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Vocabulary	Speaking and Pronunciation	Listening and Reading
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# Do you know ...?

- 1** Read the text and match the parts of speech (a–l) with each underlined word or phrase.

According to (1) the ancient Greek historian Herodotus, (2) in the 7th century BC the king of Egypt, Psamtik 1, decided to conduct a (3) scientific experiment. Using his absolute power over his subjects, (4) he took two newborn babies and handed them to a shepherd, with instructions that they were to be (5) brought up in total isolation. Most importantly, no one was to speak in the babies' presence. Psamtik wanted to find out what language the children would speak if left to themselves. He thought that the language they produced would be the (6) oldest in the world – the original language of the human race. After two years, the shepherd heard the two children (7) repeatedly pronounce the word 'becos'. This was identified as meaning (8) 'bread' in the language of the Phrygians, a people then living in central Turkey. From this experiment, Psamtik deduced that the Phrygian language (9) must be the first ever spoken. Nobody now believes Psamtik's (10) conclusion – a few commentators suggest that the infants (11) were imitating the sound of the shepherd's sheep, but no one since (12) has had any better success in discovering what man's very first spoken language was like.

- |                    |                  |
|--------------------|------------------|
| a Present Perfect  | g countable noun |
| b Past Continuous  | h superlative    |
| c uncountable noun | i adjective      |
| d phrasal verb     | j adverb         |
| e article          | k pronoun        |
| f preposition      | l modal verb     |

- 2** Find the grammar mistake in each sentence and correct it.

- They've been to Brazil last year.
- This cathedral built in 1590.
- She's the person what told me I should study economics at university.
- I was reading in my room when I was hearing a loud crash downstairs.
- My grades this year are a lot bad than last year, unfortunately.
- You work for IBM, aren't you?
- If I'll have time, I'll paint my bedroom this weekend.
- Can I give you a small advice?
- He's always wanted to be teacher.

- 3 a** Complete the word maps with words/phrases from the box.

do aerobics    souvenir    application form  
sense of humour    take up a hobby  
be promoted    go sightseeing    father-in-law



- b** Underline the main stress in each word/phrase.

- c** Add three more words to each word map.

- 4 a** Look at the dictionary extract from the Longman Active Study Dictionary. What does it tell you about each of the following: grammar, pronunciation and meaning?

**sensible** /'sensəbəl/ *adj* 1 showing good judgement: a *sensible decision* 2 suitable for a particular purpose, especially a practical one: *sensible clothes* – *sensibly adv*

- b** Complete the dictionary extracts by writing a definition for each one.

- re-tire /rɪ'taɪə/ *v* [I] \_\_\_\_\_: I'd like to retire before I'm 60.
- a-broad /ə'brɔ:d/ *adv* \_\_\_\_\_: Did you go abroad for your last holiday?
- get on with sb *phr v* [T] \_\_\_\_\_: I get on well with both my sisters.
- pitch /pɪtʃ/ *n* [C] \_\_\_\_\_: The players ran out onto the pitch.

- c** Now compare your definitions with the definitions in a dictionary.

- d** Add the words/phrases above to the word maps in exercise 3a.

# Connect



# 1



## Lead-in

- 1 Look at the photos. Who are the people and how do you think they are connected?
- 2 Work in pairs. Choose three of the people from the box and take turns to describe them to your partner. Who is closest to you?

partner wife husband step-sister half-brother  
sibling colleague soulmate close friend  
neighbour acquaintance



- 3 a Work in pairs. Look at the sentences and check you understand the meaning of the underlined phrases.
  - 1 I come across as confident when you first meet me, but I'm shy really.
  - 2 I often bump into old school friends when I'm out in my local area.
  - 3 I didn't make a very good impression on my neighbours when I moved in.
  - 4 I didn't see eye to eye with any of my siblings when I was growing up.
  - 5 I keep in touch with almost all my friends from my first school.
  - 6 I try not to 'judge a book by its cover' when I meet new people.
  - 7 I prefer talking face to face, rather than on the phone or online.
  - 8 I've never met anyone and just clicked with them immediately.
- b Which sentences from exercise 3a are true for you? Give details.



# 1.1 First impressions

Grammar overview (1): the present and future

Can do take part in a conversation and make small talk

## Reading

**1** Work in pairs and look at the photo. What kinds of thing would you talk about to ...

- friends of friends at a party
- classmates in a new class
- colleagues in a new job
- neighbours in a new area

**2** Read the 'Any Answers' website. How does each person feel about meeting new people?



Do you think first impressions are important? Most people think it takes about two minutes to make a judgement about someone when you first meet. I'm reading a book at the moment about first impressions. It says we make decisions about new people in a few seconds – that means we make a decision without even thinking. Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.

How quickly do you think you make judgements about people? Do you have any advice on what to do or say when you meet new people? Any answers, please.

**Ana, Spain.** When a friend introduces me to someone at a party and I have to make small talk, I sometimes stumble over my words and start mumbling. I've watched more confident people and they always speak up. I read something about giving people compliments and asking questions. It's a good way to start a conversation; you can say something like, 'I really love your shoes! Where did you get them?' So, that's what I'm going to do next time I meet someone new. Also, feeling confident about what I look like helps me – so I always wear clothes that make me feel good.

**Mark, Australia.** I work in a big company and I meet new colleagues all the time. I like meeting new people and I'm quite confident, but in my experience people definitely form an instant opinion about you. Personally, I try not to be too judgemental, but I'm sure your unconscious mind takes over a bit! You need to think about the language you use, especially when you greet people. I always say, 'Hello, pleased to meet you.' I can't stand it when people you don't know are really informal and say something like, 'Hey, what's up?' I think it also sounds ridiculous when people are too formal and say, 'How do you do?'

**Jelena, Poland.** As I'm writing this, I'm nervous because I'm starting a new class tomorrow and I'm going to meet lots of new classmates. I think it'll be fine though. I know one person and I'm meeting her before the class. Also, most people are nervous in new situations. My parents always told me to treat people as you want them to treat you. You should never talk down to them or gossip about them. I'd like people to chat to me and be friendly, so I'm going to do that. I think it's also important to make eye contact and listen to people. You shouldn't talk about yourself all the time, boast about things or dominate the conversation.

**3** Read the website again and answer the questions.

- 1 According to the book the writer is describing, how long does it take to make judgements about people?
- 2 What does Ana mention about saying nice things to people?
- 3 What does Ana say about the clothes she wears?
- 4 Does Mark think that people judge each other quickly or not?
- 5 What does Mark say about the formality of people's language?
- 6 What advice did Jelena's parents give her?
- 7 Does Jelena say it's good to talk about yourself a lot?

**4** Work in pairs and discuss these questions.

- 1 How true do you think it is that we make very quick judgements about people when we first meet?
- 2 Do you think that your first impressions of someone you meet for the first time are usually correct or not?
- 3 What advice would you give to someone who is ...
  - worried about going to a party with lots of new people?
  - about to start a new job and wants to make a good first impression?Think about ...
  - what you say.
  - how much you speak or listen.
  - eye contact.
  - what you wear.
  - body language (e.g. bowing, shaking hands).



## Grammar | overview (1): the present and future

**5** Look at the underlined verbs in the sentences from the website. Match them with the uses (a–j) in the Active grammar box.

- 1 I'm reading a book at the moment.
- 2 Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.
- 3 That's what I'm going to do next time I meet someone new.
- 4 I always wear clothes that make me feel good.
- 5 I work in a big company.
- 6 As I'm writing this, I'm nervous.
- 7 I'm going to meet lots of new classmates.
- 8 I'm meeting her before the class.
- 9 I think it'll be fine though.
- 10 Most people are nervous in new situations.

### Active grammar

Use Present Simple for:	a) habits/routines b) describing a state c) things that are permanent/always true
Use Present Continuous for:	d) things that are happening now, at this precise moment e) temporary situations that are happening around now f) arrangements in the future
Use <i>will</i> + infinitive for:	g) unplanned decisions (made while speaking) h) predictions based on what you think or believe
Use <i>going to</i> + infinitive for:	i) plans and intentions j) predictions based on what you know or can see/hear now

We do not usually use state verbs in the continuous form (e.g. *like, think, want, need*).

**6** Find the mistakes in the underlined verb tenses and correct them.

- 1 I enjoyed my first class and I'm sure I make some new friends.
- 2 He'll meet some new classmates after school in a café at 5.30.
- 3 She is always arriving early on the first day of a new course.
- 4 I've decided that I study harder this term than before.
- 5 My cousin lives with us at the moment – just for three years while he's at university.
- 6 I think I'm having a lot of homework to do this year.
- 7 We've got a really good teacher this term. I'm really liking her.
- 8 He'll listen to some music at the same time as studying right now.

**7** **a** Work in pairs. Take turns to ask and answer questions about the topics below.

- accommodation
- family
- new people
- plans for the weekend
- meeting friends
- hobbies

**b** Tell the rest of the class about your partner.

**8** Read the Lifelong learning box. Work in pairs and discuss the questions.

### Reading skills: grammar in context

! Texts contain a range of grammar that the writer has chosen for a particular reason. We can understand more about what we read by thinking about this choice of grammar.

- 1 Why do you think the writers chose to use the underlined grammar in these sentences?
  - a) Our minds unconsciously say: 'I really like you' or 'I'll avoid you'.
  - b) You should never talk down to them or gossip about them.
  - c) I'd like people to chat to me and be friendly, so I'm going to do that.
- 2 What other verb forms could be used instead in each case?
- 3 What difference to meaning would those choices make?

## Vocabulary | ways of speaking

- 9** Work in pairs. Find the verb phrases in the box in the website on page 8. Try to explain the meaning of each by looking at the sentences around the verb phrases.

chat gossip make small talk greet someone  
give someone a compliment boast mumble  
speak up talk down to someone  
stumble over your words

- 10 a** Choose the correct words in *italics*.

- I spend at least an hour every day *chatting/making small talk* to friends on the phone.
- People always respond positively when you *talk down to them/give them a compliment*.
- 'Hobbies' and 'the weather' are the best two topics when you have to *make small talk/boast*.
- When I was a teenager, I *talked down/mumbled* a lot and people couldn't understand what I was saying.
- I think it's particularly upsetting to hear people *mumbling/talking down* to elderly people.
- I get nervous when I speak in public and I *stumble over my words/speak up*.
- I make a point of always *mumbling to/greeting* my neighbours in the street.
- Boasting/Mumbling* about your possessions is worse than about your achievements.
- I often can't hear people on my mobile and I ask them to *speak up/talk down*.
- Greeting/Gossiping* and talking about people behind their backs can be very hurtful.

**b** How true are the statements for you? Discuss with other students. Give reasons for your opinions.



## Speaking

- 11 a** 1.2 Listen to the conversation and answer the questions.

- What is the situation?
- Do you think that the two people make a good first impression on each other?
- Which topics in the box do they talk about?

hobbies friends work study travel  
the weather clothes where you live  
how you feel

**b** Listen again. Add one more phrase to each section of the How to... box.

### How to... make a good first impression

Greet someone	<ul style="list-style-type: none"> <li>• <i>It's great to meet you.</i></li> <li>• <i>Hello, how are you?</i></li> <li>• <i>Nice to meet you, too.</i></li> <li>• <i>Fine thanks – and you?</i></li> </ul>
Try to find out what you have in common	<ul style="list-style-type: none"> <li>• <i>Have you done any Spanish classes before?</i></li> <li>• <i>Do you live near here?</i></li> <li>• <i>How did you get here today?</i></li> </ul>
Sound interested in the other person	<ul style="list-style-type: none"> <li>• <i>I know what you mean.</i></li> <li>• <i>Oh, really?</i></li> <li>• <i>Are you?</i></li> </ul>
Finish the conversation politely	<ul style="list-style-type: none"> <li>• <i>I'm sorry, I really must go. But it was great to meet you.</i></li> <li>• <i>Good to meet you. See you again soon.</i></li> </ul>

- 12 a** You want to make a good impression on someone you haven't met before. Work in pairs and choose a situation from exercise 1. Prepare to have a conversation with them. Make notes about what to say for each section of the How to... box.

**b** Roleplay your conversation.

**c** Do you think you made a good impression on each other? How do you think you could improve your conversations?

# 1.2 Family ties

Grammar overview (2): the past

Can do express your opinion and manage a conversation



## Listening

- 1 a** Work in pairs. Look at the photo of the Bohmer family. What do you think they do?  
**b** 1.3 Listen to an extract from a radio programme about the Bohmer family and answer the questions.
  - 1 How many children are in the Bohmer family?
  - 2 What is special about them?
  - 3 How do they feel about what they do?
- 2** Listen again and answer the questions.
  - 1 Why did Larry Bohmer start juggling?
  - 2 How did his children become interested in juggling?
  - 3 Where did the family first juggle for a public audience?
  - 4 What is special about Casey Bohmer?
  - 5 What does Larry believe about the skill of juggling?
- 3 a** Look at the underlined phrases in audioscript 1.3 on page 162. What do you think they mean?  
**b** Summarise the information in the radio programme using the phrases from the audioscript.
- 4** Work in groups. Discuss the questions.
  - 1 From what you've heard about Larry Bohmer, how would you describe him?
  - 2 What is an argument against doing what the Bohmer parents did with their children? Do you agree with this argument? Why/Why not?
  - 3 Larry Bohmer says his 'children's talents aren't inherited; it's simply a matter of practice and persistence'. How far do you think that is true for different talents?
  - 4 How do you think you would feel about working with a member of your family?

## Grammar | overview (2): the past

- 5 a** Look at the underlined verbs in the extract from the radio programme. Which are Past Simple, Past Continuous and Past Perfect Simple?

It all started while Larry Bohmer was working as a pipeline worker for Shell Oil. His job took him away from his wife Judy and the four children they had at that time. He had spent the first few weeks sitting in his motel room between shifts, when one day, while he was feeling bored, he decided to take up a new hobby. Using a book, he taught himself to juggle. When he had mastered the basics, he went home and showed his children what he could do.

- b** Look at the Active grammar box and match the tenses (1–3) with their correct uses (A–C).

### Active grammar

- 1 Use Past Simple
- 2 Use Past Continuous
- 3 Use Past Perfect Simple

- A to describe main events in the past  
B to describe events and background information that happened before the main events in the past  
C to describe actions that were in progress when the main events happened

See Reference page 19

- 6** Choose the correct words in *italics*.
- A When Larry decided to teach himself to juggle, ...
- 1 ... he *had lived/was living* in a motel.
  - 2 ... his family *wanted/had wanted* to learn to juggle, too.
  - 3 ... he *took/had taken* a job with Shell Oil.
- B When I arrived at the cinema, ...
- 4 ... my friends *were waiting/had waited* by the ticket office.
  - 5 ... the film *had started/was starting* 15 minutes earlier.
  - 6 ... I *bought/was buying* my ticket as quickly as I could.

- 7 a** Complete the story with the Past Simple, Past Continuous or Past Perfect Simple form of the verb in brackets.

Before Peter and Kate Evans *had* (have) children, they (1) \_\_\_\_\_ (hear) about home-schooling but (2) \_\_\_\_\_ (not think) about it as a serious option for their own family. They (3) \_\_\_\_\_ (live) in California when they (4) \_\_\_\_\_ (have) their first child and (5) \_\_\_\_\_ (start) to find out more about it. Both of them (6) \_\_\_\_\_ (work) full-time at that time, so they had to make some big decisions about their lives.

Thirty years later, Emily is a professor of mathematics at a top university, Jen is a lawyer specialising in family law and Heather is a professional pianist.

Emily says, 'When I (7) \_\_\_\_\_ (go) to university, I (8) \_\_\_\_\_ (realise) what home-schooling (9) \_\_\_\_\_ (give) me. Many students there (10) \_\_\_\_\_ (not know) how to think about things properly. We (11) \_\_\_\_\_ (learn) to process information – not just repeat other people's ideas. I am proud that all our careers are so different. While we (12) \_\_\_\_\_ (grow up), our parents were always very supportive; they helped us to build on our individual strengths.'

- b** Complete the sentences.

- When I was studying for my exams, ...
- When I left my last school, I ...
- When I had finished my last exam, ...
- When I look back at my education, I realise that ...

- c** Work in pairs and discuss your sentences.

## Reading

- 8** Work in pairs and discuss the questions.

- What are the advantages and disadvantages of being born first, middle or last in a family?
- Do you think it is good to be an only child? Why/Why not?

- 9** Read the article above and choose the best summary.

- It says which type of child it is best to be (i.e. first born, middle born, last born or an only child).
- It gives advice to parents about dealing with each type of child.
- It describes possible career consequences according to the position in the family.
- It advises children how to cope with their position in the family.

# WHO

## comes first?

A child's place in the family birth order may play a role in the type of occupations that will interest him or her as an adult, new research suggests. In two related studies, researchers found that only children – and to a certain extent first-born children – were more interested in intellectual, cognitive careers than later-born children. In contrast, later-born children were more interested in both artistic and outdoor-related careers.

These results fit into theories that say our place in family birth order will influence our personality, said Frederick T. L. Leong, co-author of the study and professor of psychology at Ohio State University. 'Parents typically place different demands and have different expectations of children depending on their birth order.'

'For example, parents may be extremely protective of only children and worry about their physical safety. That may be why only children are more likely to show interest in academic pursuits rather than physical or outdoor activities. An only child will tend to get more time and attention from their parents than children with siblings. This will often make them feel special

- 10 a** Read the article again. Are these statements true (T) or false (F)? Explain why.

- Only children and first-born children often follow similar types of career path.
- Parents usually expect different things from their first and last children.
- There are no disadvantages to being an only child.
- Last-born children tend to take more risks as a result of their parents' attitude towards them.
- Middle children often get on well with many different types of people.

- b** Work in pairs and give your own opinions on the statements in exercise 10a. Give examples from your own family and other families you know.

## Vocabulary | making adjectives from nouns

- 11** Complete the table. Then check your answers with the article.

Noun	Adjective
intellect	(1) _____
art	(2) _____
(3) _____	jealous
(4) _____	lonely
responsibility	(5) _____
(6) _____	successful
frustration	(7) _____
skill	(8) _____

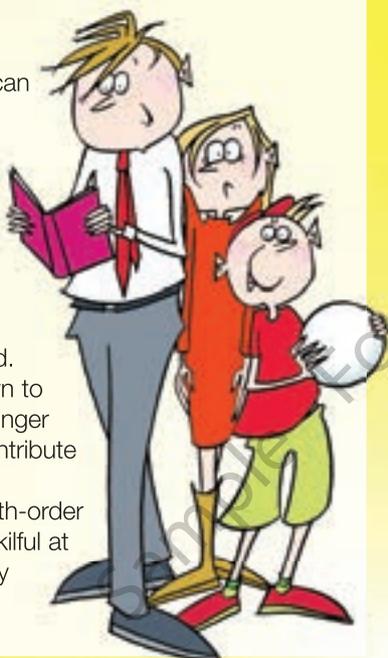
but the downside is that they may suffer from jealousy and loneliness when friends discuss their brothers and sisters and family life.'

The first-born is an only child until the second child comes along – transforming them from being the centre of attention, to then sharing the care of parents. Parents will also expect them to be responsible and 'set an example'. The change from being the focus of a family may be quite a shock and so shape the first-born's outlook on life. Therefore, first-borns may try to get back their parents' attention and approval by achieving success in their careers. It is true that first-borns are significantly more often found as political leaders than any other birth-order position.

Being the youngest in the family can sometimes be a frustrating experience, especially if the child wants to be taken seriously and treated like an adult. The last-born is more likely than the other birth-order positions to take up dangerous sports. This may be a sign of the last-born's rebellious streak – a result of being fed up with always being bossed about by everyone else in the family.

Middle children, however, have different issues.

'Middle-child syndrome' can mean feeling sandwiched between two other 'more important' people – an older sibling who gets all the rights and is treated like an adult and a younger sibling who gets all the privileges and is treated like a spoilt child. Middle-borns have to learn to get on with older and younger children, and this may contribute to them becoming good negotiators – of all the birth-order positions they are most skilful at dealing with both authority figures and those holding inferior positions.



**12** Complete the sentences with the words from the table in exercise 11.

- 1 There's a lot of \_\_\_\_\_ involved in juggling.
- 2 My sister is very \_\_\_\_\_. She can paint well and writes poetry.
- 3 I'm an only child, but I never felt \_\_\_\_\_ because I always had a lot of friends.
- 4 Parents have a big \_\_\_\_\_ to give their children the right start in life.
- 5 My brother is interested in \_\_\_\_\_ hobbies like playing chess, whereas I'm more physical.
- 6 I was always very \_\_\_\_\_ of my older sister for being much more beautiful than me.
- 7 Not being able to do things your older siblings do can lead to \_\_\_\_\_ and arguments.
- 8 I've wanted to be a \_\_\_\_\_ lawyer and make a lot of money ever since I was a child.

## Speaking

**13 a** 1.4 Listen to three people. What are they talking about? Do they agree with each other?

**b** Listen again and complete the How to... box.

### How to... manage a conversation

Find out what someone else thinks : Ask a direct question:  
: *What do you \_\_\_\_\_ about that?*  
: Reformulate someone's answer  
: into another question:  
: *So, you're the \_\_\_\_\_ child then?*

Interrupt to get your point of view across : Refer to someone's point and  
: back up with your own example:  
: *That's not the \_\_\_\_\_ that I had ...*  
: Find similarities with someone  
: else's point:  
: *I think it's quite \_\_\_\_\_.*  
: *I suppose my sister ...*

Support what another person says : Comment on someone's point and  
: back up with your own example:  
: *That's quite \_\_\_\_\_. I've got an  
: older brother and ...*  
: Agree with someone's point:  
: *I \_\_\_\_\_ it must be the case for  
: some ...*

## Pronunciation | intonation: sounding tentative

**14 a** 1.5 We can show how tentative or sure we are about what we're saying by using different intonation. Listen again to four extracts from the conversation. Which ones convey more tentative statements and which are more confident? How can you tell?

**b** Listen to the extracts again. Then look at the underlined sentences in audioscript 1.4 on page 162 and repeat them with similar intonation.

**15** Work in small groups and discuss the statements. Use the language from the How to... box.

- 1 Parents tend to be stricter with their first-born children.
- 2 Middle children have the worst time.
- 3 Youngest children are usually spoilt.
- 4 Only children tend to be self-sufficient and not need many friends.
- 5 We are attracted to people who are born in the same position within the family.

# 1.3 Mobile connections

Grammar obligation and ability

Can do talk about obligations and abilities

## Reading

### 1 Work in groups and discuss the questions.

- 1 Do you have a mobile phone? How much do you use it? What do you use it for?
- 2 Do you know anyone who doesn't have a mobile phone? Why don't they have one?
- 3 Do you think mobile phones are generally a good or a bad thing?
- 4 Do you think it is appropriate for a child to have a mobile phone? If not, why not? If so, what do you think the minimum age should be? Why?

### 2 Read the article. Tick (✓) the six topics that are mentioned.

- 1 the number of young people who have a mobile phone
- 2 when the first mobile phone was invented
- 3 the reasons why young people want a mobile phone
- 4 how parents feel about their children having a mobile phone
- 5 mobile phones and noise pollution
- 6 the amount of contact teenagers feel they need with their friends
- 7 the effect of mobile phones on relationships
- 8 some possible educational uses of mobile phones
- 9 the effect of mobile phones on reading for pleasure
- 10 the health risks of mobile phones to children

### 3 Read the article again. Make brief notes about the ideas in exercise 2 it refers to.

### 4 Work in pairs and discuss the questions.

- 1 Which two facts in the article did you find most interesting? Why?
- 2 How important do you think mobile phones are for young people in your country?
- 3 How do you think mobile phones will change over the next five years?
- 4 How far do you agree that the use of mobile phones can be addictive and bad for your health?

# Mobile mad

## There are good reasons to be worried about children and mobile phones, reports Michael Fitzpatrick.

In Japan, where mobiles have been common among the young for some time and offer sophisticated services, sociologists see an alarming trend. 'Keitai culture', as the use of mobiles in Japan is known, is huge. In Tokyo, for example, a third of all four to 15-year-olds have a mobile phone. Over half of Japan's high-school students own one and many of them are Internet-enabled. Half the children polled recently said their lifestyle 'required' them to have a mobile phone and many said their parents 'forced' them to have one. 'My parents say if I go out, I have to take my phone so they can get in touch with me, wherever I am,' says 14-year-old Aya Oguri. 'I don't have to phone them all the time but I mustn't turn it off. I don't really mind as it makes me feel safe.'

An informal survey conducted on the Tokyo streets by *Japan Today* magazine, however, suggests that the nation's teens have other reasons for keeping hold of 'their best electric friend'. 'I need to keep in touch all the time. If I can't find my phone I feel really isolated from my friends,' says 16-year-old Asuka Maezawa. Emi Inoue, 17, agrees, adding, 'I can talk to my friends about gossip I don't want my parents to hear.' Another survey also revealed that about 22 percent said they talked at least ten times per day, while 45 percent said they used their mobile to send ten or more text messages each day.

Such a density of mobile ownership, especially among the young, has led to a new type of neurosis, say sociologists. Japanese teens, in particular, have become fanatical about being 'always available' and not wanting to lose touch, even for a day. 'Teenagers take advantage of every spare minute to touch base with their friends. It is not the content of the communication but the act of staying in touch that matters. Indeed, many become extremely uneasy if they can't be in touch with their peers countless times each day, fearing they are becoming socially isolated,' writes sociologist Hisao Ishii, author of *The Superficial Social Life of Japan's Mobile Phone Addicts*. 15-year-old Miki Nakamura backs this up when she says, 'I must have my phone with me all the time. I'm completely out of touch with the world without my phone and I go into a total panic.'

'If this trend continues,' adds Hisao Ishii, 'two things will probably happen. One is mobile phone addiction, where a person doesn't have the necessary skills to form and maintain relationships without the help of mobiles. The second: superficial communication may drive out genuine conversation. The act of contacting one another may become all that matters, leading to a deterioration in the quality of relationships. Indeed, the very fabric of society may be threatened.'

The sociologist Maiko Seki has also suggested that, 'children read books less and less as they are too busy playing with their technological tools.' As well as this, it may be that academic performance is being affected: 68 percent of children who responded to a DoCoMo survey who owned a mobile phone said they got poor grades at school. In addition to this, a recent UK government report has highlighted the increased health risks to children under 16 using mobile handsets. A leaflet sent to schools suggests that children below this age shouldn't have unlimited access to mobile phones and that they should be used only in emergencies.



## Vocabulary | keeping in touch

- 5 a** Work in pairs. Find the verb phrases from the box in the article and try to work out the meaning.

to be in touch    to be out of touch  
to get in touch    to keep in touch    to lose touch  
to stay in touch    to touch base

- b** Discuss the questions.

- Which pair of verb phrases has the same meaning?
- Which two pairs of verb phrases have opposite meanings?

- 6 a** Delete the wrong word in each sentence.

- I stay in of touch with a lot of my friends by email.
- Sadly, I've lost in touch with someone who I'd really like to see again.
- I'm in the touch with several people from my primary school.
- I am touch base with most members of my family at least once a week.
- I hate being in out of touch with friends, even when I'm on holiday.
- I use my mobile every day to be get in touch with friends and family.
- I find it difficult to keep in touch base with all my friends as much as I'd like.

- b** Tick the sentences which are true for you and change the others to make them true.

- c** Compare your sentences with other students.

## Grammar | obligation and ability

- 7 a** Complete headings A and B in the Active grammar box with *Obligation – present* and *General ability – present*.

- b** 1.6 Listen to a teenager talking about her mobile phone and answer the questions.

- Why did she get a phone?
- How does she feel about it?

- c** Complete headings C, D and E of the Active grammar box with:

*Ability in the past on one specific occasion,*  
*General ability – past* and  
*Obligation – past.*

### Active grammar

A \_\_\_\_\_  
*can, can't*

B \_\_\_\_\_  
*have to, don't have to, must, mustn't,*  
*should, shouldn't*

C \_\_\_\_\_  
*could, was able to, couldn't, wasn't able to*

D \_\_\_\_\_  
*could, was able to, couldn't,*  
*wasn't able to*

E \_\_\_\_\_  
*had to, didn't have to, should have,*  
*shouldn't have*

**8** Rewrite the sentences using the words from the Active grammar box. Start with the words given. Sometimes there is more than one possible answer.

- 1 I think it's a good idea for me to do more exercise.  
I think I ...
- 2 I had the ability to read when I was only three.  
I ...
- 3 It wasn't necessary to wear a uniform when I was at school.  
I ...
- 4 It is necessary to turn your phone off in the cinema.  
You ...
- 5 It wasn't a good idea to apologise to her so late.  
You ...
- 6 When I spoke to her, I had the ability to make her understand the problem.  
When I spoke to her, I ...
- 7 When I was a child, it was necessary to eat things I didn't like.  
When I was a child, I ...
- 8 It is forbidden to use your phone during the performance.  
You ...



## Pronunciation | connected speech (1)

**9 a** Look at the underlined words in the sentences (1–8) and follow the instructions.

- Tick (✓) the weak forms of modal/auxiliary verbs (e.g. *can/was*) and prepositions (e.g. *to*).
- Mark connections between a consonant sound and a vowel sound.
- Mark connections between a consonant sound and another consonant sound.

- 1 A: Can you hear what she's saying?  
B: Yes, I can.
- 2 I couldn't phone them.
- 3 I was able to phone from there.
- 4 I know I should've been more careful.
- 5 I wasn't able to tell them where I was.
- 6 You have to phone me when you get there.
- 7 He had to get in touch with his boss.
- 8 A: Could you speak English when you were five?  
B: Yes, I could.

**b** 1.7 Listen and check the pronunciation. Work in pairs and repeat the sentences.

## Speaking

**10 a** Choose five of the points below to talk about. On another piece of paper, write one word (as a clue) for each point you chose.

- one thing you can boast about
- a person you should get in touch with soon
- one thing you like doing, but shouldn't do
- one thing you were proud you were able to do
- a person you should've made a good impression on, but didn't
- one thing you must do before the weekend
- one thing you could play/do well before, but can't do now
- a person you know you mustn't lose touch with
- one thing you didn't have to do, but you're pleased you did
- a person you had to speak to face to face, but didn't want to
- one thing you shouldn't have done, but did

**b** Work in pairs. Show your clues to your partner but don't say which piece of information each one refers to. Take turns to ask each other about each clue and find out what each refers to.

A: *You've written 'Alicia'. I know she's a good friend of yours and I think she lives quite far away. So, is she someone you should get in touch with soon?*

B: *No. Actually, I saw her last week.*

A: *OK, well, maybe she's someone you mustn't lose touch with?*

B: *Yes, that's right. She's moving to New Zealand soon and I really don't want to lose touch with her.*

# 1 Vocabulary | phrasal verbs

**1** **1.8** Read and listen to Tim's girlfriend (Mandy) and his sister (Gill). Answer the questions.

- 1 Who is Gill's boyfriend?
- 2 Who has made Gill upset?

**M:** So, do you think Tim takes after his dad?

**G:** Well, I suppose so, in some ways.

**M:** How?

**G:** Well, I mean, they're both very stubborn.

**M:** That's for sure. It runs in the family.

**G:** But you know Tim really looks up to him. He always has, right from when we were kids and while we were growing up. I remember he used to always be showing off to him, trying to get his attention, one way or another.

**M:** And how about you?

**G:** Oh, I suppose I was always closer to my mum. She didn't have an easy time, bringing us up. Dad wasn't around much.

**M:** And how did you and Tim get on?

**G:** Oh really well ... except when he'd put spiders in my bed!

**M:** And how's life with you now?

**G:** Not bad. You know I'm going out with Kevin?

**M:** Oh yes? But, it's not so long since you split up with Max, is it?

**G:** Hey ... it's nearly six months, and anyway, I've known Kevin for ages, it's just that it's never seemed to be the right time before.

**M:** And, how's Sally?

**G:** Oh ... Sally. Well, we've kind of fallen out.

**M:** Really? Why? What happened?

**G:** Well, it's a long story but, in a nutshell, I told her something pretty sensitive about me and things going on at work.

**M:** Yes ...?

**G:** And then I found out she'd talked about it to some other friends.

**M:** Oh no!

**G:** Yeah, I was really upset about it.

**M:** Do you think you'll be able to make up?

**G:** I'm really not sure ...

**2 a** Work in pairs. From the context, think about the meaning of each underlined phrasal verb and write a short definition.

*take after – to look or behave like someone in your family*

**b** Check your ideas in a dictionary.



**3** Find the mistake in each sentence and correct it.

- 1 How long have you and your girlfriend been going out with?
- 2 You don't get on your boss very well, do you?
- 3 We made it up after we both agreed how silly we had been.
- 4 I think our parents did a great job of bringing up us with very little money.
- 5 David really looks up to. He thinks you're amazing.
- 6 Who do you take them after in your family, your mum or your dad?
- 7 I wish you would grow out and start behaving like an adult!
- 8 John's fallen out his brother again. I think his brother owes him some money.
- 9 Why did he tell us how much money he earns? I hate it when people show on like that.
- 10 Why did you and Lorraine split it up? I thought you were quite happy together.

**4 a** Read the statements (1–5). Which are true for you? Change the others to make them true for you.

- 1 Of all the people in my family, I probably get on best with my dad because we're so similar.
- 2 I take after my grandmother in lots of ways. We both love travel and discovering new places.
- 3 In my opinion, couples should go out for at least two years before they get married.
- 4 If I have children in the future, I'll probably bring them up in much the same way that my parents brought me up.
- 5 I really look up to my grandfather. He's incredibly kind and always ready to listen to you if you have a problem.

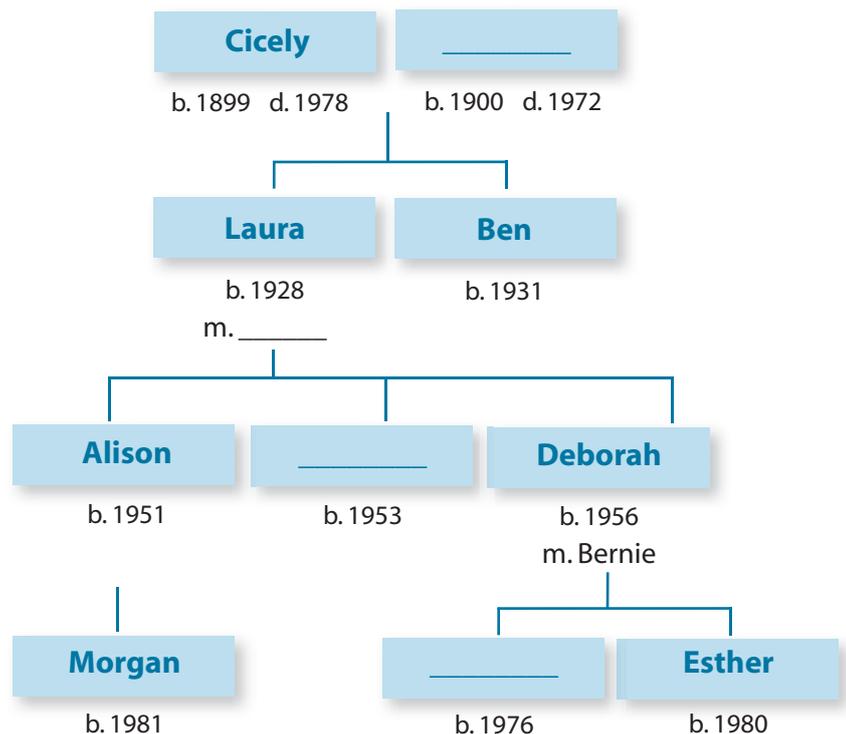
**b** Work in pairs. Compare your answers and give details and examples.

# 1 Communication

Can do talk about past and present members of your family



- 1
  - a. 4.9 Listen to Morgan talking to a friend about his family. Who are the people in the pictures?
  - b. Listen again and complete the family tree opposite.
- 2
  - a. Draw a diagram of a family tree going back to at least grandparents. You can either do a family tree for your own family, or you can imagine a different family.
  - b. Work in pairs and take turns to describe your family tree to each other. While your partner listens, he/she should try and draw your family tree. Then, compare what he/she has drawn with your diagram.
- 3
  - a. Choose two of the people in your family tree and prepare to talk about one from the present and one from the past. Think about the tenses and vocabulary you will use.
  - b. Work in pairs. Discuss the people in your family tree.



# 1 Reference

## The present and future

We use the Present Simple for habits/routines:

*I always **have** a large coffee for breakfast.*

describing a state: *She **lives** in a flat.*

things that are permanent, or always true:

*Water **covers** about 70 percent of the world.*

We use the Present Continuous for things that are happening now, at this precise moment:

*I'm **waiting** for the bus at the moment.*

For temporary situations that are happening around now:

*He's **using** his bike while his car is in the garage.*

For arrangements in the future:

*They're **having** a meal together next Friday.*

We use *will* + infinitive for unplanned decisions (made while speaking): *I'll **give** you a lift to the station.*

for predictions based on what you think or believe:

*I think Manchester United **will win**. They're always good.*

We use *going to* + infinitive for plans and intentions:

*I've decided I'm **going to apply** for university next year.*

for predictions based on what you know or can see/hear now: *He's **going to fail** his exam.*

We do not usually use state verbs in the continuous form, e.g. *like, love, hate, think, believe, know, want, need*.

## The past

We use the Past Simple to describe main past events and we use the Past Continuous to describe actions in progress when the main events happened:

*It **was raining** when I **went** to work.*

We use the Past Perfect Simple to describe events and background information that happened before main past events:

*As soon as I saw Mick, I **knew** I **had met** him before.*

## Obligation and ability

We use *can/can't* to talk about general ability in the present. Use *could/couldn't, was/wasn't able to* in the past:

*I **can speak** Spanish and Portuguese fluently.*

*She **could read** by the time she was four.*

We use *couldn't* and *wasn't able to* to talk about ability in the past on one specific occasion in negative sentences:

*He **couldn't answer** the interviewer's questions.*

We only use *was able to* (NOT *could*) to talk about past ability on a specific occasion in positive sentences:

*I **was able to explain** to him what the problem was.*

We use *have to* and *must* when something is necessary:

*You **must take off** your shoes before you come in.*

We use *don't have to* when something is not necessary:

*I **don't have to give** my homework in until next Friday.*

We use *mustn't* when something is prohibited:

*You **mustn't open** the machine before switching it off.*

We use *should/shouldn't* when something is/isn't the right thing to do:

*You **should apologise** to him immediately.*

*They **shouldn't close** the shops so early.*

We use *had to* when something was necessary:

*We **had to wait** in a queue for hours before they let us in.*

We use *didn't have to* when something was not necessary and there was a choice:

*I got a free ticket so I **didn't have to pay** anything.*

We use *should have* when something was the right thing to do, in your opinion, but you didn't do it:

*You **should have asked** me for a lift.*

We use *shouldn't have* when something was not the right thing to do, in your opinion, but you did it:

*He **shouldn't have worn** such casual clothes to an interview.*

### Key vocabulary

#### Family/Relationships

partner wife husband step-sister half-brother  
sibling colleague soulmate close friend  
neighbour acquaintance  
come across as bump into someone  
make a very good impression on someone  
see eye to eye with someone  
judge a book by its cover  
talk to someone face to face click with someone

#### Ways of speaking

chat gossip make small talk greet someone  
give someone a compliment boast mumble  
speak up talk down to someone  
stumble over my words

#### Adjectives/Nouns

intellectual/intellect artistic/art jealous/jealousy  
lonely/loneliness responsible/responsibility  
successful/success important/importance  
frustrated/frustration skilful/skill

#### Keeping in touch

in touch out of touch get in touch keep in touch  
lose touch stay in touch touch base

#### Phrasal verbs (relationships)

take after someone look up to someone  
grow up show off bring someone up  
get on with someone go out with someone  
split up with someone fall out with someone  
make up with someone



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 150

# 1 Review and practice

- 1** Complete the sentences with the Present Simple or Present Continuous form of the verb in brackets.

She always *gets up* (get up) late at the weekend.

- 1 I usually \_\_\_\_\_ (go) to the gym with a colleague after work.
- 2 Don't turn the radio off. I \_\_\_\_\_ (listen) to it.
- 3 It \_\_\_\_\_ (not/usually/rain) much in the summer here.
- 4 He \_\_\_\_\_ (play) tennis with his step-brother next Sunday.
- 5 \_\_\_\_\_ (the Moon/go) round the Earth?
- 6 She \_\_\_\_\_ (speak) four languages very well.
- 7 I \_\_\_\_\_ (not/know) how to play chess.
- 8 Jen is in London at the moment. She \_\_\_\_\_ (stay) at the Park Hotel.

- 2** Choose the correct words in *italics*.

A: Maria phoned while you were out.

B: Oh! I'll *phone*/'m going to *phone* her back now.

- 1 A: We haven't got any milk.  
B: Yes, I know. I'll *get*/'m going to *get* some now.
- 2 A: Patrick has studied really hard for his exam.  
B: Yes, I'm sure he'll *pass*/'s *passing* with distinction.
- 3 A: Have you been in touch with Anita recently?  
B: No, but I'll *meet*/'m *meeting* her after work on Friday.
- 4 A: Look at that broken glass on the floor.  
B: Yes, it's *hurting*/'s *going to hurt* someone.
- 5 A: It's Jane's birthday today.  
B: Is it? Oh, I'll *get*/'m *getting* her a present on the way home.

- 3** Find the mistakes in five of the sentences and correct them.

I broke my ankle while I ~~played~~ *was playing* football.

- 1 The doorbell rang while I had watched television.
- 2 I didn't see Tom because when I got to the party, he left.
- 3 What were you doing when the clock struck midnight?
- 4 When I got home, I found that someone broke the kitchen window.
- 5 I realised someone followed me when I heard footsteps.
- 6 Diana didn't come because she was arranging to do something else.

- 4** Choose the correct words in *italics*. Sometimes both are possible.

When he was younger, my brother *could*/*was able to* play the guitar really well.

- 1 I *couldn't*/*wasn't able to* sleep last night because it was so hot.
- 2 I *can*/*can't* hear anything – she needs to speak up a bit.
- 3 She *could*/*was able to* explain the answer very clearly this morning.
- 4 When I was a child, I *couldn't*/*wasn't able to* understand why anyone liked coffee.
- 5 It was great that you *could*/*were able to* finish the race so quickly.
- 6 He *can*/*could* drive but he hasn't got a car at the moment.
- 7 I *couldn't*/*wasn't able to* keep my eyes open during the whole film.
- 8 My grandmother *could*/*was able to* walk for miles when she was in her eighties.

- 5** Complete the sentences with verbs from the box.

had to   doesn't have to   didn't have to   should  
~~shouldn't~~   should have   shouldn't have   must  
mustn't

You *shouldn't* eat so many cakes and biscuits.

- 1 It was a great party – you \_\_\_\_\_ come!
- 2 It's a secret so you really \_\_\_\_\_ tell anyone.
- 3 The lift was broken so we \_\_\_\_\_ walk up the stairs.
- 4 He \_\_\_\_\_ get up early – he just likes it.
- 5 You're working too hard. You \_\_\_\_\_ take a few days off.
- 6 The bus came immediately so I \_\_\_\_\_ wait at all.
- 7 I'm so exhausted today. I \_\_\_\_\_ gone to bed so late.
- 8 You \_\_\_\_\_ take this medicine twice a day for the next ten days.

- 6** Find the wrong word in each sentence and correct it.

It's vital to *make* ~~do~~ a good impression at a job interview.

- 1 I fell on with my flatmate when we disagreed about money.
- 2 She's never seen eye on eye with her boss.
- 3 It was the frustrated of the situation that made her shout at you.
- 4 He's a kind person but he comes up as a bit rude at times.
- 5 I make after my mother in both looks and personality.
- 6 He is full of jealous about his brother's sporting success.
- 7 I'm lucky because I have on really well with all my colleagues.
- 8 I can't stand it when he shows out about how much he earns.