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G present simple and continuous, action and non-action verbs
 V food and cooking
 P short and long vowel sounds

Do you drink a lot of coffee?

Yes, but I'm trying to cut down at the moment.

1A Mood food



1 VOCABULARY food and cooking

a Do the quiz in pairs.

FOOD QUIZ

Can you think of...?

- ONE** red fruit, **ONE** yellow fruit, **ONE** green fruit
- TWO** kinds of food that some people are allergic to
- THREE** kinds of food that come from milk
- FOUR** vegetables that you can put in a salad
- FIVE** containers that you can buy food in
- SIX** things that people sometimes have for breakfast

- b ➤ p.152 Vocabulary Bank *Food and cooking*.
- c ①4 Listen to these common adjectives to describe food. Do you know what they mean? Then say one kind of food which we often use with each adjective.

fresh frozen low-fat raw spicy takeaway tinned

3 LISTENING & SPEAKING

FOOD & EATING

- 1 Is there any food or drink that you couldn't live without? How often do you eat / drink it?
- 2 Do you ever have
 - a ready-made food?
 - b takeaway food? What kind?
- 3 What's your favourite
 - a fruit?
 - b vegetable?
 Are there any that you really don't like?
- 4 When you eat out do you normally order meat, fish, or vegetarian?
- 5 What food do you usually eat
 - a when you're feeling a bit down?
 - b before doing sport or exercise?
 - c before you have an exam or some important work to do?

2 PRONUNCIATION short and long vowel sounds

a Look at the eight sound pictures. What are the words and sounds? What part of the symbol tells you that a sound is long?

1 	squid chicken spicy grilled	5 	sausages roast chocolate box
2 	beef steamed beans breakfast	6 	raw fork boiled salt
3 	prawns salmon lamb cabbage	7 	cook sugar mushrooms food
4 	margarine carton jar warm	8 	cucumber beetroot fruit duck

b Look at the words in each list. Cross out the word which *doesn't* have the sound in the sound picture.

c ①5 Listen and check.

d ➤ p.166 Sound Bank. Look at the typical spellings of the sounds in a.

a ①6 Listen to five people talking. Each person is answering one of the questions in *Food & Eating* above. Match each speaker with a question.

- 4 Speaker A Speaker D
 Speaker B Speaker E
 Speaker C

b Listen again and make notes about their answers. Compare with a partner.

c Ask and answer the questions with a partner. What do you have in common?



4 READING

- a Are the foods in the list **carbohydrates** or **proteins**? With a partner, think of four more kinds of food for each category.

cake chicken pasta salmon

- b With a partner, answer the questions below with either **carbohydrates** or **proteins**.

What kind of food do you think it is better to eat...?

- for lunch if you have an important exam or meeting
- for breakfast
- for your evening meal
- if you are feeling stressed

- c Look at the title of the article. What do you think it means? Read the article once to find out, and to check your answers to b.

- d Read the article again. Then with a partner, say in your own words why the following people are mentioned. Give as much information as you can.

- 1 Dr Paul Clayton
- 2 people on diets
- 3 schoolchildren
- 4 Paul and Terry
- 5 nightclub owners in Bournemouth

- e Find adjectives in the article for the verbs and nouns in the list. What's the difference between the two adjectives made from *stress*?

stress (noun) (x2) relax (verb) wake (verb)
sleep (verb) power (noun) violence (noun)
oil (noun)

- f Ask and answer the questions with a partner.

- 1 What time of day do you normally eat protein and carbohydrates? How do they make you feel?
- 2 How often do you eat chocolate? Does it make you feel happier?
- 3 After reading the article, is there anything you would change about your eating habits?



Mood food

We live in a stressful world, and daily life can sometimes make us feel tired, stressed, or depressed. Some people go to the doctor's for help, others try alternative therapies, but the place to find a cure could be somewhere completely different: in the kitchen.

Dr Paul Clayton, a food expert from Middlesex University, says 'The brain is affected by what you eat and drink, just like every other part of your body. Certain types of food contain substances which affect how you think and feel.'

For example, food which is high in carbohydrates can make us feel more relaxed. It also makes us feel happy. Research has shown that people on diets often begin to feel a little depressed after two weeks because they are eating fewer carbohydrates.

On the other hand, food which is rich in protein makes us feel awake and focused. Research has shown that schoolchildren who eat a high-protein breakfast often do better at school than children whose breakfast is lower in protein. Also, eating the right kind of meal at lunchtime can make a difference if you have an exam in the afternoon or a business meeting where you need to make some quick decisions. In an experiment for a BBC TV programme two chess players, both former British champions, had different meals before playing each other. Paul had a plate of prosciutto and salad (full of protein from the red meat), and his opponent Terry had pasta with a creamy sauce (full of carbohydrate). In the chess match Terry felt sleepy, and took much longer than Paul to make decisions about what moves to make. The experiment was repeated several times with the same result.

Another powerful mood food could become a secret weapon in the fight against crime. In Bournemouth in the south of England, where late-night violence can be a problem, some nightclub owners have come up with a solution. They give their clients free chocolate at the end of the night. The results have been dramatic, with a 60% reduction in violent incidents.

Why does chocolate make people less aggressive? First, it causes the brain to release feel-good chemicals called endorphins. It also contains a lot of sugar, which gives you energy, and can help stop late-night tiredness turning into aggression. These two things, together with a delicious taste, make chocolate a powerful mood changer.

Mood food – what the experts say

- Blueberries and cocoa can raise concentration levels for up to five hours.
- Food that is high in protein helps your brain to work more efficiently.
- For relaxation and to sleep better, eat carbohydrates.
- Dark green vegetables (e.g. cabbage and spinach) and oily fish (e.g. salmon) eaten regularly can help to fight depression.

Adapted from a British newspaper

5 LISTENING & SPEAKING

- a Ask and answer the questions with a partner.

RESTAURANTS

- 1 How often do you eat out?
- 2 What's your favourite...?
 - a kind of food (French, Italian, etc.)
 - b restaurant dish
- 3 How important are these things to you in a restaurant? Number them 1-4 (1 = the most important).
 - the food
 - the service
 - the atmosphere
 - the price
- 4 Have you ever tried English food? What did you think of it?

- b **17** Read the text about Steve Anderson. Then listen to **Part 1** of an interview with him, and number the photos in the order he mentions them.
- c Listen again. Why does he mention each thing?
- d **18** Now listen to **Part 2** and answer the questions.
- 1 What does he say is the best and worst thing about running a restaurant?
 - 2 What's the main difference between British and Spanish customers?
 - 3 What kind of customers does he find difficult?
 - 4 How does he think eating habits in Spain are changing?
- e What about you? Answer the questions with a partner.
- 1 What was your favourite food when you were a child?
 - 2 Is there anything that you like / don't like cooking?
 - 3 In your country, when people eat out would they normally tell the chef what they really think about the food?
 - 4 Do you know anyone who is a 'difficult customer' in restaurants?



STEVE ANDERSON has always had a passion for food. He was first taught to cook by his mother, who is half Burmese. After studying physics at university, he got a holiday job helping on a cookery course in Italy, where he met several famous chefs. One of them, Alastair Little, later employed him as a trainee chef. Two years later he moved to Valencia in Spain and opened a restaurant, *Seu Xerea*, now one of the most popular restaurants in town.





B

6 GRAMMAR

present simple and continuous, action and non-action verbs

a 19 Listen again to some of the things Steve said. Circle the form of the verb he uses.

- 1 This week for example *I cook* / *I'm cooking* nearly every day. We *usually close* / *are usually closing* on Sundays and Mondays, but this Monday is a public holiday.
- 2 The British always *say* / *are saying* that everything is lovely.
- 3 Actually, I think *I prefer* / *I am preferring* that honesty, because it helps us to know what people like.
- 4 Unfortunately, I think *they get* / *they're getting* worse. People *eat* / *are eating* more unhealthily.

b With a partner, say why you think he has chosen each form.

c ▶ p.132 Grammar Bank 1A. Learn more about the present simple and the present continuous, and practise them.

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

On a typical day

- What / usually have for breakfast?
- / drink Coke or fizzy drinks? How many glasses / drink a day?
- Where / usually 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

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



C



D



E



F

7 SPEAKING

WHAT DO YOU THINK?

- 1 Men are better cooks than women.
- 2 Both boys and girls should learn to cook at school.
- 3 Cheap restaurants usually serve bad food.
- 4 On a night out with friends, where and what you eat isn't important.
- 5 Not all fast food is unhealthy.
- 6 Every country thinks that their cuisine is the best in the world.

a 13 Listen to two people discussing sentence 1. Who do you agree with more, the man or the woman? Why?

b 14 Listen to the phrases in the Useful language box. Copy the intonation.

Useful language: Giving your opinion (1)

- | | | |
|----------------|-----------------------|------------------|
| I agree. | I'm not sure. | For example... |
| I don't agree. | (I think) it depends. | In my opinion... |

c In small groups, say what you think about sentences 2–6. Try to use the Useful language phrases.

G future forms: present continuous, going to, will / won't
 V family, adjectives of personality
 P sentence stress, word stress, adjective endings

Are you seeing your grandparents this weekend?

No, I'm going to stay at home. I'll probably see them next weekend.

1B Family life

1 VOCABULARY & SPEAKING

family

- a Look at some photos showing family members. What's happening in each one? What do you think the relationship is between the people?
- b With a partner, explain the difference between each pair.
- 1 a father and a parent
 - 2 a mother and a stepmother
 - 3 a brother and a brother-in-law
 - 4 a grandfather and a great-grandfather
 - 5 a nephew and a niece
 - 6 a child and an only child
 - 7 your immediate family and your extended family
- c The BBC recently did a survey of 21st-century families in the UK. Read *Changing – for the better?* and try to guess what the missing percentages are. Choose from the list.
- 17% 26% 60% 75% 85%
- d **15** Listen and check. Do any of the statistics surprise you? Which ones do you think would be very different if the survey was carried out in your country?
- e Work in small groups. Say what you think and give reasons.

Do you think that...?

- families should have a meal together every day
- children should leave home as soon as they can afford to
- parents should charge their children rent if they live at home and have a job
- parents should be 'friends' with their children on social networking sites, e.g. Facebook
- elderly parents should live with their children when they are too old to live alone

Useful language:

Giving your opinion (2)

We often use *should* + verb to say what we think is the right thing or a good thing (to do), e.g.

*I think families **should have** dinner together every day because...*

*I don't think parents **should be** friends with their children on Facebook because...*



Changing – for the better?

Family life is changing in the UK – but not in the way we might think. When the BBC did a survey of families in Britain, they expected to find that family relationships were suffering because of the decline in traditional family structures.

However, some of the results were quite surprising...

58%
of men

and

39%
of women

aged 20–24 still live at home with their parents.

1

think that it is right for parents to charge rent to children over 25 who have a job and are living at home.

30%

use the internet at least once a week to contact their families.

On average, adults live

130

kilometres from their parents.



2 GRAMMAR future forms

- a **116** Listen to three dialogues between different family members. Who is talking to who (e.g. brother to sister)? What are they talking about?
- b Listen again and match two sentences with each dialogue (1–3).
- | | |
|---|---|
| A <input type="checkbox"/> Shall I make you a cup of tea? | D <input type="checkbox"/> I'm staying the night there. |
| B <input type="checkbox"/> You'll drive too fast. | E <input type="checkbox"/> I'll drive really slowly. |
| C <input type="checkbox"/> I'm not going to go to university yet. | F <input type="checkbox"/> It's going to be cold tonight. |
- c With a partner, decide which sentence (A–F) is...
- | | | |
|--|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> a plan or intention | <input type="checkbox"/> a prediction | <input type="checkbox"/> an offer |
| <input type="checkbox"/> an arrangement | <input type="checkbox"/> a promise | |
- d **p.133 Grammar Bank 1B.** Learn more about future forms and practise them.

3 PRONUNCIATION sentence stress



Sentence stress

An important aspect of speaking English is stressing the words in a sentence which carry the information, and not stressing the other ones. This will help you to communicate better and to speak with good rhythm.

- a **121** Listen to the rhythm in these three dialogues.

- A Are you **coming home** for **dinner** tonight?

B **No**. I'm **going out** with my **friends**.
- A **What** are you **going to do** in the **summer**?

B We're **going to rent** a **house** with my **sister** and her **husband**.
- A Do you **think** they'll **have children** soon?

B I **don't think** so. **Not** for a **few years** anyway.

- b Practise them with a partner. Copy the rhythm.
- c Ask and answer the questions below. Give as much information as possible.

ARE YOU...?

- having dinner with your family tonight
- or is anyone in your family getting married soon
- doing something with a family member this week
- visiting a relative this weekend

ARE YOU GOING TO...?

- have a new nephew or niece soon
- have a big family get-together soon
- go on holiday with your family this year
- buy a present for a member of your family this month

DO YOU THINK...?

- the number of people getting divorced will go up or down in the future
- the birth rate will go up or down in your country
- anyone in your family will live to be 90 or more
- you will move away from (or back to) the area where your family live

95%
of people

say that they have a close family.

2
of people

have a meal with their immediate family every day.

3
say that their families never argue.

4
have family members who they don't speak to any more.

5
think that families should look after grandparents.

75%
of people are happiest with their families.

17%
are happiest with friends.

4 **122** SONG *Our House* 🎵

5 READING

- a Which do you think has more advantages, being an only child, or having brothers and sisters? Why?
- b Work in pairs. A read *The younger brother*, B read *The only child*.
- c Tell your partner about 1 and 2 below. Whose childhood sounds happier?
- 1 other family members who are mentioned
 - 2 how the writer's experience as a child affects him/her now
- d Look at the **highlighted** words in the two texts. Try to work out their meaning from the context. Then match them with definitions 1–12.
- 1 _____ *adj* ill
 - 2 _____ it's no surprise that
 - 3 _____ *noun* competition between two people
 - 4 _____ *noun* the time when you were a child
 - 5 _____ *noun* a meeting of people, e.g. family
 - 6 _____ *noun* people who are fully grown
 - 7 _____ *adj* knowing about or being conscious of sth
 - 8 _____ *noun* a school where children can live during the year
 - 9 _____ *verb* think that sb or sth is important
 - 10 _____ *verb* divided sth between two or more people
 - 11 _____ *verb* try to hurt sb else
 - 12 _____ *noun* a group of friends



each other

When brothers and sisters get older they value **each other** more.

Use **each other** to talk about an action between two people or groups of people, e.g. *I don't get on very well with my dad - we don't understand **each other**.*

- e Talk to a partner. Do you have brothers and sisters, or are you an only child? Do you feel positive or negative about it?

Younger brother or only child?

HOW WAS IT FOR YOU?

THE YOUNGER BROTHER NOVELIST TIM LOTT

Rivalry between brothers is normal, but there was a special reason for the tension between us. I was very ill when I was born, and spent three months in hospital with my mother. My brother did not see her at all during that time, as he went to stay with an aunt. When our mother returned home, it was with a **sick** newborn baby who took all the attention. **No wonder** he hated me (although if you ask Jeff, he will say that he didn't - we remember things differently).

My brother and I were completely different. We **shared** the same bedroom, but he was tidy, and I was really untidy. He was responsible, I was rebellious. He was sensible, I was emotional. I haven't got any positive memories of our **childhood** together, though there must have been good moments. Jeff says we used to play Cowboys and Indians but I only remember him trying to suffocate me under the bedcovers.

My relationship with Jeff has influenced my attitude towards my own four daughters. If the girls **fight**, I always think that the younger child is innocent. But the good news about brothers and sisters is that when they get older, they **value** each other more. Jeff is now one of my best friends, and I like and admire him greatly. For better or for worse, we share a whole history. It is the longest relationship in my life.



THE ONLY CHILD JOURNALIST SARAH LEE

I went to **boarding school** when I was seven, and the hardest thing I found was making friends. Because I was an only child, I just didn't know how to do it. The thing is that when you're an only child you spend a lot of your time with **adults** and you're often the only child in **a gathering** of adults. Your parents go on living more or less the way they have always lived, only now you are there too.

I found being an only child interesting because it gave me a view of the world of adults that children in a big family might not get. And I know it has, at least partly, made me the kind of person I am - I never like being one of a group, for example. If I have to be in a group, I will always try to go off and do something on my own, or be with just one other person - I'm not comfortable with being one of **a gang**.

My parents are divorced now and my mother lives in the US and my father in the UK. I feel very responsible for them - I feel responsible for their happiness. I'm the closest relative in the world to each of them, and I am very **aware of** that.

Adapted from a British newspaper



6 VOCABULARY

adjectives of personality

- a Without looking back at *The younger brother* text, can you remember who was *tidy, responsible, and sensible* and who was *untidy, rebellious, and emotional*? Do you know what the adjectives mean? Would you use any of them to describe yourself?
- b ➤ p.153 Vocabulary Bank *Personality*.
- c Write down the first three adjectives of personality that come into your head. Don't show them to your partner. Now go to ➤ **Communication** *Personality* p.104.

7 PRONUNCIATION

word stress, adjective endings

- a ① 26))) Underline the stressed syllable in these multi-syllable adjectives. Listen and check.

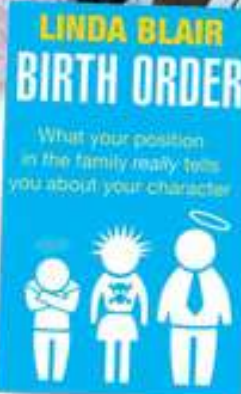
- 1 jea|lous an|xious am|bi|tious
ge|ne|rous re|be|lious
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|si|ble sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive
a|ggre|ssi|ve sen|si|tive
- 5 un|friend|ly in|se|cure
im|pa|tient i|mma|ture

- b Listen again and answer the questions.

- 1 Is *-ous* pronounced /aus/ or /ʊs/?
- 2 Is *-able* pronounced /abl/ or /ebl/?
- 3 Is *-ible* pronounced /ibl/ or /ibl/?
- 4 Is *-ive* pronounced /iv/ or /iv/?
- 5 Are *-ous* / *-able* / *-ible* / *-ive* stressed?
- 6 Are *un-* / *in-* / *im-* stressed?



8 LISTENING & SPEAKING



- a What's your position in the family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b ① 27))) Look at the cover of Linda Blair's book. Now listen to a journalist talking about it on a radio programme. Complete the chart by writing four more adjectives of personality in each column.

Oldest children	Middle children	Youngest children	Only children
sensible	relaxed	outgoing	self-confident

- c Compare with a partner. Then listen to the four sections one by one. Check your answers. What reasons or examples does the journalist give?
- d Look at the completed chart above. In pairs, say...

...if you think it is true for **you** – and if not, why not?

...if you think it is true for **other people** you know (your brothers and sisters, friends, etc.)

9 WRITING

- p.113 **Writing** *A description of a person.* Write a description of a friend you know well.

Practical English Meeting the parents

EPISODE 1

1 INTRODUCTION

VIDEO

- a Look at the photos. Describe Jenny and Rob.



Jenny



Rob

- b 28 Watch or listen to Jenny and Rob talking. Complete the gaps.

Jenny Zielinski and Rob Walker work for a ¹ _____ called *New York24seven*. She's American and he's ² _____. Rob came to New York a few ³ _____ ago. He had met Jenny when she went to ⁴ _____ on a work trip. They got on very well, and he was offered a job for a month in ⁵ _____. Later he was offered a ⁶ _____ job. Jenny helped Rob ⁷ _____ an apartment, and they are enjoying life in the USA, although Rob misses his friends and ⁸ _____.



British and American English
apartment = American English
flat = British English

2 REACTING TO WHAT PEOPLE SAY

VIDEO

- a 29 Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?



British and American English
mom = American English
mum = British English

- b Watch or listen again and mark the sentences T (true) or F (false). Correct the F sentences.
- 1 Rob left the chocolates at the office.
 - 2 Rob's desk is usually very tidy.
 - 3 It's the second time that Rob has met Jenny's parents.
 - 4 Sally has prepared a big dinner.
 - 5 Jenny's new job is Managing Director.
 - 6 Jenny is going to be Rob's manager.



c 1 30 Listen to some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

- 1 Jenny Don't forget the chocolates.
Rob OK. Oh _____!
Jenny I don't _____ it. Don't tell me you forgot them?
Rob I think they're still on my desk.
Jenny _____ kidding.
- 2 Jenny Mom, I'm really sorry - we bought you some chocolates, but we left them at the office.
Sally What a _____ mind.
- 3 Jenny But I also have some good news.
Sally _____? What's that?
- 4 Sally So you've got a promotion? _____ fantastic!
Harry That's great _____!
- 5 Sally Let's go and have dinner.
Jenny What a _____ ideal!

d 1 31 Watch or listen and repeat the phrases in the chart below. Copy the rhythm and intonation.

REACTING TO WHAT PEOPLE SAY

What you say when you hear...

something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great ideal
some bad news	Oh no! What a pity. Never mind.

How + adjective, What + noun
We often use *How + adjective* or *What + noun* to respond to what people say.
How interesting! How awful! How amazing!
What a pity! What a good idea! What terrible news!

e Practise the dialogues in c with a partner.

f **Communication** *How awful! How fantastic!* A p.104 B p.109.

3 HARRY FINDS OUT MORE ABOUT ROB



a 1 32 Watch or listen to the after dinner conversation. Does the evening end well or badly?

b Watch or listen again and answer the questions.

- 1 What university did Jenny go to?
- 2 Is Harry impressed by Rob's job? Why (not)?
- 3 What does Harry like doing in his free time?
- 4 Who are most of the photos in the dining room of?
- 5 Who are Miles Davis, John Coltrane, and Wynton Marsalis?
- 6 What surprises Harry about Rob?

c Look at the **Social English phrases**. Can you remember any of the missing words?

Social English phrases

- Harry How do you _____ your career?
Rob Not _____. I'm more of a writer.
Rob Oh, you know, interviews, reviews, _____ like that...
Rob I _____, I like photography.
Harry That's _____ most of them are of Jenny.
Harry How _____!
Rob Well, he's a really nice _____.
Harry Go _____, son!

d 1 33 Watch or listen and complete the phrases.

e Watch or listen again and repeat the phrases. How do you say them in your language?

Can you...?

- react to good news, bad news, unexpected news, and interesting news
- introduce yourself and other people
- use phrases which give you time to think, e.g. *you know, I mean*, etc.