lebanese restaurant.

Grammar

6 a 1.2 **Listen to the sentences from the conversation. Complete them with two or three words that define the nouns in bold. Contractions count as two words.**

a Carmen's the **friend** _____ telling you about.
b I mentioned you might have a **room** _____.
c Let's find **somewhere** _____ first and then we can talk about it.
d How about that lovely little **pizza place** _____?
e I have a **friend** _____ to bananas.
f What about that French **café** _____ which does the set lunch menu?
g Anyway, the last **time** _____, it was completely closed.
h Nina and I went to a Lebanese **place** _____, which was nice.

b Read the grammar box. Then match sentences a–h in Exercise 6a with 1–3 in the box.

Noun phrases 1

You can clarify and define the thing, person or place you are talking about by adding information after the noun. You can do this in various ways:

1 a prepositional phrase
the place ***near here*** *a café* ***with a terrace***
2 an infinitive with *to*
a place ***to have lunch*** *someone* ***to talk to***
3 a relative clause
the one ***where we went for my birthday***
a restaurant ***that does a set menu***

Relative clauses can always start with a relative pronoun (*that, who, where*, etc.). However, if the relative pronoun is the object of the relative clause, you can leave it out.
This is my friend (who/that) I was telling you about.
(= I was telling you about my friend.)

7 a 1.3 **Listen and notice how the underlined words are stressed.**

1 There's a place next door which does sandwiches.
2 It's a great place to eat and watch the world go by.
3 It's the best place I've eaten in.
4 Jane's the friend with the dog I was telling you about.

b Listen again and repeat the sentences.

8 Add one word in each space if it is needed.

1 That's the restaurant _____ I was talking about.
2 Brad is the friend _____ owns the restaurant _____ Tenth Street.
3 There's a great place _____ I went to last week _____ the city centre.
4 There's a nice old place _____ the main square _____ you can eat outside.
5 It's a really nice place _____ have lunch.
6 We could go to the restaurant _____ we had the office party.

9 a Complete the sentences so they are true for you. Try to use all three different ways of defining the noun from the grammar box.

1 There's a nice _____ restaurant _____.
There's a nice Italian restaurant in San Bernardo Square which does fantastic pizzas.
2 _____ is the best place _____.
3 _____ is the friend _____.
4 Do you know anyone _____?
5 What's the name of the place _____?

b Work in pairs. Say your sentences. Your partner should try to respond.

A: *There's a nice French restaurant at the end of my street.*
B: *Oh, OK. How often do you go there?*
A: *Maybe once or twice a month.*

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

10 Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:

1 think of at least two places you could suggest. Write down how you would define them and why you think they are good.
2 think of one or two places that you wouldn't go to if they were suggested and why.
3 think about the language you could use from this lesson.

SPEAK

11 Work in groups. Discuss and decide where to eat lunch/dinner. If you don't know each other, introduce yourselves first. Use the Useful phrases to help you.

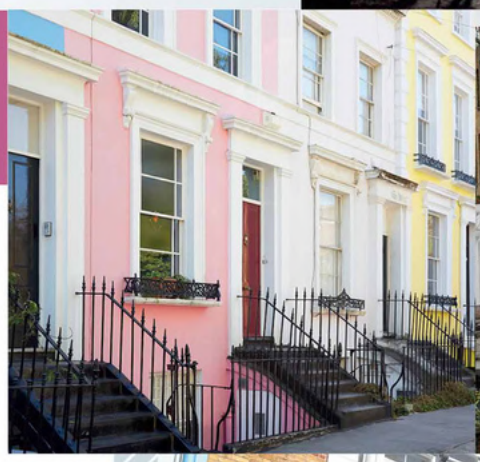
Useful phrases

What does everyone fancy?
How/What about (a pizza)?
Let's go to (that Turkish restaurant).
Sounds good.
I'd prefer somewhere else, if no one else minds.

Develop your writing page 86

1B A place to live

- **Goal:** talk about where you live
- **Grammar:** modifying comparisons
- **Vocabulary:** where I live



Vocabulary

1 Discuss the questions.

1. How often do people usually move house in your country?
2. Is it common for people you know to improve their flats/houses?
3. What reasons do people give for moving or improving their flat/house?

2 Work in pairs. Check you understand the words in bold. Then match sentence halves 1–9 with a–i.

1. It's an old apartment and was **freezing** in the winter,
2. We **could do with** a bit more space to put things in,
3. The kitchen was **tiny**,
4. It's quite **rough** round here,
5. Being in the country **surrounded by** fields was great,
6. Our kids had **moved out**, and we're not as fit as we were,
7. I needed a bigger place, but didn't want to **move away** from the area,
8. My **landlord** wants to **put up the rent**,
9. It's not in very **good condition**

a. but now the kids need somewhere a bit more **lively**.
b. so I'd like to move to a slightly safer **neighbourhood**.
c. so we're covering the balcony to give us more **storage**.
d. so we **knocked down** one wall and made it much bigger.
e. but it's cheap to buy and I can **repair** most things myself.
f. so we **put in central heating**.
g. so I made **the basement** bigger.
h. so we bought a smaller place, which is a lot easier to **keep clean and tidy**.
i. so I'm going to **move in with** a friend and **share the cost**.

3 a Work in pairs. Put the words and phrases in bold in Exercise 2 into the correct groups.

1. Connected to or describing apartments/houses
2. Describing areas
3. Connected to moving or home improvement

b Choose five words or phrases in bold from Exercise 2 and make sentences about where you live.

We have a basement, which we use for storage.

Go to page 156 or your app for more vocabulary and practice.

Reading

4 a Look at the photos of Notting Hill in London and discuss the questions.

1. Do you know what the area is famous for?
2. What do you think it was like in the 1940s?

b Read the article about Notting Hill and check your answers.

5 Read the article again and answer the questions.

1. Who were the houses first built for?
2. Why weren't some houses sold and what happened to them?
3. Why were some houses knocked down?
4. Who moved into the area in the 1960s?
5. How have the house prices changed since the 1960s?

6 Work in groups. What might be good and bad about the changes in Notting Hill since the 1990s? Are there any areas like this where you live?

THE CHANGING FACE OF NOTTING HILL

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London's Notting Hill is famous for Portobello Road market and its annual carnival – the biggest street party in Europe. Today it is a rich area, but, like many neighbourhoods in big cities, its character has changed over time. Originally, it was built in the mid-nineteenth century as a new development for professionals and upper-class people, but it was right next to one of the roughest parts of the city, where there were very poor houses, criminals and even pig farms. Because of this, many of the lovely new houses built on Portland Road, on the edge of the neighbourhood, could not be sold and were rented cheaply to poorer people.

For example, in the 1940s, the Andrews family lived at 157 Portland Road. The six members of the family lived in just two rooms on one floor. They shared the house with four other families. Many houses were even more crowded. One three-floor building housed 48 people – with no bathroom or heating. Because landlords did not have nearly enough money for repairs, the houses ended up in a terrible condition. Eventually, some were knocked down and replaced by lots of government-built flats.

In the 1960s, new people started to move into Portland Road, many of them professional people with young families. These families had often lived in tiny places in nearby Chelsea, and bigger places there were far too expensive. By buying houses in bad condition on Portland Road and then doing the repairs themselves, they could get much more space. As the houses were improved, more middle-class people moved there and in the 1990s, the neighbourhood became popular with people who worked in the finance industry. Portland Road became far more expensive to live in, and houses that had sold for around £10,000 in the 1960s were now worth over £1 million. One house on the street sold last year for over £10 million.

Grammar

7 **Read the grammar box and choose the correct alternatives.**

Modifying comparisons

You can add words before a comparative adjective or *too* to show how big the difference is between things.

To show a [1]*big/small* difference, use *far, much, a lot.*

We made it ***much*** *bigger.*

It's ***a lot*** *easier to keep clean and tidy.*

Houses in Portland Road became ***far*** *more expensive.*

Bigger places in Chelsea were ***far*** *too expensive.*

To show a [2]*big/small* difference, use *a bit, slightly.*

a bit *more space*

a slightly *safer neighbourhood*

When you use *not ... enough* and *not as ... as,* you can use *quite* to show a [3]*big/small* difference and *nearly* to show a [4]*big/small* difference.

We're ***not quite as*** *fit* ***as*** *we were.*

It's ***not nearly*** *cheap* ***enough****.*

*Landlords did****n't*** *have* ***nearly enough*** *money for repairs.*

When you add *even,* it shows the comparison is [5]*surprising/small.*

Many houses were ***even*** *more crowded.*

8 **Complete the sentences with the words in brackets and a comparative structure.**

1 It's a bit too expensive. I'd like somewhere ___*slightly cheaper*___. (slightly / cheap)
2 When we got married, we got an apartment which was _____ from my job. (a lot / far away)
3 You hear about crime there sometimes, but it is not _____ as it was before. (nearly / rough)
4 They've really improved the area. It's _____ than it was. (much / green)
5 I lived in a tiny flat when I was a student. It was _____ than this one. (even / small)
6 Our heating bills are far too expensive. We need to put in some _____ windows. (much / good)
7 It's a nice flat, but it doesn't have _____ for all my clothes! (nearly / storage)
8 It's a great area, but you'd need to earn _____ than I do to buy somewhere there. (a lot / money).

Go to page 136 or your app for more information and practice.

9 **Work in pairs. Turn to page 166. Look at and compare the photos. Also compare them to where you live.**

The flat in this photo looks quite like mine, but I think my flat is a bit bigger and older.

Speaking

PREPARE

10 a 1.4 **You're going to talk about where you live. First, listen to two people talking about where they live. Which question are they answering?**

1 How many places have you lived in? Why did you move? How did the different places compare?
2 How happy are you with the place you live now? Say at least one thing that would improve it.
3 What's the area you live in like? Has it changed while you have lived there?

b **Now work on your own and think about how to answer the questions in Exercise 10a.**

SPEAK

11 a **Work in pairs. Ask and answer the questions in Exercise 10a. Use the Useful phrases to help you.**

Useful phrases

I've moved around quite a lot.
I like my new place the best.
I'm fairly happy with where I live now.
It's not changed much, but it's not quite as nice as before.
It's changed hugely. It's far more crowded now.

b **What are the main similarities and differences between your experiences?**

Develop your reading page 88

1c A late night

- **Goal:** describe a night out
- **Grammar:** non-defining relative clauses
- **Vocabulary:** going out, staying in

Vocabulary

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

1 How often do you stay up late?
2 Have you had any late nights recently? What did you do?

2 **Complete the sentences with the pairs of words in the box.**

got/bed stayed in/tidied up missed/fortune
~~stayed up/episodes~~ play/home threw/celebrate
queue/worth went out/went on

1 I *stayed up* really late watching a new drama series called *Broken Vows*. I watched six *episodes* in a row!
2 I _____ for dinner with a client and then we _____ to a late-night bar in the old town.
3 It was packed so we had to _____ to get in, but it was _____ it.
4 I _____ talking to some friends online and didn't get to _____ till three.
5 The _____ finished at eleven, but we got stuck in traffic, so we didn't get _____ till after one.
6 Some friends _____ a surprise party for me to _____ my 21st birthday. It was brilliant!
7 I _____ the last metro home and had to get a taxi. It cost a _____!
8 My flat was in a bit of a mess so I just _____ and _____.

3 **Work in pairs. Can you think of:**

1 three other things you can **stay up really late** doing?
2 two other things you can **go out for**?
3 two other places where you might have to **queue to get in**?
4 three other situations where you might **get talking** to someone you don't know?
5 three other reasons why you might not **get home** till after one?
6 three other ways you could **celebrate** your birthday?

Go to page 156 or your app for more vocabulary and practice.

Reading

4 a **Read the responses to a post about late nights in different countries. Order them from 1–3 (where 1 = the best).**

b **Work in pairs and explain your answers.**

Me and my friends always celebrate 1st March, **when** spring really begins. My big sister, **who** I'm really close to, lives near this lovely park, so last time we all met there and stayed up late just playing guitars and singing songs and dancing together while the neighbours' dogs barked and different friends came and went. It was lovely, but I didn't get home until two fifteen, **which is why** I was late into school the next day! **Daria**

I don't go out much these days, to be honest, but I did go and see a Chinese Opera performance the other night, **which** was great. I went with my partner and a whole group of his friends, **most of whom** are huge opera fans. I wasn't expecting to enjoy it, but it was actually very powerful – and quite violent, too. We then went on a behind-the-scenes tour of the theatre, **where** we were introduced to the performers. **Alex**

I met some old friends last night and we went to Akropolis, **which** was brilliant. We used to go there when we were students and being there again really reminded me of the old days – although the food's even better now than it used to be. Anyway, we finished around eleven, **when** I'd usually go home, but then my friend Michaela, **whose** husband's a DJ, suggested going on somewhere. So in the end, we went dancing, **which meant** I didn't get home till after four! I was exhausted the whole next day, but it's my own fault, I suppose. **Milan**

5 **Read the text again. Who ...**

1 met some new people?
2 doesn't normally stay out past midnight?
3 generally stays in and doesn't go out?
4 had the cheapest night out?
5 remembered happy times from the past?
6 does something special every year?

Grammar

6 **Read the grammar box. Then look at the non-defining relative clauses underlined in the text in Exercise 4a. Complete 1–7 with the correct relative pronouns/phrases in bold.**

Non-defining relative clauses

Use non-defining relative clauses to add extra information to sentences. The sentences would still make sense without these clauses. You can use most relative pronouns (*which, whose*, etc.) in non-defining clauses, but you can't use *that*. The pronouns cannot be left out.

In written English, you can tell when a clause is non-defining because it comes after a comma and usually ends with a comma or a full stop.

We went to an amazing place in the old town, ***which*** *did wonderful local food.*

I went to the cinema with Leyla, ***who*** *I work with, and we saw a really great film.*

Use the following relative pronouns/phrases to add extra information about:

1 places _____
2 how we felt _____
3 reasons and results _____ / _____
4 dates and times _____
5 possession or connection _____
6 larger part of a group of people _____
7 people _____

7 a 1.5 **Listen and notice the short pause after the comma.**

1 We got in free because of Yoko, whose brother works there.
2 We ate at Incanto, where I took you for your birthday.
3 I didn't get to bed until six, when the sun was rising.
4 She used to work with me, which is why I know her.

b **Listen again and repeat.**

8 a **Complete the sentences with the correct relative pronoun or phrase.**

1 I went out for dinner with Jill, _____ I've known since we were at school together.
2 I lost my wallet and had to ask a stranger for money for the metro, _____ was embarrassing!
3 For our anniversary, I took my wife to The Reno, _____ we used to go when we first met.
4 I got talking to this girl called Ellen, _____ party it was, and then I missed the last bus home.
5 I missed the bus, _____ I had to walk home.
6 In the end, we stayed there until about four in the morning, _____ they asked us to leave.
7 There were about thirty people at the party, _____ I'd never met before.
8 I paid for him to get in and he never paid me back, _____ we're not talking!

b **Work in pairs. Think of a different relative clause you could add to each sentence in Exercise 8a.**

I went out for dinner with Jill, which was lovely.

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

9 a 1.6 **You're going to describe a night out. First, listen to someone describing their night out. What were the main things that happened?**

b **Work in pairs and compare your ideas.**

c **Work on your own and make notes about a night out that you've had. Think about ...**

- where you went, who with and what it was like.
- any problems you had.
- what time you got home and how you felt the next day.
- how you can use non-defining relative clauses to add extra information.

SPEAK

10 a **Work in groups. Tell your group about your night out. Ask each other questions to find out more. Use your notes and the Useful phrases to help you.**

Useful phrases

Who did you go with?
How often do you go there, then?
What time did you get home?
What was it like?
Was it very expensive?

b **Report back to the class. Who had the most interesting night?**

Develop your listening page 90

1D English in action

Goal: express preferences and give reasons

1 a Make a list of five things that are important to you when you are choosing a place for a holiday.

It's important that the food there is good.

b Work in groups. Compare your lists and discuss good places to go for the things on your lists.

New York is one of the best places for restaurants.

2 1.10 **Listen to three friends, Lisa, Jo and Domi, trying to decide where to go on holiday. Which of the places in the photos would Domi rather visit? Why?**

3 Listen again and complete the sentences with three words. Contractions count as two words.

1 To be honest, Jo, it looks like the kind of place _____!
2 Here you'd be stuck in one place by the sea, _____'d be able to escape the crowds.
3 Personally, I just like _____ doing nothing for a week.
4 No. I _____ up in the mountains somewhere.
5 _____ to just stay at home.

4 Read the Useful phrases box and check your answers.

Useful phrases

Expressing preferences

I'd rather be up in the mountains.
I'd prefer (not) to stay at home.
If it was just up to me, I'd go for this place.
(But) I think this place looks much more relaxing.
It looks like the kind of place I'd hate/love.
It's (not) my kind of place.
I don't have any strong feelings either way.

Giving reasons

It would be more fun/less stressful.
You'd be able to escape the crowds.
You'd be stuck in one place.
You could probably go diving there.
I like the idea of doing nothing for a week.
Here you'd be stuck in one place, whereas there you'd be able to escape.
I've heard some good/bad things about it.

5 Complete the sentences with the words in brackets.

1 _____ (rather) go on holiday in the summer. _____ escaping the cold. (the idea)
2 _____ (prefer not) go to the beach. _____ too hot. (be)
3 _____ (not my kind) of place. _____ a bit boring. (looks)
4 _____ (feelings) either way. _____ good things about both places. (heard)
5 _____ (looks like) I'd love. _____ skiing and swimming in the same day! (could)

6 Work in pairs. Ask and answer the questions. Give reasons for your answers.

Would you rather/prefer to ...

1 go on holiday with friends or with family?
2 go somewhere really hot or somewhere really cold?
3 have six one-week holidays or one six-week holiday?
4 cook for yourself when you're on holiday or eat out?
5 go somewhere you've never been before or visit a place you already know?

7 a Work in groups. Turn to page 166. Look at the photos. Which sort of holiday would you rather go on? Explain your answer.

b Who would be the best person from your group for you to go on holiday with? Why?

Check and reflect

1 **Complete the sentences with the best word. The first letter is given.**

1 When the weather's nice, you can eat outside on the t_____ there.
2 The last time I went, the s _____ was terrible. The waiters were so rude.
3 It's a v_____ place, so it doesn't s_____ everyone. It's no good if you want meat!
4 The food there is top q_____, but you have to book in a_____ if you want a table.
5 It was very good v_____ for money before, but they recently put up their p_____ .
6 It's a good p_____ to go for lunch. They do a very good set m_____ there.

2 **Cross out one word in each sentence which is incorrect or not necessary.**

1 There's a really good pizza place is on my road.
2 I went to a place which it does really good fish dishes.
3 There aren't any places for to have dinner near here.
4 The café that I went to for lunch was good.
5 When I book a holiday, I always look for a hotel that near a beach.
6 On my last holiday, I had a room with on a balcony.

3 a **Match verbs 1–6 with endings a–f.**

1 move in	a the kitchen with three other people
2 move away	b my rent
3 knock down	c from the area
4 share	d with my wife's family
5 put in	e new central heating
6 put up	f half the street

b **Work in pairs. Why might people do the actions in Exercise 3a? Which do you have experience of?**

4 a **Complete the sentences with one word. Sometimes more than one answer is possible.**

1 Now we have three kids, we have a _____ less space than we did before.
2 Seville's not _____ as big as Valencia, but it is a fairly similar size.
3 It's _____ nearly as big as my last place, but it's much, much cheaper.
4 They're more or less the same size. Well, maybe this one is a _____ bigger.
5 It's a lot _____ expensive than the other place, but I prefer this neighbourhood.
6 Tokyo isn't cheap, but London is _____ more expensive. It's crazy here!
7 My flat's _____ too small. I don't have _____ enough space. It's terrible.
8 I guess it'd be nice to live in a _____ greener area, but I'm basically fine where I am.

b **Think of two places you know, e.g. apartments, houses, areas, towns, cities or countries. Make comparisons between them. Work in groups and compare your ideas.**

5 **Complete the sentences with the words in the box.**

a taxi episodes get home stayed up
tidy up worth

1 I don't like taking the metro. I usually just get _____ instead.
2 My flat's in a mess, so I'm just going to stay in and _____ tonight.
3 It's my favourite series. I stayed in last night and watched five _____ in a row!
4 I _____ until 3 a.m. studying English.
5 I went out for dinner with some friends and didn't _____ until 1 a.m.
6 I spent a fortune over the weekend, but it was _____ it. I had so much fun!

6 a **Complete the sentences with the correct non-defining relative clause. Add commas if necessary.**

none of whom I'd met before
which meant I had to get a taxi
when I'm usually getting up
where my family has a summer house
who lives in Geneva
whose father runs the place

1 We spent two weeks in Formentera _____ .
2 I missed the last metro home _____ .
3 Jim brought all his work friends _____ to my party.
4 My sister _____ is visiting me in the UK at the moment.
5 At 6 a.m. _____ I finally got home and went to bed.
6 My friend Sergio _____ got us all in for free.

b **Write three sentences that are true for you. Use three of the non-defining relative clauses in the box in Exercise 6a. Work in groups and compare your sentences.**

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can describe different places to eat
- I can discuss homes and areas
- I can talk about nights out
- I can explain where I want to go on holiday – and why.

2A Getting better

- **Goal:** talk about your free time
- **Grammar:** present simple and present continuous
- **Vocabulary:** learning new skills

Vocabulary

1 Look at the photos and answer the questions.

1 Which of the activities are you very good/OK at?
2 Which have you tried to do, but aren't good at?
3 Which have you never tried?

2 Complete the sentences with the pairs of words in the box.

downloaded/exchange interested/skilled
expert/progress technique/way
challenge/improve try out/go over
keen/train useless/go

1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
4 Painting has always _____ me – maybe because my mum's a highly _____ artist.
5 I started baking last year. I'm no _____ but I've made a lot of _____.
6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
7 I'm _____ at it, but it's nice to have a _____.
8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.

3 Work in pairs and discuss the topics.

- something I'm **keen on** and has always **interested** me
- a time I **made a lot of progress**
- something that was **a bit of a challenge** for me
- something I'm **useless** at, but enjoy doing anyway

Go to page 157 or your app for more vocabulary and practice.

Reading

4 Read the article. What is its main purpose?

1 to explain why so few people get really good at things
2 to explain why so many people love *MasterChef*

5 Read the article again. Why are the things in the box mentioned?

2005 more than 100 bread-making machines
over 50 every weekend over 200

THE LONG ROAD TO SUCCESS

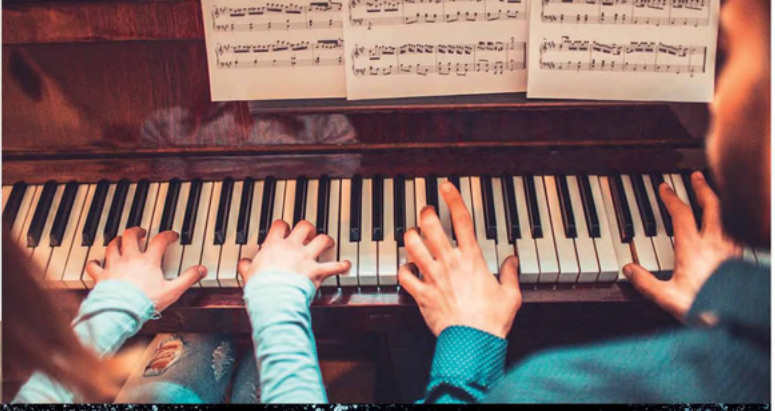
It's official: a TV programme in which people compete against each other in the hope of becoming famous for their cooking is now the most successful cookery programme ever. Since it was first shown on British TV in 2005, *MasterChef* has spread around the world, becoming huge in Asia, Australia, Latin America and the Middle East. Over 50 different countries now make their own versions of *MasterChef*, and the programme is watched in over 200 countries. More than 100 winners are working in the food industry and many have become best-selling writers, too.

Of course, the programme has created a lot of interest in cooking. In fact, you can be sure that somewhere in the world, someone is practising a special dish and dreaming of winning the programme right now. The success of *MasterChef* is part of a growing trend. We lead busy and stressful lives, and many of us want to get back to basics and enjoy the simple things of life. More and more people are having a go at cooking, gardening and craft activities like making things with paper. However, while many people spend every weekend trying out another new recipe or improving their baking techniques, others are giving up. After finding that it is not so easy to copy what they have seen on TV, people stop believing they can ever make real progress and as a result cupboards are filling up with cookery books, bread-making machines, and other expensive equipment.

What very few of us want to accept is that no one becomes highly skilled overnight – and if you want to get good at something, you need to give it time!

6 Work in pairs and discuss the questions.

1 Are the trends described in the article also happening in your country?
2 Do you agree with the main point at the end?



Grammar

7 **Read the sentences from the article. Underline the present simple and present continuous forms. Then match the sentences with explanations a–f in the grammar box.**

1 Over 50 different countries now make their own versions of *MasterChef*.
2 Somewhere in the world, someone is practising a special dish right now.
3 More and more people are having a go at cooking.
4 Many of us want to get back to basics.
5 More than 100 winners are working in the food industry.
6 Many people spend every weekend trying out another new recipe.

Present simple and present continuous

Use the present simple:

a to describe habits and routines.
*I usually **go** round the park a few times before work.*

b for things we see as facts.
*She **belongs** to the gym round the corner.*

c with state verbs.
*I **understand** what you **mean**, but I **don't agree**.*

Use the present continuous:

d to talk about current trends.
*Lots of young people **are leaving** social media.*

e for actions in progress at the moment of speaking.
*I'**m trying out** a new recipe for lunch.*

f for actions that are happening 'around now', but not necessarily at the moment of speaking.
*I'**m doing** a course in cooking skills at the moment.*

8 a 2.1 **Listen and notice what happens to the underlined auxiliary verbs in normal-speed speech.**

1 I am training for a marathon at the moment.
2 She is learning how to surf at the moment.
3 He is slowly getting better at it.
4 We are not making enough progress.
5 They are improving all the time.

b **Listen again and repeat.**

9 **Complete the article with the correct form of the verbs in the box.**

become belong collect get have join know learn look for sound spend want

I guess it [1]_____ a bit strange, but believe it or not, I [2]_____ hair. Not just any hair, though – it must be the hair of someone famous. I [3]_____ to an online club, so I'm in touch with other collectors all over the world. We already [4]_____ over 1,000 members and more and more people [5]_____ all the time. Collecting hair [6]_____ popular all over the world. I [7]_____ most of my spare money on bits of hair – and I [8]_____ better at asking people for hair as well. At the moment, I [9]_____ a piece of Donald Trump's hair! I [10]_____ it won't be cheap! Oh, and I [11]_____ how to design websites because I [12]_____ a space online where I can show my collection.

10 a **Look at the topics in the box and think about current trends in your country. Answer the questions about each trend.**

fashion food and drink free time activities work social media technology

1 Why do you think it's happening?
2 What does it involve?
3 Does anyone you know follow this trend?

b **Work in pairs and compare your ideas. Try to use the present simple and the present continuous.**

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

11 2.2 **You're going to talk about your free time. First, listen to two people talking about things they're learning. Answer the questions.**

1 What new skills do they mention?
2 How are things going?

12 **Make notes about something you're getting better at/learning to do at the moment. Think about ...**

- how often you do it.
- how/when you started doing it.
- anything special you're doing to help you improve.

SPEAK

13 a **Work with different students in the class. Take turns telling each other about something you do in your free time. Ask and answer questions.**

b **Work in pairs and discuss what you learnt about other students in the class. Who is learning the most interesting things?**

Develop your listening page 91

2B First days

- **Goal:** give a talk about where you work/study
- **Grammar:** present habits
- **Vocabulary:** starting work

Reading

1 Look at the photos and discuss the questions.

1 What's happening? How do you think the people feel?
2 Have you ever experienced a first day at work/school? What happened?
3 Did you feel welcome? Why/Why not?

2 a Read the posts from an online discussion about first days at work. Who had the best day?

What should you expect on your first day at work?

We asked our readers. Their answer? Expect the unexpected!

I knew the company had flexible working hours, but they forgot to tell me that on the first day they expected me in the office at a particular time. Anyway, I got there at ten and quickly realised I was late. I'd missed most of the welcome meeting. I also found out that I had to share a desk and there were people playing games near me, so it was hard to work. Finally, after lunch, there was what I thought was a practice drill, but was actually a real fire, so we all just went home. Very strange! **Gabriel**

My first day was just welcome meetings and information about the building. As engineers, there are always lots of health and safety rules. We were also shown around the site and given our ID cards. There's a lot of security there, as you can imagine. My main memory, though, is just how friendly everyone was. They're a great team and made me feel very comfortable. I've been here ever since! **Mona**

I was expecting some kind of welcome, but when I arrived, they just showed me to my desk and left me to get on. I didn't really know what to do, so I actually spent most of the day on the internet. Oh, and I got very hungry because I had no idea what time the lunchbreak was and was too afraid to ask! As soon as I left the office, I went straight to the nearest restaurant. Anyway, it got better after that, but it was never a friendly place to work in. **Alenka**

b Read the posts again. Which person:

1 didn't get any kind of welcome?
2 got something to help them get in and out of the building?
3 finished early?
4 is still working in the same place?
5 found it hard to think in their workplace?
6 didn't do anything useful?

3 Work in pairs and discuss the questions.

1 Do you feel induction (welcome) meetings are a good idea when people join a new place of work/study?
2 What sort of things do people need to know?

Vocabulary

4 Match sentence halves 1–6 with a–f.

1 We expect you to wear **formal clothes**
2 If you're a **union member**, you can contact
3 Everyone has to do a **first aid course**
4 I need to explain the **health and safety rules**
5 If you have to **take time off**,
6 We have **flexible working hours**

a before I can show you round the **building** site.
b but they're fixed if you work **night shifts**.
c your **union representative** for help.
d you don't get paid. We have a **strict policy** about that.
e but **casual dress** is OK on Fridays.
f and we do a practice **fire drill** once a week.

5 Do you think the rules and suggestions in Exercise 4 are good or bad? Work in pairs and compare your answers.

Go to page 157 or your app for more vocabulary and practice.

Listening

6 2.5 **Listen to an induction for adult students on their first day at a language school. Number the topics in the order that you hear them.**

a school values
b smoking policy
c break times
d the social programme
e what to do if there's a fire
f toilets
g lateness policy
h how long the breaks are

7 **Listen again and complete the sentences with up to four words.**

1 There isn't an exact time for the break, but it _____ be around 10.30.
2 Unfortunately, they are _____ doing roadworks round here.
3 ... Please tell Jenny at the reception desk. _____, people tend to go out to one of the cafés along this road.
4 These are _____ cleaned so we don't tend to have any problems with them.
5 Activities are open to everyone and they _____ filling up quickly.
6 They may organise class trips _____.
7 And finally, _____, we have a free barbecue on the first Friday of every month.
8 We usually have a practice drill every two months but we _____ tell staff.

Grammar

8 a **Match the words and phrases from the gaps in Exercise 7 with meanings 1–5.**

1 always _____
2 usually or generally *tends to*, _____, _____
3 don't usually _____
4 often *regularly*, _____
5 sometimes _____

b **Read the grammar box and choose the correct alternatives.**

Present habits

Use the present simple to talk about habits.
*I usually **work** from 8 till 6.*
*We **have** weekly meetings on Fridays.*
Adverbs of frequency like *regularly* are placed [1]*before/after* the main verb.
Frequency expressions like *from time to time* go at the beginning [2]*or/but not* at the end of a clause.
Use (*don't*) *tend to* + [3]*infinitive/-ing* to talk about things that you usually do or that are generally true.
Use *has/have a habit of* + *-ing* or the present continuous with *always/constantly* to talk about a regular action that you find [4]*annoying/positive*.

9 a 2.6 **Listen to the sentences. What happens to the letters in bold?**

1 We don'**t** ten**d** to lock the office.
2 We ten**d** to go for a coffee at 11.
3 We usually have a staff meeting the las**t** Monday of the month.
4 Things have a habit of goin**g** missing.
5 The printer's always breakin**g** down.

b **Listen again and repeat.**

10 **Rewrite the sentences using the words in brackets so that they mean the same.**

1 People normally wear casual clothes in the office. (As a rule)
2 People don't usually take all their days of holiday. (tend)
3 On the whole, students call the teachers by their first names. (tend)
4 Rather annoyingly, people often leave their dirty cups on the table. (habit)
5 People sometimes forget their ID card, which can cause a lot of problems. (from time to time)
6 The system has a habit of crashing. (constantly)

11 a **Write five sentences about the habits of people/machines/places you know. Use the structures in the grammar box.**

As a rule, the lifts tend to break down once a year.

b **Work in pairs and compare your ideas.**

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

12 a **You're going to give an induction talk to new staff/students at your place of work/study. First, work in pairs and discuss the topics you will include, e.g. the dress policy, health and safety rules, etc.**

b **Work on your own and prepare your talk. Use the language from this lesson and the Useful phrases.**

Useful phrases

The first thing I need to tell you about is (health and safety rules).
OK. Moving on, I'd like to say a bit about (night shifts).
If you have any problems with (your working hours), talk to (your manager).
As a rule, we tend to/tend not to (work late).
Right. I think that's all. Any questions?

SPEAK

13 **Work in groups. Take turns giving your talks. At the end of each talk, ask the speaker questions.**

Develop your writing page 92

2C Changing world

- **Goal:** discuss how life has changed
- **Grammar:** *used to, would* and past simple
- **Vocabulary:** parents and children

Reading

1 a Look at the photos and discuss the questions.

1 Do you think children play differently now compared to in the past?
2 Do you think children get enough exercise?
3 Do you think children use technology too much?

b Read the article. Does it mention any of your ideas?

2 Which of points 1–6 are made in the article?

1 75 percent of British kids don't do any physical activity.
2 In the past, there weren't so many cars on the roads.
3 Mobile phones give kids more opportunities.
4 Learning to deal with problems is an important part of growing up.
5 Parents in Spain worry about how much their children have to read.
6 Some things never change.

3 Work in groups. Do you think the general trends described in the article are also true in your country? Why? Give examples.

Grammar

4 Read and complete the grammar box by crossing out the forms that are not possible. Use the examples in bold in the article to help you.

used to, would and past simple

Used to, would and the past simple can all be used to talk about things that happened in the past but don't happen anymore.

- To talk about repeated past actions or events, use:
  [1] *used to* + infinitive/*would* + infinitive/the past simple.
- To talk about past states such as being, having or liking, use:
  [2] *used to* + infinitive/*would* + infinitive/the past simple.
- To talk about single events in the past, use:
  [3] *used to* + infinitive/*would* + infinitive/the past simple.

Make negatives of *used to* with *didn't use to* or *never used to.*

My parents didn't use to know where I was half the time - and never used to ask for any details.

Make questions with *Did you (ever) use to?*

Did you use to go out on your own when you were a kid?

Give kids an outside chance

A global study of children's fitness has suggested that kids are not doing enough exercise. For example, in China, Chile and Qatar less than 20 percent of kids get involved in physical activity. Another study found that 75 percent of British children spend less time outside than people in prison.

One reason for this is that from Beijing to London, there's less green space in our cities – and far more traffic. While kids in the past **would play** games in the streets, that is almost impossible these days, even if parents let their kids go outside. But that's the second problem – worried parents want to control their kids more, and technology is allowing this to happen. Parents don't just constantly text and call now; they also have apps that allow them to see where their kids are!

Such things simply **didn't exist** when I **was** young. In fact, my parents **didn't use to know** where I was half the time – and **never used to ask** for any details. We**'d** sometimes **go** to friends' houses but often we**'d run around** the neighbourhood and explore: parks, woods and empty buildings. I remember once we even **went** into an old factory. Sure, we**'d** sometimes **get** into trouble when we were out, but I'd say that was good for our development.

What's more, parents these days don't seem happy with their kids indoors, either: kids play too many games and don't read enough. Or rather they play the wrong games and read the wrong things. A study in Spain actually **found** that kids are reading more these days. However, they're not reading as much for pleasure as we did.

It seems, then, that kids are simply worse than they **used to be** – which is perhaps the one thing that never changes. This was Socrates almost 2,500 years ago: 'Children now love luxury. They have bad manners, don't respect people in authority, and chat instead of exercising.'

5 a 2.7 **Listen. Notice that when the sounds /t/ or /d/ occur before a consonant sound, they may not be pronounced.**

1 I use**d** to walk to school on my own.
2 We'**d** go to the library every weekend.
3 When I was young, we'd ea**t** fish every Friday.
4 I'd always spen**d** the holidays with my gran**d**parents.

b Listen again and repeat.

6 Read the text and cross out the alternatives that are not possible.

My life [1]*used to be/would be* much more complicated before I [2]*got/used to get* my first mobile phone. In those days, I [3]*always arranged/would always arrange* exactly where and when to meet my friends and we [4]*tried/used to try* our best to get there on time.
Sometimes we [5]*used to wait/would wait* hours for people to turn up. I remember once I [6]*rang/would ring* a friend's mum to tell her I was going to be late, and my friend then [7]*called/used to call* home to see if there had been any messages! People did things like that then. I also [8]*knew/would know* loads of phone numbers by heart. Now I can hardly remember my own! It's funny, though, because even though I now carry my phone everywhere, I actually think I [9]*called/would call* my friends more back then. I guess it's because we [10]*never used to have/wouldn't have* emails, texts or messaging apps.

7 Work in pairs. Choose a piece of technology that has changed your life and explain how.

Go to page 138 or your app for more information and practice.

Vocabulary

8 Complete the sentences with the words in the box.

arrangements authority complicated control
entertain experience feel free force let
manners trouble watch over

1 You can't _____ kids all the time to check what they're doing. You have to let go!
2 It's important that children learn good _____ like saying 'Please' and 'Thank you'.
3 You shouldn't _____ your kids play in the street. It's too dangerous.
4 Children should always respect people in _____, like teachers and police officers.
5 Getting into _____ is just part of growing up.
6 It's important to _____ the technology that kids use and give them time limits.
7 Children should _____ to say whatever they want.
8 Parents should _____ their kids to eat everything.
9 Children only learn to become independent if they _____ difficulties in life.
10 A lot of parents make too many _____ for their kids, like after-school and weekend activities.
11 It's good for children to be bored, so they learn to _____ themselves.
12 Life is more _____ for kids than it was in the past. There are so many things they are expected to do.

9 Choose six sentences from Exercise 8 that you agree with. Why do you agree? Then work in pairs and compare your ideas.

I think parents should definitely control technology. I think kids should only get smartphones when they are 16 and parents should give them a limit of one hour a night on the internet.

Go to your app for more practice.

Speaking

PREPARE

10 a 2.8 **You're going to discuss how life was different when you were younger. First, listen to two people doing the same. Answer the questions.**

1 Which two topics in the box do they talk about?
2 Did they have the same experience?

technology parents entertainment holidays
fashion home life school and studying sport

b Choose four topics from the box. Think about what you and other children did when you were younger and if those habits and experiences have changed for young people today.

SPEAK

11 a Work in groups and compare your ideas. Did you have any of the same habits or experiences when you were younger? How do they compare with life for young people today? Use *used to, would* and the Useful phrases.

Useful phrases
Did you ever use to do it in the past?
Did you use to do much sport?
How often did you use to go?
I think it's better/worse for kids now because (they have a lot of freedom).
Which do you think is better?

b Work in groups. Is life better for children now or when you were younger? Explain your answers.

Develop your reading page 94

2D English in action

A

Goal: end conversations politely

1 **Look at the pictures. What do you think is happening?**

2 2.9 **Listen to three conversations. Why does each person need to end the conversation?**

3 a **Listen again and complete the sentences with three words. Contractions count as two words.**

1 Listen, I'm really sorry, but I'm actually _____ .
2 I'll call you. It'd be great _____ .
3 Sorry to interrupt you, but _____ seen my friend Jordan and I really need to talk to her about something before she goes.
4 It's been great _____ .
5 Anyway, if I don't see you, enjoy _____ your evening.
6 Oh no! I've _____ ! I've got a class at 7.30.
7 I know! Sorry _____ like this.
8 Well, give me a call when you hear. Thanks for the coffee. _____ !

b **Read the Useful phrases box and check your answers.**

Useful phrases

To bring a conversation to an end, you can:

a Show you want to say something
Anyway, ...
Listen ...
Sorry to interrupt, but ...

b Say you have to go
I've got to go.
I need to get going.

c Explain why
My train/bus is about to leave.
I'm (actually) in a rush.
I've just seen my friend and I need to talk to her before she goes.
I'm meeting a friend at six.
I have an early start tomorrow.
I've got a class at 7.30.

d Say something positive
It was great to catch up.
It was great meeting you.
It'd be great to catch up.
It's been great to meet you.
Enjoy the rest of your evening.
Fingers crossed.

e Add an apology
Sorry to rush off like this.
I'm afraid I can't stop.

B

C

4 a **Put the words in brackets in the correct order to complete the sentences.**

1 I think _____ . (going / I'd / get / better)
2 Anyway, listen, _____ . (useful / been / a / really / meeting / it's)
3 I'm really sorry I _____ . (more / and / stay / talk / can't)
4 Sorry to _____ ? (time / you / what's / but / the / interrupt)
5 I have something on _____ . (work / can't / late / and / I / be / at)
6 Sorry, but I've just had _____ (someone / a / from / call) and I _____ . (out / it / sort / to / need)

b 2.10 **Listen and check your answers.**

c **Listen again and repeat.**

5 **Match the sentences in Exercise 4a with functions a–e in the Useful phrases box. Sentence 2 has two functions.**

6 a **You're going to start and end conversations with two students in your class. First, think about:**

- how you could start each conversation.
- what you will talk about.
- how you could end each conversation.

b **Work in pairs and have your first conversation. Use the Useful phrases to help you. Try to make the conversation last as long as possible.**

c **Change partners. Repeat but end the conversation in a different way.**