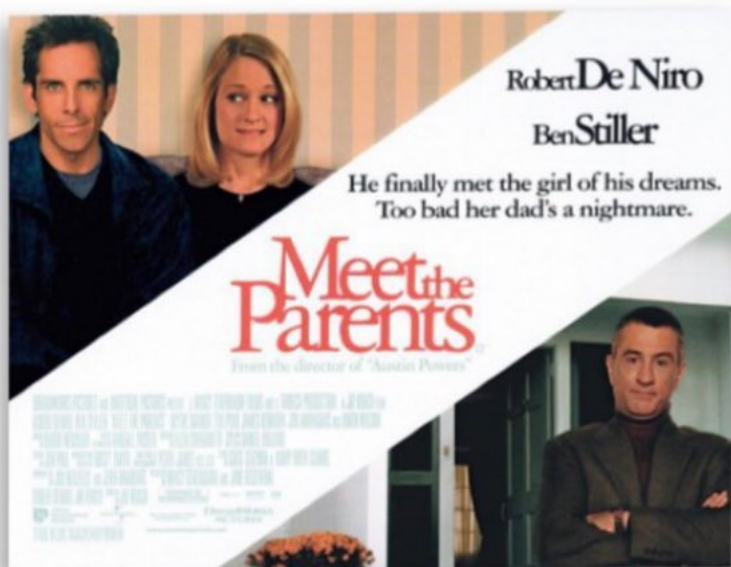


7A How to...

1 READING & LISTENING

- a Look at the poster of a well-known movie. Do you know what it's about? Have you seen it?



- b With a partner, think of two pieces of advice for somebody who is going to meet his or her partner's parents for the first time.
- c Now read an article adapted from the website *wikiHow*. Is your advice there?
- d Read the article again and fill in the blanks with the verbs in the list.

to answer not to be to do (x2) to have to know
to make to say to show not to talk

- e (3 23)) Listen to Nico meeting his girlfriend's parents for the first time. Does the meeting start well or badly? How does it end?
- f Listen again and answer the questions.
- 1 What does he do wrong?
 - 2 What does he do right?
- g Do you think the advice in the article would be good for people in your country? Why (not)? Do you think the advice would be the same for a girl meeting her boyfriend's parents for the first time?

How to... Survive Meeting Your Girlfriend's Parents for the First Time

It's stressful, but these top tips can help you to get it right...

Tips

- 1 You need to do some "homework" before you go. Ask your girlfriend about her parents. Where does her mother work? Does her father like basketball? Do you have any common interests? If you do this, it will be easy _____ a conversation with them.
- 2 Make sure you dress _____ the right impression. Don't wear a suit, but don't just wear your old jeans and the Che Guevara T-shirt you bought at the flea market.
- 3 Be punctual. It's very important _____ late for a first meeting.
- 4 When they greet you at the door shake the father's hand firmly (no father likes a weak handshake!). Ask your girlfriend what kind of greeting her mom will prefer.
- 5 Call her parents Mr. and Mrs. (Smith) until they ask you to call them "Dave" and "Maria."
- 6 Be ready _____ questions about yourself! Her parents will want _____ everything about you and your ambitions. Make a good impression!
- 7 If you are invited for a meal, eat everything they give you and say something positive about the meal, like "This is absolutely delicious!" Offer _____ the dishes after the meal (_____ them that you are helpful).
- 8 Be yourself, and don't be a "yes" man. If they ask you for your opinion, be honest. However, try _____ about controversial subjects – this isn't the moment to give your views on religion and politics!
- 9 If the conversation is dying and you can't think of what _____, ask them what your partner was like as a child. This is a smart tactic! All parents love talking about their children, and it shows you have a deep interest in their daughter.

Adapted from wikiHow

2 GRAMMAR

uses of the infinitive

- a Match sentences a–d from the article with rules 1–4.
- a If you do this, it will be easy **to have** a conversation with them.
- b Offer **to do** the dishes after the meal (**to show** them that you are helpful).
- c If the conversation is dying and you can't think of what **to say**, ask them what your partner was like as a child.
- d You need **to do** some "homework" before you go.

Use the infinitive...

- 1 after some verbs, e.g., *need, want, etc.*
- 2 after adjectives
- 3 to give a reason for doing something
- 4 after a question word, e.g., *who, what, how*

- b Look at the other infinitives you used to complete the article. Which rules are they?
- c ► **p.138 Grammar Bank 7A.** Learn more about uses of the infinitive and practice them.

3 VOCABULARY verbs + infinitive

- a Without looking back at the article, try to remember the missing verbs.
- 1 You _____ to do some homework before you go.
 - 2 Her parents will _____ to know everything about you and your ambitions.
 - 3 _____ to do the dishes after the meal...
 - 4 However, _____ not to talk about controversial subjects...
- b ► **p.158 Vocabulary Bank Verb forms.** Do part 1 (Verbs + infinitive).

4 PRONUNCIATION & SPEAKING

weak form of *to*, linking

- a ③ 26) Listen to two sentences. Is *to* stressed? How is it pronounced?

I want to come.

He decided to leave.



Linking words with the same consonant sound

When a word ends in a consonant sound and the next word begins with the same or a very similar sound, we often link the words together and only make the consonant sound once. This happens when a verb ends in /t/ or /d/ before *to*, so *want to* is pronounced /'wʌntə/ and *decided to* is pronounced /dɪ'saɪdətə/.

- b ③ 27) Listen and write six sentences. Then practice saying them.
- c Work in pairs. **A** ask **B** the first six questions. **B** give as much information as you can. Change roles for the last six questions.

- Have you ever offered to look after somebody's dog (or other pet)?
- Do you think it is difficult to stay friends with an ex-boyfriend/girlfriend?
- Have you ever tried to learn something new and failed?
- Do you think it is important to learn to cook at school?
- How long do you usually spend deciding what to wear in the morning?
- Do you know how to change a tire on a car?

- Do you think it's possible to learn a foreign language studying on your own at home?
- Are you planning to go anywhere next weekend?
- Would you like to work or study in another country?
- Have you ever pretended to be sick (when you weren't)?
- Have you ever forgotten to turn off your cell phone during a class or concert?
- What do you think is the most interesting thing to do for a visitor to your town?

- d ► **Communication How to...** A p.103 B p.107. Read and retell two more *How to...* articles.

5 WRITING

With a partner, write a "How to..." article. Choose one of the titles below and try to think of at least four tips.

How to...

- make a good impression on your first day in your English class.
- make a good impression at a job interview.



7B Being happy

1 GRAMMAR uses of the gerund

- a Talk to a partner. Is there a book, a movie, or a song that makes you feel happy whenever you read, watch, or listen to it? What is it? Why does it make you feel happy?
- b Read a magazine article where different people on the magazine's staff say what happiness is for them. Who do you think said what? Match the people to the paragraphs.



Tasha,
fashion editor



Regina,
health editor



Sebastian,
music editor



Kate,
movie editor

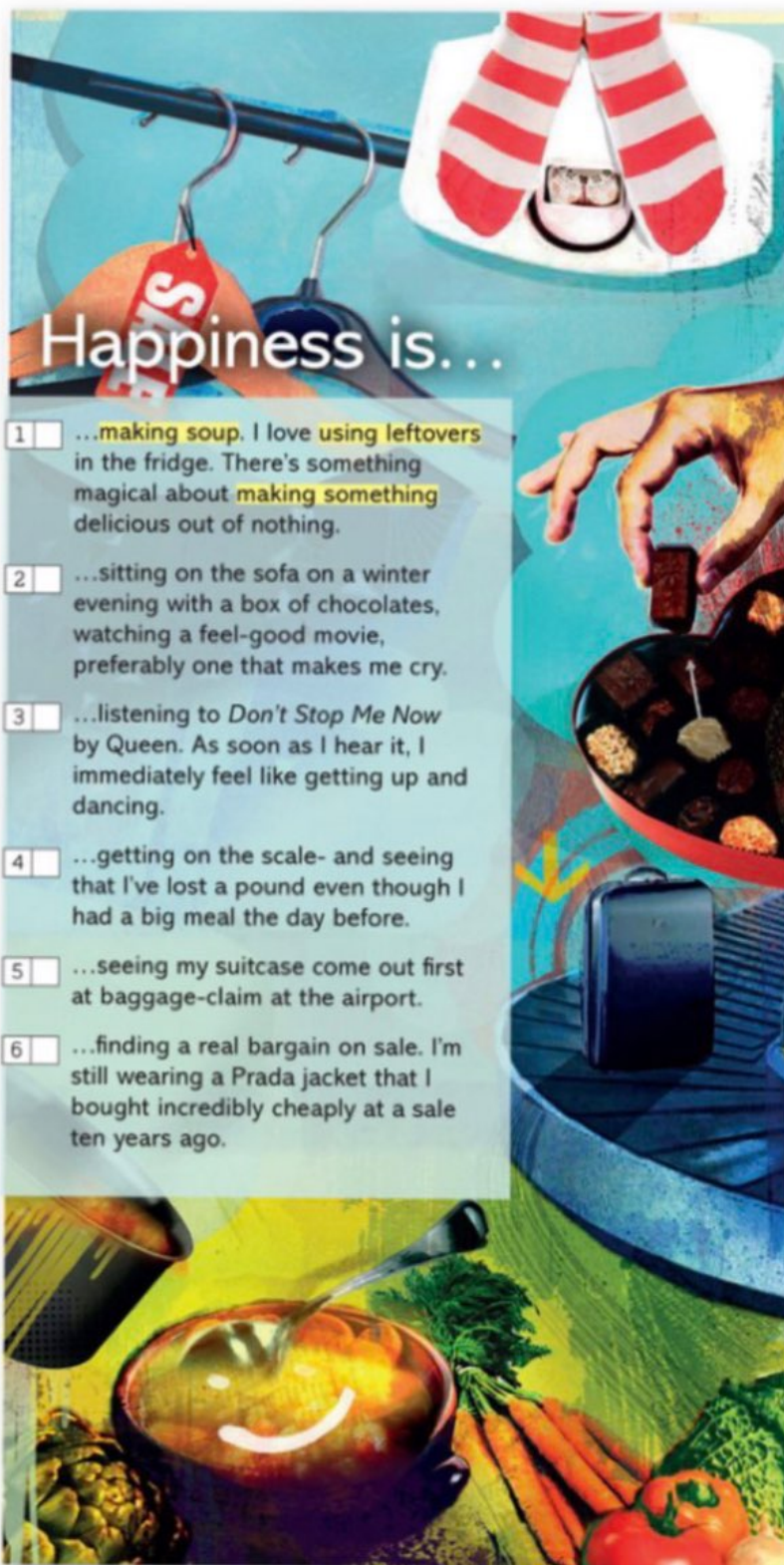


Marco,
food editor



Andrew,
travel editor

- c Read the article again. Is there anybody you really agree/don't agree with? Compare with a partner.
- d Look at the **highlighted** phrases in the first paragraph. Find an example of a gerund (verb + -ing):
- 1 after another verb _____
 - 2 after a preposition _____
 - 3 used as a noun _____
- e ➤ p.138 Grammar Bank 7B. Learn more about the uses of the gerund and practice them.
- f Write your own continuation for *Happiness is...*
- g Work in groups of four. Read the other students' texts. Do you agree with their ideas of happiness?



Happiness is...

- 1 ...making soup. I love using leftovers in the fridge. There's something magical about making something delicious out of nothing.
- 2 ...sitting on the sofa on a winter evening with a box of chocolates, watching a feel-good movie, preferably one that makes me cry.
- 3 ...listening to *Don't Stop Me Now* by Queen. As soon as I hear it, I immediately feel like getting up and dancing.
- 4 ...getting on the scale- and seeing that I've lost a pound even though I had a big meal the day before.
- 5 ...seeing my suitcase come out first at baggage-claim at the airport.
- 6 ...finding a real bargain on sale. I'm still wearing a Prada jacket that I bought incredibly cheaply at a sale ten years ago.

2 VOCABULARY & SPEAKING

verbs + gerund

- a ➤ p.158 Vocabulary Bank *Verb forms.*
Do part 2 (Verbs + gerund).
- b Choose five things to talk about from the list below.

Something...

- you **don't mind doing** around the house
- you **like doing** with your family
- you **love doing** in the summer
- you **don't feel like doing** on weekends
- you **spend too much time doing**
- you **dream of doing**
- you **hate doing** at work / school
- you **don't like doing** alone
- you are **thinking of doing** this weekend
- you think you are **very good (or very bad) at doing**

- c Work in pairs. **A** tell **B** about the five things. Say why. **B** ask for more information. Then change roles.

3 PRONUNCIATION the letter i

- a Put the one-syllable words below into the right column.

find give high kind like milk
mind miss night right sit skin
thin time which win with

 fish		 bike	
---	--	---	--

- b 330)) Listen and check. Then look at the words in each column. What rules can you see for the pronunciation of...
- *i* + consonant + *e* (but which word is an exception?)
 - *ind* and *igh*
 - *i* between other consonants

- c 331)) Listen and check. Practice saying the sentences.

I miss spending time with my sister.
I like drinking a glass of milk at night.

4 SPEAKING & LISTENING

- a Ask and answer with a partner.
- 1 When you are happy do you sometimes feel like singing?
 - 2 Do you ever sing...?
 - in the shower
 - in the car
 - while you're listening to music, e.g., on an iPod
 - karaoke
 - in a choir or band
 - 3 Is there a particular singer whose songs you like singing? Do you have a favorite song?
- b In pairs, say if you think sentences 1–7 are T (true) or F (false).
- 1 Singing is good for your health.
 - 2 If you want to sing well, you need to learn to breathe correctly.
 - 3 People who sing are usually heavier than people who don't.
 - 4 Not everybody can learn to sing.
 - 5 You need to know how to read music to be able to sing well.
 - 6 If you make a surprised face, you can sing high notes better.
 - 7 It takes years to learn to sing better.
- c 332)) Now listen to an interview with the director of a singing school and a student who took a class there. Were you right?

- d Listen again. Choose the right answer.

- 1 When you are learning to sing, you need to ____ correctly.
a stand b dress c eat
 - 2 Singing well is 95% ____.
a repeating b listening c breathing
 - 3 Molly's class lasted ____.
a one day b one week c one month
 - 4 Molly has always ____.
a been good at singing b been in a choir c liked singing
 - 5 At first, the students learned to ____.
a breathe and sing b listen and breathe c listen and sing
 - 6 At the end of the day, they could sing ____.
a perfectly b much better c a little better
- e Would you like to learn to sing (better)? Are there any tips from the listening that you could use?

5 333)) SONG Don't Stop Me Now 🎵



7C Learn a language in a month!

1 GRAMMAR *have to, don't have to, must, must not, can't*

a Match the signs to the rules.

- 1 You **have to** pay before the end of the month.
- 2 You **don't have to** pay to see this.
- 3 You **must not** eat here.
- 4 You **must** turn off your cell phone before you come in.
- 5 You **can't** talk here.



b Look at the **highlighted** expressions and answer the questions.

- 1 Which two phrases mean...?
It is a rule. There's an obligation to do this.
You have to _____
- 2 Which phrase means...?
It isn't obligatory or it isn't necessary.

- 3 Which two phrases mean...?
It isn't permitted. It is against the rules.

c ➤ p.138 Grammar Bank 7C. Learn more about *have to, don't have to, must, must not, and can't* and practice them.

d With a partner, complete four sentences about the school where you are learning English.

We have to... We don't have to...
 We must... We must not... We can't...

e Compare your rules with another pair. Which rule do you think is the most important?

2 PRONUNCIATION sentence stress

- a ③ 36 Listen and write the five sentences.
- b Listen again and repeat the sentences. Copy the rhythm.

3 READING & LISTENING

a Do you think people from your country are good at learning languages? Why (not)? Are American people good at learning your language?

b Read about Max, an American journalist who took an intensive Spanish course. Then cover the article and answer the questions.

- 1 What reputation do Americans have?
- 2 What experiment did Max's newspaper want to do?
- 3 Why did Max choose to learn Spanish?
- 4 Where did he take the course? How long was it?
- 5 What did he find easy and difficult about Spanish?
- 6 What were the four tests? What were the rules?



c ③ 37 Listen to Max taking the tests in Puerto Rico and check your answers.

d Listen again. Mark the sentences T (true) or F (false). Correct the false information.

- 1 The waiter didn't understand Max.
- 2 The bill was six dollars.
- 3 The drugstore was on the first street on the right.
- 4 The driver understood the name of the fort.
- 5 Max made a grammar mistake when he left the voicemail message.
- 6 Max's final score was eight.
- 7 Max says you can learn Spanish in a month.



I will survive (in Spanish)... or will I?

Americans have a reputation for being bad at learning languages, but is it really true? I work for a newspaper that was doing a series of articles about this. As an experiment, they asked me to try and learn a completely new language for one month. Then I had to go to the country and take some "tests" to see if I could "survive" in different situations. I decided to study Spanish because I would like to visit Puerto Rico and other places in Latin America in the future. If I go, I don't want to be the typical American who expects everyone else to speak English.

I took a one-month intensive course in Spanish at a language school in Washington, D.C. I was a complete beginner, but I soon found that some Spanish words are very similar to English ones. For example, *hola* isn't very different from "hello" and *inglés* is very similar to "English." But other things were more difficult, for example the verbs in Spanish change for each person, and that means you have to learn a lot of different endings. My biggest problem was the pronunciation. I found it very difficult to pronounce some letters in Spanish, especially *r* and *j*. I downloaded sentences in Spanish onto my smartphone, and I listened and repeated them again and again.

When my course ended, I went to San Juan, Puerto Rico for a long weekend to take my tests. A Spanish teacher named Nilda came with me and gave me a score out of 10 for each test and then a final score for everything.

These were the tests and the rules:

TESTS

You have to...

- 1 order a drink and a sandwich in a cafe, ask how much it is, and understand the price.
- 2 ask for directions on the street (and follow them).
- 3 take a taxi to a historical building in San Juan.
- 4 leave a message on somebody's voicemail.

RULES

- you can't use a dictionary or phrase book
- you can't speak English at any time
- you can't use your hands or mime or write anything down



4 VOCABULARY modifiers

My pronunciation of the fort wasn't **very** good. I was feeling **a little** nervous at this point.

- a Complete the chart with the words in the box.

a little (bit) extremely fairly not very really very



a little (bit)

We only use *a little (bit)* before negative adjectives and adverbs, e.g., *a little (bit) difficult*, *a little (bit) slowly*.

- b Complete the sentences with one of the words or phrases so that it makes a true sentence. Compare with a partner.

- 1 I'm _____ good at learning languages.
- 2 I'm _____ motivated to improve my English.
- 3 English pronunciation is _____ difficult.
- 4 English grammar is _____ complicated.
- 5 I'm _____ worried about the next English exam.
- 6 English is _____ important for my work / studies.

5 SPEAKING

- a How well do you think you could do Max's four tests in English? Why?

I think I could order a drink and a sandwich fairly well...

- b Talk to a partner.

HAVE YOU EVER...

- spoken to a tourist in English? When? Why?
- had to speak in English on the phone? Who to? What about?
- seen a movie or video clip in English? Which? Did it have subtitles? How much did you understand?
- read a book or magazine in English? Which one(s)?
- asked for directions in English in a foreign city? Where? What happened?
- used an app or website to improve your English? Which one?
- learned another foreign language? How well can you speak it?

6 WRITING

- p.115 Writing *A formal email.* Write an email asking for information.

Online Practice

57

7

7A uses of the infinitive

- 1 I need **to buy** some new clothes. Try **not to talk** about politics. (3 24))
- 2 It'll be nice **to meet** your parents. It's important **not to be** late.
- 3 I don't know where **to go** or what **to do**.
- 4 A Why did you go to the party?
B **To meet** new people.
I went to the party **to meet** new people.

- Use the infinitive:
 - 1 after some verbs, e.g., *want, need, would like*, etc. See **Verb forms** p.158.
 - 2 after adjectives.
 - 3 after question words, e.g., *what, where, when*, etc.
 - 4 to say why you do something.
*I came to this school **to learn** English. NOT for learn English.*



Base form

Remember that we use the base form after auxiliary verbs (*do / does / didn't*) and after most modal verbs (*can, could, will, would*, etc.), e.g., **Do you live** near here? **Can you help** me? **I won't forget**. **What would you do?**

7B uses of the gerund (verb + -ing)

- 1 **Eating** outside in the summer makes me feel good. My idea of happiness is **getting up** late and **not going** to work. (3 28))
- 2 I love **reading** in bed. I hate **not getting** to the airport early.
- 3 I'm thinking of **buying** a new car. He left without **saying** goodbye.

- The gerund is the base form of the verb + *ing*. It can be affirmative (e.g., *going*) or negative (e.g., *not going*).
- Use the gerund:
 - 1 as the subject or object of a sentence.
 - 2 after some verbs, e.g., *like, love, hate, enjoy*, etc. See **Verb forms** p.158.
 - 3 after prepositions.
- Remember the spelling rules for the *-ing* form. See **1C** p.126.

7C *have to, don't have to, must, must not, can't*

have to, don't have to

- + I **have to** get up at seven every day. She **has to** speak English at work. (3 34))
- We **don't have to** wear a uniform at this school. He **doesn't have to** work on Saturdays.
- ? **Do I have to** buy a grammar book? What time **does** she **have to** get up in the morning?

- Use *have to* + verb (base form) to talk about rules and obligations.
- Use *don't have to* + verb (base form) to say that there is no obligation, or that something is not necessary.
- Use *do / does* to make questions and negatives. **Do I have to go?** **NOT Have I to go?**
- Don't contract *have* or *has*. **I have to go.** **NOT I've to go.**

must / must not / can't

- + You **must** do your homework tonight. She **must** clean up her room before she goes out. (3 35))
- You **must not** leave your bags here. You **can't** bring food into the library.

- Use *must* + verb (base form) to talk about rules and obligations.
- Use *can't / must not* + base form to say something is prohibited or to state a rule.
- The words *can't* and *must not* have similar meanings, but *can't* is more common in speaking. You can also use *cannot*.
- The verbs *must / must not* are the same for all persons.
- The verb *must* is not often used in questions (*have to* is more common).



must and have to

Must and *have to* are very similar, but *have to* is more common, especially in speaking. *Must* is often used in official forms, notices, and signs.

must not and don't have to

Must not and *don't have to* have completely different meanings. Compare:
You must not go. = You can't go. It's prohibited.
You don't have to go. = You can go if you want to, but it's not obligatory / necessary.

Impersonal *you*

We often use *have to* and *must* with impersonal *you* (*you* = people in general), e.g.,
You have to wear a seatbelt in a car. **You can't take photos in the museum.**

9A

a Match the sentence halves.

You'd feel much better **A**

1 I'd enjoy the weekend more

2 If it's sunny tomorrow,

3 Would you wear it

4 If we learned Portuguese,

5 I wouldn't work

6 If I went to live in Tokyo,

A if you did some exercise.

B would you come to visit me?

C if I bought it for you?

D we could go to the beach.

E if I didn't have to work on Saturday.

F we could go and work in Brazil.

G if I didn't need the money.

b Complete with the correct form of the verbs.

If I *found* a good job, I *would move* to the US. (find, move)

1 We _____ the house if it _____ a yard. (buy, have)

2 If you _____ Indian food, I'm sure you _____ it. (try, like)

3 You _____ more if you _____ harder. (learn, work)

4 If we _____ a car, we _____ drive up to the mountains. (rent, can)

5 We _____ our son more often if he _____ nearer. (see, live)

6 I _____ to that restaurant if I _____ you – it's very expensive. (not go, be)

7 I _____ you to the airport if my mom _____ the car. (take, not have)

8 I really like riding a bike, but I _____ my bike to work if I _____ a car. (not ride, have)

9 _____ you _____ your country if you _____ a well-paid job abroad? (leave, get)

10 I love living here. I _____ happy if I _____ leave. (not be, have to)

◀ p.68

9B

a Write questions with *How long* and the present perfect.

you / be married *How long have you been married?*

1 you / be frightened of clowns _____?

2 your sister / have her car _____?

3 you / live here _____?

4 your dad / be a teacher _____?

5 you / know your best friend _____?

6 Britain / be in the EU _____?

7 you / have your cat _____?

8 he / work for the same company _____?

b Answer the questions in a. Use the present perfect + *for* or *since*.

I've been married for 20 years.

1 I _____ I was a child.

2 She _____ three years.

3 I _____ a long time.

4 He _____ 1990.

5 I _____ elementary school.

6 It _____ 1973.

7 We _____ about two years.

8 He _____ 2008. ▶ p.71

9C

a Circle the correct form.

She is / She's been single since last summer.

1 He left / He has left school two years ago.

2 I lived / I've lived in Vancouver for two years, but then I moved to Toronto.

3 She lives / She's lived in Florida since 2010.

4 My sister had / My sister has had her baby yesterday!

5 I work in an office. I work / I've worked there for 20 years.

6 The city changed / The city has changed a lot since I was a child.

7 They're divorced now. They were / They have been married for ten years.

8 I met / I've met Sandra when I was / have been in college.

b Complete with the present perfect or simple past.

1 A Where does Rob live now?

B In San Diego.

A How long _____ there? (he / live)

B For three months. He _____ there in September. (move)

2 A When _____? (Picasso / die)

B In 1977, in Paris I think.

A How long _____ in France? (he / live)

B For a long time. He _____ Spain when he was 25. (leave)

3 A My brother and his wife get along very well.

B How long _____ married? (they / be)

A They _____ married since 1995. They _____ in college. (be, meet)

B Really? _____ that in Chicago? (be)

◀ p.72

Verb forms

VOCABULARY BANK

1 VERBS + INFINITIVE

a Complete the **to + verb** column with **to + a verb** from the list.

be bring buy catch drive find get married
go (x2) help pay rain see turn off

- | | | | |
|----|-------------------|---|------------------|
| 1 | decide | We've decided <input type="checkbox"/> to France for our vacation. | to + verb |
| 2 | forget | Don't forget <input type="checkbox"/> all the lights. | <i>to go</i> |
| 3 | hope | We hope <input type="checkbox"/> you again soon. | _____ |
| 4 | learn | I'm learning <input type="checkbox"/> . My driving test's next month. | _____ |
| 5 | need | I need <input type="checkbox"/> to the supermarket. We don't have any milk. | _____ |
| 6 | offer | He offered <input type="checkbox"/> me with my resume. | _____ |
| 7 | plan | They're planning <input type="checkbox"/> soon. | _____ |
| 8 | pretend | He pretended <input type="checkbox"/> sick, but he wasn't really. | _____ |
| 9 | promise | He's promised <input type="checkbox"/> me back when he gets a job. | _____ |
| 10 | remember | Remember <input type="checkbox"/> your dictionaries to class tomorrow. | _____ |
| 11 | start | It was very cloudy and it started <input type="checkbox"/> . | _____ |
| 12 | try | I'm trying <input type="checkbox"/> a job, but it's very hard. | _____ |
| 13 | want | I want <input type="checkbox"/> the six o'clock train. | _____ |
| 14 | would like | I'd like <input type="checkbox"/> a new car next month. | _____ |

b 325)) Listen and check.

c Cover the **to + verb** column. Say the sentences.

◀ p.53

2 VERBS + GERUND (VERB + -ING)

a Complete the **gerund** column with a verb from the list in the gerund.

be cook do have make rain read talk clean up wake up work

- | | | | |
|----|---------------------------|---|----------------|
| 1 | enjoy | I enjoy <input type="checkbox"/> in bed. | gerund |
| 2 | finish | Have you finished <input type="checkbox"/> your room? | <i>reading</i> |
| 3 | go on (= continue) | I want to go on <input type="checkbox"/> until I'm 60. | _____ |
| 4 | hate | I hate <input type="checkbox"/> late when I'm meeting someone. | _____ |
| 5 | like | I like <input type="checkbox"/> breakfast in a cafe. | _____ |
| 6 | love | I love <input type="checkbox"/> on a sunny morning. | _____ |
| 7 | (don't) mind | I don't mind <input type="checkbox"/> the ironing. It's very relaxing. | _____ |
| 8 | spend (time) | She spends hours <input type="checkbox"/> on the phone. | _____ |
| 9 | start* | It started <input type="checkbox"/> at 5:30 in the morning. | _____ |
| 10 | stop | Please stop <input type="checkbox"/> that noise. I can't think. | _____ |
| 11 | feel like | I don't feel like <input type="checkbox"/> today. Let's go out for lunch. | _____ |

* start can be used with a gerund or infinitive, e.g., *It started raining. It started to rain.*

b 329)) Listen and check.



c Cover the **gerund** column. Say the sentences.

◀ p.55