

1A

Eating out

- › **Goal:** decide where to eat out
- › **Grammar:** noun phrases 1
- › **Vocabulary:** eating out

Vocabulary

1 Work in pairs and discuss the questions.

- 1 How often do you go out for lunch/dinner? Where do you usually go?
- 2 Which of the places in the photos look like your kind of place to eat? Why?

2 a Match comments 1–8 with responses a–h.

- 1 The **service** in there is terrible.
 - 2 Is it very expensive?
 - 3 It is great, but it'll be **packed**.
 - 4 Isn't it a bit cold to sit on the **terrace**?
 - 5 Do they only serve meat? I'm **vegetarian**.
 - 6 How about the **fish place**? Does that **suit everyone**?
 - 7 The café next door is quite **decent** and **good value**.
 - 8 That new **Indian place** has a nice **set menu** at lunch.
- a Yes, I know the one you mean, but I don't really **fancy** eating **spicy food**.
- b No, they have those **outdoor heaters**.
- c A bit, but it's **top quality** and the food's really **delicious**.
- d I know. The last time I went, we **waited ages** to be served and they still **got our order wrong**.
- e Actually, I'd prefer somewhere else. I'm **allergic to seafood**.
- f That's OK, there's **plenty of choice**. I had a vegetable lasagne the last time I went.
- g That's true. You really need to **book in advance**, but it is amazing.
- h It was, but the last time I went they'd **put up the prices** and the food wasn't so great.

b Work in pairs. Take turns saying and responding to one of the comments (1–8) in Exercise 2a. Then try to continue each conversation.

A: *The service in there is terrible.*

B: *I know. The last time I went, we waited ages to be served and they still got our order wrong.*

A: *Really? What did you have?*

3 Work in groups and discuss the questions.

- 1 Have you ever experienced **bad service**?
- 2 Do you go anywhere that is often **packed**?
- 3 Do you know a restaurant with a **terrace**? Is it nice?
- 4 Do you know anyone who's **vegetarian**?
- 5 Do you like **spicy food**?
- 6 Are you **allergic to** anything?

Go to your app for more practice.



Listening

4 1.1 Listen to a group of people who are deciding where to have lunch. Answer the questions.

- 1 How many people are going?
- 2 Do they all know each other?
- 3 What three places do they talk about?
- 4 Where do they decide to go?

5 Listen again. Explain why ...

- 1 they had to wait for Nina.
- 2 Tom told Jess about Carmen.
- 3 they didn't choose the pizza place.
- 4 they didn't choose the French café.
- 5 they chose the Lebanese restaurant.

Grammar

- 6 a**  **1.2 Listen to the sentences from the conversation. Complete them with two or three words that define the nouns in bold. Contractions count as two words.**
- Carmen's the **friend** _____ telling you about.
 - I mentioned you might have a **room** _____.
 - Let's find **somewhere** _____ first and then we can talk about it.
 - How about that lovely little **pizza place** _____?
 - I have a **friend** _____ to bananas.
 - What about that French **café** _____ which does the set lunch menu?
 - Anyway, the last **time** _____, it was completely closed.
 - Nina and I went to a Lebanese **place** _____, which was nice.
- b Read the grammar box. Then match sentences a–h in Exercise 6a with 1–3 in the box.**

Noun phrases 1

You can clarify and define the thing, person or place you are talking about by adding information after the noun. You can do this in various ways:

- a prepositional phrase
*the place **near here** a café **with a terrace***
- an infinitive with *to*
*a place **to have lunch** someone **to talk to***
- a relative clause
*the one **where we went for my birthday**
a restaurant **that does a set menu***

Relative clauses can always start with a relative pronoun (*that, who, where, etc.*). However, if the relative pronoun is the object of the relative clause, you can leave it out.

This is my friend (who/that) I was telling you about.
(= I was telling you about my friend.)

- 7 a**  **1.3 Listen and notice how the underlined words are stressed.**
- There's a place next door which does sandwiches.
 - It's a great place to eat and watch the world go by.
 - It's the best place I've eaten in.
 - Jane's the friend with the dog I was telling you about.
- b Listen again and repeat the sentences.**
- 8 Add one word in each space if it is needed.**
- That's the restaurant _____ I was talking about.
 - Brad is the friend _____ owns the restaurant _____ Tenth Street.
 - There's a great place _____ I went to last week _____ the city centre.
 - There's a nice old place _____ the main square _____ you can eat outside.
 - It's a really nice place _____ have lunch.
 - We could go to the restaurant _____ we had the office party.

- 9 a Complete the sentences so they are true for you. Try to use all three different ways of defining the noun from the grammar box.**
- There's a nice _____ restaurant _____.
There's a nice Italian restaurant in San Bernardo Square which does fantastic pizzas.
 - _____ is the best place _____.
 - _____ is the friend _____.
 - Do you know anyone _____?
 - What's the name of the place _____?
- b Work in pairs. Say your sentences. Your partner should try to respond.**

A: *There's a nice French restaurant at the end of my street.*

B: *Oh, OK. How often do you go there?*

A: *Maybe once or twice a month.*

 Go to page 136 or your app for more information and practice.



Speaking

PREPARE

- 10 Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:**
- think of at least two places you could suggest. Write down how you would define them and why you think they are good.
 - think of one or two places that you wouldn't go to if they were suggested and why.
 - think about the language you could use from this lesson.

SPEAK

- 11 Work in groups. Discuss and decide where to eat lunch/dinner. If you don't know each other, introduce yourselves first. Use the Useful phrases to help you.**

Useful phrases

What does everyone fancy?

How/What about (a pizza)?

Let's go to (that Turkish restaurant).

Sounds good.

I'd prefer somewhere else, if no one else minds.

Develop
your
writing
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1B

A place to live



- › **Goal:** talk about where you live
- › **Grammar:** modifying comparisons
- › **Vocabulary:** where I live

Vocabulary

1 Discuss the questions.

- 1 How often do people usually move house in your country?
- 2 Is it common for people you know to improve their flats/houses?
- 3 What reasons do people give for moving or improving their flat/house?

2 Work in pairs. Check you understand the words in bold. Then match sentence halves 1–9 with a–i.

- 1 It's an old apartment and was **freezing** in the winter,
- 2 We **could do with** a bit more space to put things in,
- 3 The kitchen was **tiny**,
- 4 It's quite **rough** round here,
- 5 Being in the country **surrounded by** fields was great,
- 6 Our kids had **moved out**, and we're not as fit as we were,
- 7 I needed a bigger place, but didn't want to **move away** from the area,
- 8 My **landlord** wants to **put up the rent**,
- 9 It's not in very **good condition**
 - a but now the kids need somewhere a bit more **lively**.
 - b so I'd like to move to a slightly safer **neighbourhood**.
 - c so we're covering the balcony to give us more **storage**.
 - d so we **knocked down** one wall and made it much bigger.
 - e but it's cheap to buy and I can **repair** most things myself.
 - f so we **put in central heating**.
 - g so I made **the basement** bigger.
 - h so we bought a smaller place, which is a lot easier to **keep clean and tidy**.
 - i so I'm going to **move in with** a friend and **share the cost**.

3 a Work in pairs. Put the words and phrases in bold in Exercise 2 into the correct groups.

- 1 Connected to or describing apartments/houses
- 2 Describing areas
- 3 Connected to moving or home improvement

b Choose five words or phrases in bold from Exercise 2 and make sentences about where you live.

We have a basement, which we use for storage.

Go to page 156 or your app for more vocabulary and practice.



Reading

4 a Look at the photos of Notting Hill in London and discuss the questions.

- 1 Do you know what the area is famous for?
- 2 What do you think it was like in the 1940s?

b Read the article about Notting Hill and check your answers.

5 Read the article again and answer the questions.

- 1 Who were the houses first built for?
- 2 Why weren't some houses sold and what happened to them?
- 3 Why were some houses knocked down?
- 4 Who moved into the area in the 1960s?
- 5 How have the house prices changed since the 1960s?

6 Work in groups. What might be good and bad about the changes in Notting Hill since the 1990s? Are there any areas like this where you live?

THE CHANGING FACE OF

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NOTTING HILL

London's Notting Hill is famous for Portobello Road market and its annual carnival – the biggest street party in Europe. Today it is a rich area, but, like many neighbourhoods in big cities, its character has changed over time. Originally, it was built in the

mid-nineteenth century as a new development for professionals and upper-class people, but it was right next to one of the roughest parts of the city, where there were very poor houses, criminals and even pig farms. Because of this, many of the lovely new houses built on Portland Road, on the edge of the neighbourhood, could not be sold and were rented cheaply to poorer people.

For example, in the 1940s, the Andrews family lived at 157 Portland Road. The six members of the family lived in just two rooms on one floor. They shared the house with four other families. Many houses were even more crowded. One three-floor building housed 48 people – with no bathroom or heating. Because landlords did not have nearly enough money for repairs, the houses ended up in a terrible condition. Eventually, some were knocked down and replaced by lots of government-built flats.

In the 1960s, new people started to move into Portland Road, many of them professional people with young families. These families had often lived in tiny places in nearby Chelsea, and bigger places there were far too expensive. By buying houses in bad condition on Portland Road and then doing the repairs themselves, they could get much more space. As the houses were improved, more middle-class people moved there and in the 1990s, the neighbourhood became popular with people who worked in the finance industry. Portland Road became far more expensive to live in, and houses that had sold for around £10,000 in the 1960s were now worth over £1 million. One house on the street sold last year for over £10 million.

Grammar

- 7 Read the grammar box and choose the correct alternatives.

Modifying comparisons

You can add words before a comparative adjective or *too* to show how big the difference is between things.

To show a ¹big/small difference, use *far*, *much*, *a lot*.

*We made it **much** bigger.*

*It's **a lot** easier to keep clean and tidy.*

*Houses in Portland Road became **far** more expensive.*

*Bigger places in Chelsea were **far** too expensive.*

To show a ²big/small difference, use *a bit*, *slightly*.

***a bit** more space*

***a slightly** safer neighbourhood*

When you use *not ... enough* and *not as ... as*, you can use *quite* to show a ³big/small difference and *nearly* to show a ⁴big/small difference.

*We're **not quite as fit as** we were.*

*It's **not nearly** cheap enough.*

*Landlords didn't have **nearly enough** money for repairs.*

When you add *even*, it shows the comparison is ⁵surprising/small.

*Many houses were **even** more crowded.*

- 8 Complete the sentences with the words in brackets and a comparative structure.

- 1 It's a bit too expensive. I'd like somewhere slightly cheaper. (slightly / cheap)
- 2 When we got married, we got an apartment which was _____ from my job. (a lot / far away)
- 3 You hear about crime there sometimes, but it is not _____ as it was before. (nearly / rough)
- 4 They've really improved the area. It's _____ than it was. (much / green)
- 5 I lived in a tiny flat when I was a student. It was _____ than this one. (even / small)
- 6 Our heating bills are far too expensive. We need to put in some _____ windows. (much / good)
- 7 It's a nice flat, but it doesn't have _____ for all my clothes! (nearly / storage)
- 8 It's a great area, but you'd need to earn _____ than I do to buy somewhere there. (a lot / money).



Go to page 136 or your app for more information and practice.

- 9 Work in pairs. Turn to page 166. Look at and compare the photos. Also compare them to where you live.

The flat in this photo looks quite like mine, but I think my flat is a bit bigger and older.

Speaking

PREPARE

- 10 a 1.4 You're going to talk about where you live. First, listen to two people talking about where they live. Which question are they answering?
- 1 How many places have you lived in? Why did you move? How did the different places compare?
 - 2 How happy are you with the place you live now? Say at least one thing that would improve it.
 - 3 What's the area you live in like? Has it changed while you have lived there?
- b Now work on your own and think about how to answer the questions in Exercise 10a.

SPEAK

- 11 a Work in pairs. Ask and answer the questions in Exercise 10a. Use the Useful phrases to help you.

Useful phrases

I've moved around quite a lot.

I like my new place the best.

I'm fairly happy with where I live now.

It's not changed much, but it's not quite as nice as before.

It's changed hugely. It's far more crowded now.

- b What are the main similarities and differences between your experiences?

Develop
your
reading
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1c

A late night

- **Goal:** describe a night out
- **Grammar:** non-defining relative clauses
- **Vocabulary:** going out, staying in

Vocabulary

1 Work in groups and discuss the questions.

- 1 How often do you stay up late?
- 2 Have you had any late nights recently? What did you do?

2 Complete the sentences with the pairs of words in the box.

got/bed stayed in/tidied up missed/fortune
 stayed up/episodes play/home threw/celebrate
 queue/worth went out/went on

- 1 I stayed up really late watching a new drama series called *Broken Vows*. I watched six episodes in a row!
- 2 I _____ for dinner with a client and then we _____ to a late-night bar in the old town.
- 3 It was packed so we had to _____ to get in, but it was _____ it.
- 4 I _____ talking to some friends online and didn't get to _____ till three.
- 5 The _____ finished at eleven, but we got stuck in traffic, so we didn't get _____ till after one.
- 6 Some friends _____ a surprise party for me to _____ my 21st birthday. It was brilliant!
- 7 I _____ the last metro home and had to get a taxi. It cost a _____!
- 8 My flat was in a bit of a mess so I just _____ and _____.

3 Work in pairs. Can you think of:

- 1 three other things you can **stay up really late** doing?
- 2 two other things you can **go out for**?
- 3 two other places where you might have to **queue to get in**?
- 4 three other situations where you might **get talking** to someone you don't know?
- 5 three other reasons why you might not **get home** till after one?
- 6 three other ways you could **celebrate** your birthday?

 Go to page 156 or your app for more vocabulary and practice.

Reading

4 a Read the responses to a post about late nights in different countries. Order them from 1–3 (where 1 = the best).

b Work in pairs and explain your answers.



Me and my friends always celebrate 1st March, when spring really begins. My big sister, who I'm really close to, lives near this lovely park, so last time we all met there and stayed up late just playing guitars and singing songs and dancing together while the neighbours' dogs barked and different friends came and went. It was lovely, but I didn't get home until two fifteen, which is why I was late into school the next day! **Daria**

I don't go out much these days, to be honest, but I did go and see a Chinese Opera performance the other night, which was great. I went with my partner and a whole group of his friends, most of whom are huge opera fans. I wasn't expecting to enjoy it, but it was actually very powerful – and quite violent, too. We then went on a behind-the-scenes tour of the theatre, where we were introduced to the performers. **Alex**

I met some old friends last night and we went to Akropolis, which was brilliant. We used to go there when we were students and being there again really reminded me of the old days – although the food's even better now than it used to be. Anyway, we finished around eleven, when I'd usually go home, but then my friend Michaela, whose husband's a DJ, suggested going on somewhere. So in the end, we went dancing, which meant I didn't get home till after four! I was exhausted the whole next day, but it's my own fault, I suppose. **Milan**

5 Read the text again. Who ...

- 1 met some new people?
- 2 doesn't normally stay out past midnight?
- 3 generally stays in and doesn't go out?
- 4 had the cheapest night out?
- 5 remembered happy times from the past?
- 6 does something special every year?

Grammar

- 6 Read the grammar box. Then look at the non-defining relative clauses underlined in the text in Exercise 4a. Complete 1–7 with the correct relative pronouns/phrases in bold.

Non-defining relative clauses

Use non-defining relative clauses to add extra information to sentences. The sentences would still make sense without these clauses. You can use most relative pronouns (*which, whose, etc.*) in non-defining clauses, but you can't use *that*. The pronouns cannot be left out.

In written English, you can tell when a clause is non-defining because it comes after a comma and usually ends with a comma or a full stop.

*We went to an amazing place in the old town, **which** did wonderful local food.*

*I went to the cinema with Leyla, **who** I work with, and we saw a really great film.*

Use the following relative pronouns/phrases to add extra information about:

- places _____
- how we felt _____
- reasons and results _____ / _____
- dates and times _____
- possession or connection _____
- larger part of a group of people _____
- people _____

- 7 a  1.5 Listen and notice the short pause after the comma.

- We got in free because of Yoko, whose brother works there.
- We ate at Incanto, where I took you for your birthday.
- I didn't get to bed until six, when the sun was rising.
- She used to work with me, which is why I know her.

b Listen again and repeat.

- 8 a Complete the sentences with the correct relative pronoun or phrase.

- I went out for dinner with Jill, _____ I've known since we were at school together.
- I lost my wallet and had to ask a stranger for money for the metro, _____ was embarrassing!
- For our anniversary, I took my wife to The Reno, _____ we used to go when we first met.
- I got talking to this girl called Ellen, _____ party it was, and then I missed the last bus home.
- I missed the bus, _____ I had to walk home.
- In the end, we stayed there until about four in the morning, _____ they asked us to leave.
- There were about thirty people at the party, _____ I'd never met before.
- I paid for him to get in and he never paid me back, _____ we're not talking!

b Work in pairs. Think of a different relative clause you could add to each sentence in Exercise 8a.

*I went out for dinner with Jill, **which** was lovely.*

-  Go to page 136 or your app for more information and practice.

Speaking

PREPARE



- 9 a  1.6 You're going to describe a night out. First, listen to someone describing their night out. What were the main things that happened?

b Work in pairs and compare your ideas.

c Work on your own and make notes about a night out that you've had. Think about ...

- where you went, who with and what it was like.
- any problems you had.
- what time you got home and how you felt the next day.
- how you can use non-defining relative clauses to add extra information.

SPEAK

- 10 a Work in groups. Tell your group about your night out. Ask each other questions to find out more. Use your notes and the Useful phrases to help you.

Useful phrases

Who did you go with?
How often do you go there, then?
What time did you get home?
What was it like?
Was it very expensive?

- b Report back to the class. Who had the most interesting night?**

Develop
your
listening

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▶ **Goal:** express preferences and give reasons



1 a Make a list of five things that are important to you when you are choosing a place for a holiday.

It's important that the food there is good.

b Work in groups. Compare your lists and discuss good places to go for the things on your lists.

New York is one of the best places for restaurants.

2 **1.10** Listen to three friends, Lisa, Jo and Domi, trying to decide where to go on holiday. Which of the places in the photos would Domi rather visit? Why?

3 Listen again and complete the sentences with three words. Contractions count as two words.

- 1 To be honest, Jo, it looks like the kind of place _____!
- 2 Here you'd be stuck in one place by the sea, _____'d be able to escape the crowds.
- 3 Personally, I just like _____ doing nothing for a week.
- 4 No, I _____ up in the mountains somewhere.
- 5 _____ to just stay at home.

4 Read the Useful phrases box and check your answers.

Useful phrases

Expressing preferences

I'd rather be up in the mountains.
 I'd prefer (not) to stay at home.
 If it was just up to me, I'd go for this place.
 (But) I think this place looks much more relaxing.
 It looks like the kind of place I'd hate/love.
 It's (not) my kind of place.
 I don't have any strong feelings either way.

Giving reasons

It would be more fun/less stressful.
 You'd be able to escape the crowds.
 You'd be stuck in one place.
 You could probably go diving there.
 I like the idea of doing nothing for a week.
 Here you'd be stuck in one place, whereas there you'd be able to escape.
 I've heard some good/bad things about it.

5 Complete the sentences with the words in brackets.

- 1 _____ (rather) go on holiday in the summer.
 _____ escaping the cold. (the idea)
- 2 _____ (prefer not) go to the beach.
 _____ too hot. (be)
- 3 _____ (not my kind) of place. _____
 a bit boring. (looks)
- 4 _____ (feelings) either way. _____
 good things about both places. (heard)
- 5 _____ (looks like) I'd love. _____
 skiing and swimming in the same day! (could)

6 Work in pairs. Ask and answer the questions. Give reasons for your answers.

Would you rather/prefer to ...

- 1 go on holiday with friends or with family?
- 2 go somewhere really hot or somewhere really cold?
- 3 have six one-week holidays or one six-week holiday?
- 4 cook for yourself when you're on holiday or eat out?
- 5 go somewhere you've never been before or visit a place you already know?

7 a Work in groups. Turn to page 166. Look at the photos. Which sort of holiday would you rather go on? Explain your answer.

b Who would be the best person from your group for you to go on holiday with? Why?



Go online for the Roadmap video.

Check and reflect

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

- 1 When the weather's nice, you can eat outside on the t_____ there.
- 2 The last time I went, the s_____ was terrible. The waiters were so rude.
- 3 It's a v_____ place, so it doesn't s_____ everyone. It's no good if you want meat!
- 4 The food there is top q_____, but you have to book in a_____ if you want a table.
- 5 It was very good v_____ for money before, but they recently put up their p_____.
- 6 It's a good p_____ to go for lunch. They do a very good set m_____ there.

2 Cross out one word in each sentence which is incorrect or not necessary.

- 1 There's a really good pizza place is on my road.
- 2 I went to a place which it does really good fish dishes.
- 3 There aren't any places for to have dinner near here.
- 4 The café that I went to for lunch was good.
- 5 When I book a holiday, I always look for a hotel that near a beach.
- 6 On my last holiday, I had a room with on a balcony.

3 a Match verbs 1–6 with endings a–f.

- | | |
|--------------|---------------------------------------|
| 1 move in | a the kitchen with three other people |
| 2 move away | b my rent |
| 3 knock down | c from the area |
| 4 share | d with my wife's family |
| 5 put in | e new central heating |
| 6 put up | f half the street |

b Work in pairs. Why might people do the actions in Exercise 3a? Which do you have experience of?

4 a Complete the sentences with one word. Sometimes more than one answer is possible.

- 1 Now we have three kids, we have a _____ less space than we did before.
- 2 Seville's not _____ as big as Valencia, but it is a fairly similar size.
- 3 It's _____ nearly as big as my last place, but it's much, much cheaper.
- 4 They're more or less the same size. Well, maybe this one is a _____ bigger.
- 5 It's a lot _____ expensive than the other place, but I prefer this neighbourhood.
- 6 Tokyo isn't cheap, but London is _____ more expensive. It's crazy here!
- 7 My flat's _____ too small. I don't have _____ enough space. It's terrible.
- 8 I guess it'd be nice to live in a _____ greener area, but I'm basically fine where I am.

b Think of two places you know, e.g. apartments, houses, areas, towns, cities or countries. Make comparisons between them. Work in groups and compare your ideas.

5 Complete the sentences with the words in the box.

a taxi episodes get home stayed up
tidy up worth

- 1 I don't like taking the metro. I usually just get _____ instead.
- 2 My flat's in a mess, so I'm just going to stay in and _____ tonight.
- 3 It's my favourite series. I stayed in last night and watched five _____ in a row!
- 4 I _____ until 3 a.m. studying English.
- 5 I went out for dinner with some friends and didn't _____ until 1 a.m.
- 6 I spent a fortune over the weekend, but it was _____ it. I had so much fun!

6 a Complete the sentences with the correct non-defining relative clause. Add commas if necessary.

none of whom I'd met before
which meant I had to get a taxi
when I'm usually getting up
where my family has a summer house
who lives in Geneva
whose father runs the place

- 1 We spent two weeks in Formentera _____.
 - 2 I missed the last metro home _____.
 - 3 Jim brought all his work friends _____ to my party.
 - 4 My sister _____ is visiting me in the UK at the moment.
 - 5 At 6 a.m. _____ I finally got home and went to bed.
 - 6 My friend Sergio _____ got us all in for free.
- b Write three sentences that are true for you. Use three of the non-defining relative clauses in the box in Exercise 6a. Work in groups and compare your sentences.

Reflect

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

- I can describe different places to eat
- I can discuss homes and areas
- I can talk about nights out
- I can explain where I want to go on holiday – and why.

Want more practice?

Go to your Workbook or app.

1A

Develop your writing

- › **Goal:** write emails arranging a party
- › **Focus:** making requests in emails



Dear Sir/Madam,

Further to my recent telephone conversation with a member of your staff, I am writing to confirm my booking for a group of twenty-four people on 28th July. I also have a few questions. Firstly, I forgot to ask when we spoke, but ¹_____ it be possible to have a space on the terrace from 7.30 for pre-meal drinks? If so, would that be included in the price per head or would it be extra?

Secondly, our group includes five vegetarians, and one vegan. Do you ²_____ you could send menus in advance showing the options that are available to them?

Next, I was ³_____ if we could be seated near the window, so that we could enjoy the famous view.

Finally, as this is our annual office party, would you ⁴_____ playing a few special songs over the restaurant sound system? Obviously, we'd send the songs in advance, and this would ideally happen near the end of the meal.

If these requests are possible, I would be most ⁵_____ if you could let me know when you email confirmation of our booking.

I look forward to hearing from you soon.

Best regards,
Ahmed Rafiq

Hi everyone

Hope this finds you well.

Not long now till our office dinner and a chance to say thank you to everyone for all their hard work throughout the year.

Just a very quick email to say I've booked a table for everyone at Strofi on 28th July. The booking's for 8.15, so if any of you can no longer make it for whatever reason, then ⁶_____ email me back asap and ⁷_____ me know.

Oh, before I forget, I've also asked if the restaurant can play some of our music at the end of the evening. If you've got any special requests, ⁸_____ you send them over to me this week so I can get a final list to the restaurant ahead of time. Nothing too crazy, obviously!

Cheers,
Ahmed

1 Work in pairs and discuss the questions.

- 1 How often do you write emails in your own language?
- 2 Do you write more personal or work-related emails?
- 3 Who do you write to most often? What about?
- 4 When was the last time you wrote an email in English? Who to? Why?

2 Work in pairs. Think of two different requests you might make in an email to:

- 1 your boss
- 2 a friend
- 3 a hotel
- 4 a language school
- 5 a restaurant

3 Read the two emails quickly. Answer the questions.

- 1 Who are the emails to?
- 2 How well does Ahmed know the person/people he's writing to?
- 3 What requests does he make?

4 Complete the emails with the words in the box.

could grateful let mind please think
wondering would

5 Work in pairs. What would you write in the subject line for each email?

6 a Read the emails again. Underline the phrases used to make requests.

b Work in pairs and compare your answers. Is each phrase more formal or informal? What features of the phrases help you decide? Then read the Focus box and check your ideas.

Making requests in emails

When you ask for things - or ask people to do things for you - in more formal emails, you tend to use longer phrases.

Would it be possible to stay an extra night?

I would be (most) grateful if you could email me the details.

Do you think you could (possibly) send me written confirmation of my booking?

I was wondering if we could have our own private room.

Would you mind moving us to a bigger table?

In more informal emails, you can just use *could* or *can*.

Could/can you (please) let me know if you can make it?

You can also use imperatives. Make imperatives sound softer by adding *please*.

(Please) call me as soon as you hear anything.

After requests, you often explain why you were asking.

If you've got any special requests, could you send them over to me this week so I can get a final list to the restaurant ahead of time.

7 Rewrite the requests using the words in brackets.

- I was wondering if you could check there are no nuts in any of the dishes. (mind)
- Please put some red roses on the table before we arrive. (could / please)
- I would be most grateful if you could give us a room facing away from the road. (possibly)
- Could you cook a special dish if we send the recipe in advance? (possible)
- I was wondering if you could check that everyone knows about the meeting tomorrow. (can)
- Would you mind providing a high chair for our two-year-old son? (grateful)
- Can you please write 'Happy Birthday' on the cake before bringing it out? (think)
- Do you think we could possibly have a room at the back of the restaurant? (wondering)



8 Match explanations a–h with requests 1–8 in Exercise 7.

- It's our son's sixteenth, and it would be a wonderful surprise for him.
- He's still too small for adult seating, but too independent to sit on my knee.
- One member of our group is highly allergic to them, so this is very important.
- Last time we stayed with you, we were unable to sleep because of the traffic.
- They are my wife's favourite flowers, and it would add to the romantic atmosphere.
- We would like to be able to have a private discussion.
- I realise this is an unusual request, but it's a family favourite our grandmother used to make.
- I am slightly worried that some people did not receive the initial email about it.

9 a Look at your answers to Exercise 2. Write three more requests. Use different language.

b Work in pairs and compare your answers. Write an explanation for each request.

10 Read the emails again and complete the table.

	More formal	More informal
Phrase used for greeting		
Phrase used to explain why writing		
Is small talk included? If so, what?		
Are contractions (<i>I'm</i> , <i>you're</i> , etc.) used?		
Phrase used to end the email		

Prepare

11 a You're organising a surprise party and need to write two emails to make requests - one to the venue for the party, the other to the guests. Decide ...

- who the party is for.
- where it is going to be.
- what you would like to happen.
- what requests you will make of the venue/the guests.

b Work in pairs and compare your ideas.

Write

12 Write your emails. Use the Focus box and Exercise 10 to help you.

1B

Develop your reading

➤ **Goal:** understand a biography

➤ **Focus:** noticing collocations



1 Work in pairs and discuss the questions.

- 1 What are your favourite buildings in your town/city? In your country? In the world?
- 2 Are there any buildings you really don't like? Why not?
- 3 Do you know any famous architects (people who design buildings)? Do you like their work?
- 4 Which of the buildings in the photos do you like most/least?

2 Read the biography of the architect who designed one of the buildings in the photos. Are the sentences true (T) or false (F)?

- 1 She became famous while at university.
- 2 Very few new buildings were built in Baghdad in the 1950s.
- 3 She was mostly educated outside of her home country.
- 4 Her early designs were impossible to build.
- 5 For a long time, people saw her designs as art, not as designs for real buildings.
- 6 She became famous for her use of straight lines.
- 7 Some of her designs were built outside Europe.
- 8 Some of her designs will be completed after her death.

3 Read the Focus box. Then work in pairs and discuss the strategies you already use.

Noticing collocations

When a word is often used with another word, it forms a collocation. The most common kinds of collocations are:
 verb + noun: *rent a house, design a building*
 adjective + noun: *a tall building*

One of the best ways to get better at reading is to learn more collocations. If you learn words which go together, it will help you read more quickly (and use words correctly, too). Here are some things you can do:

- When you read something, underline the adjective + noun and verb + noun collocations you notice (even if they contain words you already know).
- Keep a list of common nouns and add new verb/adjective collocations when you meet them.
- Make flashcards (on paper or online) with nouns on one side and verbs/adjectives on the other.
- Use a good dictionary to find collocations of new words you meet.
- Think about which collocations are the same in your language and which are different.
- Write example sentences that contain new collocations. Try to make them true for you.



Queen of the curve

Marjorie Zemach looks at the life of a famous female architect.

Born in Baghdad, Iraq, in 1950, Dame Zaha Hadid went on to become perhaps the most famous female architect in the world. In 2004, she was the first woman to win the important Pritzker Prize and her beautiful buildings can be seen in cities all over the world. What makes her story really amazing, though, is the fact that none of her designs were actually built for many years after she finished **university**. During that time, she was just seen as an interesting 'paper architect', whose designs were thought to be too difficult and unusual to make.

The daughter of a politician father and an artist mother, Hadid grew up in both a family and a city that was relaxed, modern and confident. Many famous foreign architects were working in Baghdad in the 1950s, and many exciting new universities, cultural buildings and sports centres were built during this time. In the 1960s, she was sent to schools in England and Switzerland, and then got **a degree** in mathematics from the American University of Beirut. In 1972, she moved to London, where she studied at the Architectural Association School of Architecture.

While studying in London, Hadid's skill and ideas started attracting attention and she developed the **style** she later became famous for. She loved the Russian artist Kazimir Malevich and wanted to make buildings that looked like his paintings. This meant creating a feeling of movement and using space in new and different ways.

In 1979, she opened her first **office** in a small room in East London, and spent much of her **time** doing drawings and paintings of the buildings she wanted to create. She became much better known in 1983 when one of her drawings won a **competition** in Hong Kong. The engineer Peter Rice, who had worked on the Pompidou Centre in Paris, said the design could be built. However, in the end, it wasn't as there wasn't enough money.

It is common for architects to find that their original ideas are developed and adapted when their designs are actually built. However, Hadid's problem was more serious – her ideas were not being built at all. **Plans** to use her designs in Berlin, Düsseldorf and Cardiff all failed, and many people felt her ideas only worked on paper. The problem was made even worse when her **pictures** were shown in museums as works of art themselves.

However, all this changed in the 1990s, when some of her most interesting designs were finally built. Before long, her work was everywhere: the Olympic swimming pool in London and a university in Vienna; offices in Beijing and the Heydar Aliyev Center in Baku, Azerbaijan; bridges in Abu-Dhabi and museums in Denmark. Her work rarely used straight lines, and always looked for ways of bringing different spaces together.

Although not loved by everyone – some said her **work** cost too much and others didn't like her strong personality – her buildings were generally very popular and in 2012 Queen Elizabeth II gave her a special title – Dame – for her services to architecture. Hadid died of a heart attack in 2016, aged 65, but her work remains and her designs continue to be built. This Iraqi-British woman will be remembered for many years to come.

Girls in the field by Kazimir Malevich



4 Look at the nouns in bold in the biography. Complete the collocations with the correct verbs.

- 1 She _____ **university** and then later _____ her first **office** in London.
- 2 She _____ **a degree** in mathematics from the American University of Beirut.
- 3 While studying in London, she _____ her own **style**.
- 4 She _____ a lot of **time** drawing and painting.
- 5 In 1983, she _____ **a competition** in Hong Kong.
- 6 **Plans** to use her designs in Berlin, Düsseldorf and Cardiff _____.
- 7 Her **pictures** were _____ in different museums.
- 8 Some people felt that her **work** _____ too much.

5 Find the underlined adjectives 1–6 in the biography. Match them with the nouns a–f they describe.

- | | |
|---------------------|---------------|
| 1 an amazing | a personality |
| 2 new and different | b problem |
| 3 a serious | c building |
| 4 straight | d story |
| 5 a strong | e lines |
| 6 a very popular | f ways |

6 Complete the collocations with one noun from Exercises 4 and 5.

- 1 go to .../study at .../a top .../a private ... = university
- 2 damage a .../build a .../an empty .../a public ... = _____
- 3 tell a .../read a .../a true .../a love ... = _____
- 4 paint a .../draw a .../a beautiful .../a colourful ... = _____
- 5 make .../change your .../new .../big ... = _____
- 6 waste .../have .../a short .../ free ... = _____

7 a Write four sentences that are true for you. Use collocations from Exercises 4, 5 and 6.

I got a degree in Law from Charles University in Prague.
In my free time, I usually just watch TV and sleep.

b Work in pairs. Compare and explain your sentences.

1c

Develop your listening

- › **Goal:** understand a radio programme
- › **Focus:** recognising sounds and words

- 1 Work in pairs and answer the questions.**
 - 1 Do you know anyone who works nights? What do they do? Do they like it?
 - 2 What might be good or bad about working during the night?
- 2 Work in pairs. Read the Focus box and tick the strategies that you already use.**

Recognising sounds and words

Listening usually involves recognising sounds and words first and then using your understanding of grammar and how words connect to build up the meaning of a whole text. You can develop this skill by working with a short text or on short parts of a longer text.

- Note any words you hear - especially nouns and verbs.
- Discuss what you heard with someone who was also listening (if possible).
- Try to reconstruct the whole text.

You can also improve by:

- listening several times (if possible).
- reading the text while you listen.
- hearing how the same word sounds different in different contexts.
- listening again to hear how new words are said in real situations.

- 3 a Read the words noted by a student after listening to the introduction to a radio programme. What do you think the presenter said in the introduction?**
 - in 1667 - Paris - first - light - night
 - popular - how long - slept - choice
 - getting up - sun - bed - dark - 24 - divide - night owls - shifts - sleep less
- b**  **1.7 Now listen to the introduction. Add any words you hear to the lists in Exercise 3a.**
- c Work in pairs. Compare the extra words you noted. Try to say the whole introduction.**
- d Turn to page 166. Listen and read the introduction. How close was it to what you said?**
- 4**  **1.8 Listen to the sentences from the rest of the radio programme. They all contain *as*. Notice that it sounds different in different contexts. Complete the sentences with three or four words.**
 - 1 _____ in eight adults now work nights.
 - 2 We may see this 24-hour culture _____ progress.
 - 3 On average, night workers age quicker and don't _____.
 - 4 In stressful areas _____, ...
 - 5 I think my brain _____ anyone's!
 - 6 But, _____, the evidence is really very strong.



- 5 What do you think the radio programme is about? Choose from 1–4.**
 - 1 A city where nightlife is creating problems for its people.
 - 2 Working as a doctor at night.
 - 3 Whether night working is good or bad for people.
 - 4 The benefits of a 24-hour culture.
- 6 a**  **1.9 Listen to the rest of the programme. Note down as many content words as you can.**
 - b Work in pairs and compare your answers. What is the answer to Exercise 5?**
- 7 Work in pairs. Which sentences are exactly what you heard? Then listen again and correct anything that was not exactly what you heard.**
 - 1 Recent research suggests nightlife and reduced sleep is not a problem for us.
 - 2 I was always late for school and struggled there.
 - 3 They get fatter, have higher rates of heart disease and suffer from colds more.
 - 4 You use 50 percent less energy sleeping during the day.
 - 5 Weight is a problem for me.
 - 6 We're talking about the heart aging an extra six years for every ten years people work nights.
 - 7 There are three times more errors on night shifts than there are during the day.
 - 8 I don't have all the answers - which is why I'm a scientist and not a politician!