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**CAMBRIDGE ENGLISH**  
Language Assessment  
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**Cambridge English**

**INTERMEDIATE  
STUDENT'S BOOK**

**EMPOWER**

**B1+**

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| Lesson and objective                                  | Grammar   | Vocabulary   | Pronunciation  | Everyday English                     |
|---|---|--|--|--------------------------------------|
| <b>Unit 1 Talk</b>                                    |   |  |  |                                      |
| <b>Getting started</b> Talk about communication       |   |  |  |                                      |
| <b>1A</b> Talk about different forms of communication | Subject and object questions                          | Communication  | Sound and spelling: /ɪ/ and /iː/                               |                                      |
| <b>1B</b> Describe experiences in the present         | Present simple and present continuous                 | Gradable and extreme adjectives                      | Sentence stress: gradable and extreme adjectives               |                                      |
| <b>1C</b> Give and respond to opinions                |   |  | Word groups  | Giving and responding to opinions    |
| <b>1D</b> Write a guide                               |   |  |  |                                      |
| <b>Review and extension</b> More practice             |   | <b>WORDPOWER</b> <i>yourself</i>                     |  |                                      |
| <b>Unit 2 Modern life</b>                             |   |  |  |                                      |
| <b>Getting started</b> Talk about the workplace       |   |  |  |                                      |
| <b>2A</b> Talk about experiences of work and training | Present perfect simple and past simple                | Work   | Present perfect and past simple: <i>I've worked / I worked</i> |                                      |
| <b>2B</b> Talk about technology                       | Present perfect simple and present perfect continuous | Technology   | Sentence stress: main verb / auxiliary verb                    |                                      |
| <b>2C</b> Make and respond to suggestions             |   |  | Sentence stress  | Making and responding to suggestions |
| <b>2D</b> Write an email giving news                  |   |  |  |                                      |
| <b>Review and extension</b> More practice             |   | <b>WORDPOWER</b> <i>look</i>                         |  |                                      |
| <b>Unit 3 Relationships</b>                           |   |  |  |                                      |
| <b>Getting started</b> Talk about relationships       |   |  |  |                                      |
| <b>3A</b> Talk about a friendship                     | Narrative tenses                                      | Relationships  | Linking sounds   |                                      |
| <b>3B</b> Talk about families                         | <i>used to, usually</i>                               | Family; Multi-word verbs                             | Sentence stress: multi-word verbs                              |                                      |
| <b>3C</b> Tell a story                                |   |  | Stress in word groups  | Telling a story                      |
| <b>3D</b> Write about someone's life                  |   |  |  |                                      |
| <b>Review and extension</b> More practice             |   | <b>WORDPOWER</b> <i>have</i>                         |  |                                      |
| <b>Unit 4 Personality</b>                             |   |  |  |                                      |
| <b>Getting started</b> Talk about people              |   |  |  |                                      |
| <b>4A</b> Describe people and their abilities         | Modals and phrases of ability                         | Ability  | Stress in modal verbs  |                                      |
| <b>4B</b> Describe feelings                           | Articles  | <i>-ed / -ing</i> adjectives; Personality adjectives | Sound and spelling: final <i>-ed</i> in adjectives             |                                      |
| <b>4C</b> Offer and ask for help                      |   |  | Intonation in question tags                                    | Offering and asking for help         |
| <b>4D</b> Write an informal online advert             |   |  |  |                                      |
| <b>Review and extension</b> More practice             |   | <b>WORDPOWER</b> <i>so and such</i>                  |  |                                      |
| <b>Unit 5 The natural world</b>                       |   |  |  |                                      |
| <b>Getting started</b> Talk about endangered animals  |   |  |  |                                      |
| <b>5A</b> Talk about the future                       | Future forms  | Environmental issues                                 | Sound and spelling: <i>a</i>                                   |                                      |
| <b>5B</b> Talk about <i>if</i> and <i>when</i>        | Zero conditional and first conditional                | The natural world                                    | Consonant clusters   |                                      |
| <b>5C</b> Give reasons, results and examples          |   |  | Voiced and unvoiced consonants                                 | Giving reasons, results and examples |
| <b>5D</b> Write a discussion essay                    |   |  |  |                                      |
| <b>Review and extension</b> More practice             |   | <b>WORDPOWER</b> <i>problem</i>                      |  |                                      |

| Listening and Video   | Reading  | Speaking   | Writing  |
|---|--|--|--|
| A talk: communicating across the generations  | Article: <i>How do you communicate?</i><br>Article: <i>Can you really learn a language in 22 hours?</i>                | Things you have done recently<br>Learning a foreign language   |  |
| At the flower shop  |  | Giving and responding to opinions;<br>Using <i>me too, me neither</i>  | Unit Progress Test   |
| Conversation: learning vocabulary   | Article: <i>What kind of learner are you?</i>  | Ways of learning vocabulary  | A guide<br>Introducing a purpose; Referring pronouns               |
| Radio report: likeability   | Article: <i>Not the best interview I've ever had!</i><br>Article: <i>What's your favourite app?</i>                    | Work-related experiences<br>Interviewing classmates about technology   |  |
| A problem   |  | Making and responding to suggestions; Sounding sympathetic or pleased  | Unit Progress Test   |
| Conversation: life changes  | An email about a new job   | Life changes   | An informal email<br>Adding new information                        |
| Two monologues: being a twin  | Film review: <i>'Untouchable' – the true story of an unlikely friendship</i>   | The story of a friendship<br>Family traditions   |  |
| A mistake   |  | Reacting to what people say; Telling a story   | Unit Progress Test   |
| Conversation: grandparents  | An email about how grandparents met  | A member of your family  | A biography<br>Describing time                                     |
| Radio programme: successful people  | Article: <i>What happens to talented children when they grow up?</i><br>Article: <i>Why the world needs introverts</i> | Becoming successful at something<br>A time when you experienced strong feelings  |  |
| Asking for help   |  | Question tags; Offering and asking for help  | Unit Progress Test   |
| Three monologues: websites  | Three online adverts   | Using the internet to buy and sell things  | An informal online advert<br>The language of adverts               |
| Conversation: an environmental project<br>Interview: inventions inspired by nature<br>Talking about possible jobs | Web page: <i>The Whitley Fund for Nature</i><br>Article: <i>Animals have adapted to survive everywhere</i>             | Predictions about the future<br>The best place to experience natural beauty<br>Reasons, results and examples;<br>Giving yourself time to think | Unit Progress Test   |
| Monologue: rescuing whales  | An essay about water pollution   | A quiz about whales  | A discussion essay<br>Organising an essay;<br>Signposting language |

| Lesson and objective   | Grammar   | Vocabulary   | Pronunciation                                    | Everyday English                                       |
|--|---|--|--|--|
| <b>Unit 6 Different cultures</b>                                   |   |  |  |  |
| <b>Getting started</b> Talk about different cultures               |   |  |  |  |
| <b>6A</b>  | Talk about advice and rules                       | Modals of obligation   | Compound nouns;<br>Multi-word verbs              | Word stress: compound nouns                            |
| <b>6B</b>  | Describe food                                     | Comparatives and superlatives                                | Describing food                                  | Sound and spelling: /ʃ/ and /tʃ/                       |
| <b>6C</b>  | Ask for and give recommendations                  |  | Sounding interested                              | Asking for and giving recommendations                  |
| <b>6D</b>  | Write a review of a restaurant or café            |  |  |  |
| <b>Review and extension</b> More practice                          |   | <b>WORDPOWER</b> <i>go</i>                                   |  |  |
| <b>Unit 7 House and home</b>                                       |   |  |  |  |
| <b>Getting started</b> Talk about ideal houses                     |   |  |  |  |
| <b>7A</b>  | Describe a building                               | Modals of deduction  | Buildings  | Modal verbs: sounding the final <i>t</i> or <i>d</i>   |
| <b>7B</b>  | Describe a town or city                           | Quantifiers  | Verbs and prepositions                           | Sentence stress: verbs and prepositions                |
| <b>7C</b>  | Make offers and ask for permission                |  | Sounding polite                                  | Making offers and asking for permission                |
| <b>7D</b>  | Write a note with useful information              |  |  |  |
| <b>Review and extension</b> More practice                          |   | <b>WORDPOWER</b> <i>over</i>                                 |  |  |
| <b>Unit 8 Information</b>  |   |  |  |  |
| <b>Getting started</b> Talk about an interesting news story        |   |  |  |  |
| <b>8A</b>  | Talk about the news                               | Reported speech  | The news   | Sound and spelling: /g/ and /k/                        |
| <b>8B</b>  | Talk about what other people say                  | Verb patterns  | Shopping;<br>Reporting verbs                     | Sound and spelling: /s/ and /z/                        |
| <b>8C</b>  | Generalise and be vague                           |  |  | Sound and spelling: /h/ and /w/                        |
| <b>8D</b>  | Write an email summary of a news story            |  |  | Generalising and being vague                           |
| <b>Review and extension</b> More practice                          |   | <b>WORDPOWER</b> <i>in/on + noun</i>                         |  |  |
| <b>Unit 9 Entertainment</b>  |   |  |  |  |
| <b>Getting started</b> Talk about street entertainers              |   |  |  |  |
| <b>9A</b>  | Talk about films and TV                           | The passive  | Cinema and TV                                    | Auxiliary verbs in passive sentences                   |
| <b>9B</b>  | Give extra information                            | Defining and non-defining relative clauses                   | Music; Word-building (nouns)                     | Relative clauses: pausing;<br>Word stress              |
| <b>9C</b>  | Recommend and respond to recommendations          |  |  | Showing contrast                                       |
| <b>9D</b>  | Write an article                                  |  |  | Recommending and responding                            |
| <b>Review and extension</b> More practice                          |   | <b>WORDPOWER</b> <i>see, look at, watch, hear, listen to</i> |  |  |
| <b>Unit 10 Opportunities</b>                                       |   |  |  |  |
| <b>Getting started</b> Talk about different kinds of opportunities |   |  |  |  |
| <b>10A</b>   | Talk about new things you would like to do        | Second conditional   | Sport; Adjectives and prepositions               | Sentence stress: <i>would</i>                          |
| <b>10B</b>   | Talk about imagined past events                   | Third conditional  | Expressions with <i>do, make</i> and <i>take</i> | Sentence stress: <i>would</i> and <i>have</i>          |
| <b>10C</b>   | Talk about possible problems and reassure someone |  |  | Sounding sure and unsure                               |
| <b>10D</b>   | Write an email with advice                        |  |  | Talking about possible problems and reassuring someone |
| <b>Review and extension</b> More practice                          |   | <b>WORDPOWER</b> Easily confused words                       |  |  |
| <b>Communication Plus</b>  | <b>p.127</b>                                      | <b>Grammar Focus</b>   | <b>p.132</b>                                     | <b>Vocabulary Focus</b> <b>p.152</b>                   |

| Listening and Video                               | Reading   | Speaking   | Writing  |
|---|---|--|--|
| Conversation: a TV programme                      | Article: <i>The Toughest Place to be a ...</i>  | Advice about living in another country   |  |
| Monologue: vending machines in Japan              | Blog: <i>Hungry adventures</i>  | Describing a special meal  |  |
| Planning to get married                           |   | Asking for and giving recommendations; Sounding interested                     | Unit Progress Test   |
| Three monologues: special occasions               | Reviews of a café   | Places to go out   | Two reviews<br>Positive and negative language; adverbs                                     |
|   | Web page: <i>A more personal place to stay</i>  | Describing buildings   |  |
| Conversation: comparing life in a town and a city | Five reasons why small towns are better than cities                                   | Talking about where you live   |  |
| Meeting the parents                               |   | Making offers, requests and asking for permission; Imagining people's feelings | Unit Progress Test   |
| Conversation: a holiday in Florida                | Article: <i>Top five things to do ... in and around Miami</i> ; A note                | A recent holiday   | A note with useful information<br>Offering choices   |
|   | Article: <i>Everyone's a journalist</i>   | A news website   |  |
| Conversation: a fake restaurant                   |   | Describing experiences using reporting verbs                                   |  |
| Giving good news                                  |   | Generalising; Being vague  | Unit Progress Test   |
| Monologue: a news story                           | A news story  | Air travel   | An email about a news story<br>Summarising information                                     |
| Radio discussion: CGI in films                    | Article: <i>Film-making has changed a lot in the last 100 years – or has it ... ?</i> | Recommending a film or TV show   |  |
| Three monologues: music experiences               | Article: <i>The three best music festivals you've probably never heard of</i>         | A music experience   |  |
| Planning an evening out                           |   | Recommending and responding; Asking someone to wait                            | Unit Progress Test   |
| Two monologues: live music                        | A blog about staying at home  | Live music   | An article about a form of entertainment<br>Contrasting ideas; The structure of an article |
| Conversation: trying new sports                   |   | Taking new opportunities   |  |
|   | Article: <i>Searching for serendipity</i>   | A past event that made life better   |  |
| Making a marriage proposal                        |   | Talking about possible problems and reassuring someone; Changing the subject   | Unit Progress Test   |
| Monologue: volunteering                           | A web page about volunteering; Emails giving advice                                   | Volunteering   | An email with advice<br>Advising someone a course of action                                |



## CAN DO OBJECTIVES

- Describe a building
- Describe a town or city
- Make offers and ask for permission
- Write a note with useful information

# UNIT 7

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# House and home



## GETTING STARTED

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

- 1 What are the people doing?
- 2 Do you think they are at home? If not, where are they?
- 3 Would you like to be in the place in the photo? Why / Why not?

**b** Talk about your ideal home.

- 1 What would it look like?
- 2 How big would it be?
- 3 Where would it be?
- 4 Who would live there with you?

# 7A It might be a holiday home

Learn to describe a building

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**G** Modals of deduction

**V** Buildings



## 1 GRAMMAR Modals of deduction

**a** Look at photos a–d and discuss the questions.

- Where do you think the buildings are? Are they in the city or the countryside? Which country? Why?
- Who do you think lives in each building? A large family? A young couple? Why?

**b** Listen to four people talking about photos a–d. Which photo is each person talking about?

- Speaker 1 \_\_\_\_\_ Speaker 3 \_\_\_\_\_  
Speaker 2 \_\_\_\_\_ Speaker 4 \_\_\_\_\_

**c** Listen again. Where do the speakers think the buildings are? Who do they think lives there? Are their answers the same as yours in 1a?

**d** Do you like these buildings? Why / Why not?

**e** Complete each sentence with one word.

- It's very small, so it \_\_\_\_\_ belong to a big family.
- There \_\_\_\_\_ be much space in there!
- It \_\_\_\_\_ belong to a single person or a couple.
- It \_\_\_\_\_ be on the outskirts of any big city.
- It \_\_\_\_\_ not be a house.
- Whoever lives there \_\_\_\_\_ have children.
- Or it \_\_\_\_\_ be a holiday home.

**f** Listen again and check your answers.

**g** Match sentences 1–4 with meanings a–c. Two have the same meaning.

- It **must** be a holiday home.
- It **might** be a holiday home.
- It **could** be a holiday home.
- It **can't** be a holiday home.

- a I think it's a holiday home (but I'm not sure).  
b I'm sure it's a holiday home.  
c I'm sure it's not a holiday home.

**h** Look again at the sentences in 1g. What verb form comes after *must*, *might*, *could* and *can't*?

**i** Now go to Grammar Focus 7A on p.144



**j** Listen to the sentences in 1g. Underline the correct words in the rule.

We *pronounce / don't pronounce* the final *t* or *d* in a word when it is followed by a consonant sound.

**k** Listen and tick (✓) the sentences where you hear the final *t* or *d*. Practise saying the sentences.

- It **can't** get much sun.
- You **could** be right.
- She **must** earn a lot of money.
- It **might** be very expensive.
- You **must** enjoy living here!

**l** Discuss the questions.

- What do you think it might be like to live in the homes in 1a?
- What would you see from the windows?
- Would you have a lot of space? Are there a lot of rooms?
- What might the bedrooms be like?

## 2 VOCABULARY Buildings

I'm <sup>1</sup>*moving house / moving my house* next Friday, so here's my new address: Flat 4c, 82 Buckingham Road, Banville, BN1 8UV. I'm <sup>2</sup>*renting / buying* it for six months and if I like it I'll stay longer. It's on the fourth <sup>3</sup>*level / floor* of a modern <sup>4</sup>*house / block* of flats and it's got <sup>5</sup>*views / sights* of the sea!


It's in a good <sup>6</sup>*location / place*. The <sup>7</sup>*neighbour / neighbourhood* is quiet, but there are some nice cafés and shops nearby. You'd like it – you should come and visit. If it's sunny, we can sit on the <sup>8</sup>*upstairs / balcony* and look at the sea!

I've got to move out <sup>9</sup>*of / to* this house on Tuesday, but I can't move <sup>10</sup>*of / into* my new place until Friday, so I'll be staying with my parents for a few days next week. Are you going to be in the area?

**a** Read Amanda's email and underline the correct words.

**b** Now go to Vocabulary Focus 7A on p.158


### 3 READING

**a**  Imagine you're going to stay for three nights in a city that you don't know. Discuss the questions.

- 1 What are the advantages and disadvantages of staying in:
  - a hotel?
  - a rented apartment?
  - a spare room in a local person's house?
- 2 Where would you prefer to stay? Why?

**b** Read the introduction of *A more personal place to stay* and choose the best summary.

- 1 Airbnb is an advertising website for hotels.
- 2 Airbnb is a website for travellers and people who have rooms to rent.
- 3 Airbnb is a travel advice website that has reviews of hotels and restaurants.

**c**  Would you like to stay in someone else's home? What would be good or bad about it?

**d** Read *What the guests say ...*. Answer the questions. Write A (Antonia) or K (Kumi).

- 1  Who could swim at the place they stayed?
- 2  Who felt 'at home' in the neighbourhood?
- 3  Who could easily get around the city?
- 4  Who cooked their own food?
- 5  Who is going to see their host(s) again?

**e**  Which of the places would you rather stay in?

## A MORE PERSONAL PLACE TO STAY

**Do you find hotels too cold and unfriendly? Do you want to live like a local when you go on holiday? A new generation of websites, such as Airbnb, can help you find privately owned rooms, apartments and houses to rent.**

'Hosts' create profiles of places to rent. 'Guests' can browse the profiles, read reviews written by guests and make reservations online. Prices range from about £25 to £100 per night, depending on the accommodation and the location.

But what's it like to stay at a stranger's house when you're on holiday? And if you're a host, what's it like to open your home to people you don't know? We spoke to some guests and hosts to find out.

### WHAT THE GUESTS SAY ...

**Antonia** My friend and I stayed in this amazing modern villa in California for ten days. It had eight bedrooms, a pool and the biggest kitchen I've ever seen (in which Jeff, our host, cooked fantastic breakfasts for us!). Jeff was so nice. He gave us lots of information about the local area and invited us to join him for dinner. We ended up becoming good friends – he's going to come and stay in my house when he comes to Italy next year.



**Kumi** I've stayed in Berlin a few times, but I've always stayed in a hotel. This experience was completely different. I had the whole of the top floor of an old house, and the rent included a bicycle too, which was great for travelling about. The hosts (Karl and Alexandra) were very kind, and we had good conversations every mealtime. They let me use the kitchen, which was great as the restaurants nearby are quite expensive. The shopkeepers in the area knew I was staying at Karl and Alexandra's and they were all very friendly. I felt like a local by the end of the week!



- f What might be the advantages and disadvantages of being an Airbnb host?
- g Read *What the hosts say ...*. Do they mention the advantages and disadvantages you talked about?

## WHAT THE HOSTS SAY ...

**Roberto** I've been an Airbnb host for three years. In that time I've met some wonderful people – musicians, families, sportspeople, professors, hikers and students – who've needed **accommodation** for different reasons. They've come from different parts of the world and it's been a **pleasure** to get to know them. The only problem is that you have to do so much washing and cleaning!

**Lisa** Some people worry about **theft**, but I've had more than 100 guests and no one has ever stolen anything from me. Some guests are nicer than others, of course, but on the whole they've been charming and friendly. I usually ask people why they're travelling when they make a **reservation**. It's a good way to get to know a bit about them.

**Clara** My family has a holiday **cottage** in Scotland. We decided to rent it out when we're not using it. It was easy to set up the profile on the website. You have to trust people to treat your **property** as if it was their own home, but we only accept reservations from guests who have good reviews.



- h Read the texts above again and match the words in **bold** with the definitions.

- 1 a building that someone owns
- 2 place(s) to stay
- 3 a small house in the countryside
- 4 an enjoyable experience
- 5 the crime of stealing something
- 6 an arrangement to stay somewhere (e.g. a hotel room)

## 4 SPEAKING

- a Look at the buildings below and discuss the questions.
- 1 How old is the building?
  - 2 Where is it?
  - 3 What do you think it's like inside?
  - 4 Would you like to live there?
- b Imagine you are going on holiday with your partner. Discuss which of the houses/flats you would like to stay in. Can you agree on one house/flat to visit?

I'd like to stay in the New York flat in 'e'.  
It must be a really great city to visit.



# 7B There are plenty of things to do






Learn to describe a town or city

**G** Quantifiers

**V** Verbs and prepositions

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## 1 LISTENING

- a**  Where did you grow up – in a big city or a small town? Did you like it? Why / Why not?
- b** Read *Five reasons why small towns are better than cities*. Do you agree with the reasons in the list? Can you add any more reasons?
- c**  Think of five reasons why cities are better places to live than small towns. Tell a partner.
- d**  **2.44** Listen to Tim and Kate's conversation. Are Tim's reasons the same as yours in 1c?
- e**  **2.44** Listen again. Are these statements T (true) or F (false)?
- 1 Kate grew up in a small town.
  - 2 Tim wouldn't want to live in a small town.
  - 3 Kate thinks small towns are safer.
  - 4 More people have driving accidents in the city than in the country.
  - 5 People who live in the country have a smaller carbon footprint.
- f**  Discuss the questions.
- 1 Where do you think it's safer to live in your country – in the city or in the countryside? Think about:
    - driving • crime • hospitals • other ideas
  - 2 Is your (nearest) city designed in a way that's good for the environment? Why / Why not?
  - 3 How could your (nearest) city be better? Think about:
    - public transport • cycle lanes • other ideas

## Five reasons why small towns are better than cities

- 1** There are no traffic jams. You don't need to spend hours trying to get to work. Fantastic!
- 2** Everyone knows your name. And who your parents are. And they help you when times are bad.
- 3** EVERYTHING is cheaper – eating out, buying houses, even going to the cinema.
- 4** You don't have to queue for the most popular restaurant in town. You probably know the waiter, anyway.
- 5** You can't get lost. Who cares if you don't have any signal on your phone – you don't need GPS!



**2 VOCABULARY** Verbs and prepositions

**a** Complete the sentences with the words in the box.

about (x2) on to

- 1 People care \_\_\_\_\_ you.
- 2 It's like you belong \_\_\_\_\_ one big family.
- 3 That makes sense if you think \_\_\_\_\_ it.
- 4 You can't rely \_\_\_\_\_ public transport in the countryside like you can in the city.

**b** **2.45 Pronunciation** Listen and check your answers to 2a. Then complete the rule.

When we use a verb and a preposition, we *usually / don't usually* stress the verb and *stress / don't stress* the preposition.

**c** **2.45** Listen again and practise saying the sentences.

**d** Match the verbs in the box with the prepositions.

apologise argue believe belong care  
complain cope depend pay rely  
succeed think wait worry

1 \_\_\_\_\_ with someone

2 \_\_\_\_\_ with something

think -----

3 \_\_\_\_\_ about something

4 \_\_\_\_\_ about something

5 \_\_\_\_\_ about something

pay -----

wait ----- for something

6 \_\_\_\_\_ for something

7 \_\_\_\_\_ in something

8 \_\_\_\_\_ in doing something

rely ----- on someone/something

9 \_\_\_\_\_ on someone/something

10 \_\_\_\_\_ to someone

**e** Complete each sentence with the correct form of a verb + preposition from 2d.

- 1 Do I like living in the countryside? That \_\_\_\_\_ the weather – when it's warm and sunny, I love it!
- 2 My friend has just moved from the countryside to the city and she's finding it hard to \_\_\_\_\_ all the noise.
- 3 He moved here to look for work, but he hasn't \_\_\_\_\_ finding a job yet, unfortunately.
- 4 I'd like to \_\_\_\_\_ what I said earlier. I didn't mean to be so rude.
- 5 I \_\_\_\_\_ the traffic warden about the parking fine for ten minutes, but in the end I had to pay.
- 6 People \_\_\_\_\_ the traffic here, but it isn't bad compared to a big city.
- 7 **A** Do you \_\_\_\_\_ bad luck?  
**B** No, not really. I think people are in control of their own lives.
- 8 All of the land near the river is private – it \_\_\_\_\_ the university. You can't walk there.

**f** Complete the game instructions below with the correct prepositions. Then play the game in teams.

**'TWO'** Think of two things for each category. You win a point for each answer that no other team has written.

**a** ways you can pay for things

- 1 \_\_\_\_\_ 2 \_\_\_\_\_

**b** things hotel guests often complain \_\_\_\_\_

- 1 \_\_\_\_\_ 2 \_\_\_\_\_

**c** ways you can apologise \_\_\_\_\_ being late

- 1 \_\_\_\_\_ 2 \_\_\_\_\_

**d** things people often do when they're waiting \_\_\_\_\_ a bus or train

- 1 \_\_\_\_\_ 2 \_\_\_\_\_

**e** things that lots of adults worry \_\_\_\_\_

- 1 \_\_\_\_\_ 2 \_\_\_\_\_

**f** things that lots of children believe \_\_\_\_\_

- 1 \_\_\_\_\_ 2 \_\_\_\_\_

### 3 GRAMMAR Quantifiers

- a Discuss the questions.
- 1 Are there parks and other green spaces where you live?
  - 2 What activities can people do there?
  - 3 How often do you use them?
- b Look at the photo of the High Line Park on p.84 and below. What's unusual about it? Read *The High Line, New York City* and check.
- c Read the article again. Underline the correct words.
- 1 There are *lots of / enough* species of plants in the High Line park.
  - 2 How *much / many* visitors go to the park each year?
  - 3 There is *very little / too much* crime in the park
  - 4 Jen thinks there are *very few / too many* tourists there.
  - 5 The website contains *lots of / not enough* information.
  - 6 There's *not much / too much* rubbish in the park.

d Now go to Grammar Focus 7B on p.144

- e Write sentences about each of the places below. Use quantifiers and the words in the box, and your own ideas. Don't include the name of the place.

- a city area that you know
- a country area that you know

noise crime space people flowers things to do  
shops cafés wildlife views pollution traffic

- f Read out your sentences. Can your partner guess where the places are?

A lot of people go there at weekends, but there's enough space for everyone. There aren't many shops or cafés.

Is it the beach?

## THE HIGH LINE, NEW YORK CITY

Even the most enthusiastic city lover needs green spaces from time to time. In New York, one of the best places to find some nature is The High Line. Originally a 1930s railway bridge, this park opened in 2006 – ten metres above the street! It has more than 200 species of plants and spectacular views over the Hudson River. The park now attracts 4 million visitors a year, who escape the city streets to take a walk, take photos, and even get something to eat at one of the cafés. The High Line website ([www.thehighline.org](http://www.thehighline.org)) is full of useful information about the history of the park and how they built it.

### WHAT THE LOCALS SAY

I love The High Line. Calm and beautiful. It's safe too – apparently the crime rate is very low. **Pablo**



It used to be a lovely quiet place to go. Now it's full of tourists. Don't go at weekends! But one good thing is that it's quite clean and tidy – they clean up all the rubbish regularly. **Jen**

Make sure that you allow plenty of time. You need about three hours to see it properly. There's a lot to see – and you don't want to miss any of it! **Kira**



### 4 SPEAKING

- a You are going to talk about the area where you live. Make notes about these questions:

- Is it a healthy or safe place to live? Why / Why not?
- What do people complain about? (e.g. the noise, the roads)

- b Take turns to talk about your areas. Would the places you talk about be good to live in for these people?

- a teenager who likes film and music
- a family with young children
- an elderly couple
- someone who likes sport and outdoor activities

- P** Sounding polite
- S** Imagining people's feelings

### 1 LISTENING

**a** Discuss the questions.

- 1 Do you take presents when you visit someone's house? What might you take?
- 2 What should you do to be polite when visiting someone's house? (e.g. arrive on time, take your shoes off, etc.)

**b** Look at the photos on this page. What do you think is happening? How do you think the people feel?

**c** **2.50** Watch or listen to Part 1 and check your ideas.

**d** **2.50** Watch or listen again. Are the sentences true (T) or false (F)?

- 1 Becky hasn't met Tom's parents before.
- 2 Michael wants to watch a football match.
- 3 Becky got Charlotte's name wrong.
- 4 Charlotte is a teacher.
- 5 Tom tried to tell his parents that Becky is a vegetarian.

**e** Do you think that Becky has been a good guest? Has she made a good first impression?



### 2 USEFUL LANGUAGE Offers, requests and asking for permission

**a** Match questions 1–5 with responses a–e.

- |   |                                     |
|---|-------------------------------------|
| 1 <b>Is there anything we can do to help?</b>           | <input checked="" type="checkbox"/> |
| 2 <b>Do you think you could</b> give me a hand?         | <input type="checkbox"/>            |
| 3 <b>Let me</b> get you something else.                 | <input type="checkbox"/>            |
| 4 <b>Is it OK if I</b> just have some bread and butter? | <input type="checkbox"/>            |
| 5 <b>I'll</b> get you a green salad.                    | <input type="checkbox"/>            |

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| a No, it's fine, really.         | d OK, that would be lovely. Thanks. |
| b Sure.                          | e No, we can do better than that.   |
| c Oh no, it's all under control! |                                     |

**b** What phrases in **bold** in 2a do we use to ...

- |                             |                       |
|-----------------------------|-----------------------|
| 1 offer something politely? | 3 ask for permission? |
| 2 ask for help politely?    |                       |



**c** Match requests 1–5 with responses a–e.

- 1  Do you mind if I borrow some money?
- 2  May I sit here?
- 3  Do you think I could have a glass of water?
- 4  Can I use your phone for a moment?
- 5  Would you mind if I opened the window?

- a Yes, of course. Let me get you one.
- b Not at all. How much do you want?
- c Sure. Here it is.
- d Not at all. It's hot in here.
- e Of course. There's plenty of space.





### 3 LISTENING

- a Look at the photo. What do you think Tom and Michael are talking about?
- b  2.51 Watch or listen to Part 2 and check.
- c  2.51 Watch or listen again. Are the sentences true (T) or false (F)?
- 1 Tom thinks Becky hasn't made a good impression.
  - 2 Michael doesn't like Becky.




### 4 CONVERSATION SKILLS

#### Imagining people's feelings

- a  2.52 What word is missing in each sentence? Listen and check.
- 1 I \_\_\_\_\_ you're excited about the match this afternoon.
  - 2 Tom tells me you're an architect. That \_\_\_\_\_ be very interesting.
- b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.
- 1 **A** I'm doing three part-time jobs at the moment.  
**B** You must be very tired!
  - 2 **A** I'm going to meet my boyfriend's parents for the first time.  
**B** I imagine you're a bit nervous!
- c  Look at the sentences below. Respond with *must* and an appropriate adjective.
- 1 I'm planning a holiday to France.
  - 2 I've just broken my tooth!
  - 3 I've lost my smartphone – and I can't remember any of my friends' numbers.
  - 4 I'm learning Japanese at the moment.

I'm planning a holiday to France.

That must be exciting!




- d  Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.
- something you're planning on doing soon
  - a hobby you have
  - a problem you have at school/work

I go to Spanish lessons at 7.30 in the morning before I go to work.



That must be tiring.

Yes, but I really enjoy them.

### 5 PRONUNCIATION Sounding polite

- a  2.53 Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?
- 1 Do you think you could give me a hand? a / b
  - 2 It's lovely to meet you at last. a / b
- b  2.54 Listen to three more pairs of sentences. Which sentences sound more polite, a or b?
- 1 How long are you staying? a / b
  - 2 She seems really great. a / b
  - 3 I'm really happy to hear that. a / b
- c  Practise saying the sentences in 5b with polite intonation.

### 6 SPEAKING

-  **Communication 7C**  Student A: Read the instructions below. Student B: Go to p.128.

#### Student A

- 1 You are staying with Student B in his/her home. During the conversation, ask permission to:
  - use the internet
  - have a shower
  - wash some clothes
- 2 Student B is a new colleague in your office. Ask him/her how it's going and try to sound interested (e.g. *That must be ...*). He/She will ask you permission to do things. Decide whether or not to give permission.

### Unit Progress Test

#### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

### 1 SPEAKING

- a** Talk about a recent holiday.
- 1 What kind of activities did you do?
  - 2 Did the people you were with want to do the same things as you or different things?
  - 3 Think of a holiday you would like to go on. What would you do on the holiday?

### 2 READING AND LISTENING

- a** You're going to read about Miami. Before you do, discuss the questions.

- 1 Where is Miami? Have you ever been there? Do you know anyone who's been there?
- 2 What is it like, or what do you imagine it's like?

Talk about:

- the weather
- the people
- buildings
- the atmosphere
- things to see and do

- b** Read about the top five things to do in and around Miami. Which would you like to do? Why? Are there any you would not want to do? Why not?

- c** **2.55** Sue is talking to a colleague. Listen to their conversation and answer the questions.

- 1 How many people are in Sue's family?
- 2 Where are they staying?
- 3 Which of the 'top five things' are they going to do?

- d** **2.55** Listen again and make notes in the table.

|                | Where does he/she want to go? | Why does he/she want to go there? |
|----------------|-------------------------------|-----------------------------------|
| Sue's daughter |                               |                                   |
| Sue's son      |                               |                                   |
| Sue's husband  |                               |                                   |
| Sue            |                               |                                   |

- e** Do you think Sue is looking forward to the holiday? Why / Why not?

## Top five things to do ... in and around Miami, Florida

### 1 Admire the architecture of Miami Beach

Wander the streets of Miami Beach and admire the art deco hotels and houses from the 1930s. The movie stars from the 1930s stayed here when they came to Miami. Many of the buildings have been repainted in their original colours.

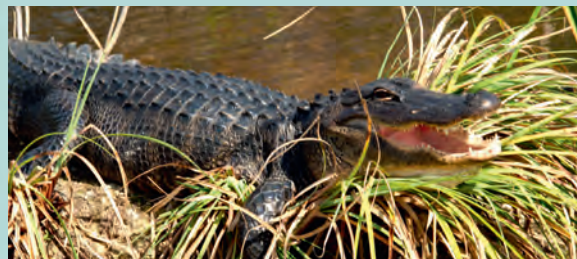


### 2 Go to the beach

Miami has endless sandy beaches along the coast. You can find crowds if you want them or you can have a beach to yourself. And the water is always warm.

### 3 Visit the Everglades

Ninety minutes from Miami are the Everglades, a huge area of natural swamp which is home to alligators, snakes and rare birds. Take a boat through the area and get a close-up view of the wildlife.



### 4 Spend a day at Disney World

Disney World is just a day's drive away from Miami – a great day trip. You can find all the characters from Disney films and have hours of fun with (or without) your kids.

### 5 Take a trip to Cape Canaveral

North of Miami is Cape Canaveral, where the USA sends its rockets into space. You can take a tour round the Kennedy Space Center and see where they built the Apollo space rockets.



### 3 READING

- a Read the note below which Sue's cousin left in the apartment in Miami. Underline the correct words.
- The streets are safe *in the daytime / all the time*.
  - The apartment is *in the centre of / just outside* Miami.
  - The apartment is *right next to / far from* the sea.
  - Jutka will be away for *a week / more than a week*.
- b Which adjectives in the box best describe the tone of the note? What words or phrases in the note helped you decide?

friendly formal funny practical


- c Match the purposes a–f with sections 1–6 in the note.
- to explain options for buying food
  - to give information about going to places further away
  - to finish the note
  - to greet the reader and say what the note is about
  - to give safety advice about the area round the apartment
  - to give information about things in the apartment
- d What general order are the paragraphs in? Choose the correct answer.
- things the reader needs to know now → things they need later
  - things which are very important → things which are less important
  - things which are less important → things which are more important

- Welcome to Miami! Hope you have a nice stay in the apartment. Here are a few things you need to know ...
- Please make yourselves at home and help yourselves to anything in the kitchen. There's some chicken in the fridge, and lots of fruit and salad, so that should be enough for a couple of meals. I also got a couple of pizzas for the kids – they're in the freezer.
- After that, you'll need to go shopping. The best place is the Sunshine Center. Go out of the main entrance of the apartment and turn left, and you'll see it about 100 metres down the road. It's got a couple of supermarkets, a good bookshop and a few good places to eat. Otherwise, there's a good place for burgers a bit further down the road. Apart from that, there are some good restaurants by the sea, but they're a bit further away.
- By the way, if you do go out in the evening, don't walk around late at night – the streets round here are not very safe at night, though they're OK during the daytime.
- Anyway, the car's in the parking lot, so you can use that for any trips. If you're going into Miami, another possibility is to take the train, but you'll find the car easier! You'll also need the car to go to the beach. The nearest one is Golden Beach, about 15 minutes' drive away. Another option is Ocean Beach, about 30 minutes further north, which is usually much less crowded. Alternatively, you could try Miami Beach nearer the centre, but it can be difficult to park.
- Enjoy your stay and see you in a fortnight!  
Love,  
Jutka

### 4 WRITING SKILLS Offering *in Polish* *zaproszenie* knihy

- a What do the words in **bold** mean below?
- The Sunshine Center has got a few good places to eat. **Otherwise**, there's a good place for burgers a bit further down the road.
    - if you don't like that idea
    - however
    - finally
  - The nearest one is Golden Beach, about 15 minutes' drive away. **Another option is** Ocean Beach, about 30 minutes further north.
    - A different direction is
    - A different choice is
    - A much better beach is
- b Read the note again and find three more words or phrases that you could use instead of *Otherwise* or *Another option is ...*
- c Use words or phrases from 4a and 4b in the second sentences below.
- If you drive north, you can visit Disney World. You can also go to the Space Center at Cape Canaveral.  
*Another option is the Space Center at Cape Canaveral.*
  - There are lots of good restaurants at Miami Beach. Or you can try the restaurants at South Beach.
  - To go to the West Coast you can get an inter-city bus. You can also hire a car for a few days.
  - You can drive through the Everglades and stop to look at the birds and alligators. You can also go round them by boat.

### 5 WRITING A note with useful information

- a You are going to write a note for someone who will be staying in your home while you are away. Think about:
- things in the house/flat
  - things he/she can and can't do
  - things you want to ask him/her to do
  - food and shopping
  - things to do in the area.
- b  Compare your ideas with a partner.
- c Read another student's note and answer the questions.
- Did you understand all the information?
  - Did he/she put the information in a logical order?
  - Did he/she use words and phrases from 4a or 4b correctly?
- d Write a reply.



# UNIT 7

## Review and extension

### 1 GRAMMAR

a Underline the correct answer.

- There are *lots / too many / too much* stairs in this building!
- There isn't *enough light / light enough / enough of light*.  
It's always dark.
- There's too *many / few / much* noise outside.
- It's got *lots / lots of / much* windows.
- There are very *little / much / few* buildings in the area.
- It hasn't got *many / much / little* floors.

b Discuss the pictures. Use *must, might, could* and *can't*.

- Is each person a man or a woman?
- How old are they?
- Where are they?



### 2 VOCABULARY

a Complete the text with the words in the box.

block floor location neighbourhood views

#### Holiday home swap

This summer, we exchanged homes with the Acuna family from Lisbon. Our home is in a quiet

<sup>1</sup> \_\_\_\_\_ in the Welsh countryside, with

<sup>2</sup> \_\_\_\_\_ of the hills in every direction.

The Acunas live on the third <sup>3</sup> \_\_\_\_\_ of a

<sup>4</sup> \_\_\_\_\_ of flats in the Portuguese capital.

The flat was in a lively <sup>5</sup> \_\_\_\_\_ and there were

lots of places to visit nearby. Home swapping is

a fantastic way to discover new places.

b Complete each sentence with a preposition.

- Don't worry \_\_\_\_\_ the neighbours.
- Who does that house belong \_\_\_\_\_?
- You'll have to wait ages \_\_\_\_\_ a bus.
- How do you cope \_\_\_\_\_ the cold winters here?
- You can't rely \_\_\_\_\_ public transport here.
- We succeeded \_\_\_\_\_ finding a good hotel.
- Are you going to complain \_\_\_\_\_ the noise?

### 3 WORDPOWER: *over*

a Match questions 1–6 with responses a–f.

- When did you paint the house?
- How many people live in Hong Kong?
- How long was the meeting?
- Can we start the test?
- What's the matter?
- Was the hotel room nice?

- Yes, we had a view **over** the lake.
- Over** the summer.
- Yes, turn your papers **over** and begin.
- Over** 7 million.
- You're getting mud all **over** the floor!
- It started at 2 and it was **over** by 3.15.

b Match the meanings of *over* 1–6 with sentences a–f in 3a.

- finished
- across / from one side to the other
- more than
- during (a period of time)
- the other way up
- covering

c Complete each sentence with *over* and information from the box. One sentence only needs *over*.

16 a lifetime someone the last few days  
the next few days the world your city

- Where can tourists go to get views \_\_\_\_\_?
- What businesses from your country are known all \_\_\_\_\_?
- How much work have you done \_\_\_\_\_?
- What can you do in your country when you are \_\_\_\_\_? How about 18?
- What kind of things do people learn \_\_\_\_\_?
- When was the last time you were sad that something was \_\_\_\_\_?
- Imagine you spill a drink \_\_\_\_\_ else in a restaurant. What would you do?
- What are you going to do \_\_\_\_\_?

d Ask and answer the questions.

### 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 ...

describe a building.

describe a town or city.

make offers and ask for permission.

write a note with useful information.

## 7A Modals of deduction

We can use modal verbs to show that we are making a deduction using evidence, not stating a fact:

### 2.39

We **must be** early. *Nobody else has arrived yet.*  
They work at the same office so they **may know** each other.  
She **might not be** in. *The lights are all out.*  
That **can't be** Mark's car. *He told me his was in the garage.*

Different modal verbs tell us how sure about a deduction we are:

|   |  |
|---|--|
| <i>It's cold in that house.</i>                             | Fact: I <b>know</b> it is.                     |
| <i>It <b>must be</b> cold in that house.</i>                | Deduction: I'm <b>sure</b> it is.              |
| <i>It <b>may / might / could be</b> cold in that house.</i> | Deduction: It's <b>possible</b> that it is.    |
| <i>It <b>may / might not be</b> cold in that house.</i>     | Deduction: It's <b>possible</b> that it isn't. |
| <i>It <b>can't be</b> cold in that house.</i>               | Deduction: I'm <b>sure</b> it isn't.           |
| <i>It isn't cold in that house.</i>                         | Fact: I know it isn't.                         |

- The opposite of *must* for deductions is *can't*. Don't use *mustn't*, *can* or *couldn't* for deductions:  
*This bill **can't be** right. I only ordered a salad.*  
NOT ~~*This bill couldn't / mustn't be right.*~~  
*There **must be** a mistake.*  
NOT ~~*There can be a mistake.*~~
- There is no difference between *may*, *might* and *could*. All three mean that something is possible.
- To make deductions about actions happening now, use a modal + *be* + verb + *-ing*:  
*She **isn't answering** the phone. She **might be listening** to music.*

## 7B Quantifiers

### 2.46 some, any and no

We usually use *some* in positive statements and *any* in negatives and questions:

*There are **some** nice views from the hotel.*  
*He **doesn't** have **any** good music.*

We can also use *no* in positive sentences to talk about zero quantity:

*There's **no** crime around here.*

To talk about zero quantity, we can use *none of* + plural or *none*:

**None of** my friends could help.

**A** *How many holidays have you been on this year?*

**B** ***None** at all.*

### 2.47 Large quantities

We use *lots of* / *a lot of* in positive sentences, *not many* / *not much* / *not a lot of* in negative sentences and *many* / *much* / *a lot of* in questions:

*There are quite **a lot of** cars on the roads today.*  
*I **haven't** got **much** money with me.*  
*Did **many** people come to the concert?*  
*We **don't** need **a lot of** time to finish this work.*

In positive sentences, we can use *plenty of* to show we are happy with the amount:

*Don't worry – we've got **plenty of** food.*

### 2.48 Small quantities

We use *a few* / *a little* to talk about an amount. We use *few* / *little* to talk about a negative amount (i.e. there is not a lot):

*We have **a little** time before the show starts.*  
*There are **a few** things I need from the shops.*  
*I have **very little** time to finish this work.*  
*This dish has **very few** ingredients.*

We can say *quite a few* / *very few* / *very little* to increase / decrease the amount.

### 2.49 too / not enough

We use *too much* / *too many* + noun to say there is more than the right amount. We use *not enough* to say that there is less than the right amount:

*I have **too much** furniture. There **isn't enough** room for all of it!*  
*I **couldn't** move at the concert because there were **too many** people.*

We also use *too* + adjective / adverb and *not* + adjective / adverb *enough*:

*This suitcase is **too heavy**. They won't let you on the plane.*  
*You're walking **too quickly**, I can't keep up!*  
*The meeting room **isn't big enough** for all of us. There aren't enough chairs.*  
*You're **not** walking **fast enough**. Hurry up!*

## 7A Modals of deduction

a Match the deductions 1–8 with the best sentences a–h.

- |   |                                       |   |  |
|---|---------------------------------------|---|--|
| 1 <input checked="" type="checkbox"/> f | That man must be a doctor.            | a | He doesn't know anything about medicine.                       |
| 2 <input type="checkbox"/>              | That man might be a doctor.           | b | They finished their dinner an hour ago.                        |
| 3 <input type="checkbox"/>              | That man might not be a doctor.       | c | He's wearing a white coat.                                     |
| 4 <input type="checkbox"/>              | That man can't be a doctor.           | d | I remember they booked a table at a restaurant for around now. |
| 5 <input type="checkbox"/>              | They must be eating dinner now.       | e | Perhaps they've finished.                                      |
| 6 <input type="checkbox"/>              | They could well be eating dinner now. | f | Look – he's listening to that man's heart.                     |
| 7 <input type="checkbox"/>              | They may not be eating dinner now.    | g | They usually eat around this time.                             |
| 8 <input type="checkbox"/>              | They can't be eating dinner now.      | h | It's possible that he's a nurse.                               |

b Complete the sentences using an appropriate modal of deduction. Sometimes more than one modal is possible.

- It's impossible that she's in the office – she flew to Beijing yesterday.  
She can't be in the office – she flew to Beijing yesterday.
- I'm sure you're right.  
You \_\_\_\_\_
- It's possible that they want to sell their flat.  
They \_\_\_\_\_
- I'm sure he isn't speaking Russian – it sounds more like Spanish to me.  
He \_\_\_\_\_ – it sounds more like Spanish to me.
- It's possible that you're the perfect person for the job.  
You \_\_\_\_\_
- There's a possibility that he doesn't know the answer.  
He \_\_\_\_\_
- I'm sure you don't need that coat today – it's 30 degrees!  
It's 30 degrees! You \_\_\_\_\_
- They're probably building a new shopping centre.  
They \_\_\_\_\_



c Now go back to p.80

## 7B Quantifiers

a Underline the correct quantifier in each sentence.

- We had any / no / none problems.
- My parents read a lot / a lot of / much books.
- I'm not tall enough / too / plenty to be a police officer.
- There's too little / many / much noise in my block of flats.  
I can't sleep.
- You don't go out little / many / enough. You should go out more.
- I watch much / many / a lot of television.
- A** Did you get much work done?  
**B** Yes, a lot of / a lot / none.
- A** Have you got any potatoes left?  
**B** No, I've got some / any / none.
- I've been to quite many / few / a few countries.
- It's too much / too / enough hot in here. Can I open a window?

b Complete the second sentence so that it means the same as the first sentence.

- a** I want no visitors for the next 30 minutes.  
**b** I don't want any visitors for the next 30 minutes.
- a** There aren't enough chairs for everyone.  
**b** There are too \_\_\_\_\_
- a** I wanted a biscuit, but there weren't any left.  
**b** I wanted a biscuit, but there were \_\_\_\_\_
- a** Make sure you take plenty of money.  
**b** Make sure you take a \_\_\_\_\_
- a** They gave us too little information.  
**b** They didn't \_\_\_\_\_
- a** I didn't see many people.  
**b** I saw very \_\_\_\_\_
- a** We didn't have any money.  
**b** We had \_\_\_\_\_
- a** She's got plenty of time tomorrow.  
**b** She's got a \_\_\_\_\_

c Now go back to p.85