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# Third Edition Solutions


Pre-Intermediate

Student's Book

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Unit	A Vocabulary	B Grammar	C Vocabulary
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- 1 The British 2 Robinson Crusoe 3 Screen exports 4 The English language  
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# I

## Introduction

### IA

#### Vocabulary

### Likes and dislikes

*I can talk about likes and dislikes.*



**1 SPEAKING** Describe the photo. Where are the people? What are they doing?

**2 1.02** Read and listen to the dialogue. Find the names of the people in the photo.

**Ryan** Hi, Izzy. Can I sit here?  
**Izzy** Yes, of course. This is Becky. She's new.  
**Ryan** Hi, Becky. I'm Ryan, Izzy's brother.  
**Becky** Hi. Nice to meet you!  
**Ryan** Where are you from, Becky?  
**Becky** I'm from London. I moved here two weeks ago.  
**Ryan** I love London. I've got friends there. I sometimes visit them and we go skateboarding.  
**Izzy** Do you like skateboarding, Becky?  
**Becky** Not really. But I like ice skating.  
**Izzy** Me too! Let's go ice skating after school.  
**Becky** Great idea!  
**Ryan** I'm not very keen on ice skating. What do you think of bowling?  
**Becky** Bowling? I hate it.  
**Ryan** Oh. Actually, I don't mind ice skating ...  
**Izzy** There's the bell. I've got maths, then history.  
**Becky** I've got PE now. I love PE! See you after school, Izzy!  
**Izzy** Bye, Becky.  
**Ryan** Yeah ... Bye ...

**3** Are the sentences true or false? Write T or F.

- This is the first time Izzy and Ryan meet. \_\_\_\_
- This is the first time Becky and Ryan meet. \_\_\_\_
- Ryan sometimes goes skateboarding in London. \_\_\_\_
- Becky does not like skateboarding or bowling. \_\_\_\_
- Ryan and Becky agree to go ice skating after school. \_\_\_\_
- Izzy and Becky have got PE next. \_\_\_\_

**4 VOCABULARY** Add three words from the dialogue in exercise 2 to each list.

#### Sports and hobbies

board games  
drawing

---

---

---

#### School subjects

drama  
IT (information technology)

---

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**5** Work in pairs. How many more words can you add to the lists in exercise 4 in three minutes? Use the pictures below and your own ideas.

#### Subjects



#### Hobbies



► **Vocabulary Builder** Sports and hobbies: page 117

**6 KEY PHRASES** Label the phrases below A (*like*), B (*OK*) or C (*don't like*). Which phrases are in the dialogue in exercise 2?

#### Likes and dislikes

I can't stand ... \_\_\_\_ I love ... \_\_\_\_ ... isn't bad. \_\_\_\_  
 I don't mind ... \_\_\_\_ I (quite) like ... \_\_\_\_ ... is great. \_\_\_\_  
 I hate ... \_\_\_\_ I'm really keen on ... \_\_\_\_ ... is terrible. \_\_\_\_

**7 SPEAKING** Work in pairs, taking turns to be A and B.

**Student A:** Find out your partner's opinion of school subjects. Put them into groups A, B and C from exercise 6.

**Student B:** Answer A's questions using phrases from exercise 6.

What do you think of PE?

I don't mind it.

**8 SPEAKING** Work in pairs. Try to find three sports or hobbies which you and your partner both like.

Do you like drawing?

No, I don't. But I like board games.

Me too! Do you like ... ?



# Contrast: present simple and present continuous

*I can distinguish the use of the present simple and present continuous.*



Hi, Adam. I'm in the park with some friends. Do you want to join us?

What are you doing?

At the moment, we're listening to Sue. She's playing the guitar.

Is she good?

She's OK. She's getting better. She has guitar lessons every week. So are you coming?

I don't know. We're moving house next weekend, so I need to help my parents. We're packing boxes today.

That's a shame. We're playing volleyball later.

I love volleyball! Maybe just for an hour ...

Sure. A game of volleyball doesn't take long. See you later! 😊

- 1 Describe the photo. What are the people doing? Use the verbs below.

laugh play sit smile wear

The girl on the left is playing the guitar.

- 2 Read the messages above. Why does Adam change his mind about going to the park?

## LEARN THIS! Present tense contrast

We use:

- the **present simple** for something that happens regularly, always or never.
- the **present continuous** for something happening at this moment.
- the **present continuous** for something happening around this time.
- the **present simple** for stating a fact.
- the **present simple** with certain verbs that we do not usually use in continuous tenses: *believe, know, like, love, need, understand, want*, etc.
- the **present simple** for future arrangements.

- 3 Find examples of the present simple and present continuous in the messages in exercise 2. Then read the **Learn this!** box and complete the rules.

- 4 Match each example you found in the messages with the correct rule (a–f) in the **Learn this!** box.

- 5 Work in pairs. Explain the difference between sentences a and b in each pair.

- a I'm doing my homework after school.

b I do my homework after school.
- a Joe is learning to drive.

b Many teenagers learn to drive when they are seventeen.
- a Mark plays the guitar.

b Mark is playing the guitar.
- a We aren't going on holiday in August.

b We don't go on holiday in August.

➔ Grammar Builder IB page 122

- 6 **1.03** Complete the phone dialogue. Use the correct present simple or present continuous form of the verbs in brackets. Then listen and check.

Toby Hi!

Leia Hi, Toby. What **are you doing** (you / do)?

Toby I'm at the sports centre. I <sup>2</sup> \_\_\_\_\_ (wait) for Tom.

Leia <sup>3</sup> \_\_\_\_\_ (you / go) swimming?

Toby No, we <sup>4</sup> \_\_\_\_\_ (play) table tennis. We <sup>5</sup> \_\_\_\_\_ (play) every Saturday morning. But he's really late!

Leia What <sup>6</sup> \_\_\_\_\_ (he / do)?

Toby I <sup>7</sup> \_\_\_\_\_ (not know). He <sup>8</sup> \_\_\_\_\_ (not answer) his phone. Anyway, where are you?

Leia I'm at the shopping centre, but I <sup>9</sup> \_\_\_\_\_ (not buy) anything today. I <sup>10</sup> \_\_\_\_\_ just \_\_\_\_\_ (look).

Toby <sup>11</sup> \_\_\_\_\_ (you / like) table tennis?

<sup>12</sup> \_\_\_\_\_ (you / want) to play?

Leia Sure! But I <sup>13</sup> \_\_\_\_\_ (not wear) sports clothes.

Toby <sup>14</sup> \_\_\_\_\_ (you / wear) trainers?

Leia Yes, I am – with jeans and a T-shirt.

Toby That's fine. You <sup>15</sup> \_\_\_\_\_ (not need) sports clothes. See you soon!

- 7 **SPEAKING** Work in pairs. Ask and answer questions 1–6. Use the activities below or your own ideas.

**Everyday activities** do [my] homework go shopping  
go for a walk / a bike ride have a picnic listen to music  
play football / tennis / video games read a book  
visit friends / relatives watch a film / TV

- What do you usually do after school?
- What are you doing after school today?
- What do you usually do at the weekend?
- What are you doing this weekend?
- What do you usually do during the school holidays?
- What are you doing next school holiday?

What do you usually do after school?

I listen to music at home.



## Describing people

I can describe people's appearance.



- 1 Look at the photos of famous film characters. Match them with the names below. What films do they appear in? Do you know who the actors are?

James Bond \_\_\_\_ Edward Cullen \_\_\_\_ Galadriel \_\_\_\_  
Black Widow \_\_\_\_ Javert \_\_\_\_ Katniss Everdeen \_\_\_\_

- 2 Match the sentence beginnings (1–4) with the endings (a–d). Then match the descriptions with four of the characters in exercise 1.

- 1 \_\_\_\_\_ has got long brown hair. She's wearing \_\_\_\_  
2 \_\_\_\_\_ has got long wavy red hair. She's wearing \_\_\_\_  
3 \_\_\_\_\_ has got short dark hair. He's wearing \_\_\_\_  
4 \_\_\_\_\_ has got a beard and moustache. He's wearing \_\_\_\_

- a a black jacket and black trousers.  
b a brown jacket and a black T-shirt.  
c a coat and a hat.  
d a grey coat, a blue shirt and dark jeans.

- 3 **VOCABULARY** Add the adjectives below to the table. Note the order of the adjectives.

Describing hair black brown fair red long  
medium-length straight wavy

	length	style	colour	
He/She's got	short	curly	dark	hair.

- 4 Work in pairs. How many different items of clothing can you write down? Include all the ones in exercise 2. Put them into groups A and B below.

A Top half jacket, shirt, ...  
B Bottom half trousers, shoes, ...

➔ **Vocabulary Builder** Clothes: page 117

- 5 In your notebook, write a description of the other two characters in exercise 1.

Galadriel has got ... She's wearing ...  
James Bond has got ... He's ...

- 6 **SPEAKING** Tell your partner what clothes you usually wear when:

- a you are at school.  
b you go out with friends.  
c you are relaxing at home.  
d you do sport.

When I'm at school, I usually wear ...

- 7 **SPEAKING** Work in pairs. Describe someone in the class. Can your partner guess who it is?

She's got curly fair hair and blue eyes. She's wearing a red sweatshirt, jeans and black trainers.

Is it Anna?



## Articles

I can correctly use a / an and the with nouns.



This is **a** classroom in **a** primary school in South Korea. **The** classroom is very high-tech. There are some students on the floor. They are playing with a robot dog. Is there **a** teacher? Yes, there is, but **the** teacher is a robot! It is difficult to find English teachers in South Korea, so they are starting to use robots instead. **The** robot can speak, and correct pronunciation. Are **the** robots popular with **the** students? Chung Cha, **the** girl on the right, says, 'The robots are fun, but I think **a** real teacher is better. I hope robots don't replace teachers because I want to study languages **at university** and be **an** English teacher one day!'

- 1 Look at the photo of the classroom. What is unusual about it?
- 2 Read the text and check your ideas. Would you like to learn English in a classroom like this? Why? / Why not?

**LEARN THIS!** Articles

- a We use <sup>1</sup> \_\_\_\_\_ to talk about something for the first time.  
*There's an interactive whiteboard in our classroom.*
- b We use <sup>2</sup> \_\_\_\_\_ when we mention something again.  
*Our teacher often uses the interactive whiteboard.*
- c We use <sup>3</sup> \_\_\_\_\_ when it is clear what we are talking about, or when there is only one of something.  
*We play basketball in the gym. (The gym at school)*  
*The sun is shining.*
- d We use <sup>4</sup> \_\_\_\_\_ to say what someone's job is.  
*My mum's a teacher.*
- e Note these set phrases.
  - <sup>5</sup> \_\_\_\_\_: listen to the radio, go to the cinema, play the guitar
  - <sup>6</sup> \_\_\_\_\_: watch TV, listen to music, in / to bed, to / at / from school, at home / work, in hospital

- 3 Read the **Learn this!** box. Complete the rules with *a / an, the, or no article (-)*.
- 4 Read the text in exercise 2 again. Match each of the highlighted words with a rule in the **Learn this!** box.

- 5 Complete the dialogue. Use *a / an or the*. Explain your choices.

Martha I go to school near <sup>1</sup>the city centre.  
 Jake Really? What's <sup>2</sup>\_\_\_\_\_ name of <sup>3</sup>\_\_\_\_\_ school?  
 Martha St Mark's. It's <sup>4</sup>\_\_\_\_\_ private school.  
 Jake I know <sup>5</sup>\_\_\_\_\_ girl who goes there. Alice Smith.  
 Martha There's <sup>6</sup>\_\_\_\_\_ Alice Smith in my class. I wonder if it's <sup>7</sup>\_\_\_\_\_ same one.  
 Jake She's got blue eyes, long wavy hair and <sup>8</sup>\_\_\_\_\_ nice smile.  
 Martha That's her! Which school do you go to?  
 Jake Hadfield College.  
 Martha Oh. My dad's <sup>9</sup>\_\_\_\_\_ maths teacher there: John Chapman.  
 Jake You're joking! He's my teacher!

**LOOK OUT!**

We do not use *the* when we make generalisations.

*I don't like history. (the history X)*

*I like playing basketball at school. (the basketball X)*

- 6 Read the **Look out!** box. Are the sentences below generalisations or not? Circle the correct words.

- 1 Dogs / The dogs are more intelligent than cats / the cats.
- 2 Weather / The weather is nice today.
- 3 Football / The football is more fun than volleyball / the volleyball.

➔ Grammar Builder ID page 122

- 7 Read the **Learn this!** box and complete the rules with *is* or *are*. Find one example of *there is* and one example of *there are* in the text in exercise 2.

**LEARN THIS!** There is / are

- a We use *There* <sup>1</sup> \_\_\_\_\_ with singular nouns.  
*There is a book on the desk.*
- b We use *There* <sup>2</sup> \_\_\_\_\_ with plural nouns.  
*There are twenty children in the class.*
- c The short form of *There* <sup>3</sup> \_\_\_\_\_ is *There's*. *There* <sup>4</sup> \_\_\_\_\_ does not have a short form.

- 8 **VOCABULARY** Check the meaning of the words below. Which ones are in your classroom?

**In school** canteen classroom computer corridor  
 desk gym hall interactive whiteboard  
 laptop noticeboard playing field reception  
 staff room textbook whiteboard

- 9 **SPEAKING** Imagine you are describing your school to a visitor. Talk about some of the places and things in exercise 8. Use *There is / are* and articles correctly.

There's a canteen and a gym. There are ...



# 1

## Feelings

### 1A

#### Vocabulary

### How do you feel?

*I can describe how people are feeling.*

#### Unit map

##### Vocabulary

Adjectives to describe feelings  
Modifying adverbs  
Accidents and injuries  
Phrasal verbs and register

##### Word Skills

Adjective endings  
How + adjective

##### Grammar

Past simple (affirmative, negative and interrogative)  
Question words  
should

##### Listening

Problems, problems!



##### Reading

Painless



##### Speaking

Narrating events



##### Writing

A description of an event

##### Culture 1

The British



##### Vocabulary Builder

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##### Grammar Reference

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- 1 **SPEAKING** Look at the photos and answer the questions.  
Use the words below to help you answer question 2.

- How do you think these people are feeling?
- What is making them feel that way?

**Photo A** watch match team lose

**Photo B** exam results pass marks

**Photo C** plane late luggage

**Photo D** school work difficult boring

- 2 **1.04 VOCABULARY** Check the meaning of all the adjectives below. Can you match any of them with the photos in exercise 1?

**Adjectives to describe feelings** anxious ashamed bored confused  
cross delighted disappointed embarrassed envious excited  
frightened proud relieved shocked suspicious upset

*The people in photo A look ...*

- 3 Work in pairs. Put the adjectives in exercise 2 into categories A and B below.  
Do you know any other adjectives you could add to the categories?

A Positive feelings	B Negative feelings



4 In pairs, do the test below. Then check the answers at the bottom of the page. How many did you get right?

## Can you read people's emotions?

For each photo, choose the adjective (a–c) that matches how the person is feeling.

1



a anxious  
b delighted  
c shocked

2



a bored  
b proud  
c suspicious

3



a ashamed  
b embarrassed  
c excited

4



a confused  
b cross  
c envious

5 Read the tweets and complete the hashtags with adjectives from exercise 2. Then compare your answers in pairs. More than one answer may be possible.



6 **1.05** Listen to five speakers. Match one adjective from the list below with each speaker (1–5). There are three extra adjectives.

**anxious cross confused disappointed**  
**excited embarrassed proud suspicious**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

### RECYCLE! Present continuous

We use the present continuous for things happening as we speak.

*Grace is making dinner (at this moment).*

However, with verbs not used in continuous tenses (*believe, belong, hate, know, seem, etc.*), we use the present simple even for things happening now.

*Look! Jack seems cross (at this moment).*

7 **1.05** Read the **Recycle!** box. Then listen again and complete the sentences (a–e) with speakers 1–5 and the correct present tense form of the verbs in brackets.

- Speaker \_\_\_\_\_ (not know) that a friend's exam result is bad.
- Speaker \_\_\_\_\_ (not understand) why there aren't any buses.
- Speaker \_\_\_\_\_ (lie) in bed at night and can hear voices.
- Speaker \_\_\_\_\_ (have) a ticket for a really good concert.
- Speaker \_\_\_\_\_ (make) a birthday cake for a friend who won't like it.

How does Speaker 1 feel and why?

He feels ... because he ...

8 In pairs, check your answers to exercises 6 and 7.

9 **VOCABULARY** Read the modifying adverbs below. Number them in order from weakest to strongest.

**Modifying adverbs** a bit \_\_\_\_\_ a little bit 1 extremely \_\_\_\_\_  
rather \_\_\_\_\_ very \_\_\_\_\_

10 Write notes about how you usually feel in these situations. Sometimes you might need more than one adjective. Include modifying adverbs from exercise 9.

How do you feel when ...

- you have an exam in ten minutes?
- your exam finishes?
- you see a large spider in your bedroom?
- friends or family members are arguing?
- you arrive at a party?
- you can't sleep?

11 **SPEAKING** In pairs, take turns to ask and answer the questions in exercise 10.

How do you feel when ... ?

I feel excited, but a little bit anxious too.



## Past simple (affirmative)

I can use the past simple affirmative.

- 1 Is there a lottery in your country? Do you think it is a good idea to buy tickets? Why? / Why not?

- 2 Read the text. Are all lottery winners happy?



Last weekend, somebody bought a lottery ticket, chose all the correct numbers and won millions. How lucky! Or maybe not. In the 1970s, scientists at the University of Illinois studied lottery winners and compared their levels of happiness with other people. The results were interesting. The winners felt delighted for a short time, but after that, their happiness returned to normal levels. A similar study by the University of California in 2008 gave the same results. They looked at lottery winners six months after their win and found completely normal levels of happiness. And for a few unlucky people, a huge lottery win was the start of major problems. Alex Toth, for example, won \$13 million in 1990. He stopped working, spent the money quickly and had terrible arguments with his family and friends.

- 3 Read the **Learn this!** box. Find all the past simple forms in the text in exercise 2. Match them with rules a–d in the **Learn this!** box.

**LEARN THIS!** Past simple (affirmative)

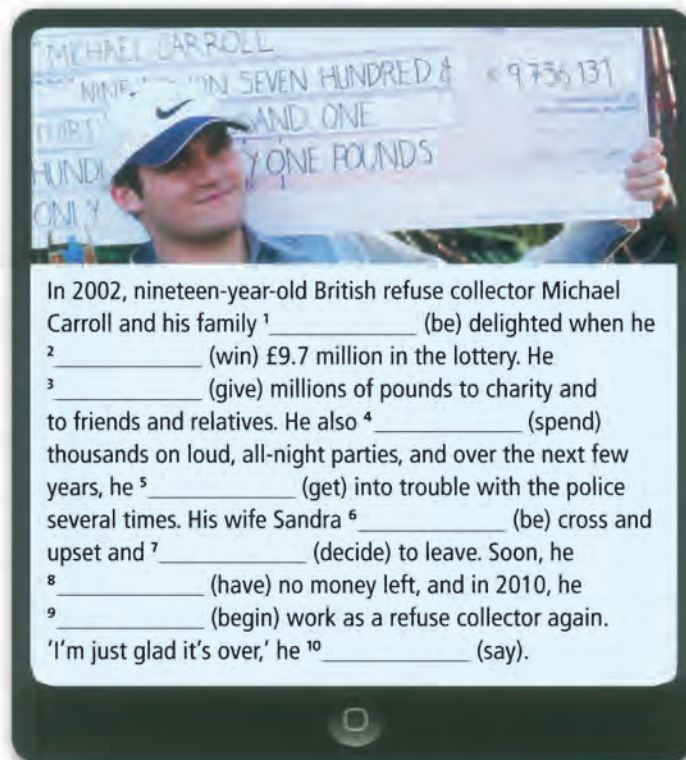
- a We form the past simple form of regular verbs by adding **-ed** to the infinitive.  
want – wanted talk – talked
- b There are some rules about spelling changes.  
1 drop – dropped 2 marry – married 3 move – moved
- c Some verbs have irregular past simple forms.  
go – went begin – began leave – left take – took
- d The past simple of the verb *be* has two forms, singular and plural.  
*be* – was / were

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- 4 Complete the sentences with regular and irregular past simple forms from exercise 3.

- 1 She won millions of dollars on the lottery. She \_\_\_\_\_ all the money in only three years.
- 2 I \_\_\_\_\_ my keys in the street. Luckily, I \_\_\_\_\_ them later.
- 3 Our cousin \_\_\_\_\_ to university when he was only fifteen years old. He \_\_\_\_\_ maths there.
- 4 My grandfather \_\_\_\_\_ my grandmother in 1965 and they \_\_\_\_\_ together until she died last year.
- 5 I \_\_\_\_\_ home when I was nineteen and \_\_\_\_\_ to London.

- 5 **1.06** Complete the text with the past simple form of the verbs in brackets. Then listen and check.



Michael Carroll

NINE "IN SEVEN HUNDRED & 9736131  
THIRTY TWO ONE  
HUNDRED AND ONE  
ONLY ONE POUNDS

In 2002, nineteen-year-old British refuse collector Michael Carroll and his family <sup>1</sup> \_\_\_\_\_ (be) delighted when he <sup>2</sup> \_\_\_\_\_ (win) £9.7 million in the lottery. He <sup>3</sup> \_\_\_\_\_ (give) millions of pounds to charity and to friends and relatives. He also <sup>4</sup> \_\_\_\_\_ (spend) thousands on loud, all-night parties, and over the next few years, he <sup>5</sup> \_\_\_\_\_ (get) into trouble with the police several times. His wife Sandra <sup>6</sup> \_\_\_\_\_ (be) cross and upset and <sup>7</sup> \_\_\_\_\_ (decide) to leave. Soon, he <sup>8</sup> \_\_\_\_\_ (have) no money left, and in 2010, he <sup>9</sup> \_\_\_\_\_ (begin) work as a refuse collector again. 'I'm just glad it's over,' he <sup>10</sup> \_\_\_\_\_ (say).

- 6 **SPEAKING** Work in pairs. What is your opinion of what happened to Alex Toth and Michael Carroll? Are their stories difficult to believe? Are they sad, funny, a warning?

- 7 Complete the sentences with the adjectives below and the past simple form of the verbs in brackets.

bored delighted disappointed embarrassed  
relieved suspicious upset

- 1 Sandra Carroll felt (feel) upset when Michael spent (spend) all his money on parties.
- 2 Spencer \_\_\_\_\_ (be) \_\_\_\_\_ when he \_\_\_\_\_ (drop) all his money on the floor of the shop.
- 3 Bess \_\_\_\_\_ (be) \_\_\_\_\_ when she \_\_\_\_\_ (win) the essay competition.
- 4 I \_\_\_\_\_ (feel) a bit \_\_\_\_\_ when the man \_\_\_\_\_ (say) he was a millionaire.
- 5 We \_\_\_\_\_ (be) very \_\_\_\_\_ when the music \_\_\_\_\_ (stop) and everyone \_\_\_\_\_ (leave) the party.
- 6 I \_\_\_\_\_ (get) a bit \_\_\_\_\_ because Dan \_\_\_\_\_ (talk) about his new girlfriend all evening.
- 7 You \_\_\_\_\_ (be) extremely \_\_\_\_\_ when we \_\_\_\_\_ (find) your mobile phone behind the sofa.

- 8 **SPEAKING** Tell your partner about a time when you had these feelings. Use the past simple.

- |            |           |           |
|------------|-----------|-----------|
| 1 anxious  | 3 cross   | 5 shocked |
| 2 confused | 4 excited | 6 upset   |

I was anxious because I had a music exam.



## Problems, problems!

I can listen for gist.

1 **SPEAKING** Describe the photo. What are the girls doing? How are they feeling? What do you think they are saying?

2 **SPEAKING** In pairs, take turns to ask and answer the questions in the questionnaire. Are your answers the same?

1

You borrowed a DVD from your friend but now you can't find it. Do you ...

- a tell your friend the truth as soon as possible?
- b say nothing and hope your friend forgets about it?
- c secretly buy a new copy of the DVD?
- d keep looking for the DVD but say nothing yet?

2

Your friend has stopped speaking to you and you don't know why. Do you ...

- a send a message asking what the problem is?
- b ask your other friends about it?
- c insist on talking face-to-face with your friend?
- d wait and see if the problem goes away?

3

You're friendly with a new student at school, but your old friends don't like him / her. Do you ...

- a stop spending time with the new student?
- b tell your old friends they aren't behaving well?
- c invite them all to your house so they can get to know one another?
- d continue to see them all, but separately?

## Listening Strategy

You do not have to understand every word in a listening task. Focus on the general meaning and try not to be distracted by words you do not understand.

3 **1.07** Read the **Listening Strategy** above and the three summaries of a dialogue below. Then listen to the dialogue. Which is the best summary?

- a Zak refuses to go out with Tom because he's disappointed about his exam results.
- b Zak is anxious about his exams and decides not to go out with Tom.
- c Zak is relieved that his exams are six weeks away, and agrees to go out with Tom.

## LEARN THIS! should

a We often use *I think ... + should*.

*I think she should speak to her friend.*

b For the negative, we use *I don't think ... + should* (NOT *I think ... + shouldn't*).

*I don't think we should borrow more money.*

4 **SPEAKING** Read the **Learn this!** box. Then say what Zak should do. Use *I (don't) think ...* and the phrases below.

calm down   finish his revision plan   stop revising  
go out with Tom   revise tomorrow   phone Tom soon

I think / don't think Zak should calm down.

5 **1.08** Listen to four dialogues. Match the dialogues (A–D) with the sentences below. There is one sentence that you do not need.

The person with a problem:

- 1 accepts an offer of help. \_\_\_\_
- 2 does not follow the advice. \_\_\_\_
- 3 is embarrassed to ask for advice. \_\_\_\_
- 4 feels bad because a friend is cross. \_\_\_\_
- 5 refuses an offer of help. \_\_\_\_

6 **1.09** Listen again to dialogues B, C and D. Complete the collocations (1–8) with the verbs below.

give   have   make   make   take   take   tell   tell

## Dialogue A

1 *make* a plan

2 *take* a break

## Dialogue B

3 \_\_\_\_ offence

4 \_\_\_\_ somebody a call

## Dialogue C

5 \_\_\_\_ the truth

6 \_\_\_\_ a word (with somebody)

## Dialogue D

7 \_\_\_\_ an excuse

8 \_\_\_\_ a lie

7 **SPEAKING** In pairs, plan a dialogue using the prompts below. Choose a problem and two suggestions from exercise 2 or use your own ideas.

A Say hello. Ask how B is.

B Tell A your problem.

A Say what B should do, in your opinion.

B Reject A's suggestion.

A Make another suggestion.

B Agree and thank A for the advice.

8 **SPEAKING** Act out your dialogue to the class.

Hi! How are you?

I'm OK. But I'm worried about something ...



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