

 CAMBRIDGE

# EMPOWER

SECOND EDITION

STUDENT'S BOOK  
WITH EBOOK



**B1**

PRE-INTERMEDIATE

Adrian Doff, Craig Thaine,  
Herbert Puchta, Jeff Stranks, Peter Lewis-Jones

Better  
Learning

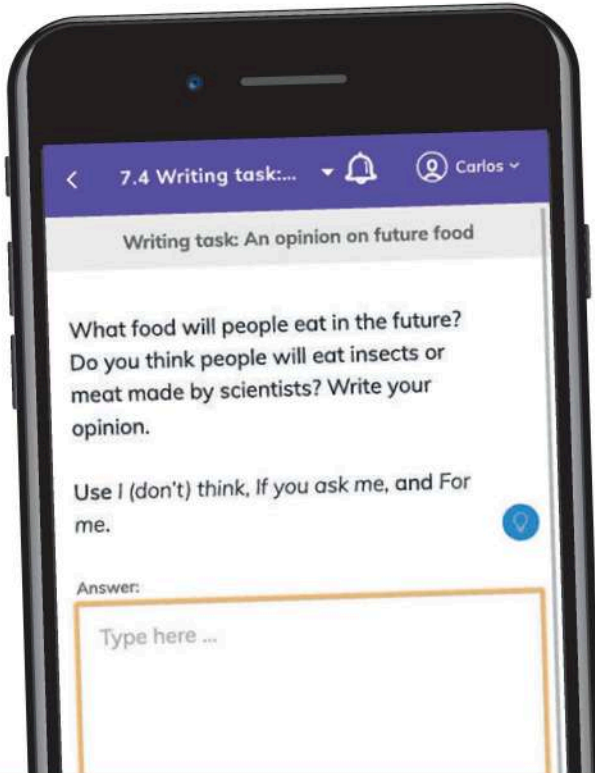
**EMPOWER SECOND EDITION** is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

*Empower's* unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

**Content you love.**

**Assessment you**

**can trust.**



**CAN DO OBJECTIVES**

- Ask and answer personal questions
- Talk about how you communicate
- Greet people and end conversations
- Write a personal email



**UNIT 1**

**COMMUNICATING**

**GETTING STARTED**

**a**  Look at the picture and answer the questions.

1. What do you think the women's relationship is?
  - friends
  - sisters
  - colleagues
2. What do you think they're laughing about?

**b**  Ask and answer the questions.

1. Who do you like to spend your free time with? What do you talk about?
2. Who makes you laugh the most? Why?

7

**Better Learning** with *Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

# Learner engagement

## 1 Content that informs and motivates

### Insights

Sustained motivation is key to successful language learning and skills development.

### Content

Clear learning goals, thought-provoking images, texts and speaking activities, plus video content to arouse curiosity.

### Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

### 1A DO YOU PLAY ANY SPORTS?

**1 SPEAKING AND LISTENING**

**a** Look at pictures 1–3 and answer the questions.

- What event are the people at?
- Do you think each pair are meeting for the first time? Why / Why not?

**b** Listen to conversations 1–3. What do the people talk about? Write the numbers of the conversations.

- the party
- people they know
- money
- where they live
- work
- their interests
- education

**c** Listen again. Which speakers are not enjoying their conversations? Why?

**2 VOCABULARY Common adjectives**

**a** Complete the sentences with the adjectives the speakers used in the listening. Then listen and check.

all right awful strange delicious perfect boring

- It's a(n) \_\_\_\_\_ day for a birthday party.
- The pizza is \_\_\_\_\_.
- It's \_\_\_\_\_, but the music is a bit \_\_\_\_\_.
- It's a(n) \_\_\_\_\_ film.
- It's a really \_\_\_\_\_ story.

**b** Which of the adjectives in 2a are positive? Which adjectives are negative? Which adjective means 'OK'?

**c** Now go to Vocabulary Focus 1A on p. 134.

**3 READING**

**a** Talk to a partner. Answer the questions together.

- Where do you usually meet new people?
- Do you usually start conversations or wait for others to speak?
- What's the first question you usually ask someone?

**b** Read the first paragraph of *Small Talk*. Who is the article for? What problem does it help with?

**c** Read the article. Complete gaps 1–8 with the questions below.

How do you know Ana? What do you do?  
How much do you earn? How's the food?  
Do you live near here? Do you play any sports?  
How much rent do you pay? Where did you buy them?

**d** Read the article again with a partner. Do you both agree with the advice?

**4 GRAMMAR Question forms**

**a** Complete the tables with the questions in the box.

Where did you meet? Are you married?  
Who do you know at this party? Why were you late?  
Do you like the music? Is she your sister?

**Questions with the verb be**

Question word	Verb be	Subject	Adjective, noun, etc.
Why	Am		late?

**Questions with other main verbs**

Question word	Auxiliary verb	Subject	Main verb
Where			meet?
			at this party?
Do			like the music?

**b** Look at the two tables in 4a and answer questions 1 and 2.

- In questions with the verb be, which word is first, do or the subject?
- In questions with other main verbs, what kind of word goes before the subject?

**c** Now go to Grammar Focus 1A on p. 144.

**d** Pronunciation Listen to the questions in the tables in 4a. Underline the stressed words.

**e** Put the words in the correct order to make questions.

- do / like / what kind of music / you ?
- do / what / your parents / do ?
- grow up / did / you / in this area ?
- are / you / how old ?
- have / you / do / any hobbies ?
- speak / any other languages / you / do ?

**f** Listen and check. Underline the stressed words.

**g** Ask and answer the questions in 4e.

**5 SPEAKING**

**a** Write down six questions that you would like to ask other people in the class. You can use questions from this lesson or write your own. Think about:

- home
- relationships
- education
- work
- interests
- people you know
- the weekend
- travel
- something else

**b** Work in small groups. Ask the other students the questions you wrote in 5a. Then ask for more information.

Do you live near here? No, I live 20 km away.  
Oh, how do you get here? I drive.

## 2 Personalised and relevant

### Insights

Language learners benefit from frequent opportunities to personalise their responses.

### Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

### Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it’s very reliable, practical, and modern.”

**Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil**

# Measurable progress

## 1 Assessment you can trust

### Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

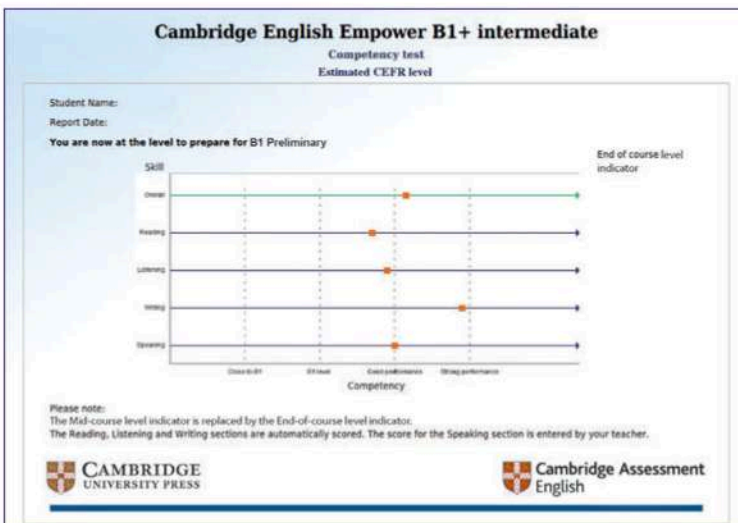
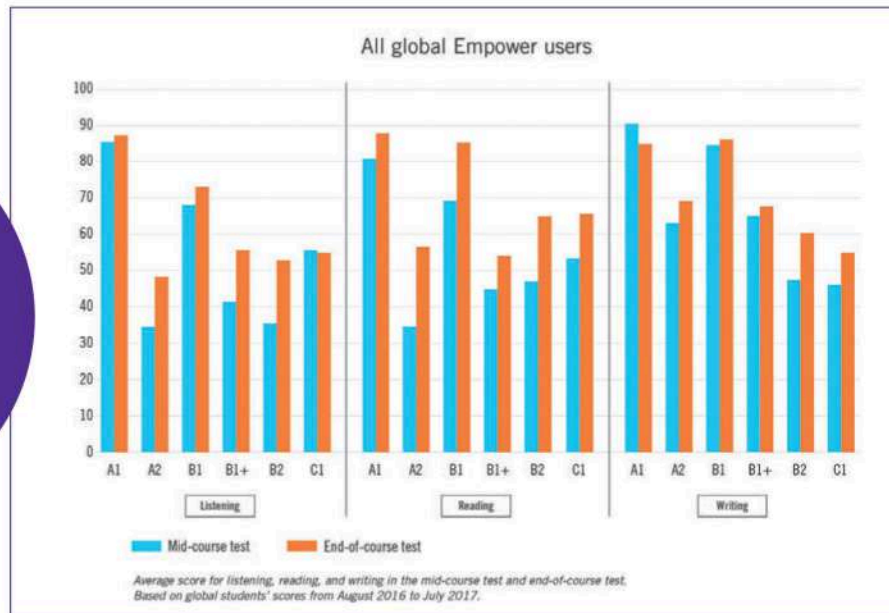
### Content

End-of-unit tests, mid- and end-of-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

### Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

**Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia**

## 2 Evidence of impact

### Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programmes.

### Content

Empower impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

### Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.

# Manageable learning

## 1 Mobile friendly

### Insights

Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

### Content

*Empower* provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

### Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



*I had been studying English for 10 years before university, and I didn't succeed. But now with Empower I know my level of English has changed.*

**Nikita, Empower Student,  
ITMO University, Saint  
Petersburg, Russia**

## 2 Corpus-informed

### Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

### Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

### Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

# Rich in practice

## 1 Language in use

### Insights

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

### Content

Throughout the *Empower Student's Book*, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

### Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

**1B I'M REALLY INTO SOCIAL MEDIA**

**1 READING AND LISTENING**

**1** How do you communicate? Do you do these things with your friends and family? If not, what do you do instead?

- send birthday cards to friends
- write a blog
- send postcards from abroad
- write letters by hand
- make plans with friends by email
- cancel plans by text or direct message
- call friends to invite them somewhere

**2** I always send birthday cards. I don't write 'Happy birthday' on Instagram instead.

**3** Read the introduction to the article and the line in 'quotation marks' under each photo. What do you think the missing words are?

**4** Read the article and check your answers to 1b. Answer the questions.

1 Why does Julie think her friend will cancel?  
2 What does social media help her remember?  
3 Why is Marc writing a blog?  
4 Why does Gabriel prefer communicating 'through pictures'?

**5** Listen to four speakers. Match them with the topics they talk about.

1 Sara	a. blogs, calls and writing
2 Maggie	b. relationships and texts
3 Chris	c. important days and Facebook
4 Mike	d. plans and texts

**6** Listen again. Is each speaker happy or unhappy about the use of technology? Why / Why not?

**7** Which ideas do you agree with?

- It's nice to cancel by text.
- It's all right to end a relationship by text.
- Social media is the perfect place to say 'Congratulations'!
- I love to get postcards and letters.

**THE FAST AND THE FURIOUS**

Communication is quick and easy with digital technology. But is it making us lazy? Should some things be more personal?

**Julie**  
Instagram means I don't \_\_\_\_\_ anything.  
I'm \_\_\_\_\_ into Instagram. It's \_\_\_\_\_ useful for birthdays, that kind of thing. When I check my Instagram feed, I can see who's celebrating, so I never forget. And I can just write a message on their post. And when people have big news – maybe a new baby or something – you can write a comment straight away.

**Julie**  
I'd prefer a phone call to a \_\_\_\_\_.  
I \_\_\_\_\_ hate it when friends cancel by text. It's so rude. My friend Sara and I planned to go to the cinema tonight. But I'm \_\_\_\_\_ sure she'll cancel – she usually does. I'm waiting for her text now.

**Marc**  
Writing a blog is a lot easier than sending \_\_\_\_\_.  
I'm studying in New York, away from my family. And while I'm here, I'm writing a blog so my friends and family at home know my news. I \_\_\_\_\_ like to put all my photos on there because people leave comments. Most of my friends use social media, but I prefer writing a blog. It's \_\_\_\_\_ easy to do, and it's quicker than writing 20 separate emails.

**Gabriel**  
I engage with my \_\_\_\_\_ on Instagram. I don't keep in touch with a lot of close friends, but I do have a lot of followers on Instagram. I post photos and videos every day. I'm an artist, so sometimes I include my new art and talk about where people can see my art in person. My followers comment on my posts, and sometimes they come to one of my art shows. It's great to meet them in person, but I'm shy, so I prefer to communicate through pictures!

**2 VOCABULARY Adverbs**

1 Look at the **highlighted** adverbs in the article. Answer the questions.

- Which adverbs make another word stronger?
- Which adverbs make another word less strong?

2 Look at the sentences and complete 1–4 with the frequency adverbs.

I **usually** just send a text.  
I **hardly ever** get cards or postcards from friends.  
I **almost always** cancel plans by text.  
My daughter **rarely** calls me.

1	2
3	4

**3 GRAMMAR Present simple and present continuous**

1 Look at these sentences. Which are present simple? Which are present continuous? Complete the headings.

present

- I like to put all my photos on my blog.
- When I plan something, I send a text.

present continuous

- I'm waiting for her text.
- Sara's writing a blog so we know what she's doing.

2 Match sentences 1–4 with these uses of the present simple and present continuous.

We use the present simple to talk about ...

- habits and routines
- feelings and permanent situations

We use the present continuous to talk about ...

- actions right now
- temporary actions around now

3 Now go to Grammar Focus 1B on p. 144.

**4 SPEAKING**

1 Ask and answer the questions. Give reasons for your answers.

How often do you ...?

- send a text to your boss or teacher to say you are ill
- share important news on social media
- read English-language websites
- send an e-card instead of a real card
- buy presents for people online
- start conversations with new people
- write emails in English
- video call friends and relatives
- send video by text

How often do you read English-language websites?  
Not very often, but I'm planning a holiday in London ...  
How often do you send e-cards?  
Never. I absolutely hate them!  
Hi Sara. Are we still on for the film tonight?  
Hi Julie. Not sure. I'll let you know soon.

## 2 Beyond the classroom

There are plenty of opportunities for personalisation.

Elena Pro,  
Teacher, EOI  
de San Fernando  
de Henares,  
Spain

### Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

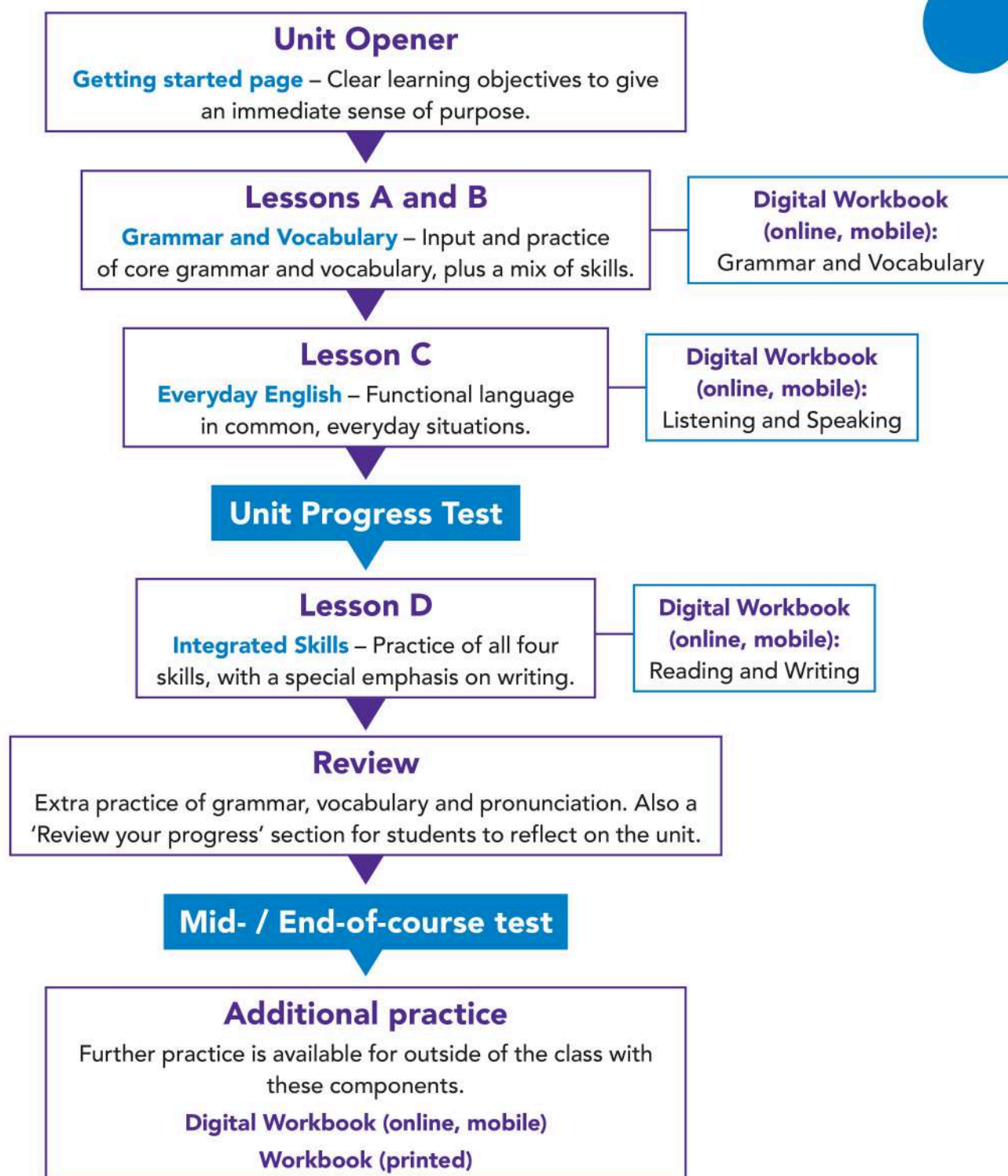
### Content

*Empower* is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

### Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

# Unit overview



## Components

### Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- Audio
- Video
- Unit Progress Tests (Print)
- Unit Progress Tests (Online)
- Mid- and end-of-course assessment (Print)
- Mid- and end-of-course assessment (Online)
- Digital Workbook (Online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets

# CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 1 Communicating</b>				
<b>Getting started</b> Talk about spending time with friends				
1A	Ask and answer personal questions	Question forms	Common adjectives	Syllables and word stress Sentence stress
1B	Talk about how you communicate	Present simple and present continuous	Adverbs	Long and short vowels
1C	Greet people and end conversations		Sentence stress	Greeting people; Ending conversations
1D	Write a personal email			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>like</i>		
<b>Unit 2 Travel and tourism</b>				
<b>Getting started</b> Talk about holiday photos				
2A	Talk about past holidays	Past simple	Tourism	-ed endings
2B	Describe travel problems	Past continuous	Travel collocations	Sentence stress Vowel sounds
2C	Ask for information in a public place		Connected speech	Asking for information in a public place
2D	Write a travel blog			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>off</i>		
<b>Unit 3 Money</b>				
<b>Getting started</b> Talk about the future of cash				
3A	Talk about money and shopping experiences	Present perfect or past simple	Money and shopping	
3B	Talk about living with less	Present perfect with <i>already</i> and <i>yet</i>	<i>make / do / give</i> collocations	Sound and spelling: /dʒ/ and /j/
3C	Talk to people in shops		Sentence stress	Talking to people in shops; Paying at the till
3D	Write an update email			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>just</i>		
<b>Unit 4 Social life</b>				
<b>Getting started</b> Talk about celebrations and food				
4A	Talk about your plans for celebrations	Present continuous and <i>be going to</i>	Clothes and appearance	Sound and spelling: <i>going to</i>
4B	Plan a day out in a city	<i>will / won't / would / shall</i>	Adjectives: places	Sound and spelling: <i>want</i> and <i>won't</i>
4C	Make social arrangements		Sentence stress	Making social arrangements
4D	Write and reply to an invitation			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>look</i>		
<b>Unit 5 Work</b>				
<b>Getting started</b> Talk about exciting and dangerous jobs				
5A	Talk about what people do at work	<i>must / have to / can</i>	Work	Word stress
5B	Talk about the future of work	<i>will</i> and <i>might</i> for predictions	Jobs	Sound and spelling: /ʃ/
5C	Make offers and suggestions		Stressed/unstressed modals: vowel sounds	Making offers and suggestions
5D	Write a job application			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>job and work</i>		
<b>Unit 6 Problems and advice</b>				
<b>Getting started</b> Talk about being afraid				
6A	Give advice for common problems	Imperative; <i>should</i>	Verbs with dependent prepositions	Sound and spelling: /u:/ and /ʊ/
6B	Describe extreme experiences	Uses of <i>to</i> + infinitive	-ed / -ing adjectives	-ed endings Word stress
6C	Ask for and give advice		Main stress	Asking for and giving advice
6D	Write an email giving advice			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>Verb + to</i>		



Listening	Reading	Speaking	Writing
Three conversations at a party	Article: <i>Small Talk</i>	Getting to know each other	Personal questions
Four monologues about technology and communication	Article: <i>The Fast and the Furious</i>	Ways of communicating	Sentences about communicating
Meeting an old friend		Meeting people and ending conversations; Showing interest	Unit Progress Test
Conversation: keeping in touch	Three personal emails	Keeping in touch	Personal email Correcting mistakes
Audio diary: <i>Yes Man Changed My Life</i>	Diary article: <i>Yes Man Changed My Life</i>	Types of holiday; A holiday you enjoyed	
Monologue: a bad flight	Two news stories about travel problems	Retelling a news story; Travel problems	
At the train station		Asking for information in a public place; Asking for more information	Unit Progress Test
Conversation: travelling to Australia	Travel blog	Making travel plans	Travel blog Linking words
Radio report: stories from a sales day	Questionnaire: <i>Sales Season – Can You Say No?</i>	Money and shopping experiences	
Radio programme: <i>Ways of Life</i>	Article: <i>Get Happy – Give Your Money Away!</i>	Living with less	Notes about living with less
Shopping for a present		Talking to people in shops; Changing your mind	Unit Progress Test
Four monologues: supporting charity	Email: update on raising money for charity	Charities	Update email Paragraphing
Interview: May Ball Audio blog: Indian wedding Conversation: Mike and Harry in Tokyo	Article: <i>Life in Numbers</i>	Future plans; Preparations for special occasions Tokyo highlights; Planning a day out in a city	Notes on a city you know well
Planning to meet: birthday dinner		Making plans Making time to think	Unit Progress Test
Three monologues: socialising	Two emails: invitations		An invitation Writing and replying
Three monologues: cool jobs	Infographic: <i>The Coolest Jobs</i>	Job qualities and requirements	Workplace rules
Three interviews: at a career fair	Article: <i>Planning a Safe Future Career</i>	Finding a job; The future world of work	Predictions: finding a job / world of work
Leaving work early		Reassurance; Offers and suggestions	Unit Progress Test
Conversation: part-time jobs	Email: job application	Summer and part-time jobs	Job application Organising an email
Two interviews: <i>Sharks Saved My Life (Part 2)</i> / Skydiving accident Advising a friend	Article: <i>How to Deal with Life's Little Problems</i> Article: <i>Sharks Saved My Life (Part 1)</i>	Common problems and possible solutions; Advice for people who are always late Emotional experiences; Stories about dramatic events Showing sympathy; Asking for and giving advice	Advice for a common problem Notes about a dramatic event
Three monologues: problems	Wiki: advice for learners of English	Giving advice	Unit Progress Test Message giving advice; Linking: ordering ideas and giving examples

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 7 Changes</b>				
<b>Getting started</b> Talk about different generations				
7A	Talk about life-changing events	Comparatives and superlatives	<i>get</i> collocations	
7B	Describe health and lifestyle changes	<i>used to</i>	Health collocations	Sound and spelling: <i>used to / didn't use to</i>
7C	Talk to the doctor		Health problems and treatments	Intonation for asking questions Describing symptoms; Showing concern and relief; Doctors' questions
7D	Write a blog about an achievement			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>change</i>		
<b>Unit 8 Culture</b>				
<b>Getting started</b> Talk about street art				
8A	Talk about art, music and literature	The passive: present simple and past simple	Art, music, and literature	Word stress
8B	Talk about sports and leisure activities	Present perfect with <i>for</i> and <i>since</i>	Sports and leisure activities	
8C	Apologise; Make and accept excuses			Intonation for continuing or finishing Apologising; Making and accepting excuses
8D	Write a book review			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>by</i>		
<b>Unit 9 Achievements</b>				
<b>Getting started</b> Talk about achievements				
9A	Talk about future possibilities	First conditional	Degree subjects; Education collocations	Word groups
9B	Describe actions and feelings	Verb patterns	Verbs followed by <i>to</i> + infinitive / verb + <i>-ing</i>	
9C	Make telephone calls			Main stress: contrastive Calling people you don't know; Calling people you know
9D	Write a personal profile			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Multi-word verbs with <i>put</i>		
<b>Unit 10 Values</b>				
<b>Getting started</b> Talk about seeing a crime				
10A	Talk about moral dilemmas	Second conditional	Multi-word verbs	Sentence stress: vowel sounds
10B	Describe problems with goods and services	Quantifiers; <i>too / not enough</i>	Noun formation	Word stress Sound and spelling: verbs and nouns
10C	Return goods and make complaints			Sentence stress Returning goods and making complaints
10D	Write an apology email			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Multi-word verbs with <i>on</i>		
<b>Unit 11 Discovery and invention</b>				
<b>Getting started</b> Talk about unusual technology				
11A	Explain what technology does	Defining relative clauses	Compound nouns	Word stress: compound nouns
11B	Talk about discoveries	Articles	Adverbials: luck and chance	Word stress: adverbials
11C	Ask for and give directions in a building			Sound and spelling: /ɔ:/ and /ɜ:/ Asking for and giving directions in a building
11D	Write a post expressing an opinion			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Preposition + noun		
<b>Unit 12 Characters</b>				
<b>Getting started</b> Talk about animals and people				
12A	Tell a story	Past perfect	Animals	Sound and spelling: /ɪ/, /ɜ:/ and /əʊ/
12B	Talk about family relationships	Reported speech	Personality adjectives	Sentence stress: <i>that</i>
12C	Agree and disagree in discussions			Main stress: contrastive Agreeing and disagreeing
12D	Write a short story			
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>age</i>		
<b>Communication Plus</b> p. 127		<b>Vocabulary Focus</b> p. 134		<b>Grammar Focus</b> p. 144

Listening	Reading	Speaking	Writing
Two radio monologues: <i>One Minute Inspiration: Steven Adams; Selena Gomez</i>	Quotes: life changes	Comparing yourself in the past and now; Life-changing events	Vocabulary definitions
	Article: <i>Health: 1970s and Today</i>	Changes in lifestyle and health	Sentences about changes in health
At the doctor's office		Describing symptoms; Showing concern and relief; Responding to questions	Unit Progress Test
Three monologues: making a change	Blog: <i>Living to Change</i>	Making positive changes	Blog: changes / achievements Linking: ordering events
	Article: <i>Six of the Best, Biggest, and Most Popular</i>	Art, music and literature	Sentences about art and music
Radio programme: <i>Superfans</i>		A famous person you admire; Sports and activities	Sentences about yourself; Notes about sports and activities
Accepting an apology		Apologising; Making and accepting excuses	Unit Progress Test
Three monologues: book reviews	Four book reviews	Books and reading	Book review Positive and negative comments; Linking: <i>although, however</i>
Five monologues: study habits	Article: <i>Unusual Degrees</i>	University degrees; Future possibilities	Real possibilities; Future plans
Radio interview: shyness	Article: <i>The Not-So-Easy Lives of Celebrities</i>	Shyness; Celebrity problems; Actions and feelings	
Calling people on the phone		Calling people on the phone; Dealing with problems on the phone	Unit Progress Test
Conversation: online courses	Two student profiles	Advantages and disadvantages of online learning	Personal profile Avoiding repetition
Radio news: illegal downloading		Dishonest behaviour; Honesty quiz	Unreal situations
Radio news: <i>Complaints around the World</i>	Article: <i>The Biggest Complainers in Europe</i>	When would you complain?	
Returning goods to a shop		Returning goods and making complaints; Sounding polite	Unit Progress Test
Three monologues: rudeness	Three emails: apologies	Rude behaviour	An apology email Formal and informal language
Podcast: <i>From Fiction to Fact</i>	Article: <i>Science Fiction through the Years</i> Article: <i>Lucky Discoveries</i>	Definitions; Describing inventions Unexpected events; Discoveries and inventions	Unexpected events
Lost in a building		Asking for and giving directions in a building; Checking information	Unit Progress Test
Radio call-in: inventions of the future	Four opinion posts: important inventions	Useful/important inventions	A post for a website Giving opinions; Expressing results and reasons
Radio news: <i>Willie the Parrot</i>	Article: <i>Jambo's Story</i>	Experiences with animals; Animal life-savers	Animals causing problems
Three monologues: sibling rivalry	Article: <i>Brothers and Sisters: The Facts</i>	Memorable things people say; Family personalities; Sibling relationships	Things people have said to you
A difference of opinion		Agreeing and disagreeing	Unit Progress Test
Radio report: Hurricane Harvey	Article: <i>Houston's Storm Bakers</i>	Dangerous weather	A story Linkers: past time

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## CAN DO OBJECTIVES


- Ask and answer personal questions
- Talk about how you communicate
- Greet people and end conversations
- Write a personal email



# UNIT 1

## COMMUNICATING

### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What do you think the women's relationship is?
  - friends
  - sisters
  - colleagues
- 2 What do you think they're laughing about?

**b**  Ask and answer the questions.

- 1 Who do you like to spend your free time with? What do you talk about?
- 2 Who makes you laugh the most? Why?

# 1A

## DO YOU PLAY ANY SPORTS?

Learn to ask and answer personal questions

G Question forms

V Common adjectives

### 1 SPEAKING AND LISTENING

a Look at pictures 1–3 and answer the questions.

- 1 What event are the people at?
- 2 Do you think each pair are meeting for the first time? Why / Why not?

b **01.01** Listen to conversations 1–3. What do the people talk about? Write the numbers of the conversations.

- |                    |         |                   |       |
|--------------------|---------|-------------------|-------|
| • the party        | 1. 2. 3 | • work            | _____ |
| • people they know | _____   | • their interests | _____ |
| • money            | _____   | • education       | _____ |
| • where they live  | _____   |                   |       |

c **01.01** Listen again. Which speakers are not enjoying their conversations? Why?



### 2 VOCABULARY Common adjectives

a **01.02** Complete the sentences with the adjectives the speakers used in the listening. Then listen and check.

all right awful strange delicious perfect boring

- 1 It's a(n) \_\_\_\_\_ day for a birthday party.
- 2 The pizza is \_\_\_\_\_.
- 3 It's \_\_\_\_\_, but the music is a bit \_\_\_\_\_.
- 4 It's a(n) \_\_\_\_\_ film.
- 5 It's a really \_\_\_\_\_ story.

b Which of the adjectives in 2a are positive? Which adjectives are negative? Which adjective means 'OK'?

c Now go to Vocabulary Focus 1A on p. 134.

### 3 READING

a Talk to a partner. Answer the questions together.

- 1 Where do you usually meet new people?
- 2 Do you usually start conversations or wait for others to speak?
- 3 What's the first question you usually ask someone?

b Read the first paragraph of *Small Talk*. Who is the article for? What problem does it help with?

c Read the article. Complete gaps 1–8 with the questions below.

- |                           |                         |
|---------------------------|-------------------------|
| How do you know Ana?      | What do you do?         |
| How much do you earn?     | How's the food?         |
| Do you live near here?    | Do you play any sports? |
| How much rent do you pay? | Where did you buy them? |

d Read the article again with a partner. Do you both agree with the advice?

## SMALL TALK



Do you have problems when you meet people for the first time?

Is it difficult to think of what to talk about? Don't worry. You don't need to talk about yourself; ask the right questions and you can make the other person talk.

When you start a conversation with a new person, ask about the situation you're in and the people who are there:

**What do you think of the party?**

- 1 .....
- 2 .....

Say something positive and follow it with a question:

**This music's great. Do you know what it is?**  
**The match was great last night. Do you watch football?**  
**I really like your shoes. 3 .....**

Then ask personal questions about interests and hobbies to show you are interested:

**Did you see the film? What was it like?**  
**4 .....** Which ones?  
**What was the last song you listened to?**  
**What kind of music is that?**



When you feel more relaxed, ask personal questions about relationships and home life:

- Where did you grow up?**
- Are you married?**
- Do you have any children?**

5 .....

Holidays are always a good topic if the conversation slows down:

- Do you have any holiday plans?**
- Where did you go on your last holiday?**

You can ask about work and studies anytime:

- 6 .....
- or Where do you study?**

But be careful – sometimes people don't want to talk about work at a party!



There are also some topics that are never a good idea to talk about:



Money – people usually think talking about money is rude. So unless you know people very well, don't ask:

- 7 .....
- or
- 8 .....

Politics and religion – you don't want to start an argument!

Age – never guess anyone's age. They won't be happy if you get it wrong!

## 4 GRAMMAR Question forms

a Complete the tables with the questions in the box.

Where did you meet? Are you married?  
 Who do you know at this party? Why were you late?  
 Do you like the music? Is she your sister?

Questions with the verb *be*

Question word	Verb <i>be</i>	Subject	Adjective, noun, etc.
Why			late?
	Are		

Questions with other main verbs

Question word	Auxiliary verb	Subject	Main verb	
Where			meet?	
			know	at this party?
	Do		like	the music?

b Look at the two tables in 4a and answer questions 1 and 2.

- 1 In questions with the verb *be*, which word is first: *be* or the subject?
- 2 In questions with other main verbs, what kind of word goes before the subject?

c ➤➤➤ Now go to Grammar Focus 1A on p. 144.

d **01.07 Pronunciation** Listen to the questions in the tables in 4a. Underline the stressed words.

e Put the words in the correct order to make questions.

- 1 do / like / what kind of music / you ?
- 2 do / what / your parents / do ?
- 3 grow up / did / you / in this area ?
- 4 are / you / how old ?
- 5 have / you / do / any hobbies ?
- 6 speak / any other languages / you / do ?

f **01.08** Listen and check. Underline the stressed words.

g **01.08** Ask and answer the questions in 4e.

## 5 SPEAKING

a Write down six questions that you would like to ask other people in the class. You can use questions from this lesson or write your own. Think about:

- home
- work
- the weekend
- relationships
- interests
- travel
- education
- people you know
- something else

b **01.08** Work in small groups. Ask the other students the questions you wrote in 5a. Then ask for more information.

Do you live near here?

No, I live 20 km away.

Oh, how do you get here?

I drive.

## 1 READING AND LISTENING

**a** How do you communicate? Do you do these things with your friends and family? If not, what do you do instead?

- send birthday cards to friends
- write a blog
- send postcards from abroad
- write letters by hand
- make plans with friends by email
- cancel plans by text or direct message
- call friends to invite them somewhere

I always send birthday cards.

I don't. I write 'Happy birthday' on Instagram instead.

**b** Read the introduction to the article and the line in 'quotation marks' under each photo. What do you think the missing words are?

**c** Read the article and check your answers to 1b. Answer the questions.

- 1 Why does Julie think her friend will cancel?
- 2 What does social media help Jin remember?
- 3 Why is Marc writing a blog?
- 4 Why does Gabriel prefer communicating through pictures?

**d** **01.09** Listen to four speakers. Match them with the topics they talk about.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1 <input type="checkbox"/> Tara  | a blogs, calls and writing    |
| 2 <input type="checkbox"/> Magda | b relationships and texts     |
| 3 <input type="checkbox"/> Chris | c important days and Facebook |
| 4 <input type="checkbox"/> Mike  | d plans and texts             |

**e** **01.09** Listen again. Is each speaker happy or unhappy about the use of technology? Why / Why not?

**f** Which ideas do you agree with?

- It's rude to cancel by text.
- It's all right to end a relationship by text.
- Social media is the perfect place to say 'Congratulations!'
- I love to get postcards and letters.

# THE FAST AND THE FURIOUS

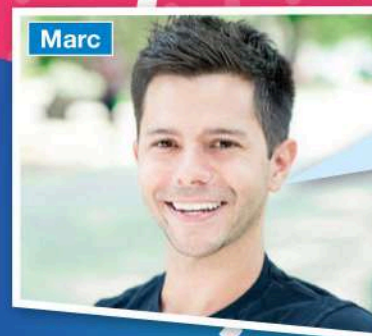
Communication is quick and easy with digital technology. But is it making us lazy? Should some things be more personal?



**Julie**

'I'd prefer a phone call to a \_\_\_\_\_.'

I **absolutely** hate it when friends cancel by text. It's so rude. My friend Sara and I planned to go to the cinema tonight. But I'm **pretty** sure she'll cancel – she usually does. I'm waiting for her text now.



**Marc**



**Jin**

'Instagram means I don't \_\_\_\_\_ anything.'

I'm **really** into Instagram. It's **especially** useful for birthdays, that kind of thing. When I check my Instagram feed, I can see who's celebrating, so I never forget. And I can just write a message on their post. And when people have big news – maybe a new baby or something – you can write a comment straight away.

'Writing a blog is a lot easier than sending \_\_\_\_\_.'

I'm studying in New York, away from my family. And while I'm here, I'm writing a blog so my friends and family at home know my news. I **particularly** like to put all my photos on there because people leave comments. Most of my friends use social media, but I prefer writing a blog. It's **fairly** easy to do, and it's quicker than writing 50 separate emails.



**Gabriel**

'I engage with my \_\_\_\_\_ on Instagram.'

I don't keep in touch with a lot of close friends, but I do have a lot of followers on Instagram. I post photos and videos every day. I'm an artist, so sometimes I include my new art and talk about where people can see my art in person. My followers comment on my posts, and sometimes they come to one of my art shows. It's great to meet them in person, but I'm shy, so I prefer to communicate through pictures!



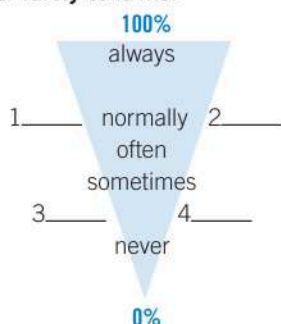
## 2 VOCABULARY Adverbs

a Look at the **highlighted** adverbs in the article. Answer the questions.

- Which adverbs make another word stronger?  
\_\_\_\_\_
- Which adverbs make another word less strong?  
\_\_\_\_\_

b Look at the sentences and complete 1–4 with the frequency adverbs.

I **usually** just send a text.  
I **hardly ever** get cards or presents from friends.  
I **almost always** cancel plans by text.  
My daughter **rarely** calls me.



c **01.10 Pronunciation** Look at the words in the table. Do the letters in **bold** make **long** or **short** vowel sounds? Complete the table headings. Listen and check. Repeat the words.

_____ vowels	_____ vowels
rarely	cancel
<b>really</b>	espe <b>cially</b>
write	partic <b>ularly</b>
photos	<b>blog</b>
usually	somet <b>imes</b>

d **01.11** Listen and repeat the sentences.

- My friend always cancels plans.
- I particularly enjoy getting letters.
- I think social media is fun.
- I hardly ever write postcards.
- I usually text my friends.
- I'm really into blogs.
- I sometimes text my mum photos.
- I rarely see my family at weekends.

e **01.12** Change the sentences in 2d so they are true for you. Then compare your sentences with a partner.

Hi Sara,  
Are we still on for the film tonight?

Hi Julie,  
Not sure. I'll let you know soon.

## 3 GRAMMAR

### Present simple and present continuous

a Look at these sentences. Which are present simple? Which are present continuous? Complete the headings.

present \_\_\_\_\_  
1 I like to put all my photos on my blog.  
2 When I plan something, I send a text.

present \_\_\_\_\_  
3 I'm waiting for her text.  
4 She's writing a blog so we know what she's doing.

b Match sentences 1–4 with these uses of the present simple and present continuous.

We use the present simple to talk about ...

- habits and routines
- feelings and permanent situations

We use the present continuous to talk about ...

- actions right now
- temporary actions around now

c **01.13** Now go to Grammar Focus 1B on p. 144.

## 4 SPEAKING

**01.14** Ask and answer the questions. Give reasons for your answers.

How often do you ...?

- send a text to your boss or teacher to say you are ill
- share important news on social media
- read English-language websites
- send an e-card instead of a real card
- buy presents for people online
- start conversations with new people
- write emails in English
- video call friends and relatives
- send video by text

How often do you read English-language websites?

Not very often, but I'm planning a holiday in London ...

How often do you send e-cards?

Never. I absolutely hate them!



### 1 LISTENING

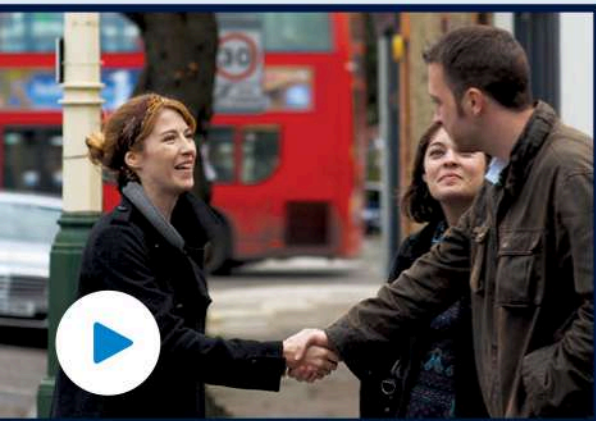
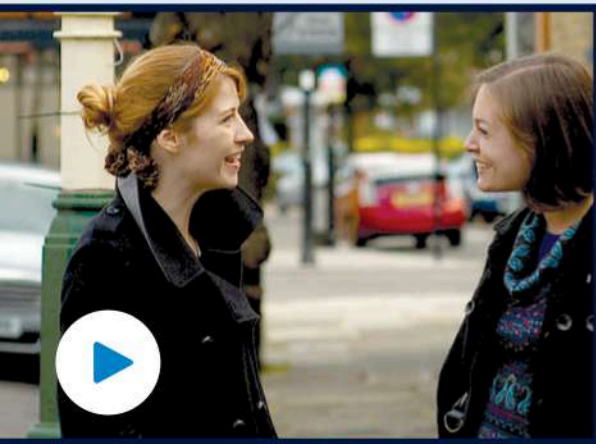
a In your country, what do you normally say and do when you ...

- first meet somebody new?
- meet someone you know well?

We hug and kiss.

We shake hands and say ...

b Look at the photographs. Do you think the people in each photo know each other well? Why?



c **01.14** Watch or listen to Part 1 and check your answers to 1b.

d **01.14** Watch or listen again. Are sentences 1–5 true (T) or false (F)? Correct the false sentences.

- The last time Rachel and Annie saw each other was six years ago.
- Annie lives a long way from the town centre.
- Rachel and Mark got married a year ago.
- Annie has a boyfriend.
- Rachel, Mark and Annie decide to go to a restaurant together.

### 2 USEFUL LANGUAGE Greeting people

a **01.15** Complete the sentences from Part 1 with the words in the box. Listen and check your answers.

meet you   no see   to see you   by the way   are you   these days

- Long time \_\_\_\_\_!
- How \_\_\_\_\_?
- Great \_\_\_\_\_!
- Where are you living \_\_\_\_\_?
- My name's Mark, \_\_\_\_\_.
- Nice to \_\_\_\_\_.

b Look at the phrases in 2a. Which can you use to speak to ... ?

- someone you know
- someone you are meeting for the first time

c **01.16** Listen and note down some possible replies to the phrases in 2a. Do you know any different ways to reply to each phrase in 2a?

d Work in pairs. Take turns saying the phrases in 2a and replying.

### 3 CONVERSATION SKILLS Showing interest

a **01.17** Listen and complete the conversations from Part 1 with the adjectives in the box.

fantastic   lovely   good   nice

- Long time no see! How are you?  
I'm great. **What a \_\_\_\_\_ surprise!** Great to see you.
- We live on Compton Road.  
Oh – **how \_\_\_\_\_!**
- Mark's my husband!  
Husband – wow! **That's \_\_\_\_\_ news.**
- Would you both like to come?  
Yeah, **that sounds \_\_\_\_\_.**  
Brilliant! Let's go.

b Look at the conversations in 3a. Do the **highlighted** phrases give information or show interest?

c What kind of word completes each phrase 1–4? Choose the correct form from the box.

adjective + noun   adjective


- What a + \_\_\_\_\_!
- How + \_\_\_\_\_!
- That sounds + \_\_\_\_\_.
- That's + \_\_\_\_\_ + news.

d Work in pairs. Take turns to tell your partner about yourself. Reply using the phrases in 3c.

Tell your partner:

- where you live
- something you did at the weekend
- some news
- what job you do / what you are studying these days

#### 4 PRONUNCIATION Sentence stress

- a  01.18 Listen to the sentences. Notice the words with stressed syllables.

I think it was about six years ago!

I live on Hampton Street.

My name's Mark, by the way.


Mark's my husband!

I'm going to the café down the street now...


...to meet Leo, my boyfriend.

- b Look at the sentences in 4a. Which words have stressed syllables – grammar words or words that give information?

#### 5 LISTENING

- a  Look at the picture from Part 2. Who is the fourth person at the café? Does he know Rachel and Mark?



- b  01.19 What do you think they will talk about in the café? In pairs, think of three things. Then watch or listen to Part 2. Were you right?

- c  01.19 Watch or listen again. Answer the questions.

- Do Rachel and Mark have plans for next week?
- What job does Rachel do?
- Who helps Rachel at the shop?
- What does Annie say about her job?
- What does Mark do?
- What is Annie doing at the weekend?
- Why do Rachel and Mark leave?
- What suggestion does Annie make before they leave?

#### 6 USEFUL LANGUAGE Ending conversations

- a  01.20 Listen and complete the phrases for ending a conversation.

- We really must \_\_\_\_\_.
- It was really nice to \_\_\_\_\_ you.
- It was great to \_\_\_\_\_ you again, Annie.
- Yeah! We must \_\_\_\_\_ soon.
- \_\_\_\_\_ hello to Dan for me!

- b Which phrase in 6a do you use when you say goodbye to somebody you have just met?

- c Put the sentences in the correct order to make a conversation.

B  Oh, that's fine. It was great to see you.

A  Not far from here. Look, I'm sorry, but I really must go. I'm late for a meeting.

A  Dan, is that you?


A  Yeah! I think I last saw you at John's wedding. How are you?

A  You, too! I'll give you a call!

B  I'm fine. And you? Where are you living these days?

B  Hi Sarah! Long time no see!

#### 7 SPEAKING

- a  **Communication 1C** Work in pairs. Student A: Go to 7b below. Student B: Go to p. 130.

##### Student A

- b Read card 1. Think about what you want to say.

- c Start the conversation with Student B. Use your own name.

- 1 You are walking down the street and you see your friend.
- say hello
  - give your news:
    - you've got a new job
    - your own idea*
  - listen to your friend's news and respond
  - say goodbye

- d Now look at card 2. Listen to Student B and reply. Use your own name.

- 2 You meet a colleague for the first time.
- say who you are
  - give some information:
    - your office is in building C
    - your own idea*
  - listen to what your new colleague says and respond
  - say goodbye

### UNIT PROGRESS TEST

#### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

### 1 SPEAKING AND LISTENING

**a** Read messages 1–3 and answer the questions.

- 1 What do the **highlighted** phrases mean?
- 2 Do you ever send or receive these kinds of messages? Who to/from? Why?

**1**

I can't seem to **get in touch** with you. Call me!

**SEND**

**2**

Did you **get** my last text?

**SEND**

**3**

Are you OK? We **haven't heard from you** for a long time.

**SEND**

**b** **01.21** Listen to Nina and Chris talking about keeping in touch with friends and family. Who is better at keeping in touch: Nina or Chris?

**c** **01.21** Listen again and answer the questions.

- 1 Why doesn't Nina send many emails?
- 2 Why does Chris call his mother so often?
- 3 How often does Nina call her parents?
- 4 When does Nina prefer to tell her friends her news?
- 5 When does Chris send photos by email?

**d** How often do you keep in touch with friends and family? Circle the correct adverb for you.

always    often    sometimes    rarely

Think about:

- 1 a family member who lives in a different place
- 2 a friend you don't see very often.

Which of these do you do with each person?

Write the first letter of their name.

- talk on the phone or make a video call
- send emails or texts
- send pictures, video or links
- hardly ever keep in touch
- meet for a chat

**e** Work in pairs. Talk about your answers to 1d.

I rarely keep in touch with people. I never have time to ...

I often keep in touch with my family. I enjoy sending ...

I sometimes send photos to my sister Jane. They're usually pictures of ...

I send my friend Alex links to interesting articles.

**f** Which of these opinions do you agree with?

- 1 'It's nice to see photos of what your friends are doing.'
- 2 'You don't have to keep in touch with people all the time.'
- 3 'If your parents worry a lot, you should call them.'

### 2 READING

**a** Simon is a student from England. Look at his pictures from Salamanca, in Spain. What do you think he is doing there?

**b** Read the emails and check your ideas in 2a. Which email is to his ... ?

friend Blake                       uncle and aunt

younger sister Mika

**c** Who does Simon write to about these subjects?

- the weather
- what he does in the evenings
- the family he is staying with
- learning to speak Spanish
- the other students

**d** Answer the questions about Simon's emails.

- 1 What does he say about speaking Spanish?
- 2 Why do you think he says different things about this to each person?








1     

Hope you're both well and are enjoying the summer. I'm in Salamanca, in Spain. This is a photo I took of the old centre. It's a beautiful old city, as you can see – and really big! It has an incredible mix of old, historical places and new, trendy areas. As you know, I'm learning Spanish at the moment. I'm taking a two-month Spanish course here, so my Spanish is slowly improving. The classes are very good, and we also watch Spanish films. It's pretty hot here, but it's nice and cool in the evenings. Love to all,  
Simon

2     

How's it going? Are you having a good time in Berlin? Here are some photos of my group on the Spanish course. We're all from different countries, so we usually speak English when we're together – not very good for my Spanish! Anyway, I'm having a great time here, and the time's going much too quickly. There are a lot of good cafés here, and we usually all go out at night together. What's Berlin like? Send me some photos! See you back at college next month.  
Simon

3     

I'm sending you some photos of the family I'm staying with in Salamanca. They've got a daughter the same age as you (her name's Blanca). She speaks English quite well, but we usually speak Spanish together. She introduced me to some of her friends, and I speak Spanish with them, too ... some of the time, not always! How's your job in the supermarket? Hope you're not working too hard and are saving a lot of money! See you next week.  
Love,  
Simon xx



### 3 WRITING SKILLS

#### Correcting mistakes

- a Look at the pairs of sentences A–D. Which pair has mistakes in ... ?
- |                                   |                                          |
|-----------------------------------|------------------------------------------|
| <input type="checkbox"/> grammar  | <input type="checkbox"/> punctuation     |
| <input type="checkbox"/> spelling | <input type="checkbox"/> capital letters |
- A 1 Hope you're both well and are enjoying the summer  
2 Are you having a good time in Berlin,
- B 1 I'm in Salamanca, in Spain.  
2 The classes are very good, and we also watch Spanish films.
- C 1 I'm having a great time here, and the time is going much too quickly.  
2 She speaks English quite good, but we are usually speaking Spanish together.
- D 1 Here are some photos of my group on the Spanish course.  
2 We're all from different countries, so we usually speak English.
- b Match the rules with mistakes in five of the sentences in 3a (A1–D2).
- The present continuous is formed *be + verb + -ing*.
  - When we leave out a letter, we write an apostrophe (').
  - We use the present simple to talk about habits.
  - If a word ends in *-y*, we change it to *-ies* in the plural.
  - Place names start with a capital letter.
- c Correct all of the mistakes in the sentences in 3a. Check your answers in Simon's emails.

### 4 WRITING

- a Write an email to a friend or family member that you don't see very often. Write about:
- how you are
  - what's new for you (the place you're living or the people you're spending time with)
  - what you're doing these days.
- b Work in pairs. Exchange emails and read your partner's email. Circle their mistakes and write these letters at the end of the line.
- |                      |                              |
|----------------------|------------------------------|
| • grammar <b>G</b>   | • punctuation marks <b>P</b> |
| • spelling <b>Sp</b> | • capital letters <b>L</b>   |
- c Work in pairs. Correct the mistakes in your emails together.
- d Read other students' emails. Which email is the most interesting? Why?

# UNIT 1

## Review and extension

### 1 GRAMMAR

a Put the words in the correct order to make questions.

- 1 night / did / go / out / you / last ?
- 2 where / you / last / weekend / go / did ?
- 3 kinds of / like / you / what / do / TV programmes ?
- 4 do / this school / know / who / at / you ?
- 5 you / how / play / sport / often / do ?
- 6 you / do / what / at weekends / do / usually ?
- 7 tired / you / are / today ?

b  Ask and answer the questions in 1a.

c Complete the conversation with the present simple or present continuous forms of the verbs.

**JACKIE** Hi, Mum.

**MUM** Oh, hi, Jackie. Nice of you to call. You <sup>1</sup>\_\_\_\_\_ (not call) very often!

**JACKIE** Oh, come on, Mum! I <sup>2</sup>\_\_\_\_\_ (work) really hard at university at the moment. I never <sup>3</sup>\_\_\_\_\_ (have) time to call! And I <sup>4</sup>\_\_\_\_\_ (send) you emails all the time.

**MUM** I <sup>5</sup>\_\_\_\_\_ (like) to talk to you and hear your voice, that's all. Your sister <sup>6</sup>\_\_\_\_\_ (call) me every weekend.

**JACKIE** Well, we <sup>7</sup>\_\_\_\_\_ (talk) now, but the world <sup>8</sup>\_\_\_\_\_ (change), Mum! Some of my friends never <sup>9</sup>\_\_\_\_\_ (call) home. They just <sup>10</sup>\_\_\_\_\_ (email) or send a text.

**MUM** I preferred how things were in the past.

### 2 VOCABULARY

a Complete the sentences with the correct adjectives.

- 1 The film was a \_\_\_\_\_ at the beginning, but I didn't like the ending.
- 2 We ate some really d\_\_\_\_\_s food at the party.
- 3 They've got a nice house, but they live in a really u\_\_\_\_\_ part of town.
- 4 It was a l\_\_\_\_\_y day, so we decided to go to the beach.
- 5 I bought a g\_\_\_\_\_s new dress to wear to my friend's wedding.
- 6 He listens to really s\_\_\_\_\_e music – I don't know any of the bands.
- 7 This summer, the weather here was h\_\_\_\_\_e – it rained all the time.
- 8 This is a p\_\_\_\_\_t day for a walk in the park – it's so warm and sunny.

b Choose the correct answers.

- 1 I *absolutely* / *fairly* love football.
- 2 My parents live abroad. I *rarely* / *always* see them.
- 3 I think American films are *absolutely* / *quite* good, but I don't love them.
- 4 I *usually* / *particularly* go for a run once or twice a week.
- 5 I *really* / *fairly* hate rock music.
- 6 I love all sports, but tennis is *especially* / *usually* good.

c  Which sentences in 2b are true for you?

### 3 WORDPOWER *like*

a Match sentences 1–4 with replies a–d.

- 1  I've got a jacket **like** yours.
- 2  **What was** the film **like**?
- 3  I enjoy visiting countries with a lot of history, **like** Greece.
- 4  We can go for a walk later **if you like**.

- a Yes, that would be great.
- b And Italy! Me, too.
- c Yes, this style's popular at the moment.
- d I thought it was all right, but my friend hated it.

b Match the expressions in **bold** from 3a with meanings a–d.

- a  what was your opinion of
- b  similar to
- c  if you want
- d  for example

c Complete the sentences with the words in **bold** from 3a.

- 1 **A** Is your university different from others in your country?  
**B** No, it's \_\_\_\_\_ most of the others.
- 2 **A** We can meet tomorrow \_\_\_\_\_.  
**B** OK – come to my flat for a coffee.
- 3 **A** Do you want me to bring something to the dinner party?  
**B** Yes. Bring something sweet, \_\_\_\_\_ some ice cream.
- 4 **A** We went to that new restaurant yesterday.  
**B** \_\_\_\_\_ it \_\_\_\_\_?

d We often use *like* with the verbs *look* and *sound*. Look at the examples.

- saying people or things are similar  
*John **looks like** his brother – they're both tall with black hair.*  
*I think this new song **sounds like** all their other stuff.*
- saying what you think will happen  
*It **looks like** it might rain – it's very cloudy.*
- giving your opinion about what you heard or read  
*I spoke to Sara yesterday. It **sounds like** she had a really good holiday.*

Complete the sentences with the correct forms of *look like* or *sound like*.

- 1 It \_\_\_\_\_ their first song. I really like it!
- 2 Sam invited Tom to the party, so it \_\_\_\_\_ he'll come.
- 3 You don't \_\_\_\_\_ your sister. She's very tall.
- 4 That was the last bus. It \_\_\_\_\_ we'll have to walk.

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

- |                                    |                          |
|------------------------------------|--------------------------|
| ask and answer personal questions  | <input type="checkbox"/> |
| talk about how I communicate       | <input type="checkbox"/> |
| greet people and end conversations | <input type="checkbox"/> |
| write a personal email.            | <input type="checkbox"/> |