

fifth edition



English File

Student Book and Workbook

with Digital Pack

B1

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Paul Seligson and Clive Oxenden are the original co-authors
of *English File 1* (published 1996) and *English File 2* (1997)

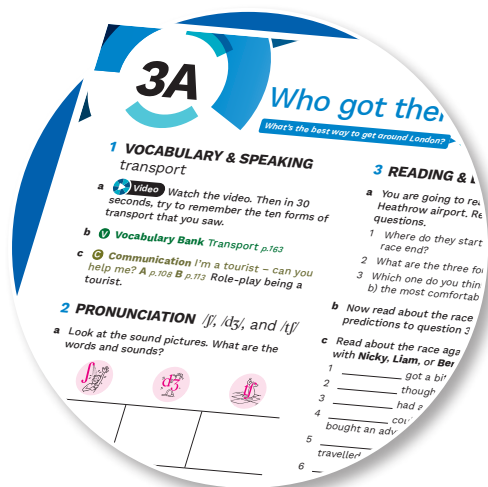
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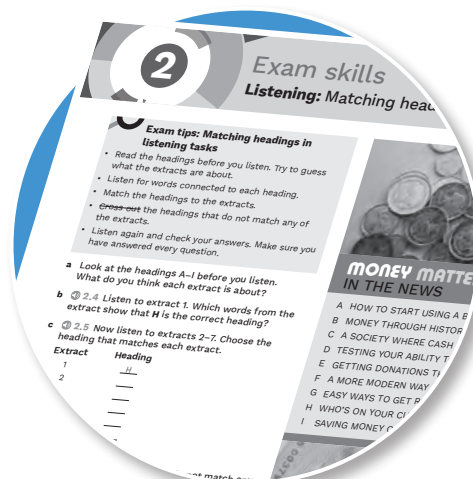
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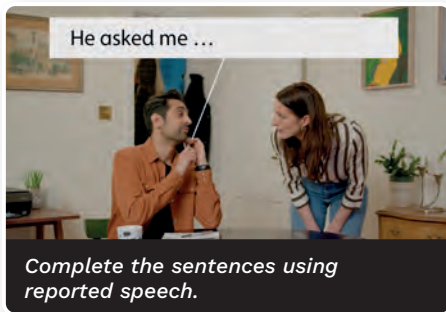
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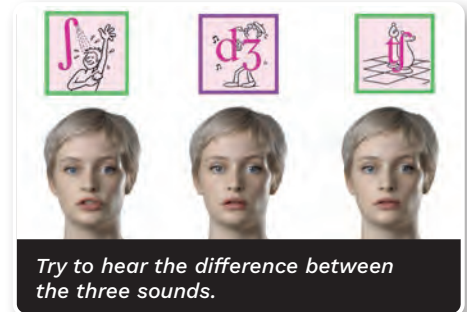
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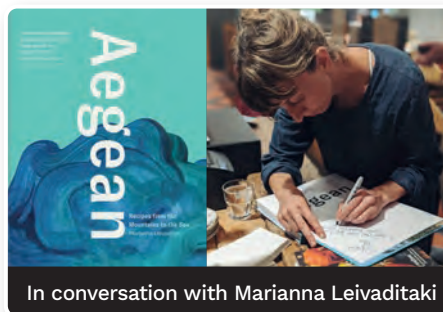


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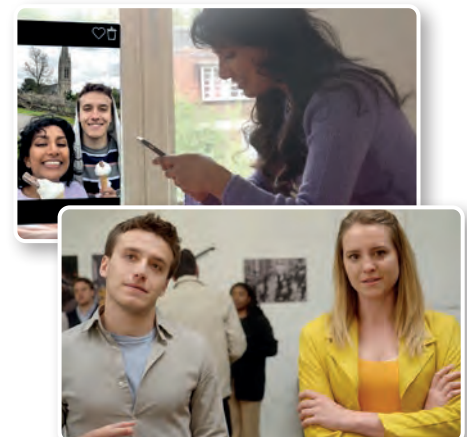
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Do you eat a lot of red meat?

Yes, but I'm trying to cut down.

1 VOCABULARY food and cooking



- a **Video** Watch the video. How many of the 16 circled food items can you remember?

- b **Vocabulary Bank** Food and cooking p.238

- c Look at some common adjectives to describe food. What kind of food do we often use them with?

fresh /frefʃ/ frozen /'frəʊzn/ hot / **spicy** /'spaisi/
low-fat /ləʊ fæt/ raw /rɔ:/ tinned /tɪnd/

- d **1.5** Listen to six conversations. Write the food phrase you hear for each adjective in c.

1) **raw beetroot**

2 PRONUNCIATION
short and long vowel sounds

- a Look at the sound pictures. What are the sound words and vowel sounds?

1	2	3	4
5	6	7	8

- b **Video** Watch and check. Watch again and repeat the words and sounds. What part of the symbol tells you that a sound is long?

- c **1.6** Match a phrase to each sound in a. Then listen and check. Practise the sounds and phrases.

☐ crab salad	☐ a jar of raspberry jam
☐ a good cook	☐ raw pork
☐ grilled squid	☐ steamed green beans
☐ hot sausages	☐ tuna with beet root

3 LISTENING & SPEAKING

- a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

Your food profile

- 1 What's your favourite...?

- a snack
b pizza **topping**
c sandwich **filling**

- 2 Do you ever have...?

- a **ready meals**
b **takeaways**
c very hot / spicy food
Give examples.

- 3 Are you **allergic** or **intolerant** to any food? How long have you had the problem?

- 4 What food do you usually eat...?

- a to **cheer yourself up** when you're feeling sad
b when you're tired and don't want to cook

- 5 When you're away from home, is there any food or drink that you really **miss**?

- 6 Is there any food or drink that you couldn't live without? How often do you eat / drink it?



- b **1.7 Exam** Listen to six people each answering one question from *Your food profile*. Match each speaker to the question they are answering.

☒ Emma	☐ John	☐ James
☐ Sarah	☐ Rob	☐ Sean

- c Listen again and write their answers.

- d Ask and answer the questions in *Your food profile* with a partner. What do you have in common?



4 READING

a You're going to read an article about new rules for eating. Look at the six paragraph headings and try to guess the missing words.

- 1 **Don't start the day with a black _____**
- 2 **Eat natural _____ before a meal**
- 3 **Eat _____ before meat and fish**
- 4 **Eat _____ before carbs**
- 5 _____ **your food thoroughly**
- 6 _____ **up to digest a meal**

b Read the article once and check your answers in a. Did you guess any of the words? Complete the article with the headings.

c **Exam** Read the article again. Match the advice from each paragraph 1–6 to the reason why it's better for you.

- ☐ A Eating like this makes you feel fuller.
- ☒ B It's more difficult to manage your blood sugar levels.
- ☐ C It increases the speed of digestion.
- ☐ D You'll probably eat less.
- ☐ E It helps you digest a meal more easily and you're less likely to develop heart problems.
- ☐ F It helps you digest a meal more easily and you use more energy as you eat.

d Complete five compound nouns from the article. How do you say them in your language?

- 1 blood _____
- 2 _____ disease
- 3 _____ pressure
- 4 _____ science
- 5 stress _____

Compound nouns

Compound nouns are two nouns together, where the first noun describes the second one, e.g. *coffee machine*. The stress is usually on the first noun.

Mediation An English-speaking friend is worried about their diet. They like carbs, always feel hungry and usually eat too quickly. Write an email giving advice to your friend. Choose key points from the article. Suggest ways to change their eating habits. Try to use your own words. Write about 150 words.

M Mediation Bank 1 p.254

Written mediation: Summarizing



How you should eat: the new rules

Is it good to start the day with a coffee? Should you eat protein before carbs? These days, it's not just *what* we eat and drink that's important. Now, scientists are coming up with rules about *how* we should consume food and drink. Here is some of their latest advice.

1

Do you switch on the coffee machine as soon as you wake up? It's a habit you might want to change. Research shows that drinking black coffee in order to wake yourself up can have a negative effect. 'Blood sugar control is impaired when the first thing our bodies come into contact with is black coffee,' says Professor James Betts. 'It's better to eat something first and then drink coffee later if you need it.'

2

Yogurt is a great addition to your diet for many health reasons. And the best time to eat it is before a meal, according to food scientists at the University of Wisconsin-Madison. Participants in the research were asked to eat a dish of natural yogurt followed by a large high-fat, high-carb meal. The yogurt improved digestion and also helped reduce the chance of heart disease.

3

From a plate of meat or fish and green or brightly coloured vegetables, it is the vegetables that should be eaten first. In one study, children who ate the meat or fish at the start of a meal were more likely to be overweight than children who ate the vegetables first. 'Vegetables contain fibre which fills you up,' says nutritionist Ian Marber.

4

Eat the meat, fish, eggs, cheese, or tofu on your plate, that is, the protein, before potatoes, rice, pasta or bread. Researchers in New York suggest that the worst time to eat carbs is at the beginning of a meal or on an empty stomach. In the study, participants ate ciabatta bread before or after eating a meal of grilled chicken with lettuce, tomatoes, and cucumber. The results showed that eating the carbs after the protein helped to reduce appetite.

5

Spending time chewing your food can help with high blood pressure, heart disease, and diabetes. Scientists found that when people chewed their food once a second for 30 seconds, it resulted in better digestion and they also used up more calories. 'The effect is small for each meal, but over 365 days a year, it makes a big difference,' says Professor Naoyuki Hayashi, a researcher in the faculty of sports science.

6

Eating your lunch on the run means you will probably eat faster and enjoy the food less, according to psychologists from the University of South Florida. But once you have finished eating, their research showed that it is best to stand up and move around. In their study, they asked 358 participants to rate their stress levels while eating sitting or standing. Those who ate while seated said they enjoyed their meals more, but scientists found that the people who walked around digested their meal about five minutes faster than the people lying down or sitting.



5 LISTENING

- a Look at the photo and read about Marianna Leivaditaki. What has she achieved in her career so far? What kind of food do you think she specializes in?

Marianna Leivaditaki

is a food consultant and chef, who for many years ran a very successful London restaurant, Morito, on Hackney Road. She is the author of a cookery book called *Aegean*, and has written food columns for many national newspapers.



She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant and Marianna first learned to cook there. She loves traditional food as well as going to new places and learning new things.

Marianna says: 'The way I cook is the way I think; lots of things are happening at the same time. When I think of new dishes, my inspiration comes mostly from people, travelling, and creating marriages between the old and traditional to create something new and different.'



- b You're going to watch Part 1 of an interview with Marianna where she talks about her childhood in Crete. Look at photos A–E. What can you see in them?



- c  **Video** Watch *In conversation with Marianna Leivaditaki* Part 1 and check. Which photo does she say these things about?

- 1 ☐ 'We got to enjoy every single one of them.'
- 2 ☐ 'I absolutely loved doing that.'
- 3 ☐ 'It's my number one choice every time.'
- 4 ☐ 'Delicious street food.'
- 5 ☐ 'She used to know everything about foraging wild food.'

Glossary
foraging searching (usually in the countryside or by the sea) for things you can eat

- d Watch again. What does she say about the following?

- 1 why they ate 'a funny mixture' of food at home
- 2 the price of fish in Crete
- 3 her blue notebook
- 4 her aunt, Koula
- 5 eating out in the evening

- e  **Video** Now watch Part 2. Then number these events in her life in order (1–7). What details can you remember about each one?

- A ☐ She got a job at Moro restaurant.
- B ☐ She studied psychology at the University of Kent.
- C ☐ She went travelling round Southern Europe and to Ecuador.
- D ☐ She worked in her family restaurant in Crete.
- E ☐ She wrote a recipe book.
- F ☐ She had her son, Ermis.
- G ☐ She opened Morito restaurant.

- f What about you? Answer the questions with a partner.

- 1 What was your favourite food when you were a child?
- 2 What kind of things did your mother or father cook? Do you still eat them?
- 3 Do you have a favourite restaurant or café? What do you like most about it – the food, the atmosphere, the service, or the price?

6 GRAMMAR present simple and continuous, action and non-action verbs

- a Look at three sentences from the interview. Circle the correct verb form.

- 1 I used to collect lots of recipes and write them down in my blue notebook, which I still *have* / *am having*, by the way.
- 2 Now, *I'm doing* / *I do* a lot of different things, and they're all very creative.
- 3 I have also written *Aegean*, which is my own cookbook, and it's like a life journal which I *love* / *am loving* and will cherish forever.

- b  **1.8** Listen and check. Why do you think she uses each form?

- c  **Grammar Bank 1A** p.218

- d Make questions to ask a partner with the present simple or continuous. Ask for more information.

On a typical day

- What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- Where / normally have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

At the moment / Nowadays

- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

7 SPEAKING

- a Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

Do you agree?

- 1 Good service is more important than good food.
- 2 You should never have to pay for bread or water in a restaurant.
- 3 Everybody should learn to cook at school.
- 4 Cheap restaurants always serve bad food.
- 5 Waiters should earn a good salary and tips should be banned.
- 6 When you eat out, the best thing to order is something you can't cook yourself.



- b In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the information box.

Agreeing and disagreeing

I agree	with that.
I don't agree	with you.
I disagree	
I think	that's true.
I don't think	you're right.
I think it depends.	

Are you seeing your grandparents this weekend?

No, but I'll probably see them next week.

1 VOCABULARY & SPEAKING family

a With a partner, decide what the difference is between...

- 1 a father and a parent
- 2 a single mother and a stepmother
- 3 a brother and a brother-in-law
- 4 a grandfather and a great-grandfather
- 5 an adopted child and an only child
- 6 brothers and sisters and siblings
- 7 your immediate family and your extended family
- 8 a blended family and a multi-generational family

b You're going to watch a video about modern British family life. First, read some facts from recent surveys and guess the missing words or phrases.



FAMILY LIFE IS CHANGING

Structure

10% of single parents are ¹_____.On average, women ²_____ at 32 and men at 34.28% of people aged 20–34 live with ³_____.

33% of UK families have at least three generations living in the same household.

Habits

25% of British families only ⁴_____ together once or twice a week, and 10% never ⁵_____ at the same time.19% of people have family members who they never ⁶_____ to.Having a ⁷_____ nearby can increase happiness by 25%.

c Video Watch the video and check your answers to b.

d Read questions 1–8. Can you remember any of the information? Compare with a partner. Then watch again and complete your answers.

Structure

- 1 What does 'cohabiting couples' mean?
- 2 What do 45% of families have one of, 40% have two of, and 15% have three or more of?
- 3 97% of marriages are between what kind of couples?
- 4 What kind of family are 33% of British families now described as?

Habits

- 5 What do 34% of families do while watching TV?
- 6 What does the average family only do twice a month?
- 7 How are 75% of people happiest? And 17%?
- 8 What does the average family have twice a day? Why?

e Are there any statistics which you think would be very different in your country? Why?

f Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with? How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about?

Politely refusing to talk about something

Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with *I'm sorry, I'd rather not talk about that.*

Mediation You work for an international advertising company and are helping a Canadian colleague prepare for a presentation about how families are changing around the world. Tell your colleague some key points from the video to explain about modern British family life. Try to use your own words.

2 GRAMMAR future forms

- a 1.12 Listen to three conversations between different family members. Match them to photos A–C. What are the people talking about?



- b Listen again and complete two sentences from each conversation.
- a I'm not _____ to university.
b _____ you a cup of tea?
 - c I _____ the night there.
d It _____ cold tonight.
 - e You _____ too fast.
f I _____ really careful.
- c Which sentence (a–f) do you think is...?
- | | |
|--|---------------------------------------|
| ☐ a plan or intention | ☐ a prediction |
| ☐ an arrangement | ☐ an offer |
| ☐ a promise | |
- d Grammar Bank 1B p.219

3 PRONUNCIATION & SPEAKING

sentence stress

Sentence stress

In spoken English, we stress the 'content' words – the words in a sentence which carry the information. We don't stress the other words. Being aware of this will help you to speak with a natural rhythm and understand spoken English better.

- a 1.17 Read the sentence. Do you think the pink words are stressed or unstressed? Listen and check.
I'm going to look for a job.
- b 1.18 Listen to four more sentences. Write the stressed words in the pink boxes.
- _____ sister's having _____
 - _____ ?
 - _____ ?
 - _____ ?
- c Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.
- d Listen again and repeat the sentences. Copy the rhythm.
- e Ask and answer the questions with a partner. Try to get the correct rhythm.

Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 100 or older
- you'll move away from (or back to) the area where your family live



4 VOCABULARY

adjectives of personality

- a Complete the opposite adjectives in sentences 1–5.



- 1 Tom's extrovert, but Leo's sh[].
- 2 Tom's generous, but Leo's m[][].
- 3 Leo's hard-working, but Tom's l[][].
- 4 Tom's talkative, but Leo's q[][][].
- 5 Tom's funny, but Leo's se[][][][].

- b **Vocabulary Bank** Personality p.239

5 PRONUNCIATION word stress

- a Underline the stressed syllable in the multi-syllable adjectives.

- 1 an|xious am|bi|tious ge|ne|rous re|be|lli|ous
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|si|ble sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive sen|si|tive
- 5 un|friend|ly in|se|cure im|pa|tient il|ma|ture

- b **1.21** Listen and check. Then listen again and repeat. Are prefixes (e.g. *un-*, *in-*) and suffixes (e.g. *-ous*, *-ble*, *-tive*) stressed?

6 READING

- a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?
- 1 outgoing, charming, and disorganized
 - 2 responsible, ambitious, and anxious
 - 3 self-confident, independent, and spoilt
 - 4 sociable, sensitive, and unambitious



- c Read the article and check your answers. Do you think it's possible that birth order affects personality?

How birth order influences your personality



A common theory supported by many psychologists is that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is the strongest influence on our character and personality. So what influence does it have?

The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because ¹H.

The middle child

Middle children are more relaxed than the oldest children, probably because ²[]. They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because ³[]. For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because ⁴[]. They can also be immature and disorganized, and they often depend too much on other people, because ⁵[].

The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because ⁶[], they're often very organized. Only children can sometimes be spoilt, because ⁷[] by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because ⁸[].

However, not all psychologists agree. Several large and recent studies suggest that although some birth order effects exist, they make only a small difference to personality. Psychologist Ralph Hertwig thinks that birth order influences personalities in children, but those effects vanish when people become adults.

- d **Exam** Read the article again and match gaps 1–8 to reasons A–H.

- A they grew up between older and younger brothers and sisters
- B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- C their parents were more relaxed themselves by the time the second child arrived
- D they are given everything they ask for
- E they have always been the baby of the family
- F they spend a lot of time with adults
- G they've never had to sort out problems with other brothers and sisters
- H when the second child was born, they lost some of their parents' attention, and maybe they felt rejected

- e Read the paragraph that applies to you again. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

7 LISTENING & SPEAKING

- a You're going to hear two people talking about a time when one of their siblings behaved badly. Look at some words and phrases from each story. With a partner, try to predict what happened.

Adam's story

rivalry **eldest** lock on bedroom door
arguing brother hated
chased locked the door



Doc Martens

kicked damaged parents furious

Cecile's story

four years old violin lessons **loved it**
practise accompany on piano
older brother good at music
faster and faster
couldn't keep up
burst into tears



- b **1.22** Listen to the stories. Were your predictions correct?

- c Listen again and answer the questions for Adam and Cecile. Which sibling do you think behaved worse?

- 1 How old were they?
- 2 What bad thing did their sibling do?
- 3 What happened in the end?

- d Can you remember a time when you were young and you behaved badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in c.

8 WRITING describing a person

- a Read Ella's 'self-portrait' poem. Then write your own poem using the instructions below. Swap poems with a partner.

- 1 *Ella*
- 2 *affectionate, honest, imaginative, moody*
- 3 *oldest daughter of Joe and Magda*
- 4 *likes music, Diet Coke, and sunny days*
- 5 *afraid of lifts and other small spaces*
- 6 *would like to see elephants in the wild*
- 7 *Williams*

Instructions

- line 1 – your first name
- line 2 – four adjectives that describe you
- line 3 – where you are in your family, and your parents' names
- line 4 – three things you like
- line 5 – something you are afraid of
- line 6 – something you would like to do
- line 7 – your last name

- b **W Writing Bank 1** p.197 Write an email describing a friend.

Surprise meetings

Practical English reacting to what people say

THE STORY SO FAR

Video Watch *The story so far*. What do you find out about these people?



1 WHERE ARE THEY NOW?

a **Video** Watch *Where are they now?* Then answer the questions.



- 1 How much time has passed since the end of Season 2?
- 2 Who is Izzy calling? What about?
- 3 Where does Pamela meet Ben? What does he show her?

b Watch again. Then complete the sentences with *Ben, Dominic, Izzy, Pamela, or Max*.

- 1 _____ is now _____'s boss.
- 2 _____ hasn't finished the designs for a new magazine feature.
- 3 _____ and _____ are giving a presentation to _____ tomorrow morning.
- 4 _____'s photography show opens on Friday.
- 5 _____ really wants to see Ben's photos.

2 REACTING TO WHAT PEOPLE SAY

a **Video** Watch *Reacting to what people say*. Then answer the questions.



- 1 Why is Izzy pleased for Carla?
- 2 Why is Carla pleased for Izzy?
- 3 Has Izzy seen Ben recently?

b **Video** Look at some extracts from the conversation. Try to remember the missing words. Then watch again and check.

Carla Izzy? Hi! It's been so long!
Izzy Carla! I don't ¹ _____ it! Do you still work here?

Carla It's my café now!
Izzy You're kidding! That's ² _____! Congratulations!

Izzy I got a promotion and I'm Max's boss now.
Carla ³ _____? Wow! That's great ⁴ _____! Good for you.

Carla So, have you seen Ben recently?
Izzy No. I haven't seen him in more than a year.
Carla Oh, that's a ⁵ _____.

Izzy How's he doing?
Carla Really good, actually. He's having a big photography show soon.
Izzy ⁶ _____ fantastic! I'm so happy for him.

Izzy Hello. Oh ⁷ _____! One moment. Sorry, Carla. I have to go, it's work.
Carla No problem! It was lovely to see you.

c **Video** Watch and repeat the **highlighted** phrases and sentences in **b**. Copy the **rhythm** and **intonation**.

Reacting to what people say

What you say when you hear...

something surprising	<i>I don't believe it! You're kidding!</i>
something interesting	<i>Really?</i>
some good news	<i>That's amazing! Congratulations! Wow! That's great news. Good for you. How fantastic!</i>
some bad news	<i>That's a pity. Oh no!</i>

d Practise the extracts in **b** with a partner. Then change roles.

e **C Communication** How fantastic! **A** p.186 **B** p.191
Practise reacting to news.

3 FEELING CONFIDENT?

a **Video** Watch *Feeling confident?* Do you think
a) Ben's exhibition, b) Izzy's presentation are going
to be a success?



b Watch again. Then answer the questions.

- How does Pamela feel about...?
 - Ben's photos
 - Ben and Izzy breaking up
- How does Ben feel about...?
 - his career and future
 - Izzy's promotion
 - the break-up with Izzy
 - the rent he has to pay for the gallery
- How does Izzy feel about her meeting with Dominic?
- How does Dominic feel about the meeting?

4 SOCIAL ENGLISH

a Match a phrase from **A** to a response in **B**.

A	B
1 Don't worry. I'll finish them and Dominic will love them.	☐ Really? Well, say hi from me.
2 What a surprise! How are you?	☐ Oh, that's a shame, Ben.
3 These photographs are fantastic, Ben. Congratulations.	☐ Great to see you too, Pamela. Take care.
4 In fact, I'm seeing her later. We're meeting for coffee.	☐ Oh, hi, Pamela. Wow! Nice to see you.
5 I haven't seen Izzy since we broke up.	☐ I hope so. I'm relying on you.
6 It was good to see you, Ben.	☐ Hey, thanks, Pamela.

b **Video** Watch and check.

c Practise the phrases and responses in pairs. Then change roles.

WHAT DO YOU THINK?

In pairs, talk about Izzy and Ben. Do you think they're happy with their lives? How do you think they feel about each other now?

1 VOCABULARY food and cooking

a Circle the word that is different. Explain why.

1 peach chicken raspberries pear
The others are all fruit.

2 pork lamb squid beef
The others are all _____.

3 melon cherries peach cucumber
The others are all _____.

4 beans beetroot cabbage duck
The others are all _____.

5 lemon salmon grapes cherries
The others are all _____.

6 courgette crab mussels prawns
The others are all _____.

b Match the words from the list to definitions 1–8.

aubergine avocado lobster mango
melon red pepper squid tuna

- 1 a large sea fish that we eat
tuna
- 2 a vegetable with dark purple skin

- 3 a tropical fruit with hard, dark green skin, light green flesh, and a large seed inside

- 4 a sea animal with a soft body, eight arms, and two tentacles

- 5 a red vegetable that is empty inside

- 6 a tropical fruit which has a yellow and red skin and is yellow inside

- 7 a sea creature with a hard shell and eight legs

- 8 a large round fruit with a thick yellow or green skin and a lot of seeds

c Complete the sentences with a word from the list.

beef cabbage cucumber prawns raspberries salmon

- 1 Can you get a cucumber when you go shopping? I want to make a salad.
- 2 When you are buying meat, chicken is usually cheaper than _____.
- 3 I've just picked some _____ – let's have them for dessert.
- 4 This restaurant serves delicious seafood – the _____ are excellent.
- 5 Many people don't eat enough green vegetables such as _____.
- 6 Do you prefer sushi made with tuna or _____?

d Label the pictures.



1 grilled salmon



2 _____ egg



3 _____ potato



4 _____ egg



5 _____ chicken



6 _____ peas



2 PRONUNCIATION short and long vowel sounds

a Write the words in the chart.

beef carton chicken chocolate cookie crab
cucumber jar mango peach pork prawns
sausage squid sugar tuna

			
1 fish	2 tree	3 cat	4 car
	beef		

			
5 clock	6 horse	7 bull	8 boot

b  1.2 Listen and check. Then listen again and repeat the words.

c Write the words.

- /bɔɪld/ boiled
- /'kæbɪdʒ/ _____
- /'spɑɪsɪ/ _____
- /rəʊst/ _____
- /greɪps/ _____
- /fru:t/ _____
- /beɪkt/ _____
- /'melən/ _____
- /'əʊbɜ:ʒɪn/ _____

d  1.3 Listen and check. Then listen again and repeat the words.

e Complete the sentences with a word from the list.

fresh frozen low-fat raw spicy tinned

- We don't need tinned tomatoes; we need fresh ones.
- Are there any _____ peas in the freezer?
- I don't like _____ fish, so I never eat sushi.
- Let's be healthy and have _____ yogurt instead of cream with our dessert.
- We buy _____ bread from the baker's every morning.
- Mexican food can be very _____.

f Match the phrasal verbs in **bold** in questions 1–3 to definitions a–c.

- Are there any food or drinks you'd like to **cut down on**? Which one(s)? c
- Have you ever tried to **cut out** any food or drinks completely? Which one(s)? _____
- Where do you usually go when you want to **eat out**? What do you usually have? _____

- to stop eating something completely
- to have lunch or dinner in a restaurant
- ~~to eat less of something~~

g Answer the questions in f.

- _____
- _____
- _____

3 GRAMMAR present simple and continuous, action and non-action verbs

a Complete the sentences with the present simple or continuous form of the verbs in brackets.

- I sometimes feel tired after lunch. (feel)
- We _____ usually _____ late at the weekend. (not get up)
- _____ you _____ the TV, or can I turn it off? (watch)
- My boss _____ to work every morning. (cycle)
- Can you call back later? I can't hear you – we _____ a party, and the music is very loud. (have)
- There's a man in our neighbours' garden. What _____ he _____? (do)
- How often _____ your teacher _____ you homework? (give)
- I _____ chocolate this month. I need to cut down on sweet things. (not eat)
- My mother _____ often _____ exercise. (not do)
- My girlfriend has stopped eating snacks. She _____ to be healthier. (try)

b Correct any mistakes in the highlighted phrases. Tick (✓) the correct sentences.

- I like your jacket. Is it new? ☒
- Something is smelling good. What are you making? ☒
Something smells good.
- That cake is looking delicious. Did you make it? ☐
- I don't know what to cook for dinner. ☐
- Are you thinking the fish is cooked now? ☐
- Can I call you back? I'm having lunch right now. ☐
- This soup tastes quite spicy. What's in it? ☐
- I'm loving all kinds of vegetables. There aren't any I don't eat. ☐

c Complete the sentences using the correct form of the verbs from the list.

believe not belong drive play not recognize
not sleep sound not use

- I can't talk now, I'm driving. I'll call you when I get to the office.
- I think your boyfriend is telling the truth – I _____ him.
- Can you turn off your computer if you _____ it?
- This bag _____ to me. Is it yours?
- Sarah isn't at home. She _____ tennis.
- I'm tired because I _____ well at the moment.
- I _____ that woman. Do you know who she is?
- That music _____ awful. Would you mind turning it down?

d Write questions.

- what / you / do right now
What are you doing right now?
- where / you / usually do your homework
_____?
- why / you / study English
_____?
- you / think English is easy
_____?
- you / enjoy the classes at the moment
_____?
- what / you / usually do after the class
_____?

e Write an email to your teacher. Use the questions in d to help you.



Hi _____,

Right now, I'm doing my English homework.

Hope you're well.

Best wishes

1 VOCABULARY family, adjectives of personality

a Complete the sentences with family words.



- 1 Your mother and father are your parents.
- 2 Your grandfather's father is your gr_____-gr_____.
- 3 A child who has no brothers or sisters is an o_____ch_____.
- 4 A family that has three or more generations is a m_____-g_____ family.
- 5 A child who legally becomes a part of a family that is not the one they were born into is an a_____ch_____.
- 6 Your partner, children, parents, and brothers and sisters are your i_____ family.
- 7 Your father's new wife is your st_____.
- 8 Your wife or husband's brother, or your sister's husband, is your br_____-i_____-l_____.
- 9 A family of two parents and children from their own relationship and from previous ones is a b_____ family.
- 10 Your brothers and sisters are your s_____.
- 11 Your grandparents, aunts, uncles, and cousins are your e_____ family.

b Look at the **bold** adjectives of personality. Match 1–10 to a–j.

- 1 Eddie's very **charming**. d
 - 2 Cathy's really **sociable**. _____
 - 3 My nephew is very **mature** for his age. _____
 - 4 Laura's very **imaginative**. _____
 - 5 Ali's so **bossy**. _____
 - 6 My boss is really **moody**. _____
 - 7 It isn't fun playing tennis with my sister because she's so **competitive**. _____
 - 8 I'm lucky to have a friend like Paul because he's very **reliable**. _____
 - 9 My grandma's very **affectionate**. _____
 - 10 Bruno is a very **sensitive** boy. _____
- a You'd never guess he was only ten.
 - b It's easy to make him cry.
 - c Sometimes he's fine, but other times he gets angry.
 - d ~~Everybody loves him!~~
 - e She writes some wonderful stories.
 - f He's always there when I need his help.
 - g She loves going out, and she's got a lot of friends.
 - h He's always telling other people what to do.
 - i She gets really annoyed when she loses.
 - j She gives us lots of hugs and kisses.



c Match the comments to the adjectives of personality from the list.

ambitious anxious honest independent
insecure patient rebellious self-confident
selfish sensible ~~spoilt~~ stubborn

- 1 'When I want something, my parents always give it to me.'
spoilt
- 2 'I find it very hard to relax. Sometimes I lie awake at night for hours worrying about things.'

- 3 'There aren't any prawns left for you. I was hungry, so I ate them all.'

- 4 'I'm going to go to bed early so I can sleep well before my exam tomorrow.'

- 5 'I feel very comfortable when I'm speaking in public.'

- 6 'I'd like to be the manager of a big multinational company.'

- 7 'That's what I think, and I'm not going to change my mind.'

- 8 'I'd prefer to do this on my own, thanks.'

- 9 'I was a really difficult teenager. I didn't obey any rules at school or at home.'

- 10 'Don't worry if you don't understand. I'll explain it again.'

- 11 'Excuse me. You dropped some money. Here it is.'

- 12 'I'm not sure if Jess is my friend or not. She says she is, but I don't really know.'

d Write the opposite adjectives. Use a negative prefix.

- 1 tidy untidy
- 2 honest _____
- 3 mature _____
- 4 reliable _____
- 5 sensitive _____
- 6 ambitious _____
- 7 imaginative _____
- 8 organized _____
- 9 responsible _____
- 10 sociable _____
- 11 friendly _____
- 12 kind _____
- 13 patient _____
- 14 selfish _____

e Complete the sentences with *sensible*, *sensitive*, or *sympathetic*.

- 1 Don't be so _____! I didn't mean to make you cry.
- 2 Be _____. There are only three places in our car. We can't take the whole football team home!
- 3 Be _____. Her hamster has died, and she's very upset!

2 GRAMMAR future forms

a Complete the sentences with the correct form of the verbs or phrases in **bold.**

- 1 **he / look for** (an intention)
My brother hates his job.
He's going to look for a new one.
- 2 **I / pay** (an offer)
Don't worry about the drinks.
_____ for them.
- 3 **I / make** (an offer)
_____ some more coffee?
- 4 **you / get married** (a prediction)
Do you think _____ before you're 30?
- 5 **we / go** (an arrangement)
_____ on holiday tomorrow.
I can't wait!
- 6 **I / have** (an instant decision)
A Are you ready to order?
B Yes, _____ the steak.
- 7 **I / be** (a fact)
_____ 21 on my next birthday.
- 8 **we / invite** (a suggestion)
_____ your parents for a meal this weekend?
- 9 **I / not be** (a promise)
I'm going to Omar's house for dinner.
I _____ late home.
- 10 **it / break** (a prediction)
There's too much shopping in this bag.
I think _____.

b Complete the conversations with the correct future form of the verbs in brackets.



- 1 **A** Are you going away this weekend? (go away)
B No, we _____ here. Why? (stay)
A We _____ a barbecue. Would you like to come? (have)



- 2 **A** I'm too tired to cook. _____ we _____ a Chinese takeaway? (order)
B Good idea. I _____ the restaurant. What do you want for your starter? (call)
A I _____ spring rolls, please. (have)



- 3 **A** What time _____ you _____ in the morning? (leave)
B I _____ the six o'clock train. (get)
A I _____ you a lift to the station, then. (give)



- 4 **A** What _____ you _____ tonight? (do)
B I _____ to the cinema with some friends. (go)
A What film _____ you _____? (see)
B The new Star Wars film.
A Oh, I've seen it. You _____ it! (love)



- 5 **A** _____ I _____ you do the washing-up? (help)
B OK. I _____ and you can dry. But please be careful with the glasses. (wash)
A Don't worry. I _____ anything! (not break)

c Answer the questions. Use the correct future forms.

- 1 What are you going to do after the class?
First, I'm going to go shopping.
- 2 What do you think the weather will be like tomorrow?
 In the morning, it _____.
 In the afternoon, I think it _____.
- 3 What are you doing this weekend?
 I _____.
- 4 What are your plans for next summer?
 I _____.

3 PRONUNCIATION sentence stress

a 1.4 Listen and complete the sentences.

- 1 When are you going to book your holiday?
 2 I'm _____ going to _____.
 the _____.
 3 I'm going to _____.
 4 _____ are you _____?
 5 I'm _____ some _____.
 6 I'm _____ my _____.
 7 She's _____ her _____.
 8 _____ will you _____ your _____?
 9 I _____ them _____.
 10 I'll _____ them on _____.

b Listen again and repeat. Copy the rhythm.

Practical English

Surprise meetings

reacting to what people say

1 REACTING TO WHAT PEOPLE SAY

a Circle the correct words.

- 1 A Kate's going travelling for a year!
B Wow! / Oh no!
- 2 A I've left my wallet at home again!
B How fantastic! / You're kidding!
- 3 A I didn't get the job.
B That's great news. / That's a pity.
- 4 A We're getting married!
B That's a pity. / Congratulations!
- 5 A Dave's got a new car.
B Really? / Good for you.
- 6 A I've lost my phone.
B I don't believe it! / That's amazing!

b Write the correct phrases from a.

- 1 Reacting to something surprising
I don't believe it!
- 2 Reacting to something interesting

- 3 Reacting to some good news

- 4 Reacting to some bad news

2 SOCIAL ENGLISH



a Match 1–8 to a–h to make phrases.

- | | | |
|-----------------|----------|------------------|
| 1 I hope | <u>f</u> | a thanks. |
| 2 What a | _____ | b from me. |
| 3 Hey, | _____ | c surprise! |
| 4 We're meeting | _____ | d care. |
| 5 Say hi | _____ | e to see you. |
| 6 Oh, that's | _____ | f so. |
| 7 It was good | _____ | g for coffee. |
| 8 Take | _____ | h a shame. |

b Complete the dialogues with the correct phrases from a.

- 1 A I haven't seen Anthony since he split up with my sister.
B Oh, that's a shame.
- 2 A This video's fantastic, Alex.
B _____, Carmen.
- 3 A _____, Hassan.
B Great to see you too, Fatima.
_____.
- 4 A Don't worry. I'll remember to order the pizzas.
B _____. I'm relying on you.
- 5 A Selma? Is that you?
B Oh, hi, Alfie! _____! Nice to see you.
- 6 A In fact, I'm seeing Jared later.
_____.
B Really? Well, _____.

1 GRAMMAR

Complete the sentences.

- Excuse me. The ticket office is closed. What time _____ it _____?
- Tony's in his room. He _____ his homework.
- Sorry, I _____ with you. I think you're wrong.
- _____ you _____ a suit to the wedding next Saturday?
- We _____ a barbecue on Friday. Would you like to come?
- Don't worry. I promise I _____ late home tonight.

2 VOCABULARY

Circle the word that is different.

- crab duck lobster squid
- beef chicken lamb salmon
- father stepmother brother-in-law great-grandfather
- parents children extended family siblings
- affectionate bossy honest patient
- charming moody selfish stubborn

3 PRONUNCIATION

Circle the word with a different sound.

 fish	1 grilled siblings reliable tinned
 tree	2 beef great niece steamed
 cat	3 anxious family imaginative mature
 car	4 charming father half-sister parent
 horse	5 organized raw spoilt talkative

4 GRAMMAR & VOCABULARY

Read the article. Circle a, b, or c.

HEALTHIER EATING

Eating habits in the UK ¹ _____ healthier, according to the results of a government survey. The study ² _____ the food bought by the average family over the last 40 years. One of the differences is the type of milk that people are drinking. Today, many parents buy skimmed milk rather than full-fat milk for their families. This is probably because of campaigns to help people ³ _____ the amount of fat they eat. Another way of reducing fat is by using healthier cooking methods, and people are eating more food that is ⁴ _____ in the oven. It ⁵ _____ that British people today are also more adventurous in what they eat. Seafood, such as prawns and ⁶ _____, is becoming more popular. As for meat, people are eating less ⁷ _____ and lamb, and more chicken and minced beef. People are also getting more ⁸ _____ with the kind of dishes they cook, for example, Korean food has become popular in recent years. Ingredients for typical Korean dishes are available in shops, such as *gochujang*, a ⁹ _____ sauce, made with red chilli peppers. In general, nutritionists are pleased with the results of the survey and hope that people ¹⁰ _____ eating healthily in the future.



- | | | |
|------------------|-----------------|-----------------|
| 1 a are becoming | b become | c is becoming |
| 2 a compare | b is comparing | c compares |
| 3 a cut down on | b cut out | c eat out |
| 4 a baked | b boiled | c steamed |
| 5 a is seeming | b seem | c seems |
| 6 a cherries | b grapes | c mussels |
| 7 a lobster | b peach | c pork |
| 8 a reliable | b imaginative | c stubborn |
| 9 a spicy | b frozen | c raw |
| 10 a continues | b is continuing | c will continue |

GRAMMAR

Circle a, b, or c.

- My sister ___ fish or seafood.
a doesn't like b don't like
c doesn't likes
- I have a quick breakfast because ___ in a hurry.
a I usually b I usually am
c I'm usually
- I ___ TV when I'm having a meal.
a never watch b don't never watch
c am never watching
- ___ hard for my exams at the moment.
a I study b I'm studying
c I'm studing
- ___ any brothers or sisters?
a Are you having b Are you have
c Do you have
- What ___ when you leave school?
a you are going to do
b are you going do
c are you going to do
- I can't see you this evening because ___ some friends.
a I'm meeting b I meet c I'll meet
- A** Would you like something to drink?
B Yes, ___ an orange juice, please.
a I have b I'm having
c I'll have
- A** I can't open this jar.
B ___ help you?
a Shall I b Will I c Do I
- That's a lovely dress. Where ___ it?
a have you bought b did you buy
c did you bought
- ___ good at saving money.
a I've never been b I haven't never been
c I've never
- I got £50 for my birthday, but I _____.
a didn't spend it yet
b haven't spent it yet
c yet haven't spent it
- I've had this phone _____.
a for about three years
b since about three years
c for about three years ago
- A** How long ___ in Paris?
B Since last March.
a is he living b has he living
c has he been living
- ___ the same gym for five years.
a I'm going to b I've been going to
c I go to

VOCABULARY

a Circle the word that is different.

- prawns mussels duck squid
- lamb crab beef pork
- cherry pear peach beetroot
- raspberry cucumber pepper cabbage
- fried baked chicken roast

b Write the opposite adjective using a prefix.

- honest _____
- friendly _____
- responsible _____
- mature _____
- sensitive _____

c Write verbs for the definitions.

- to spend money on sth that is not necessary _____
- to receive money from sb who has died _____
- to get money by working _____
- to get money from sb that you will pay back _____
- to keep money so that you can use it later _____

d Write the strong adjectives.

- tired _____
- hungry _____
- cold _____
- dirty _____
- angry _____

e Complete the phrasal verbs.

- Shall we eat _____ tonight? I don't feel like cooking.
- I'm allergic to milk, so I have to cut _____ dairy products from my diet.
- We live _____ my salary. My partner is unemployed.
- I'll lend you the money if you promise to pay me _____.
- I took _____ €350 from my bank account.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



fish



tree



cat



car

Consonant sounds



bag



parrot



house



monkey

b **P** Sound Bank p.252-3 Say more words for each sound.

c Which sound in a do the pink letters have in these words?

- chicken
- charge
- inherit
- salary
- steamed

d Underline the stressed syllable.

- sen|sible
- te|rrified
- un|selfish
- mort|gage
- ex|hausted

Can you understand this text?

- a** Read the article once. Choose the correct option.
The sandwich chain Pret A Manger *only does / is now doing / used to do* charity work in the Exeter area.
- b** Read the article again. Complete the gaps with the best word for the context.
- | | |
|--------------------|----------------------------|
| 1 giving / selling | 5 saved / wasted |
| 2 angry / proud | 6 improvement / investment |
| 3 benefit / suffer | 7 opening / closing |
| 4 might / should | |

Can you understand these people?



Philomena

Mark

Ross

Coleen

Richard

- Video Exam** Watch and choose the correct option a, b, or c.

- Philomena says that ___ potatoes cheer her up.
a roast or baked b fried or roast
c boiled or baked
- One kind of food Mark likes when he eats out is ____.
a Spanish b Italian c French
- Ross has got on well with his stepbrothers and sisters ____.
a all his life b since they grew up
c since they were teenagers
- When Coleen won some money in the lottery, she spent it on ____.
a a long holiday b a holiday abroad
c a short holiday
- Richard raised ___ for Cancer Research.
a £6,000 b £6,500 c £6,050

Can you say this in English?

Tick (✓) the box if you can do these things.

Can you...?

- ☐ describe your diet, and the typical diet in your country, and say how it's changing
- ☐ describe members of your family and say what they are like
- ☐ describe some of your plans and predictions for the future (e.g. your studies, your family life)
- ☐ ask and answer the questions below
 - Have you ever won any money? How much did you win? What did you do with it?
 - How long have you been learning English? Where did you first start learning?

Leftover Pret A Manger baguettes go to homeless people

Exeter's new High Street Pret A Manger store set up contracts with Devon and Cornwall Food Association and Exeter Cathedral to donate leftover food at the end of each day.

Pret A Manger, often known as 'Pret', is an international sandwich shop chain which has stores all over the UK. It has been ¹ _____ food to homeless communities since it began in 1986. 88% of their stores currently donate their unsold sandwiches, salads, baguettes, and wraps to hundreds of charities supporting homeless people.

Exeter store manager Drahoslav Balog said, 'It makes us ² _____ to know that the surplus food will go to two very worthwhile places each evening.'

Nicki Fisher, head of the Pret Foundation Trust which organizes their charity work, said, 'Whenever we open a new store, our teams work hard to find charities in the local area that could ³ _____ from food donations. It means a huge amount to us that we can connect with our local communities and help to solve an important problem at the same time.'

'The sandwiches and wraps we are collecting from Pret A Manger are ideal for giving to homeless people, who ⁴ _____ not have the facilities to prepare meals themselves,' said Rory Matthews, from Devon and Cornwall Food Association. 'We are delighted that the food is not being ⁵ _____.'

Anna Norman-Walker from Exeter Cathedral added, 'We have been running a café for homeless people and other vulnerable people in Exeter for four years. We often serve dinner to 50 people or more. Having Pret surplus sandwiches and salads has been a huge blessing and a definite ⁶ _____ on the usual bread and butter! Pret have made the process really simple. They invite us in at ⁷ _____ time and let us take away any of the leftover sandwiches and salads. It is such a good initiative and we are delighted.'



Glossary

wrap a type of sandwich made with a cold tortilla rolled around meat or vegetables



Exam skills

Reading: Multiple-choice

Exam tips: Short texts with multiple-choice questions

- Read the text and think about its purpose and context.
- Read the three options and compare them with the text. Look for words that are the same or similar, and read the text again carefully. Choose the option that matches the meaning in the text exactly.
- Read the texts and the options you chose again. Check that the options match the meaning in the text exactly.

- a** Read the text in question 1 below. Think about the purpose and context of the text.

1

HOCKEY COMPETITION

Start: Saturday at 11.00 a.m. (until around 8 p.m.)

Please arrive one hour before the start.

There will be some practice games first.

Don't forget to wear club sweatshirts.

- A The hockey competition will last all morning.
 B All players need to practise hockey before Saturday morning.
 C All players need to wear their club sweatshirts.
- b** Read the options for question 1 in **a**. Compare the options with the text and look for words that are the same or similar. Read the text again carefully and choose the option that matches the meaning exactly.
- c** Read the wrong options again. Check that they do not match the meaning of the text.
- d** Look at questions 2–5. Choose the correct options. Follow the same steps as above.
- e** Read all the texts and the options you chose again. Check your answers.

2

Sophie

I've made a curry – it's in the microwave. Can you make some rice for us to have with the curry? We can eat together when I get back at around 2 p.m.

Jason

Jason is asking Sophie to... .

- A leave the curry in the microwave
 B make the rest of the lunch for both of them
 C come home at around 2 p.m.

3

FOR SALE

Coffee machine

- Well used, but in excellent condition
- Original box included (slightly damaged)
- Instructions are missing (but not necessary to use the machine)

Call Anja: 07700 900642

- A The coffee machine needs to be repaired.
 B The owner hasn't used the coffee machine much.
 C The coffee machine is easy to use.

4

SUZI'S SNACK BAR

Special offer on sandwiches: buy one, get one free!
 Offer available today only, 3–5 p.m.
 Eat in or take away

- A The snack bar is only open for two hours.
 B You can get free sandwiches all afternoon.
 C Two sandwiches will cost the same as one for a short time.

5

Hi, Chen. We're outside the restaurant. Are you coming for lunch with us? If you are, message me and we'll wait inside. Hope to see you soon!
 Tomas

Chen needs to... .

- A let Tomas know what his plans are
 B wait inside the restaurant if he arrives first
 C tell Tomas what time he'll arrive

PE1 How fantastic! Student A

a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g. *You're kidding*, *Oh no!*, etc.

- 1 My hobby is collecting old English tea cups.
- 2 I spilled some coffee on my laptop last night and now it doesn't work.
- 3 I'm going to New York next week.
- 4 My cat can open the kitchen door.
- 5 Someone stole my bike yesterday.
- 6 My grandmother was a Member of Parliament.
- 7 I won €2,000 in the lottery yesterday!
- 8 My uncle is 104.
- 9 My parents met when they were only 15.

b Listen to **B**'s sentences and react with a phrase.

c Tell **B** some real (or invented) news about you for **B** to react. React to **B**'s news.

2A Money Q&A Student A

a Ask **B** your first question. Ask for more information if you can.

What do you spend your money on apart from food, rent, etc.?

I go out a lot at weekends and...

b Then answer **B**'s first question. Continue with questions 2–7. If you don't want to answer, say, *I'm sorry, I'd rather not talk about that*.

- 1 What do you spend your money on apart from food, rent, etc.?
- 2 What kind of things do you normally buy online? Why don't you buy them in a shop?
- 3 Have you bought anything nice this week?
- 4 What's the most expensive thing you've ever bought? Was it worth it?
- 5 Is there anything you'd love to buy, but can't afford at the moment?
- 6 Did you get pocket money when you were a child? If yes, did you use to save it or spend it?
- 7 Do you know someone who has raised money for charity? Which one?

2B Are you hungry? Student A

a Ask **B** your questions. He / She must respond with the phrase in brackets.

- 1 Is the water cold? (Yes, it's **freezing**.)
- 2 Was the film funny? (Yes, it was **hilarious**.)
- 3 Were you tired after the exam? (Yes, I was **exhausted**.)
- 4 Was the flat dirty? (Yes, it was **filthy**.)
- 5 Is your suitcase big? (Yes, it's **huge**.)
- 6 Were you surprised that she passed her test? (Yes, I was **amazed**.)
- 7 Are you sure that he's coming? (Yes, I'm **positive**.)

b Respond to **B**'s questions. Say *Yes, it's...* / *I'm...*, etc. + the strong form of the adjective which **B** used in the question. Remember to stress the strong adjective.

Is the soup hot?

Yes, it's boiling.

c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely* or *really*.

3A I'm a tourist – can you help me?

Student A

a Imagine you are an English-speaking tourist in your town / city (or the nearest big town). **B** lives in the town. You are planning to **get around using public transport**. Ask **B** questions 1–5. Get as much information from **B** as you can.

- 1 What kind of public transport is there?
- 2 What's the best way for me to get around the city?
- 3 Can I hire a bike or e-scooter? Are there any cycle lanes?
- 4 Is it easy to find taxis? How expensive are they?
- 5 What's the best way to get to the airport from the town centre? How long does it take?

b Then change roles. **B** is an English-speaking tourist in your town / city, and has **hired a car**. Answer **B**'s questions and give as much information as you can.

PE1 How fantastic! Student B

- a** Listen to **A**'s sentences and react with a phrase, e.g. *You're kidding, Oh no!* etc.
- b** Read your sentences 1–9 for **A** to react.
- 1 I failed my driving test yesterday.
 - 2 My grandfather has just run a marathon at the age of 90.
 - 3 I've been given a grant to study for a year in the USA.
 - 4 My hobby is collecting film posters.
 - 5 I've seen the film *The Lord of the Rings* 50 times.
 - 6 I lost my phone today and I don't know where it is.
 - 7 I'm going to be on a TV reality show next month.
 - 8 My sister knows the guitarist in Coldplay.
 - 9 My dog is 26 years old.
- c** Tell **A** some real (or invented) news about you for **A** to react. React to **A**'s news.

2A Money Q&A Student B

- a** Answer **A**'s first question. If you don't want to answer, say, *I'm sorry, I'd rather not talk about that.*

What do you spend your money on apart from food, rent, etc.?

I go out a lot at weekends and...

- b** Then ask **A** your first question. Ask for more information if you can. Continue with questions 2–7.
- 1 How much do you spend on food and drink each week?
 - 2 Are you good at finding bargains in the sales?
 - 3 Do you ever pay for things with cash or do you always pay with a card or your phone? Are there any shops near you that only accept contactless payment?
 - 4 Do you spend much money on travelling? What was the last trip you went on? Was it expensive?
 - 5 Do you ever give money to charity?
 - 6 Have you ever lent money to anyone? Why (not)? Have you ever borrowed money from your parents? What for?
 - 7 Is the cost of living going up in your country? What kinds of things are getting more expensive?

2B Are you hungry? Student B

- a** Respond to **A**'s questions. Say *Yes, it's... / it was...*, etc. + the strong form of the adjective which **A** used in the question. Remember to stress the strong adjective.

Is the water cold?

Yes, it's freezing.

- b** Ask **A** your questions. He / She must respond with the phrase in brackets.

- 1 Is the soup hot? (Yes, it's **boiling**.)
- 2 Are you afraid of snakes? (Yes, I'm **terrified**.)
- 3 Was the teacher angry? (Yes, he / she was **furious**.)
- 4 Is the bedroom small? (Yes, it's **tiny**.)
- 5 Are the children hungry? (Yes, they're **starving**.)
- 6 Is the book interesting? (Yes, it's **fascinating**.)
- 7 Was she happy with the present? (Yes, she was **delighted**.)

- c** Repeat the exercise. Try to respond as quickly as possible. Use *absolutely* or *really*.

3A I'm a tourist – can you help me? Student B

- a** Think of the town / city where you are, or the nearest big town. **A** is a foreign tourist who is planning to **get around using public transport**. You live in the town. Answer **A**'s questions and give as much information as you can.
- b** Then change roles. You are an English-speaking tourist in your town / city. **A** lives in the town. You have **hired a car**. Ask **A** questions 1–5. Get as much information from **A** as you can.

- 1 What time is the rush hour in this town?
- 2 Where are there often traffic jams?
- 3 What's the speed limit? Are there speed cameras anywhere?
- 4 What will happen if I park somewhere illegal?
- 5 Where's the nearest tourist attraction outside the city? How long does it take to drive there?

Writing Bank

1 Describing a person

- a** Read the two emails. Why has Carrie written to Gustavo? What does Gustavo think of Carrie's suggestion?
- b** Read the emails again. In which paragraph (1–4) does Gustavo answer Carrie's questions about Camila?
- ☐ Would they get on well together?
 - ☐ What's she doing at the moment?
 - ☐ What does she like doing?
 - ☐ What's she like?
- c** Correct five spelling mistakes in Gustavo's email.
- d** Read Gustavo's reply again. Give two examples of...
- Para 1: facts about Camila
- Para 2: adjectives he uses to describe her
- Para 3: Camila's interests
- Para 4: reasons why they'd get on well as flatmates

Modifying adjectives and adverbs in a description

We often use modifiers in a description to change the meaning of adjectives and adverbs.

She's **very** responsible...

She's **a bit** shy...

...she's **incredibly** friendly.

She's **really** good at photography...

Camila's **quite** independent...

- e** Read the information box. Then put the modifiers in the correct place in the chart (1 = the most).

Camila is	1	_____	shy. good at photography.
	2	_____	
	3	very	
	4	_____	
	5	_____ *	

* this can't be used with positive adjectives

- f** Imagine you received an email asking for a description of a friend. Plan four paragraphs. Make notes to answer the questions in Carrie's email.
- g** Now write your email. Use your notes in **f** and the language in the information box. Include some of the **highlighted** phrases, which are typical in a description of this kind.
- h** Check your email for mistakes in spelling, grammar, and punctuation.

Subject: An idea x Inbox

From: Carrie Spencer
To: Gustavo Lopez

Hi Gustavo,
Great to hear from you!

You asked about accommodation for your friend, Camila, while she's doing a summer course here in Oxford. Well, I have an idea! You know I share a flat with Jess and Linda? Linda's going to Australia in July, so Camila could stay with us.

Before you mention it to Camila, Jess and I would like to know a bit more about her. What's she doing at the moment? What's she like? And what does she like doing? Do you think we'd get on well together? As you know, we're very outgoing and we have quite a busy social life – friends often come round, but we're also out a lot. We're very tidy too, that's important. Also, Jess has a cat – that might be a problem.

Let me know what you think.

Love, Carrie

From: Gustavo Lopez
To: Carrie Spencer

Hi Carrie,
Thank you so much for your email!

1 I've known Camila for about eight years. She finished economics at university last year and then she went travelling. Now she's living at home with her parents. She's looking for a job and trying to improve her English.

2 Camila's a good friend. She's really patient and kind, and she hardly ever gets angry. She's sensible and she's very responsible, so I know she'll look after Linda's room. The only problem is that she's a bit shy, but when she gets to know you, she's incredibly freindly.

3 In her free time, Camila loves going to the cinema, especially to see action films. She's really good at fotography, and she always has her camera with her. She likes listenning to music, and I think she'd like to go to a music festival while she's in the UK.

4 I'm sure you would all get on really well together. Camila's quite independant, and she's happy to do things on her own, so you won't have to show her around. She doesn't mind doing housework, so that won't be a problem. And she's good with animals, so I think she'll be fine with Jess's cat!

I think it's a great idea for Camila to stay with you. And of course she's happy to pay rent for the room. Let me know if you're OK to go ahead and I'll tell Camila. I hope it all works out.

Best wishes, Gustavo

present simple and continuous, action and non-action verbs

present simple: *I live, he works, etc.*

- 1 I **live** in Santiago. She **works** in a restaurant.
We **don't eat** meat. Jacob **doesn't wear** glasses.
Where **do** you **live**? **Does** the supermarket **open** on Sundays?
- 2 She usually **has** cereal for breakfast.
I'm never late for work.
We only **eat out** about once a month.

1.9

- 1 We use the present simple for things that are always true, or happen regularly.
- Remember the spelling rules for third person singular, e.g. *lives, studies, watches*.
 - Use **ASI** (Auxiliary, Subject, Infinitive) or **QuASI** (Question word, Auxiliary, Subject, Infinitive) to help you with word order in questions.
Do you know David? What time does the film start?
- 2 We often use the present simple with adverbs of frequency, e.g. *usually, never*, or expressions of frequency, e.g. *every day, once a week*.
- Adverbs of frequency go before the main verb and after *be*.
 - Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: *be + verb + ing*

- A **Is** your sister still **going out** with Adam?
B No, they broke up. She **isn't going out** with anyone now.
The phone's **ringing**. Can you answer it?
House prices **are going up** very fast at the moment.

1.10

- We use the present continuous (**NOT** the present simple) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual, actions.
- Remember the spelling rules, e.g. *living, studying, getting*.
- We also use the present continuous for future arrangements (see **1B**).

action and non-action verbs

- A What **are** you **looking for**?
B My car keys.
A I'll help you in a moment.
B But I **need** them now!
- A What **are** you **cooking**? It **smells** delicious.
B I'm **making** pasta.
A Great! I **love** pasta.

1.11

- Verbs which describe **actions**, e.g. *cook, make*, can be used in the present simple or continuous.
I'm making lunch. I usually make lunch at the weekend.
- Verbs which describe **states** or **feelings** (**NOT** actions), e.g. *be, need, love*, are **non-action verbs**. They are not usually used in the present continuous, even if we mean 'now'.
- Common non-action verbs are: *agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose, want*.
- Verbs of the senses are normally also non-action, e.g. *look, smell, taste, and sound*.

Verbs that can be both action and non-action

A few verbs have an action and a non-action meaning, e.g. *have* and *think*.

I can't talk now. I'm having lunch. = action (*have lunch*)

I have a cat now. = non-action (possession)

What are you thinking about? = action (*think about sth*)

I think this music's great. = non-action (opinion)

a Circle the correct form, present simple or continuous.

- I don't believe / I'm not believing* that you cooked this meal yourself.
- Come on, let's order. The waiter *comes / is coming*.
 - Kate *doesn't want / isn't wanting* to have dinner now. She isn't hungry.
 - The head chef is ill, so he *doesn't work / isn't working* today.
 - The bill *seems / is seeming* very expensive to me.
 - We've had an argument and now we *don't speak / aren't speaking* to each other.
 - I *think / am thinking* my diet is quite healthy these days.
 - Do we need / Are we needing* to go shopping today?
 - Can I call you back? *I have / I'm having* lunch right now.
 - I didn't use to like oily fish, but now *I love / I'm loving* it!
 - Your cake is wonderful! It *tastes / is tasting* like one my mother used to make.

b Complete with the present simple or present continuous forms of the verbs in brackets.

- We **don't go** to Chinese restaurants very often. (not go)
- I _____ high cholesterol, so I never _____ fried food. (have, eat)
 - _____ you _____ any vitamins at the moment? (take)
 - Don't eat the spinach if you _____ it. (not like)
 - _____ your boyfriend _____ how to cook fish? (know)
 - We _____ takeaway pizzas once a week. (order)
 - What _____ your sister _____? It _____ delicious! (make, smell)
 - You look sad. What _____ you _____ about? (think)
 - I _____ the diet in my country _____ worse. (think, get)
 - How often _____ you _____ seafood? (have)
 - I _____ usually _____ red meat. (not cook)

future forms: present continuous, *be going to*, *will* / *won't**be going to* + infinitive

future plans and intentions

1.13

My sister's **going to adopt** a child.**Are you going to buy** a new car or a second-hand one?**I'm not going to go** home for the holidays. It's too far.

predictions

1.14

Barcelona **are going to win**. They're playing really well.Look at those black clouds. I think it's **going to rain**.

- We use *be going to* (**NOT** *will* / *won't*) when we have already decided to do something. **NOT** *My sister will adopt a child.*
- We also use *be going to* to make a prediction about the future, especially when we have some evidence (e.g. *we can see black clouds*).

present continuous: *be* + verb + *-ing*

future arrangements

1.15

Lorna and Jamie **are getting** married in October.**We're meeting** at 10 o'clock tomorrow in Angelo's office.**Ali's leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *be going to* for future plans / arrangements and often you can use either.
 - *be going to* shows that you have made a decision.
We're going to get married next year.
 - the present continuous emphasizes that you have made the arrangements.
We're getting married on October 12th. (= we've booked the venue)
- We often use the present continuous with verbs relating to travel arrangements, e.g. *go, come, arrive, leave, etc.*
He's arriving tomorrow and leaving on Thursday.

will / *shall* + infinitive

instant decisions, promises, offers, predictions, future facts, suggestions

1.16

- 1 **I'll have** the steak. (instant decision)
I **won't tell** anybody where you are. (promise)
I'll carry that bag for you. (offer)
You'll **love** New York! (prediction)
Next year Christmas Day **will be** on a Thursday. (future fact)
 - 2 **Shall I help** you with your homework? (offer)
Shall we eat out tonight? (suggestion)
- 1 We use *will* / *won't* (**NOT** the present simple) for instant decisions, promises, and offers.
NOT *I carry that bag for you.*
 - We can also use *will* / *won't* for predictions, e.g. *I think Barcelona will win*, and to talk about future facts, e.g. *The election will be on 1st March*.
 - 2 We use *shall* (**NOT** *will*) with *I* and *we* for offers and suggestions when they are questions.

a Circle the correct form. Tick (✓) the sentence if both are possible.

The exam will be / *is being* on the last Friday of term.

- 1 *Will* / *Shall* we invite your parents for Sunday lunch?
- 2 **A** It's Alice's birthday tomorrow.
B Oh, really? *I'm making* / *I'll make* a cake.
- 3 *I'm not having* / *I'm not going to have* dinner with my family tonight.
- 4 *Are you going to go* / *Will you go* to Lee's party next weekend?
- 5 You can trust me. *I'm not telling* / *I won't tell* anyone what you told me.
- 6 **A** What are you doing on Sunday?
B *We're visiting* / *We'll visit* my grandparents.
- 7 I think the birth rate *will go down* / *is going down* in my country in the next few years.
- 8 My grandfather is *going to retire* / *retiring* at the end of the month.
- 9 *Shall* / *Will* I help you with the washing-up?

b Complete B's responses with a correct future form. Use contractions if possible.

- A** What's your mother going to do about her car?
B She's going to buy a second-hand one. (buy)
- 1 **A** I'm going to miss you. Please stay in touch.
B I promise I _____ every day. (phone)
 - 2 **A** What are Alan's plans for the future?
B He _____ a degree in engineering. (do)
 - 3 **A** Can I see you tonight?
B No, I _____ late. Maybe Saturday? (work)
 - 4 **A** Are you ready to order?
B Yes, I _____ the prawns, please. (have)
 - 5 **A** There's nothing in the fridge.
B OK. _____ we _____ a takeaway? (get)
 - 6 **A** I don't have any money, so I can't go out.
B No problem, I _____ you some. (lend)
 - 7 **A** Shall we have a barbecue tomorrow?
B No, the weather forecast says it _____. (rain)
 - 8 **A** We land at about 8.00.
B _____ I _____ you up from the airport? (pick)

1 Food

a Match the words and photos.

Fish and seafood

- ☐ crab /kræb/
- ☐ lobster /'lɒbstə/
- ☐ mussels /'mʌslz/
- ☐ prawns /prɔːnz/
- ☐ salmon /'sæmən/
- ☐ squid /skwɪd/
- ☐ tuna /'tjuːnə/

Meat

- ☐ beef /biːf/
- ☐ chicken /'tʃɪkɪn/
- ☐ duck /dʌk/
- ☐ lamb /læm/
- ☐ pork /pɔːk/

Fruit and vegetables

- ☐ aubergine /'əʊbəʒiːn/ (AmE eggplant)
- ☐ avocado /ævə'kɑːdəʊ/
- ☐ beans /biːnz/
- ☐ beetroot /'biːtruːt/
- ☐ cabbage /'kæbɪdʒ/
- ☐ cherries /'tʃerɪz/
- ☐ courgette /'kɔːʒet/ (AmE zucchini)
- ☐ cucumber /'kjuːkʌmbə/
- ☐ grapes /greɪps/
- ☐ lemon /'lemən/
- ☐ mango /'mæŋɡəʊ/
- ☐ melon /'melən/
- ☐ peach /piːtʃ/
- ☐ pear /peə/
- ☐ raspberries /'rɑːzbərɪz/
- ☐ red pepper /red 'pepə/

b 1.2 Listen and check.

✓ **ACTIVATION** Talk to a partner. Are there any things in the list that you...?

- a love
- b hate
- c have never eaten

Are there any other kinds of fish, meat, fruit, or vegetables that are very common in your country?



2 Cooking

a Match the words and photos.



- ☐ baked /beɪkt/
- ☐ boiled /bɔɪld/
- ☐ fried /fraɪd/
- ☐ grilled /grɪld/
- ☐ roast /rəʊst/
- ☐ steamed /stiːmd/

b 1.3 Listen and check.

✓ **ACTIVATION** Talk to a partner. How do you prefer these things to be cooked?

chicken eggs fish potatoes

3 Phrasal verbs

a Complete the phrasal verbs with a word from the list.

down on out (x2)

- 1 I **eat** _____ a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
- 2 I'm trying to **cut** _____ coffee at the moment. I'm only having one cup at breakfast.
- 3 The doctor told me that I should completely **cut** _____ all cheese and dairy products from my diet.

b 1.4 Listen and check.

p.8

1 What are they like?

a Complete the sentences with adjectives from the list.

affectionate /ə'fekʃənət/ ambitious /æm'bɪʃəs/
anxious /'æŋkʃəs/ bossy /'bɒsi/ charming /'tʃɑːmɪŋ/
competitive /kəm'petətɪv/ honest /'ɒnɪst/
imaginative /ɪ'mædʒɪnətɪv/ independent /ɪndɪ'pendənt/
insecure /ɪn'sɪkjʊə/ mature /mə'tʃʊə/ moody /'muːdi/
patient /'peɪfnt/ rebellious /rɪ'beljəs/ reliable /rɪ'laɪəbl/
self-confident /self 'kɒnfɪdənt/ selfish /'selfɪʃ/
sensible /'sensəbl/ sensitive /'sensətɪv/ sociable /'səʊjəbl/
spoilt /spɔɪlt/ stubborn /'stʌbən/

- 1 Selfish people think about themselves and not about other people.
- 2 _____ children are rude and behave badly because they are given everything they want.
- 3 _____ people behave like adults.
- 4 _____ people always tell the truth and never steal or cheat.
- 5 _____ people have an attractive personality and people like them.
- 6 _____ people have common sense and are practical.
- 7 _____ people are friendly and enjoy being with other people. **SYN** outgoing
- 8 _____ people are often worried or stressed.
- 9 _____ people have a good imagination.
- 10 _____ people like doing things on their own, without help.
- 11 _____ people like telling other people what to do.
- 12 _____ people are not confident about themselves.
- 13 _____ people can be easily hurt or offended.
- 14 _____ people never change their opinion or attitude about something.
- 15 _____ people can wait for a long time or accept difficulties without getting angry.
- 16 _____ people want to be successful in life.
- 17 _____ people are ones who you can trust or depend on. **SYN** responsible
- 18 _____ people are sure of themselves and their abilities.
- 19 _____ people don't like obeying rules.
- 20 _____ people have moods that change quickly and often.
- 21 _____ people always want to win.
- 22 _____ people show that they love or like other people very much.

b  1.19 Listen and check.

 **ACTIVATION** Which adjectives do you think are positive?

2 Negative prefixes

Negative prefixes

un-, *in-*, and *dis-* are common negative prefixes.

in- changes to *im-* (before *b*, *m*, and *p*), *ir-* (before *r*), and *il-* (before *l*).

a Which prefix do you use with these adjectives? Put them in the correct column.

ambitious friendly honest imaginative
kind mature organized patient
reliable responsible selfish sensitive
sociable tidy

<i>un-</i> / <i>dis-</i>	<i>in-</i> / <i>im-</i> / <i>ir-</i>
<i>unambitious</i>	
	

b  1.20 Listen and check. Which adjective + prefix has a positive meaning?

 **ACTIVATION** Cover the columns. Say the adjectives with prefixes.

False friends: *sensible*, *sensitive*, and *sympathetic*

Some words in English are very similar to words in other languages, but have different meanings. Be careful with these three adjectives, which may be false friends in your language.

sensible = practical (**NOT** easily upset)

sensitive = easily hurt (**NOT** practical)

sympathetic = kind to sb who is hurt or sad (**NOT** nice, friendly)

Mediation Bank

1 Written mediation

a Read the strategy.

Written mediation strategy

Summarizing

When you write a summary, your aim is to highlight the main points of a text using your own words so that someone else can understand it without having to read it all.

- Read the text quickly to find out what it is about.
- Read the text again more carefully. Identify the main idea of each paragraph. Underline the most important points.
- Write your summary. Try to use your own words. Do not give your opinion and keep the text short and simple.
- Decide what the conclusion of the text is.
- Check your work against the text. Delete any repetitions or unnecessary information.

b Read the example exam task below and do the activities.

An online English magazine wants language students to write a post about the benefit of following certain diets. You found this online article about the Mediterranean diet. Summarize the information in the article for your post and explain why people should follow the diet.

The benefits of a Mediterranean diet

- A** The Mediterranean diet is a healthy form of eating. It was inspired by the traditional food typical of Crete, Greece and Southern Italy in the early 1960s and supported by many scientific studies which showed that it had many health benefits. It has become more popular not just in countries around the Mediterranean such as Spain, Greece, Italy and France, but in many other countries too.
- B** The diet involves eating plenty of fruit and vegetables, beans, and legumes, which are an important source of protein, in addition to oily fish such as sardines and mackerel, and some meat. Carbohydrates, particularly wholegrain bread, pasta and rice, are popular. It also includes healthy fats like olive oil, nuts, seeds and avocado.
- C** The diet encourages people to avoid processed food, which is full of sugar, to consume fewer dairy products and to limit red meat and animal products such as eggs. Eating at least five different fruit and veg each day is a realistic goal. In Mediterranean countries, eating fresh or dried fruit instead of more sugary treats is common.

c Match paragraphs A–E with the topics they focus on in 1–6. There is one extra topic.

- 1 the health benefits ____
- 2 similar diets ____
- 3 the food to eat ____
- 4 the origins of the diet ____
- 5 the food not to eat ____
- 6 a way of life ____

d Underline the key information in the paragraphs.

e Find words and phrases in the article that mean the same or are similar to the words below.

- 1 common _____
- 2 a lot of _____
- 3 highly treated _____
- 4 eat _____
- 5 reduce _____
- 6 studies show _____
- 7 risk _____
- 8 diseases _____

Useful phrases

Introducing the topic

One of the best-known healthy diets is... which...

Describing the important ideas

Generally, the diet means eating... and...

It also includes...

Talking about research and supporting examples

It has been found...

It's thought that...

Giving a conclusion

So overall, I think...

I hope you find this post...

f Write a post for an online English magazine about the Mediterranean diet. Write about 120–150 words.

← p.9

- D** The Mediterranean diet is not only about which food to include or avoid. It is also about following a certain lifestyle that involves taking time over eating, not being distracted by screens and other devices, and sharing meals with friends and family.

- E** Research suggests having a Mediterranean diet can reduce the danger of developing medical conditions such as type 2 diabetes, strokes, high blood pressure and high cholesterol, which can cause heart disease. People who follow the diet are less likely to put on weight.

Generally, following the Mediterranean diet is an excellent way to improve your health.

1A word order in questions

questions with *be* and *can*

	Are	you	hungry?
	Is	there	a bank near here?
	Can	I	sit here?
What	was	that	noise?
Where	were	you	born?

- We make questions with the verb *be* and *can* by inverting the verb and the subject.

She is a teacher. → **Is she** a teacher?

He can drive. → **Can he** drive?

questions with *do / does / did* in present simple and past simple

Question word	Auxiliary	Subject	Infinitive (= verb)
	Do	you	live with your parents?
	Did	you	have a holiday last year?
Where	does	your sister	work?
When	did	you	start studying English?
What	did	they	talk about?

- We use **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) or **QUASI** (**Q**uestion word, **A**uxiliary, **S**ubject, **I**nfinitive) to remember word order in questions. We often put a preposition at the end of a question, e.g. *Who do you live with?*

1B present simple

	<i>I / you / we / they</i>	<i>he / she / it</i>
☐	I usually work at home.	My brother works in the city centre.
☐	My parents don't live near here.	It doesn't often rain here.
☐	Do you speak French?	Does she like pop music?
☒ ☒	Yes, we do . / No, we don't .	Yes, she does . / No, she doesn't .

- We use the present simple for things we do every day / week / year, or which are generally true or always happen.
- We use *don't* / *doesn't* to make negative sentences, and *do* / *does* to make questions.

infinitive	3rd person (<i>he / she / it</i>)	spelling
work	works	add -s
study	studies	consonant + y > ies
finish	finishes	add -es after <i>sh, ch, s, x</i>
go / do	goes / does	add -es
have	has	change to -s

adverbs and expressions of frequency

- We **often** go out on Friday night.
She **doesn't usually** study at weekends.
I'm **never** ill.
He's **always** late for work.
- She gets up early **every day**.
We have English classes **twice a week**.

- We often use the present simple with adverbs of frequency (*always, often, sometimes, usually, hardly ever, never*).

- Adverbs of frequency go before the main verb.
- Adverbs of frequency go after *be*.
She's never ill. NOT She's ill never.
- Remember to use a ☐ verb with *never*.
It never rains. NOT It doesn't never rain.

- Expressions of frequency (*every day, once a week, etc.*) usually go at the end of a sentence.

1C present continuous: *be* + verb + *-ing*

- A** What are you doing? **B** I'm sending a message to Sarah.
- My brother **is doing** a two-month course in the UK.
- In this picture, the woman **is standing** near a table.

- We use the present continuous:
 - for things happening now, at this moment.
 - for temporary things that are happening around now, this week, etc.
 - to describe what's happening in a picture.

☐	I'm working.	You	're working.	He	's working.
☐	I'm not working.	We	aren't working.	She	isn't working.
		They		It	
☐ ☒ ☒	Are you working?	Yes, I am. / No, I'm not.			
	Is he working?	Yes, he is. / No, he isn't.			

infinitive	<i>-ing</i> form	spelling
cook	cooking	add -ing
study	studying	
live	living	cut the final e and add -ing
run	running	if the verb finishes in consonant-vowel-consonant, double the final consonant and add -ing

present simple or present continuous?

- A** What do you do?
B I **work** for an IT company.
- A** What **are** you **doing**?
B I'm **checking** my messages.
- I **like** this painting, it's beautiful.

- We use the present simple for things that are generally true or always happen.
- We use the present continuous for an action happening now, at this moment.
- We normally use verbs which describe states or feelings (non-action verbs), e.g. *want, need, like*, in the present simple, not continuous, e.g. *I like Italian food. NOT I'm liking Italian food.*

1A

a Put the word or phrase in the right place in the question.

Do you like fruit? (like)

- 1 How long did you there? (live)
- 2 Is older than you? (your sister)
- 3 When does start? (the lecture)
- 4 What time you switch on your computer? (do)
- 5 Where your family live? (does)
- 6 Where I catch the bus? (can)
- 7 When you see your parents? (did)
- 8 What time did arrive? (your friends)
- 9 Will go on much longer? (the talk)
- 10 Why do study English? (you)

b Put the words in the right order to make questions.

brother you a have do ? Do you have a brother?

- 1 your where go you holiday for did ?
- 2 to catch you do work the train ?
- 3 violin can the play you ?
- 4 children do have your pets any ?
- 5 the time what does leave bus ?
- 6 me you email send can an ?
- 7 door did front the lock you ?
- 8 band a do have you favourite ?
- 9 a did card send your you mother to ?
- 10 in do a you flat live house a or ?

1B

a Write sentences and questions with the present simple.

how often / he work late ☐ ?
How often does he work late?

- 1 Maria / enjoy going to college ☐ +
- 2 my brother / eat salad ☐ -
- 3 I / like spiders much ☐ -
- 4 when / your term finish ☐ ?
- 5 she / have ten pairs of shoes ☐ +
- 6 my mother / usually shop at the supermarket ☐ +
- 7 when / you do your housework ☐ ?
- 8 I / enjoy driving at night ☐ -
- 9 when / you have breakfast ☐ ?
- 10 my aunt / have a house by the sea ☐ +

b Put the words in the right order.

buys she usually lunch sandwich a for
She usually buys a sandwich for lunch.

- 1 day library we every study the in
- 2 home in I dark walking don't the like
- 3 gardening my enjoys really father
- 4 they children have don't any
- 5 about Christmas friends we at think our
- 6 an once exercise I week a class to go
- 7 morning he his every emails checks
- 8 cats my two dog have a friends and
- 9 is village a in shop there next the
- 10 rained a it for week hasn't

1C

a Write sentences with the present continuous.

I / check my email ☐ +
I am checking my email.

- 1 she / write her family history ☐ +
- 2 it / snow today ☐ ?
- 3 why you / sit out there in the cold ☐ ?
- 4 my friend / buy her ticket ☐ +
- 5 I / live at home now ☐ -
- 6 the teacher / tell a story ☐ +
- 7 your parents / buy a house ☐ ?
- 8 we / study French ☐ -
- 9 why you / wear dark glasses ☐ ?
- 10 they / make plans for their holiday ☐ -

b Complete the sentences with the present simple or present continuous.

My friend is taking photographs. (take)

- 1 Every morning she _____ for an hour. (run)
- 2 I _____ about moving house at the moment. (not think)
- 3 Why _____ you _____ outside? Come back inside. (sit)
- 4 **A** _____ you _____ away every Christmas? (go)
B No, this year we _____ at home. (stay)
- 5 On Tuesdays she _____ her cousin. (visit)
- 6 **A** Why _____ you _____ your vegetables at the market? (not buy)
B I _____ many vegetables. (not eat)
- 7 My brother is down by the river; he _____ to catch a fish. (try)
- 8 On Mondays she _____ many lectures. (not have)
- 9 My sister _____ a baby. (expect)
- 10 I _____ many emails. (not send)

Answer Key and Exam Listening

1A

1 VOCABULARY

- a** 2 squid, meat
3 cucumber, fruit
4 duck, vegetables
5 salmon, fruit
6 courgette, seafood
- b** 2 aubergine, 3 avocado, 4 squid,
5 red pepper, 6 mango, 7 lobster,
8 melon
- c** 2 beef, 3 raspberries, 4 prawns,
5 cabbage, 6 salmon
- d** 2 boiled, 3 baked, 4 fried, 5 roast,
6 steamed
- e** 2 frozen, 3 raw, 4 low-fat, 5 fresh,
6 spicy
- f** 2 a, 3 b
- g** Students' own answers

2 PRONUNCIATION

- a** 1 /ɪ/ chicken, squid
2 /i:/ peach
3 /æ/ crab, mango
4 /ɑ:/ carton, jar
5 /ɒ/ chocolate, sausage
6 /ɔ:/ pork, prawns
7 /u/ cookie, sugar
8 /u:/ cucumber, tuna
- c** 2 cabbage
3 spicy
4 roast
5 grapes
6 fruit
7 baked
8 melon
9 aubergine

3 GRAMMAR

- a** 2 don't...get up
3 Are...watching
4 cycles
5 are / 're having
6 is / 's...doing
7 does...give
8 am / 'm not eating
9 doesn't...do
10 is / 's trying
- b** 3 That cake looks
4 ✓
5 Do you think
6 ✓
7 ✓
8 I love
- c** 2 believe
3 aren't using
4 doesn't belong
5 is / 's playing
6 am / 'm not sleeping
7 don't recognize
8 sounds
- d** 2 Where do you usually do your homework?
3 Why are you studying English?
4 Do you think English is easy?
5 Are you enjoying the classes at the moment?

6 What do you usually do after the class?

e Students' own answers

1B

1 VOCABULARY

- a** 2 great-grandfather
3 only child
4 multi-generational
5 adopted child
6 immediate
7 stepmother
8 brother-in-law
9 blended
10 siblings
11 extended
- b** 2 g, 3 a, 4 e, 5 h, 6 c, 7 i, 8 f, 9 j, 10 b
- c** 2 anxious
3 selfish
4 sensible
5 self-confident
6 ambitious
7 stubborn
8 independent
9 rebellious
10 patient
11 honest
12 insecure
- d** 2 dishonest
3 immature
4 unreliable
5 insensitive
6 unambitious
7 unimaginative
8 disorganized
9 irresponsible
10 unsociable
11 unfriendly
12 unkind
13 impatient
14 unselfish
- e** 1 sensitive
2 sensible
3 sympathetic

2 GRAMMAR

- a** 2 I'll pay
3 Shall I make
4 you'll get / you're going to get
5 We're going
6 I'll have
7 I'll be
8 Shall we invite
9 won't be
10 it's going to break
- b** 1 are / 're staying, are / 're having
2 Shall...order, will / 'll call, will / 'll have
3 are...leaving / are...going to leave, am / 'm getting, am / 'm going to get, will / 'll give
4 are...doing / are...going to do, am / 'm going, are...seeing / are...going to see, will / 'll love
5 Shall...help, will / 'll wash, won't break
- c** Students' own answers

3 PRONUNCIATION

- a** 2 not...buy...flights yet
3 look online
4 Who...meeting tonight
5 meeting...friends
6 not meeting...girlfriend
7 helping...mum
8 When...get...exam results
9 won't get...this week
10 get...Monday

Practical English 1

1 REACTING TO WHAT PEOPLE SAY

- a** 2 You're kidding!
3 That's a pity.
4 Congratulations!
5 Really?
6 I don't believe it!
- b** 1 You're kidding!
2 Really?
3 How fantastic! That's amazing! That's great news. Wow! Good for you. Congratulations!
4 That's a pity. Oh no!

2 SOCIAL ENGLISH

- a** 2 c, 3 a, 4 g, 5 b, 6 h, 7 e, 8 d
- b** 2 Hey, thanks
3 It was good to see you, Take care
4 I hope so
5 What a surprise
6 We're meeting for coffee, say hi from me

Can you remember...? 1

1 GRAMMAR

- 1 does...open
2 is / 's doing
3 don't agree
4 Are...going to wear / wearing
5 are / 're having
6 won't be

2 VOCABULARY

- 1 duck
2 salmon
3 stepmother
4 extended family
5 bossy
6 charming

3 PRONUNCIATION

- 1 reliable
2 great
3 mature
4 parent
5 spoilt

4 GRAMMAR & VOCABULARY

- 1 a, 2 c, 3 a, 4 a, 5 c, 6 c, 7 c, 8 b, 9 a, 10 c