



# ROADMAP™

STUDENTS' BOOK



Jonathan Bygrave



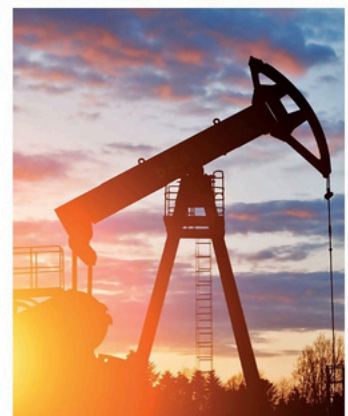
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Go online for the Roadmap video.				

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# 6A

## Love it or loathe it?

- › **Goal:** talk about things you love and loathe
- › **Grammar:** verb + *-ing* and infinitive with *to*
- › **Vocabulary:** common idioms

### Listening and vocabulary

- 1 Look at the photos. What things do you love/loathe?
- 2 a  6.1 Listen to eight conversations. What are they talking about in each one? Do they love it or loathe it?
  - b Listen again and complete the idioms.
    - 1 Just goes to show, doesn't it? You can't \_\_\_\_\_.
    - 2 I can't. It's \_\_\_\_\_.
    - 3 Awful. It's \_\_\_\_\_.
    - 4 Are you joking? They \_\_\_\_\_!
    - 5 Wow! It \_\_\_\_\_, doesn't it?
    - 6 Are you serious? I'm \_\_\_\_\_!
    - 7 Nah! It's \_\_\_\_\_. I love giving speeches.
    - 8 It's \_\_\_\_\_. The best cheesecake I've ever tasted.
  - c Match idioms 1–8 in Exercise 2b with meanings a–h.
 

a easy to do	f very happy
b making me angry	g form an opinion based on appearance alone
c very annoying	h are very expensive
d is extremely beautiful	
e excellent	
  - 3 Change the underlined words in the sentences so they are true for you.
    - 1 My laptop cost an arm and a leg.
    - 2 Sunsets at the beach take my breath away.
    - 3 If I could swim really well, I would be over the moon.
    - 4 People talking loudly on trains drive me up the wall.
    - 5 Personally I think Beyoncé is out of this world.
    - 6 For me, maths is a piece of cake.

 Go to page 161 or your app for more vocabulary and practice.

### Grammar

- 4 Read the text. Do you think the suggestion would work? Work in pairs and compare your ideas.

In her book *Ten Minutes to Happiness*, clinical psychologist Sandi Mann suggests that taking ten minutes at the end of each day to answer six questions can help us focus more on the positives in life. So what are those questions?

- 1 What experiences gave you pleasure?
- 2 What praise and feedback did you receive?
- 3 What were the moments of pure good fortune?
- 4 What were your achievements, however small?
- 5 What made you feel grateful?
- 6 How did you express kindness?



- 5 Match answers a–i with questions 1–6 in the text in Exercise 4.

- a *Sounds stupid but I texted my best friend and just thanked him **for being** such a good listener.*
- b *I got through the whole day **without getting** angry or upset, even though my boss is driving me up the wall.*
- c *I sang at the top of my voice in my car. I wouldn't say my voice is out of this world, but it isn't awful and anyway I just **enjoy singing** sometimes!*
- d *I wore my new coat for the first time! It cost an arm and a leg but it was worth it. **It's nice to wear** something new.*
- e *My teacher said, 'Nice work!' when he gave me back my essay. I wouldn't say I was over the moon but I **can't help liking** a compliment.*
- f *I went into the park opposite my house while it was raining **just to breathe in** the smell of the rain.*
- g *A woman helped me pick up my things when I dropped my bag. **Being helped** is always nice, I think. I really thanked her.*
- h *When I got home, I sat and watched the birds in my garden for a while. I always **enjoy watching** wildlife.*
- i *I left my bike unlocked for half an hour by mistake, but luckily no one stole it - I can't **afford to buy** a new one!*



- 6 Read the grammar box. Match the phrases in bold in Exercise 5 with uses 1–7.

### Verb + **-ing** and infinitive with **to**

Use the **-ing form**:

1 after certain verbs, e.g. *consider, imagine, keep, quit, suggest, enjoy, regret*.

*She keeps singing at the top of her voice.*

2 after prepositions and phrasal verbs.

*Are you thinking about buying one?*

3 after certain phrases, e.g. *no point ..., waste time ..., can't help ..., no use ..., be worth ...*

*There's no point complaining about it.*

4 as the subject of a sentence.

*Receiving praise is always nice.*

Use the **infinitive with to**:

5 after certain verbs, e.g. *afford, appear, choose, learn, manage, promise, can't wait, forget*.

*I chose not to get angry.*

6 after *It + adjective*, e.g. *It's important ..., It's easy ..., It's nice ...*

*It's easy to forget to say thank you.*

7 for an infinitive of purpose.

*I called her to find out how she was.*

Some verbs can be followed by either form with no change in meaning, e.g. *begin, start, continue, hate*.

*I hate waiting/to wait for buses.*

Other verbs can be followed by either form but the meaning changes, e.g. *remember, try, stop*.

*Do you remember going there on holiday?* (It was a long time ago.)

*Did you remember to charge your phone?* (You often forget to do this.)

- 7 a 6.2 Listen and underline the stressed syllables in the sentences.

1 a Did you remember to lock the door?  
b Do you remember locking the door?

2 a I tried to eat less sugar.  
b I tried eating less sugar.

3 a I stopped talking to her.  
b I stopped to talk to her.

b What is the difference in meaning between each pair of sentences?

c Listen again and repeat.

- 8 a Complete the answers to the questions. Use the correct form of the verbs in brackets.

- 1 What experiences gave you pleasure?  
a \_\_\_\_\_ the sun rise gave me pleasure. (watch)  
b I got pleasure from \_\_\_\_\_ a cup of coffee. (drink)
- 2 What praise and feedback did you receive?  
a Somebody said thank you when I stopped \_\_\_\_\_ the door open for them. (hold)  
b My friend told me that she always enjoys \_\_\_\_\_ to me. (talk)
- 3 What were the moments of pure good fortune?  
a I was waiting \_\_\_\_\_ the road when I saw a really good friend. (cross)  
b It's hard \_\_\_\_\_! (remember)
- 4 What were your achievements, however small?  
a I thought about \_\_\_\_\_ some chocolate cake, but I resisted! (eat)  
b I didn't waste time \_\_\_\_\_ about work. (worry)
- 5 What made you feel grateful?  
a My colleague promised \_\_\_\_\_ me with a difficult project. (help)  
b I managed \_\_\_\_\_ to my dad in Australia. (speak)
- 6 How did you express kindness?  
a \_\_\_\_\_ my dad is a way I expressed kindness. (call)  
b I said thanks to my teacher for \_\_\_\_\_ something to me very patiently. (explain)

- b Work in pairs. Think about yesterday and/or today. Ask and answer the questions in Exercise 8a.

Go to page 146 or your app for more information and practice.

## Speaking

### PREPARE

- 9 a 6.3 Listen to two people talking about things they love and loathe. What three things do they talk about? Do they agree or disagree about each thing?
- b Make your own list of three things that you love and three things that you loathe.

### SPEAK

- 10 a Work in pairs. Ask about the things on each other's list and say how you feel about them. Use the Useful phrases to help you.
- b Work in different pairs. Try to find someone who you agree with on everything.

#### Useful phrases

What do you think about ...?

I'm not a big fan, really.

I can't stand it!

We'll have to agree to disagree.

Develop  
your  
listening  
page 91

# 6B

## We can work it out



- > Goal: summarise a negotiation
- > Grammar: reported speech
- > Vocabulary: negotiating

### Vocabulary

#### 1 Look at the photos of negotiations and discuss the questions.

- 1 What is happening in each photo? What do you think each person is saying?
- 2 When was the last time you had to negotiate something (e.g. a discount in a shop, a pay rise, an upgrade for a phone/hotel)? What result did you want to achieve?
- 3 What tactics did you use and how successful were you?

#### 2 a Read the texts about different negotiating situations. Replace the underlined phrases with the words/phrases in the boxes.

bond   build trust   conflict   criticise   praise

I found an apartment to rent but it's quite expensive. The owner is a friend of a friend. I want to negotiate with her and get a better price. Should I try to create a <sup>1</sup> connection with her? How do I avoid <sup>2</sup> disagreements and arguments? How do I <sup>3</sup> make positive feelings between us grow before talking about price? Should I <sup>4</sup> say positive things about the apartment or should I <sup>5</sup> say negative things about it and tell her it's not worth that much? What's your advice?

cooperate   fall out   interrupts   stay calm  
tension

My flatmate never cleans the kitchen or tidies the flat. It's starting to create <sup>6</sup> bad feelings in our house. I don't want to <sup>7</sup> stop being friends with him, but it's hard sometimes to <sup>8</sup> not get angry. When I ask him about the situation, he just <sup>9</sup> talks while I am talking and refuses to talk about it. I feel he just doesn't want to <sup>10</sup> work together with me. Should I look for a new flat? Should I just ignore the mess or should I clean it up for him? Any advice?

#### b Complete the sentences so they are true for you.

- 1 Once I fell out with ...
- 2 When someone criticises me, I ...
- 3 I find it difficult to stay calm when ...
- 4 I praise my friends when they ...
- 5 Sometimes you have to interrupt someone when ...
- 6 The best way to build trust with someone you don't know is ...
- 7 I have a special bond with ...
- 8 The best way to avoid tension and conflict with a flatmate is ...

#### 3 Work in pairs and compare your answers.

A: Who did you fall out with?

B: A year ago, I fell out with my best friend.

#### 4 a Look at the words. Are the underlined letters pronounced /s/, /z/ or /sh/?

- |                            |                           |
|----------------------------|---------------------------|
| 1 ten <u>s</u> ion         | 6 s <u>u</u> re           |
| 2 s <u>u</u> gar           | 7 p <u>re</u> ssure       |
| 3 critic <u>i</u> se       | 8 ref <u>u</u> se         |
| 4 p <u>r</u> ai <u>s</u> e | 9 t <u>e</u> n <u>s</u> e |
| 5 s <u>i</u> t             | 10 iss <u>u</u> e         |

#### b 6.6 Listen and check your answers. Then listen again and repeat.

Go to page 161 or your app for more vocabulary and practice.

### Listening

#### 5 a Work in pairs and read the text. Is this a job you would be good at? Why/Why not?

##### Would you be a good crisis negotiator?

Crisis negotiators are employed by police departments in various countries. Their job is to negotiate with people in a crisis situation to prevent them from hurting themselves or other people. A crisis negotiator needs to be calm, thoughtful and quick-thinking.

#### b Which of 1–6 do you think a good crisis negotiator does?

- 1 builds trust with the person in crisis
- 2 actively listens to the person in crisis
- 3 argues with the person in crisis
- 4 tells the person in crisis to calm down
- 5 talks about their own problems
- 6 is honest

#### 6 a 6.7 Listen to an interview with a crisis negotiator. Check your answers to Exercise 5b.

#### b Work in pairs. Can you remember which phrase in each pair was better and why? Listen again and check.

- 1 a Can I speak to you?  
b Can I talk to you?
- 2 a Yes, but why don't you want to come out?  
b So, you're saying you don't want to come out?
- 3 a You've had some really difficult problems.  
b Everyone has problems.
- 4 a Calm down!  
b I can see you're angry and I understand why.
- 5 a Why are you being so stupid?  
b I've also done some really stupid things in my life.
- 6 a Would you do something for me?  
b Would you be willing to do something for me?





## Grammar

- 7** Read about how Zuzanna negotiated with her teenage daughter Lena. Underline the examples of reported speech.

“ Yesterday I asked my daughter to put her phone down and have a conversation with me. She told me that I wasn't the boss and that she could make her own decisions. I usually get angry when she says things like that, but yesterday I tried a different tactic. I said that I could understand how she felt, but I just wanted to have a chat. I asked her if she would be willing just to talk for a few minutes. We ended up talking for an hour. It felt like a big success! ”

- 8** Read the grammar box and choose the correct alternatives.

### Reported speech

When reporting what someone says use **say** + (*that*) clause OR **tell** + person + (*that*) clause. It's common to move the tense <sup>1</sup>forward/back in time.

*'You're not the boss.'* → *She told me I wasn't the boss.*

*'I can understand how you feel.'* → *I said I could understand how she felt.*

*Will* becomes *would*, *can* becomes *could*, present tenses become <sup>2</sup>past/past perfect tenses and past tenses become past perfect tenses.

It's also common to change words like *here*, *today* and *now* to alternatives like *there*, *that day* and *then*.

*'I'm here today because I want to speak to you.'* → *I said I was there that day because I wanted to speak to him.*

When reporting questions, use *ask* and use the same word order as <sup>3</sup>statements/questions.

*'What shall we talk about?'* → *I asked her what we should talk about.*

Use *if* or *whether* for Yes/No questions.

*'Would you be willing to talk?'* → *I asked her if she would be willing to talk.*

If you report a request, you often use the <sup>4</sup>-ing form/infinitive with 'to'.

*'Could you put your phone down?'* → *I asked her to put her phone down.*

- 9 a** Report what Zuzanna and Lena say to each other. Use the verbs in brackets.

- Lena: Why are you always telling me what to do? (ask)
- Zuzanna: Have you tidied your room? (ask)
- Lena: Could you help me with my homework? (ask)
- Lena: I'm going to sleep over at a friend's house tomorrow. (tell)
- Zuzanna: You can't do that because you have school the next day. (say)
- Lena: School is really stressing me out. (tell)
- Zuzanna: You'll understand when you are older. (tell)
- Lena: Why haven't you washed my jeans? (ask)

- b** 6.8 Listen and report the short conversations between teenagers and their parents.

*She asked him if/whether he had tidied his room that week. He said he had done that the previous week.*

Go to page 146 or your app for more information and practice.

## Speaking

### PREPARE

- 10 a** Work in pairs. Student A: Turn to page 174. Student B: turn to page 172. Choose one of the situations.
- b** Think about what you want to say and how to say it. Remember to stay calm and be positive.

### SPEAK

- 11 a** Roleplay the situation. Try to reach a solution that you are both happy with.
- b** Work with a third student and report back on your negotiation. Summarise what you and your partner said and what you both agreed to do.

Develop  
your  
reading  
page 106

- › Goal: paraphrase what someone has said
- › Language focus: verb patterns after reporting verbs
- › Vocabulary: reporting verbs

## Vocabulary


1 a Look at the pictures. Have you ever been in similar situations? What happened?

b Which conversation (1–3) would you find the most difficult? Why?

- 1 You remind a friend that he/she owes you money.
- 2 You tell a friend that you are angry with him/her.
- 3 You apologise to a friend for telling a lie (or vice versa).

c Think about a difficult conversation you or someone you know has had. What happened?

*My friend had to tell his dad that he had crashed his car.*

2 a  6.9 Listen to six short conversations. Read the summaries and choose the correct alternatives.

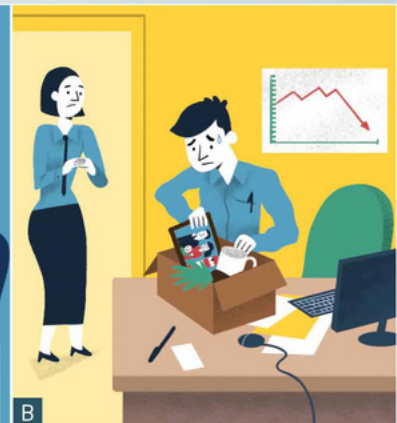
- 1 Someone ate the apple cake. She *accused/ convinced* Stephen. Stephen *agreed/ apologised*.
- 2 She was leaving. He *reminded/ advised* her to call. She *agreed/ refused*.
- 3 They were late. She *threatened/ blamed* him. He *admitted/ denied* it.
- 4 She asked him to marry her. He *refused/ insisted* but she *threatened/ convinced* him.
- 5 She was changing the wheel. He *advised/ convinced* her how to do it. She *threatened/ reminded* him.
- 6 She didn't want to come out. He *refused/ insisted*. Somebody hit her brother. She *admitted/ denied* it.

b Look at your answers to Exercise 2a again. Decide if each verb:

- 1 can take *it* as an object, e.g. *he admitted it*.
- 2 can take a pronoun as an object, e.g. *she accused me*.
- 3 doesn't need an object, e.g. *he agreed*.


c Summarise the sentences. Use reporting verbs from Exercise 2a.

- 1 He said he didn't take the money. *He denied it.*
- 2 She changed my mind about it.
- 3 He said he wouldn't do it.
- 4 He said it happened because of the weather.
- 5 He said he would find me if I didn't pay him.
- 6 He said I should do it this way.
- 7 She mentioned it again and told me not to forget.
- 8 He said he was sorry.
- 9 I asked her to do it and she said she would do it.
- 10 He wouldn't take no for an answer.
- 11 She told me I did it and I was responsible.
- 12 He said that he did it.



3 Read quotes 1–7. Which ones do you agree/disagree with? Work in pairs and explain your answers.

- 1 'We should always insist on the best, particularly from ourselves.'
- 2 'Don't accuse people of being stupid just because they don't think the same way as you.'
- 3 'When you make a mistake, you should admit it and apologise.'
- 4 'You'll never convince someone you are right by threatening them.'
- 5 'A good manager never blames others when things go wrong.'
- 6 'If you refuse to listen to others, they will never listen to you.'
- 7 'Most people would rather deny the truth than accept it.'

4 a  6.10 Listen to the two-syllable verbs. Which ones have the stress on the first syllable?

- |          |             |
|----------|-------------|
| 1 accuse | 7 offer     |
| 2 admit  | 8 persuade  |
| 3 advise | 9 refuse    |
| 4 agree  | 10 regret   |
| 5 deny   | 11 remind   |
| 6 insist | 12 threaten |

b Listen again and repeat.

 Go to your app for more practice.

## Reading

### 5 Match comments 1–6 with summaries a–f.

- a She wanted to eat some fast food.
- b His date wasn't impressed with him.
- c She had dinner with two people instead of one.
- d She wasn't impressed with the job candidate.
- e He damaged his friend's property.
- f She got the wrong address.

1 Visited friend at his new house and **convinced** his new flatmate to let me in. I turned on the TV and made coffee. My friend came home – I didn't recognise him. I had the wrong house!

2 I needed to pick up my parents from airport. My friend **agreed** to lend me her car. Dented the door and scratched the paintwork on first journey. Arggh!

3 I placed an order at a drivethrough burger place. Man in car behind **advised** me to drive on a bit further. I'd been talking to the rubbish bin! #embarrassingmoments

4 Interviewed a guy for a job. Impressive CV but he clearly had no idea what he was talking about. He denied lying on his CV but **admitted** exaggerating. We agreed to end the interview early. He got up, shook my hand and walked into a cupboard.

5 My mum arranged a blind date for me then **insisted** on coming along 'to see if he was suitable'. Romantic dinner, just the three of us! #blindedate Disaster

6 Went on a date. She talked nonstop about her ex and how much she hated him. When my eyes glazed over she **accused** me of not listening. Apparently, I was 'just like her ex!' #worstfirstdinnerdate

### 6 Work in pairs. Which situations in Exercise 5 are the most awkward? Do you think anyone behaved unreasonably? Can you explain why?

## Language focus

### 7 Read and complete the language focus box. Use the verbs in bold in Exercise 6.

#### Verbs patterns after reporting verbs

Remember, some verbs have more than one pattern.

- verb + infinitive with *to*: threaten, <sup>1</sup>\_\_\_\_\_

*She threatened to call the police.*

- verb + person + infinitive with *to*: remind, <sup>2</sup>\_\_\_\_\_, <sup>3</sup>\_\_\_\_\_

*He reminded me not to say anything.*

- verb + *-ing* form: deny, <sup>4</sup>\_\_\_\_\_

*He denied lying on his CV.*

- verb + preposition + *-ing* form: apologise, <sup>5</sup>\_\_\_\_\_

*I apologised for spoiling the evening.*

- verb + person + preposition + *-ing*: blame, <sup>6</sup>\_\_\_\_\_

*She blamed me for ordering the wrong food.*

### 8 a Rewrite the sentences as reported speech. Use the words in brackets.

- 1 'I got a few things wrong in my report.' (he / admit)
- 2 'I'm going to pay you back. Here's the money.' (he / insist)
- 3 'OK, we can change the date of the meeting.' (she / agree)
- 4 'It's your fault that we lost the match.' (he / blame)
- 5 'You played really badly.' (she / accuse)
- 6 'You really must try this new shampoo. It's great.' (she / convince)
- 7 'It wasn't me who broke it!' (he / deny)
- 8 'I'm sorry for getting angry.' (she / apologise)

### b 6.11 Listen and report what the man said in each conversation. Use the prompts.

- 1 admit / eat / some of her biscuits
- 2 convince / eat out at the Korean restaurant
- 3 insist / get a refund
- 4 remind / return the book by Carlos Quesada
- 5 agree / give her a hand

 Go to page 146 or your app for more information and practice.

## Speaking

### PREPARE

### 9 Work in pairs. Read the situation and write the phone conversation between Alex and Bo.

**Alex:** *Why didn't you come for dinner last night?*

**Bo:** *Sorry, Alex. I was watching the game and I completely forgot.*

Alex invited Bo to dinner. Alex spent a long time preparing the food and making things nice. Bo forgot about the arrangement and didn't turn up. The next day Bo sent Alex a short text saying *Sorry lol!* Alex generally feels that Bo is not being a good friend at the moment. Bo never asks questions or shares personal information. Alex has decided to call Bo.

### SPEAK

- 10 a Take turns performing your conversation. Watch other pairs perform their conversations and make notes.
- b Take turns reporting what another pair said in their conversation. Use the verbs in the box. Do you agree with your partner?

accuse admit advise agree apologise  
blame deny remind

**A:** *Luis accused Michaela of talking about him behind his back. She denied it.*

**B:** *No, she admitted it. She even apologised to him.*

Develop  
your  
writing  
page 126

# Check and reflect: Units 5 and 6

## 1 Match 1–9 with a–i to make sentences.

- 1 There's a cashpoint. I'm just taking out
- 2 I think you should try to pay back
- 3 Pretty much everything I earn goes on
- 4 For the kids' party we should stock up on
- 5 To save money you'll have to cut back on
- 6 Being broke is bad enough, but don't get into
- 7 I wish I could just splash out on
- 8 A guy I know says he can live on
- 9 Everyone should try to set aside

- a unnecessary luxuries.
- b essentials.
- c a holiday in the Maldives.
- d debt.
- e enough for this evening.
- f something for a rainy day.
- g what you owe.
- h sweets and crisps.
- i £10 a week.

## 2 Complete the past sentences with the correct form of the verbs in the box.

be drive find invest know pay take

- 1 Paul shouldn't \_\_\_\_\_ his dad's laptop without asking.
- 2 Weren't you supposed \_\_\_\_\_ here an hour ago?
- 3 We probably could \_\_\_\_\_ cheaper flights if we'd looked around.
- 4 If only I \_\_\_\_\_ in property when everyone else did.
- 5 You ought to \_\_\_\_\_ Tim back before he got angry about it.
- 6 Pete should \_\_\_\_\_ Liz would be upset about all the money he spent.
- 7 I wish I hadn't \_\_\_\_\_ so fast on those country lanes.

## 3 Choose the correct alternatives.

- 1 If criminals are caught, the police *find them/can't find them*.
- 2 If somebody is charged with a crime, he or she *is sent to prison/must go to court*.
- 3 If criminals plead guilty, they *admit/deny* that they committed a crime.
- 4 Somebody is found guilty or not guilty by *the police/a judge or jury*.
- 5 Criminals only go on trial if they commit *minor/serious* offences.
- 6 A *burglar/shoplifter* breaks into people's houses.
- 7 If criminals are sentenced, they *are given/aren't given* a punishment.
- 8 If a criminal evades arrest, he or she *is caught/doesn't get caught* by the police.

## 4 a Complete the text with the words in the box.

all each every few lots no none several

A notorious villain robbed <sup>1</sup> \_\_\_\_\_ US banks between 1985 and 1990. The robber loved attention, so after <sup>2</sup> \_\_\_\_\_ crime, he sent <sup>3</sup> \_\_\_\_\_ of letters to newspapers and TV stations around the country, laughing at his investigators. Although <sup>4</sup> \_\_\_\_\_ of these letters led to his arrest, in 2004 the robber sent a <sup>5</sup> \_\_\_\_\_ more items to the police. One of these was a computer disk. Forensic experts analysed <sup>6</sup> \_\_\_\_\_ of the deleted data and traced it to a man named Leroy living in Wyoming. It took the police <sup>7</sup> \_\_\_\_\_ time to check <sup>8</sup> \_\_\_\_\_ Leroy in the area and arrest Leroy Ryder. He admitted his guilt and was sentenced to life imprisonment.

## b Work in pairs. Cover the story and try to retell it.

## 5 Complete the sentences with the best word. The first letter is given.

- 1 Fabrice made a really clever i \_\_\_\_\_ ten years ago. He made a lot of money and now only works part-time.
- 2 The job losses were blamed on the global r \_\_\_\_\_.
- 3 Each year I make a d \_\_\_\_\_ to my favourite charity.
- 4 This watch was a complete b \_\_\_\_\_ - it's brand new but it was in the sale with a 50 percent discount!
- 5 I \_\_\_\_\_ is rising and everything costs more now.
- 6 My mother always told me to invest in a good p \_\_\_\_\_. She said it's important to save for your future.

## 6 Complete the sentences with an adverb from box A and an adjective from box B.

A bitterly highly perfectly totally widely

B available cold lost safe unlikely

- 1 Don't worry, transferring money online is \_\_\_\_\_. There is no risk involved.
- 2 Can you explain that again? I didn't understand at all. I'm \_\_\_\_\_.
- 3 Exotic cooking ingredients are \_\_\_\_\_ these days, even in the supermarkets.
- 4 Scotland winning the World Cup - it's \_\_\_\_\_ in my opinion.
- 5 Wear a scarf. It's \_\_\_\_\_ out there.

## 7 a Complete the questions with the words in the box.

breath cake leg moon pain wall world

- 1 Do taxis cost an arm and a \_\_\_\_\_ in your country?
- 2 When were you last over the \_\_\_\_\_ about something?
- 3 Is updating your social media profile a piece of \_\_\_\_\_ or a bit of a \_\_\_\_\_?
- 4 Do pop-ups on online pages drive you up the \_\_\_\_\_?
- 5 When did a view last take your \_\_\_\_\_ away?
- 6 What would you describe as 'out of this \_\_\_\_\_'?

## b Work in pairs. Ask and answer three of the questions in Exercise 7a.

**8 Complete the conversations with the correct form of the verbs in brackets.**

- 1 A: Why are you wasting time \_\_\_\_\_ (go back) to the office?  
B: \_\_\_\_\_ (sort out) a problem. I forgot \_\_\_\_\_ (turn on) the alarm.
- 2 A: Have you quit \_\_\_\_\_ (smoke)?  
B: Yeah and I've started \_\_\_\_\_ (feel) so much healthier.
- 3 A: Is it polite \_\_\_\_\_ (ask) people about their salary?  
B: No, you should try \_\_\_\_\_ (avoid) the subject of money altogether.
- 4 A: Are you worried about \_\_\_\_\_ (take) this test?  
B: I can't help \_\_\_\_\_ (feel) a bit nervous.
- 5 A: Are you looking forward to \_\_\_\_\_ (visit) your sister in Hong Kong?  
B: Yes, but I can't imagine \_\_\_\_\_ (sit) on a plane for 14 hours!
- 6 A: Thanks for \_\_\_\_\_ (be) so supportive.  
B: Not at all. It's important \_\_\_\_\_ (listen) and I remember \_\_\_\_\_ (talk) to you about a problem not long ago.

**9 a Complete the questions with the words in the box.**

bond conflict criticise fall out interrupt  
praise stay calm tension

- 1 Do you have a close \_\_\_\_\_ with one particular friend?  
2 What did you and your siblings \_\_\_\_\_ about?  
3 Did your parents \_\_\_\_\_ you when you did well?  
4 Do you ever \_\_\_\_\_ what somebody's wearing?  
5 In a crisis, do you tend to panic or \_\_\_\_\_?  
6 Does it drive you up the wall when people \_\_\_\_\_ you mid-sentence?  
7 Are you good at sensing \_\_\_\_\_ between people?  
8 What can you do to avoid \_\_\_\_\_ between neighbours?

**b Work in pairs. Discuss three of the questions in Exercise 9a.**

**10 Complete the reported statements and questions.**

- 1 'My teacher's giving me too much homework,' Vicky said.  
Vicky said \_\_\_\_\_.
- 2 'I don't believe you're really 35,' Jenny said to Tim.  
Jenny told \_\_\_\_\_.
- 3 'I'll be late home from college this evening,' Jake told us.  
Jake said \_\_\_\_\_.
- 4 'Have you done your homework yet?' Jessie's dad asked.  
Jessie's dad asked \_\_\_\_\_.
- 5 'Why can't you give me a lift to the party?' Jo asked her mum.  
Jo asked \_\_\_\_\_.
- 6 'Do you want to come to the party later?' Tony asked Chloe.  
Tony asked \_\_\_\_\_.

**11 Complete the second sentence so it means the same as the first. Choose the correct verb in brackets and use two or three other words.**

- 1 We bought it because the salesman was so convincing. (convinced/insisted)  
The salesman \_\_\_\_\_ it.
- 2 Jake was sorry he was late. (blamed/apologised)  
Jake \_\_\_\_\_ late.
- 3 Everyone's saying that Greg stole the money. (accusing/advising)  
Everyone's \_\_\_\_\_ the money.
- 4 Sam wouldn't take Jo to the airport. (denied/refused)  
Sam \_\_\_\_\_ Jo to the airport.
- 5 Jason really wanted to pay for the meal. (threatened/insisted)  
Jason \_\_\_\_\_ for the meal.
- 6 The note says: 'Don't forget to call Sue.' (reminds/agrees)  
The note \_\_\_\_\_ call Sue.

**12 a The three responses to each question or statement have similar meanings. Complete the second and third responses with one word.**


- 1 A: Did you spill coffee on the carpet?  
B: Yes, sorry. **It was my fault./It's \_\_\_\_\_ my fault./ I have to \_\_\_\_\_ up.**
- 2 A: Why's Katy crying? Did you upset her again?  
B: No! **Don't blame me./It wasn't my \_\_\_\_\_ ./I had \_\_\_\_\_ to do with it.**
- 3 A: Oh no, there's water all over the bathroom floor!  
B: OK, OK, don't panic. **It's nothing./It's no big \_\_\_\_\_./I'll \_\_\_\_\_ it out.**
- 4 A: So, do you agree that would be a solution?  
B: **I guess that sounds reasonable./That's \_\_\_\_\_ with me./It makes \_\_\_\_\_ .**

**b Work in pairs and practise the conversations. Then close your book and repeat the activity.**

**Reflect**

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

- I can have a conversation about spending money.
- I can talk about quantities.
- I can summarise a text.
- I can talk about things I love and loathe.
- I can summarise a negotiation.
- I can paraphrase what somebody has said.
- I can deal with and resolve conflicts.

 For more practice go to your Workbook or app.

