

OUTCOMES

PRE-INTERMEDIATE
STUDENT'S BOOK

HUGH DELLAR
ANDREW WALKLEY

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1

JOBS

- ask and answer common questions about jobs
- talk about what you're doing at work at the moment
- talk about arrangements and appointments
- recognise and use collocations
- describe what different jobs involve

page 6



2

SHOPS

- talk about shopping and things you buy
- make and respond to compliments
- talk about problems you can have with shopping
- offer help
- compare places and products
- have conversations with shop assistants

page 14

VIDEO 1: A child's garden of gators page 22 REVIEW 1: page 23 WRITING 1: Organising ideas page 150



3

GETTING THERE

- talk about buildings and places
- ask for and give directions
- tell stories better
- apologise for being late
- talk about different ways of travelling
- describe problems you can have on journeys

page 24



4

EAT

- describe restaurants and meals
- discuss where and what to eat
- talk about your experiences
- understand menus and explain dishes
- ask and answer questions in a restaurant
- talk about typical foods and eating habits

page 32

VIDEO 2: Forbidden fruit page 40 REVIEW 2: page 41 WRITING 2: Anecdotes page 152



5

RELAX

- talk about activities, places and equipment
- introduce negative comments
- make plans and arrange what to do
- talk about watching and doing different sports
- compare three or more things
- discuss relaxing and stressful experiences

page 42



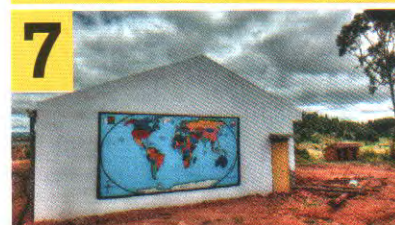
6

FAMILY AND FRIENDS

- describe people you know
- explain who people are – and which people you mean
- ask and answer common questions
- discuss similarities and differences
- describe character and abilities
- discuss uses of social media and online habits

page 50

VIDEO 3: WOMAD page 58 REVIEW 3: page 59 WRITING 3: A personal profile page 154



7

YOUR PLACE

- explain where you are from
- describe your town and area
- ask useful questions when staying with people
- ask for permission to do things
- show guests round your house or apartment

page 60



8

EDUCATION

- describe your academic experiences
- respond with surprise to negative sentences
- talk about future situations
- talk about the education system in your country
- discuss cheating in education – and in other areas of life

page 68

VIDEO 4: Fainting goats! page 76 REVIEW 4: page 77 WRITING 4: Describing places page 156

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> • Present simple and present continuous • Present simple and present continuous for the future 	<ul style="list-style-type: none"> • Talking about jobs • Understanding vocabulary: Collocations • Activities at work 	<ul style="list-style-type: none"> • There's no money in it 	<ul style="list-style-type: none"> • Talking about work • Managing your time 	<ul style="list-style-type: none"> • Questions about jobs
<ul style="list-style-type: none"> • Past simple • Comparatives 	<ul style="list-style-type: none"> • Describing things you bought • Shopping online 	<ul style="list-style-type: none"> • Click to buy! 	<ul style="list-style-type: none"> • Talking about shopping • Conversations in a shop 	<ul style="list-style-type: none"> • Complimenting • Offering to help and responding
<ul style="list-style-type: none"> • Past simple and past continuous • Quantifiers with countable and uncountable nouns 	<ul style="list-style-type: none"> • Places in town • Travelling by plane • Transport 	<ul style="list-style-type: none"> • Lessons in life: how not to miss flights 	<ul style="list-style-type: none"> • Asking for directions • Travel news 	<ul style="list-style-type: none"> • Giving directions • Apologising for being late
<ul style="list-style-type: none"> • Present perfect simple • <i>too</i> and <i>not ... enough</i> 	<ul style="list-style-type: none"> • Restaurants • Describing food 	<ul style="list-style-type: none"> • Breakfast around the world 	<ul style="list-style-type: none"> • Discussing where to eat • Choosing dishes from a menu 	<ul style="list-style-type: none"> • Making and responding to suggestions • Offers, requests, suggestions
<ul style="list-style-type: none"> • Plans and arrangements • Superlatives 	<ul style="list-style-type: none"> • Places and equipment • Sports and games • Understanding vocabulary: Word families 	<ul style="list-style-type: none"> • There's more to sport than football 	<ul style="list-style-type: none"> • Plans for the weekend • Why is football popular? • Hobbies to help you relax 	<ul style="list-style-type: none"> • Introducing negative comments
<ul style="list-style-type: none"> • Question formation • Similarities and contrasts 	<ul style="list-style-type: none"> • Family and friends • Character and habits • Understanding vocabulary: Words with the same verb and noun forms 	<ul style="list-style-type: none"> • Online friends • What kind of an online friend are you? 	<ul style="list-style-type: none"> • Talking about people • The family business 	<ul style="list-style-type: none"> • Explaining who people are
<ul style="list-style-type: none"> • <i>have to</i>, <i>don't have to</i>, <i>can</i> and <i>can't</i> • <i>will</i> / <i>won't</i> 	<ul style="list-style-type: none"> • Describing places • Where I live • Staying with people 	<ul style="list-style-type: none"> • My new home 	<ul style="list-style-type: none"> • Where are you from? • Staying in someone's home 	<ul style="list-style-type: none"> • Explaining where places are • Asking for permission
<ul style="list-style-type: none"> • First conditionals • <i>had to</i> and <i>could</i> 	<ul style="list-style-type: none"> • Stages of education • Education systems • Cheating 	<ul style="list-style-type: none"> • Cheating their way to the top 	<ul style="list-style-type: none"> • Comparing education systems 	<ul style="list-style-type: none"> • <i>No?</i>

9

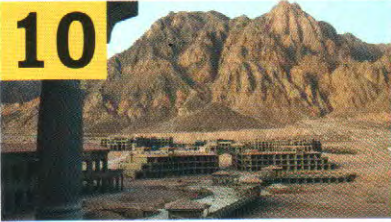


MIND AND BODY

page 78

- describe common illnesses and their symptoms
- give advice and understand medical advice
- ask and answer common questions about illness
- give instructions
- understand instructions on medicines

10



PLACES TO STAY

page 86

- describe places you stayed in
- book somewhere to stay
- apologise for bad news
- explain and deal with problems in hotels
- talk about imagined situations
- talk about past habits

VIDEO 5: The future of a village page 94 REVIEW 5: page 95 WRITING 5: Postcards page 158

11



SCIENCE AND NATURE

page 96

- talk about the weather
- discuss and respond to news stories
- talk about animals
- tell better stories
- talk about scientists and research
- understand newspaper headlines

12



ON THE PHONE

page 104

- talk about different kinds of phones
- give and take phone messages
- ask for people and explain where people are
- work out the meaning of new words
- explain stories and report crimes
- report what people said

VIDEO 6: Memory man page 112 REVIEW 6: page 113 WRITING 6: Plans and schedules page 160

13



CULTURE

page 114

- describe different kinds of films
- say what you have heard about things
- talk about how things make you feel
- talk about the film industry and culture
- discuss your favourite music, books or films
- ask how long people have been doing things

14



STUFF

page 122

- talk about common household objects
- explain where things are in a house
- describe things, people and places that you don't know the names of
- talk about food shopping
- discuss some environmental issues
- talk about suitable gifts

VIDEO 7: Oxford page 130 REVIEW 7: page 131 WRITING 7: Complaints page 162

15



MONEY

page 132

- talk about the economy
- use time phrases to say when things happen
- compare prices
- talk about money issues and problems
- say different kinds of numbers

16



EVENTS

page 140

- describe different kinds of parties and events
- ask and answer linked questions
- explain major historical events in a country's history
- say different dates
- talk about special days in your life

VIDEO 8: Columbus and the New World page 148 REVIEW 8: page 149 WRITING 8: Invitations page 164

GRAMMAR	VOCABULARY	READING	LISTENING	DEVELOPING CONVERSATIONS
<ul style="list-style-type: none"> • Giving advice • Imperatives 	<ul style="list-style-type: none"> • Illnesses and health problems • Understanding vocabulary: Phrases with <i>mind</i> and <i>matter</i> • Parts of the body 	<ul style="list-style-type: none"> • Mind over matter 	<ul style="list-style-type: none"> • How are you feeling? • Health advice 	<ul style="list-style-type: none"> • Common questions about illness
<ul style="list-style-type: none"> • Second conditionals • <i>used to</i> 	<ul style="list-style-type: none"> • Places to stay • Solving hotel problems 	<ul style="list-style-type: none"> • Memories of childhood holidays 	<ul style="list-style-type: none"> • Hotel information • Credit card details • A difficult hotel guest 	<ul style="list-style-type: none"> • Apologising
<ul style="list-style-type: none"> • Past perfect simple • Passives 	<ul style="list-style-type: none"> • Science and nature in the news • Animals 	<ul style="list-style-type: none"> • Man's best friends • An animal experiment 	<ul style="list-style-type: none"> • Discussing the news • Science phone-in 	<ul style="list-style-type: none"> • Responding to news and comments
<ul style="list-style-type: none"> • <i>yet, already, still</i> and <i>just</i> • Reporting speech 	<ul style="list-style-type: none"> • Using phones • Understanding vocabulary: Forming negatives • Reporting crimes 	<ul style="list-style-type: none"> • It's an emergency! 	<ul style="list-style-type: none"> • Telephone messages • Problems after a crime 	<ul style="list-style-type: none"> • Explaining where people are
<ul style="list-style-type: none"> • Noun phrases • Present perfect continuous 	<ul style="list-style-type: none"> • Films • Understanding vocabulary: <i>-ed / -ing</i> adjectives • Music, art and books 	<ul style="list-style-type: none"> • Nollywood dreams 	<ul style="list-style-type: none"> • Discussing what film to see • Talking about music, art and books 	<ul style="list-style-type: none"> • <i>supposed to</i>
<ul style="list-style-type: none"> • Relative clauses • <i>must / mustn't</i> 	<ul style="list-style-type: none"> • Things in the house • Containers • Understanding vocabulary: Verbs with two objects 	<ul style="list-style-type: none"> • Rubbish food • Fact file: rubbish 	<ul style="list-style-type: none"> • New flatmates • Memorable presents 	<ul style="list-style-type: none"> • Explaining where things are
<ul style="list-style-type: none"> • Time phrases and tense • Time clauses 	<ul style="list-style-type: none"> • The economy and quality of life • Money verbs • Dealing with banks 	<ul style="list-style-type: none"> • Will power 	<ul style="list-style-type: none"> • Quality of life • The reading of the will • Money problems 	<ul style="list-style-type: none"> • Comparing prices
<ul style="list-style-type: none"> • Articles • Verb patterns (<i>-ing</i> or infinitive with <i>to</i>) 	<ul style="list-style-type: none"> • Describing parties and events • Historical events 	<ul style="list-style-type: none"> • Fact file: Britain • Around the world in 300 words ... Kazakhstan 	<ul style="list-style-type: none"> • Talking about parties • Talking about a special day 	<ul style="list-style-type: none"> • Linked questions



IN THIS UNIT YOU LEARN HOW TO:

- talk about buildings and places
- ask for and give directions
- tell stories better
- apologise for being late
- talk about different ways of travelling
- describe problems you can have on journeys

SPEAKING

1 Work in pairs. Look at the photo and discuss the questions.

- Where do you think this is? Why?
- Why do you think they are travelling in this way?
- What do you think is good about this way of travelling? Why?
- What do you think is bad? Why?

2 Work with a new partner. Discuss these questions.

- What different ways of travelling are there where you live?
- Which kind do you like most / least? Why?
- Can you think of any other ways of travelling that you want to try?
- Do you enjoy the journeys you make every day? Why? / Why not?

GETTING THERE

WE'RE LOST!



VOCABULARY Places in town

1 Label the picture with the words in the box.

a bridge	a monument	a sports ground
a church	a playground	a subway
a crossing	a police station	a town hall
a crossroads	a roundabout	traffic lights

2 Complete the sentences about places where people live with nouns from Exercise 1.

- 1 There's a nice _____ in the park near my house. I sometimes take the kids there.
- 2 In the centre of town, there's a big _____ to the people who died in the war.
- 3 My dad's a member of the local council. He works in the _____.
- 4 When you come to the _____, take the second exit.
- 5 They're building a new _____ over the river at the moment.

6 Is there a _____ near here? I need to report a crime.

7 I live really near a big _____. It gets very noisy on match days.

8 There's a huge traffic jam in the centre of town because the _____ aren't working.

3 Work in pairs. Tell your partner about where you live, work or study. What things are there?

There's an old church near where I work.

There's a subway under the main road near my house.

LISTENING

4 14 Listen to a couple on holiday asking for directions. Answer the questions.

- 1 Where are they trying to get to?
- 2 What problems do they have in each conversation?
- 3 How do they travel?
- 4 Do they get to where they want to go in the end?

5 ▶ **14** Choose the correct option. Then listen again and check your answers.

- 1 Do you know the *road / way* to the museum from here?
- 2 *It's / Is* better to get a bus.
- 3 It's directly *opposite of / opposite* the town hall.
- 4 Go down this road. *Take / Turn* the second road on the right.
- 5 What bus *he said / did he say* we need?
- 6 Is this the *correct / right* bus stop for the museum?
- 7 Is it *near to / near* here?
- 8 You *got off / went off* at the wrong stop.
- 9 Just keep *going / go*. It's maybe half a mile.
- 10 You can't *miss / lose* it.

6 Work in groups. Discuss these questions.

- Do you ever ask for, or give, directions? Can you remember the last time?
- Can you remember a time you had problems finding a place? What happened?
- Do you like going to museums? If yes, do you have a favourite? Why?

DEVELOPING CONVERSATIONS

Giving directions

Certain phrases are commonly used when people give directions. Keep a record of any new phrases you learn. Notice the prepositions used in each.

Go **down** this road.

Take the second road **on the right**.

You need to go **over the road**.

Go **past** a monument.

It's **on the left**.

7 Complete the directions with the prepositions in the box.

along	at	on	opposite
over	past	through	to

So first, cross ¹_____ this big road here. There's a crossing over there that you can use or you can go ²_____ the subway, under the road. Then walk ³_____ the edge of the park and ⁴_____ an old church until you come ⁵_____ some traffic lights. Turn left ⁶_____ the lights and go straight on. It's ⁷_____ your right – directly ⁸_____ a big bookshop. You can't miss it.

8 Draw a map that shows the places in Exercise 7. Then draw a line to show the way.

9 Work in pairs. Compare your maps and discuss any differences.

10 Write a short email giving directions to your home from one of the following places:

- your school or workplace
- the nearest train station or bus stop

CONVERSATION PRACTICE

11 Work in pairs. You are going to roleplay conversations between a visitor to a town and a person who lives there.

Student A: look at File 2 on page 186.

Student B: look at File 6 on page 188.

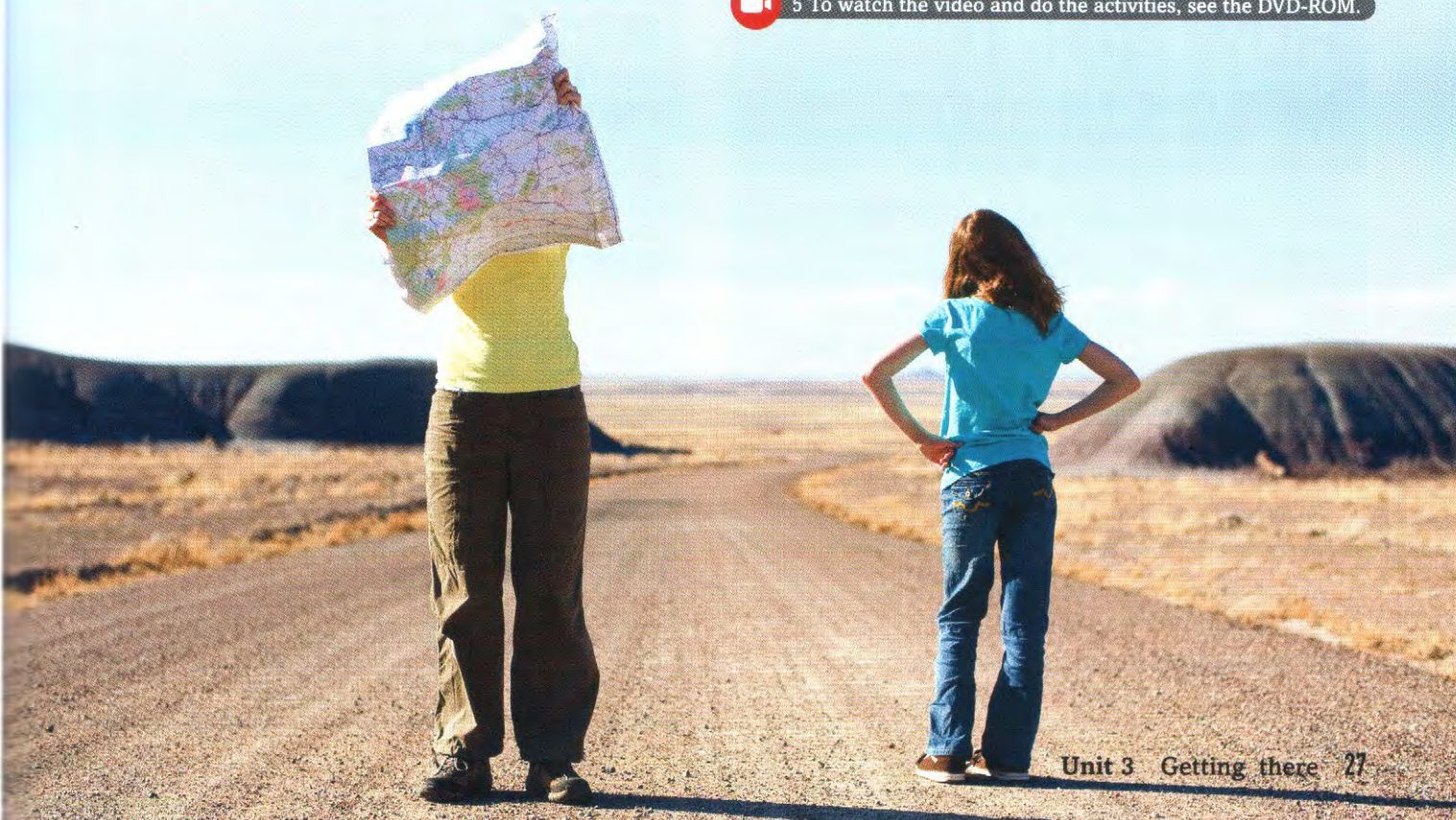
Take turns asking for directions and marking the missing places on your map. Use these phrases.

Excuse me. Do you know the way to ...?

Excuse me. Is there a ... near here?

Excuse me. Is the ... near here?

▶ **5** To watch the video and do the activities, see the DVD-ROM.





I MISSED MY FLIGHT

VOCABULARY Travelling by plane

1 Match these phrases with the pictures (1–9).

- a be late taking off
- b call a taxi
- c check in online
- d check the departures board
- e get stuck in heavy traffic on the way
- f join the queue to board
- g take ages to go through security
- h land on time
- i run to the boarding gate

READING

2 Read the introduction to a blog post. What can you guess about the writer?

LESSONS IN LIFE:

TRAVELLING MAN

HOW NOT TO MISS FLIGHTS

Yesterday, I missed a flight. It was my *fifteenth* missed flight. Though, to be fair, it is several years since I last missed one. Anyway, this week's post is about how I missed all those flights and the lessons I (very slowly) learned.

3 Look at the lessons (a–f) the writer learned from his experiences. Work in pairs. Discuss how you think he missed his flight in each case.

- a Airports are big places
- b Check the travel news before you go
- c Check your ticket
- d Read, but don't choose a thriller
- e See waiting as fun
- f Set your alarm clock

4 Read the blog post. Match the lessons in Exercise 3 with the paragraphs.

1 I hated waiting. This was my big problem. It was even worse when they introduced online check-in, because you could get to the airport forty minutes before the flight and still catch it *if* nothing went wrong. Unfortunately, *when* I got stuck in heavy traffic, or the train was delayed or it took ages to go through security, I missed flights. But then a friend bought me a tablet and I realised that waiting was actually enjoyable. I could read, watch films, relax!

2 The first time I missed a flight, I actually left really early and planned to arrive almost two hours before my flight. However, when I got to the train station to go to the airport, I found that they were doing repairs on the line and there was a bus to replace the train – a very old, slow one. We eventually arrived at the airport three minutes after the check-in closed!

3 Once, I was catching a very early flight to go back home. I got to the boarding gate in plenty of time, but I was really tired, so I decided to have a little sleep while I was waiting. When I woke up, there were no passengers around me and the woman from the airline was walking away from the gate. There wasn't another flight for ten hours! I hate waiting!

4 One year, we were travelling to see family in Ivory Coast and we changed flights in Charles de Gaulle Airport, Paris. We had an hour to get the connection. We landed on time, but from the plane there was a bus; then we walked; we took a train; we walked and walked (more quickly); we queued for security again; we ran. We missed the connection.

5 I was going to see a friend once and I went to London Stansted airport. I checked the departures board, but I couldn't see my flight, which I thought was strange. I looked at my ticket again and it said Gatwick Airport – on the opposite side of the city!

6 Which brings me to my last and most recent lesson. I arrived early and sat down to read my book – a crime story by Jo Nesbø. As the story got more and more exciting, I completely forgot the time. I was reading the last few pages when I suddenly heard the last call for my flight. Unfortunately, airports are big places and when I got to the gate, it was closed. I sat down and finished my book.

26 comments



5 Work in groups. Based on what you read and on your own experiences, explain why you think the author:

- 1 started to enjoy waiting.
- 2 didn't take a taxi when the train was cancelled.
- 3 didn't wake when the flight was boarding.
- 4 didn't buy a ticket with more time to connect in Charles de Gaulle.
- 5 went to the wrong airport.
- 6 didn't wait at the boarding gate when he started reading his book.

3 A: It was so stupid. I _____ where I was going and I _____ into a lamppost. (not look, walk)

B: Oh no! _____? (anyone watch)

4 I was going through the arrivals hall at Madrid airport and these people were taking photos of me, which I thought was strange. Then I _____ round and I realised this famous actress, Penelope Cruz, _____ behind me! (turn, walk)

GRAMMAR

Past simple and past continuous

When we tell stories, we show how actions relate to each other using the past continuous and the past simple.

6 Look at these sentences from the blog post. Answer the questions below.

- a *When I **got** to the train station ..., **they were doing** repairs on the line.*
- b *When I **woke up**, ... the **woman** from the airline **was walking away** from the gate.*
- c *I **was reading** the last few pages when I **suddenly heard** the last call for my flight.*

- 1 Which verbs are in the past simple?
- 2 Which verbs are in the past continuous? How are they formed?
- 3 In each sentence, which action started first?
- 4 In each sentence, which action is completed?

G Check your ideas on page 169 and do Exercise 1.

7 Complete the sentences with the past simple or past continuous form of the verbs.

- 1 They stopped him while he _____ through security and _____ all his bags, so he missed the flight. (go, search)
- 2 This baby _____ screaming when we were taking off and it _____ during the whole flight. It was a nightmare. (start, not stop)

PRONUNCIATION

8 **▶ 15** Listen and write down the five past continuous phrases you hear. You will hear each twice: first fast and then slower.

9 Choose two of these situations. Spend a few minutes thinking about what you will say. Then work in groups and share your stories.

- a time you missed a flight / train / coach
- a time you had a problem or something funny happened on a flight
- a time you were late for something important
- a time you had / saw an accident
- a time you met / saw someone famous

G For further practice, see Exercise 2 on page 169.

DEVELOPING CONVERSATIONS

Apologising for being late

When we are late, we often apologise and give a reason.

*Sorry I'm late. I **was chatting** to a friend and I completely forgot the time.*

*Sorry I'm late. I **was stuck** on the bus.*

You can accept the apology by using one of these phrases.

Oh well. Never mind. At least you're here now.

Don't worry. What was the problem?

It's OK. I haven't been here long.

10 Work in pairs. Take turns apologising for being late and accepting the apology.

COMPLETE CHAOS

VOCABULARY Transport

- 1 Match what the people say to the forms of transport in the box. Check you understand the words in bold.

bike	coach	plane	train	underground
car	motorbike	taxi	truck	van

- 1 A: How much did he **charge** you?
B: Eleven dollars plus a **tip**. Does that sound OK?
- 2 They usually stop at a **service station** on the **motorway** for half an hour to let all the **passengers** stretch their legs.
- 3 Our flight's **cancelled** because the air traffic controllers are **on strike**.
- 4 I bought this huge wardrobe at a market, and I had to **hire a vehicle** to get it home.
- 5 I cycle to work. There's a good **cycle lane** that goes from my house, so I don't need to go on the roads.
- 6 Sorry we're late. We were **driving** round looking for somewhere to **park**.
- 7 There's a really fast **rail service** between Rome and Milan.
- 8 It was going slowly because it was carrying a **huge load**, and there was a **long line of cars** stuck behind it.
- 9 Buy a **travel card** from the station. Then you can travel on all the **lines** in the city.
- 10 A: Do you need a **licence** to **ride** one?
B: Yes, you need to take a practical **test** of your riding skills, but it's quite easy.

- 2 Work in pairs. Take turns to choose five words or phrases from Exercise 1, and explain, act or draw them. Your partner should guess the words without looking at the book.
- 3 Think of six different forms of transport you have used. Then work in pairs and tell your partner where you went and how you travelled.

LISTENING

- 4 ▶ 16 Listen to the travel news. How many items of news are there? How many give good news?
- 5 ▶ 16 Listen again and complete the table.

Place	Problem	Cause	Advice
Airport	flights delayed / cancelled	air traffic controllers on strike	1 _____ or 2 _____
A516	3 _____	truck crashed	4 _____
M6 junctions 5-6	diversion causing slow traffic	5 _____	take other routes
Northern Line	sections closed	repairs	6 _____
East Ham station	7 _____	flooding	—
Wembley concert	no parking	—	8 _____



6 Complete the phrases from the listening with the missing prepositions. Look at the audio script for Track 16 on page 194 and check your answers.

- 1 There are terrible problems _____ a lot of places.
- 2 Passengers who are flying _____ the next few days should ring their airline.
- 3 Lanes _____ both directions are closed.
- 4 Elsewhere _____ the roads, the M6 motorway _____ junctions 5 and 6 is completely closed.
- 5 Also _____ the underground, East Ham station is closed.
- 6 The traffic lights are working again _____ the crossroads with the B761.
- 7 Go _____ foot or take public transport.

- 1 *Many* and *a few* only go with plural countable nouns.
- 2 *Much* and *some* only go with uncountable (singular) nouns.
- 3 *A bit of*, *any*, *a lot of*, *plenty of* and *no* only go with countable nouns.
- 4 *Much* and *many* are usually used in negative sentences.
- 5 *Any* is never used in positive sentences.

G Check your ideas on page 169 and do Exercise 1.

10 Choose the correct option.

The situation on the roads isn't too bad in my city. Actually, at the moment, there's not ¹*much* / *many* traffic because it's a holiday this week. Oh, and there aren't ²*no* / *any* buses today either, because there's a strike. It's usually a bit busier. There are ³*some* / *any* cycle lanes here, but not ⁴*much* / *many*, so I don't cycle much, to be honest. I usually take public transport. There are always ⁵*plenty* / *a bit of* buses and it's easy to get to the city centre. I can take ⁶*many* / *any* bus from the stop near my house. They all go into the city.

One bad thing is that there's ⁷*no* / *any* underground here, which can be a ⁸*few* / *bit of* a problem sometimes. There are ⁹*a lot of* / *much* taxis, though. A ¹⁰*few* / *bit of* my friends take them, but I can't afford to! They're not cheap!

G For further practice, see Exercise 2 on page 170.

SPEAKING

7 Work in groups. Think of two possible causes for these situations.

- 1 a flight is cancelled
- 2 a rail service is delayed
- 3 an underground station is closed
- 4 one lane of a motorway is shut
- 5 there's a traffic jam in a city

8 Tell each other about two situations in Exercise 7 that you experienced. Explain what happened.

11 Work in groups. Discuss the transport situation where you live using the language from this lesson. What's good? What problems are there? What's the best way to change things? Think about these things.

- the traffic
- the roads
- the parking
- the public transport (buses, trains, underground)
- taxis
- trains to the rest of the country
- planes to other countries

GRAMMAR

Quantifiers with countable and uncountable nouns

Countable nouns have both singular and plural forms. Uncountable nouns are things we don't count in English. They usually only have a singular form.

Some words we use to show quantity go with both countable and uncountable nouns. Others only go with one of these kinds of nouns.

9 Work in pairs. Look at the sentences from the travel news and decide if the statements 1–5 are true (T) or false (F).

- a Not **many** planes can fly over France.
- b There's not **much** hope of a deal **any** time soon.
- c This follows **some** heavy rain in the area overnight.
- d There aren't **any** more problems on the A6.
- e You can expect **some** delays there all day.
- f There are terrible problems in **a lot of** places.
- g **Plenty of** flights are delayed and quite **a few** (flights) cancelled.
- h Expect **a bit of** trouble there.
- i There's **no** parking in or around the ground.

SOUNDS AND VOCABULARY REVIEW

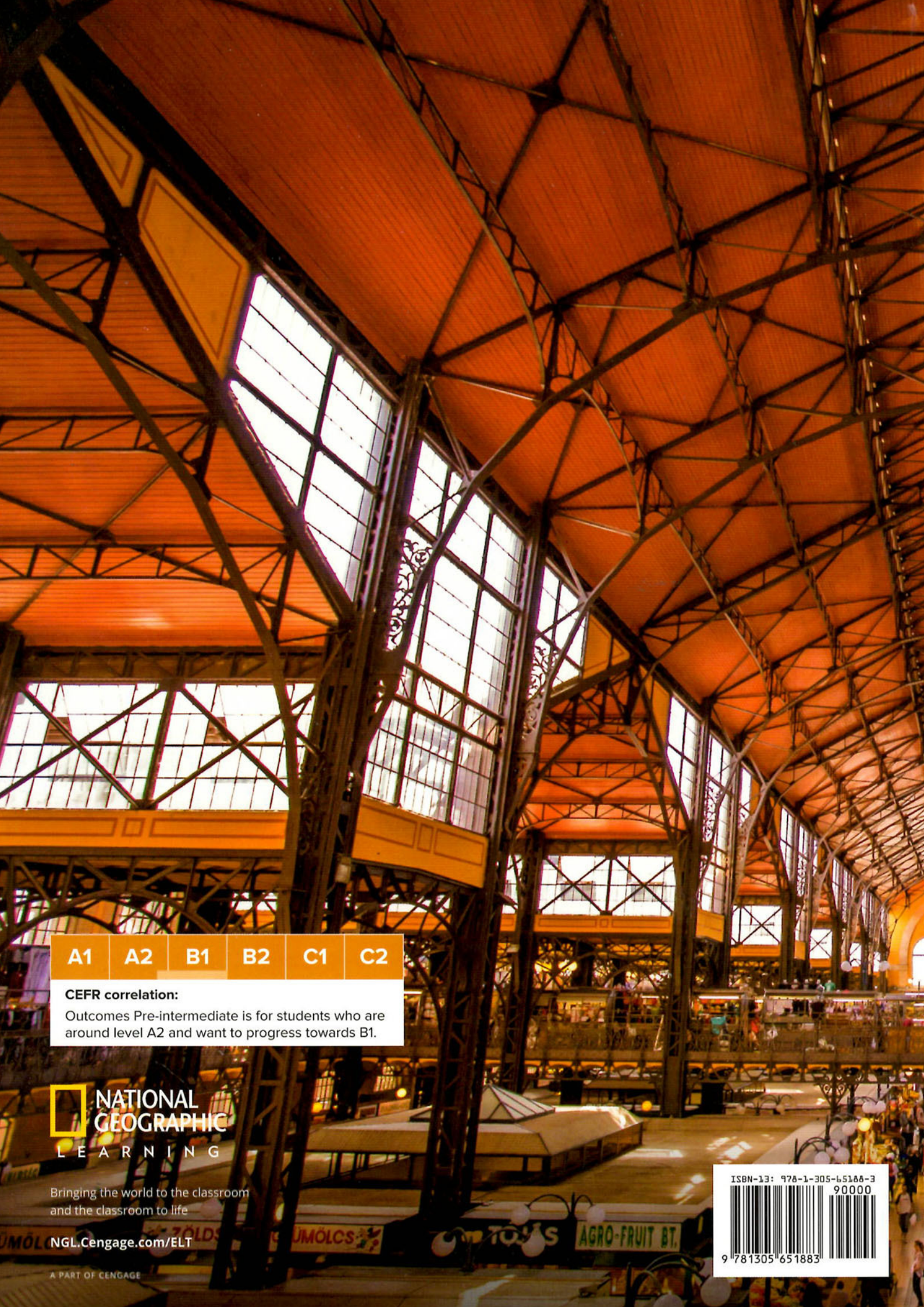
12 ▶ **17** Listen and repeat the sounds with /k/ and /g/. Are any of them difficult to hear or say?

13 ▶ **18** Work in groups. Listen to eight sentences using these words. Together, try to write them down. Then listen again and check.

bags	crossroads	ground	strike
clock	gate	security	truck

14 Work in teams. You have three minutes to write collocations or phrases for the words in Exercise 13.

pack my **bags**, put my **bags** in the car, heavy **bags**



A1 A2 B1 B2 C1 C2

CEFR correlation:

Outcomes Pre-intermediate is for students who are around level A2 and want to progress towards B1.

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