

KATHLEEN O'BRIEN - FIONA LONGDEN

# ENGLISH FOR ADULTS

COURSEBOOK

A three-book series taking false beginners to First Certificate level.



 **GRIVAS**  
publications

2

# ENGLISH FOR ADULTS

COURSEBOOK

A three-book series taking false beginners to First Certificate level.



UNIT	LANGUAGE	LISTENING	SPEAKING	WRITING
<b>1</b> <i>ALL IN A DAY'S WORK</i> page 6	<ul style="list-style-type: none"> <li>● Simple Present</li> <li>● Present Progressive</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion - talking about advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>■ Informal letter</li> </ul>
<b>2</b> <i>KEEPING IN TOUCH</i> page 10	<ul style="list-style-type: none"> <li>● Simple Future</li> <li>● Be going to</li> <li>● Future Progressive</li> <li>■ Prepositions</li> <li>■ Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> <li>■ Pronunciation – /ʃ/, silent letters</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion - responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of complaint</li> </ul>
<b>3</b> <i>WHAT'S COOKING?</i> page 14	<ul style="list-style-type: none"> <li>● Plurals</li> <li>● Uncountable Nouns</li> <li>■ Prepositions</li> <li>■ Collocations</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter asking for advice</li> </ul>
<b>4</b> <i>A YOUNG ROYAL</i> page 18	<ul style="list-style-type: none"> <li>● Many / (a) few, much / (a) little</li> <li>● Word Formation</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – talking about lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>■ Article</li> </ul>
<b>5</b> <i>FIT FOR A KING</i> (Revision - Units 1-5) page 22				
<b>6</b> <i>ANIMAL LOVERS</i> page 26	<ul style="list-style-type: none"> <li>● Some / Any</li> <li>● No / No one / None</li> <li>■ Word Formation</li> <li>■ Phrasal Verbs</li> <li>■ Prepositions</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> <li>■ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of advice</li> </ul>
<b>7</b> <i>JANE AUSTEN</i> page 30	<ul style="list-style-type: none"> <li>● Simple Past</li> <li>● Past Progressive</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying a sequence</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion - likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>■ Article</li> </ul>
<b>8</b> <i>THE CRIME SCENE</i> page 34	<ul style="list-style-type: none"> <li>● Simple Present Perfect</li> <li>● Present Perfect Progressive</li> <li>■ Prepositions</li> <li>■ Confusable Words</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and note-taking</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Short story</li> </ul>
<b>9</b> <i>GETTING FROM A TO B</i> page 38	<ul style="list-style-type: none"> <li>● Articles</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> <li>■ Pronunciation – /əʊ/</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion - finding solutions</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter asking for information</li> </ul>
<b>10</b> <i>INDONESIA</i> (Revision - Units 6-10) page 42				
<b>11</b> <i>KICKING THE HABIT</i> page 46	<ul style="list-style-type: none"> <li>● Adjectives</li> <li>● Adverbs</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Groupwork</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of invitation</li> </ul>
<b>12</b> <i>EMERGENCIES</i> page 50	<ul style="list-style-type: none"> <li>● Comparison</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> <li>■ Pronunciation – /ɑ:/, /æ/</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>■ Article</li> </ul>
<b>13</b> <i>IN YOUR OWN TIME</i> page 54	<ul style="list-style-type: none"> <li>● Simple Past Perfect</li> <li>● Past Perfect Progressive</li> <li>■ Phrasal Verbs</li> <li>■ Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> <li>■ Talking about likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of application</li> </ul>

UNIT	LANGUAGE	LISTENING	SPEAKING	WRITING
<b>14</b> OFFICE WORK page 58	<ul style="list-style-type: none"> <li>● Simple Future Perfect</li> <li>● Future Perfect Progressive</li> <li>■ Word Formation</li> <li>■ Phrasal Verbs</li> <li>■ Confusable Words</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> </ul>	<ul style="list-style-type: none"> <li>■ Role play – job interview</li> </ul>	<ul style="list-style-type: none"> <li>■ Informal letter</li> </ul>
<b>15</b> GIFTS FOR EVERYONE (Revision - Units 11-15) page 62				
<b>16</b> A GREAT INVENTOR page 66	<ul style="list-style-type: none"> <li>● The infinitive</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Idiomatic English</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> </ul>	<ul style="list-style-type: none"> <li>■ Responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Report</li> </ul>
<b>17</b> FASHION page 70	<ul style="list-style-type: none"> <li>● The Gerund</li> <li>■ Word Formation</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> <li>■ Pronunciation – /ɪ/, /i:/</li> </ul>	<ul style="list-style-type: none"> <li>■ Giving advice</li> </ul>	<ul style="list-style-type: none"> <li>■ e-mail giving information</li> </ul>
<b>18</b> ROMANCE OR FRIENDSHIP? page 74	<ul style="list-style-type: none"> <li>● The Gerund or Infinitive?</li> <li>■ Prepositions</li> <li>■ Confusable Words</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> <li>■ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of apology</li> </ul>
<b>19</b> ENVIRONMENTAL PROBLEMS page 78	<ul style="list-style-type: none"> <li>● Very, Too, Enough</li> <li>■ Word Formation</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Groupwork - finding solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>■ Composition</li> </ul>
<b>20</b> HOW MUCH IS THAT DOGGIE IN THE WINDOW? (Revision - Units 16-20) page 82				
<b>21</b> WHATEVER THE WEATHER page 86	<ul style="list-style-type: none"> <li>● Modals I</li> <li>■ Word Formation</li> <li>■ Phrasal Verbs</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> <li>■ Talking about feelings</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter giving advice and information</li> </ul>
<b>22</b> ARE WE ALONE? page 90	<ul style="list-style-type: none"> <li>● Modals II</li> <li>■ Word Formation</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and note-taking</li> <li>■ Pronunciation – /e/, /ɜ:/</li> </ul>	<ul style="list-style-type: none"> <li>■ Responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Short story</li> </ul>
<b>23</b> IF THINGS HAD BEEN DIFFERENT, ... page 94	<ul style="list-style-type: none"> <li>● So do I - Neither / Nor do I - I do too - I don't either</li> <li>■ Word Formation</li> <li>■ Confusable Words</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> </ul>	<ul style="list-style-type: none"> <li>■ Article</li> </ul>
<b>24</b> RACING AGAINST TIME page 98	<ul style="list-style-type: none"> <li>● Either / Neither, None, Not one</li> <li>● Both, All, Whole</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> </ul>	<ul style="list-style-type: none"> <li>■ Responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Report</li> </ul>
<b>25</b> A HOME OF YOUR OWN (Revision - Units 21-25) page 102				
<b>26</b> LAW AND ORDER page 106	<ul style="list-style-type: none"> <li>● Conditionals I</li> <li>■ Phrasal Verbs</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> <li>■ Pronunciation – /ts/, /tʃ/</li> </ul>	<ul style="list-style-type: none"> <li>■ Role play – an interview</li> </ul>	<ul style="list-style-type: none"> <li>■ Short story</li> </ul>

UNIT	LANGUAGE	LISTENING	SPEAKING	WRITING
<b>27</b> <i>NATURAL DISASTERS</i> page 110	<ul style="list-style-type: none"> <li>● Conditionals II</li> <li>■ Word Formation</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying a sequence</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>■ Article</li> </ul>
<b>28</b> <i>WOMEN'S RIGHTS</i> page 114	<ul style="list-style-type: none"> <li>● Unreal Past</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> </ul>	<ul style="list-style-type: none"> <li>■ Groupwork – describing photos, discussion</li> </ul>	<ul style="list-style-type: none"> <li>■ Composition</li> </ul>
<b>29</b> <i>DOCTORS AND DENTISTS</i> page 118	<ul style="list-style-type: none"> <li>● Would Rather</li> <li>● Had better</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Groupwork – responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Short story</li> </ul>
<b>30</b> <i>PLASTIC MONEY</i> (Revision - Units 26-30) page 122				
<b>31</b> <i>AUNT SYLVIA</i> page 126	<ul style="list-style-type: none"> <li>● Emphatic Structures</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and labelling</li> <li>■ Pronunciation – /ʌ/, /eə/</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> </ul>	<ul style="list-style-type: none"> <li>■ Article</li> </ul>
<b>32</b> <i>IN THE NEWS</i> page 130	<ul style="list-style-type: none"> <li>● Exclamatory Structures</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and note-taking</li> </ul>	<ul style="list-style-type: none"> <li>■ Groupwork – talking about advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter giving information</li> </ul>
<b>33</b> <i>HOW DO YOU SAY IT?</i> page 134	<ul style="list-style-type: none"> <li>● Passive Voice I</li> <li>■ Prepositions</li> <li>■ Confusable Words</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter</li> </ul>
<b>34</b> <i>AUSTRALIAN, BRITISH AND AMERICAN ENGLISH</i> page 138	<ul style="list-style-type: none"> <li>● Passive Voice II</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> </ul>	<ul style="list-style-type: none"> <li>■ Groupwork – discussion</li> </ul>	<ul style="list-style-type: none"> <li>■ Informal letter of advice</li> </ul>
<b>35</b> <i>EVERYTHING UNDER ONE ROOF</i> (Revision - Units 31-35) page 142				
<b>36</b> <i>TRAVELLING</i> page 146	<ul style="list-style-type: none"> <li>● Direct and Reported Speech I</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – decision-making</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of apology</li> </ul>
<b>37</b> <i>MODERN FAMILIES</i> page 150	<ul style="list-style-type: none"> <li>● Direct and Reported Speech II</li> <li>■ Prepositions</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter asking for information</li> </ul>
<b>38</b> <i>WHY DO IT YOURSELF?</i> page 154	<ul style="list-style-type: none"> <li>● The 'causative' use of have</li> <li>■ Word Formation</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – decision-making</li> </ul>	<ul style="list-style-type: none"> <li>■ Informal letter</li> </ul>

UNIT	LANGUAGE	LISTENING	SPEAKING	WRITING
<b>39</b> <b>LEARNING TO DRIVE</b> page 158	<ul style="list-style-type: none"> <li>● Question tags</li> <li>■ Prepositions</li> <li>■ Confusable Words</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for key words</li> <li>■ Pronunciation – /eɪ/, /i:/</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about preferences</li> <li>■ Giving advice</li> </ul>	<ul style="list-style-type: none"> <li>■ Article</li> </ul>
<b>40</b> <b>IT'S PARTY TIME!</b> (Revision - Units 36-40) page 162				
<b>41</b> <b>ADVERTISING</b> page 166	<ul style="list-style-type: none"> <li>● Relative Clauses I</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – responding to visuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of complaint</li> </ul>
<b>42</b> <b>AT THE AIRPORT</b> page 170	<ul style="list-style-type: none"> <li>● Relative Clauses II</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and note-taking</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – decision-making</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of application</li> </ul>
<b>43</b> <b>THE NATURAL WAY</b> page 174	<ul style="list-style-type: none"> <li>● Clauses of Result</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Confusable Words</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – comparing photos</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of advice</li> </ul>
<b>44</b> <b>A DROP IN THE OCEAN</b> page 178	<ul style="list-style-type: none"> <li>● Clauses of Reason</li> <li>■ Word Formation</li> <li>■ Phrasal Verbs</li> <li>■ Idiomatic English</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and identifying</li> <li>■ Pronunciation – /s/, /ʃ/</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – responding to visuals, making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>■ Discursive composition</li> </ul>
<b>45</b> <b>CLUBS, ASSOCIATIONS AND GROUPS</b> (Revision - Units 41-45) page 182				
<b>46</b> <b>FEEDING THE WORLD'S HUNGRY</b> page 186	<ul style="list-style-type: none"> <li>● Clauses of Purpose</li> <li>● Clauses of Time</li> <li>■ Word Formation</li> <li>■ Prepositions</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter</li> </ul>
<b>47</b> <b>NO REGRETS</b> page 190	<ul style="list-style-type: none"> <li>● Participles</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and note-taking</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – problem solving</li> </ul>	<ul style="list-style-type: none"> <li>■ Short story</li> </ul>
<b>48</b> <b>REVEALING FACTS</b> page 194	<ul style="list-style-type: none"> <li>● Conjunctions</li> <li>■ Word Formation</li> <li>■ Confusable Words</li> <li>■ Phrasal Verbs</li> <li>■ Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening and matching</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing photos</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter making suggestions</li> </ul>
<b>49</b> <b>HEALTH AND FITNESS</b> page 198	<ul style="list-style-type: none"> <li>● Prepositions of Time / Place / Movement</li> <li>■ Word Formation</li> <li>■ Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairwork – giving advice</li> </ul>	<ul style="list-style-type: none"> <li>■ Letter of advice</li> </ul>
<b>50</b> <b>SOME USEFUL INFORMATION</b> (Revision - Units 46-50) page 202				
page 206	<b>Information for speaking exercises</b>			
page 207	<b>Transformation Tables</b>			

**Discussion**

- Do you go to college? What are you studying?
- Do you work? What do you do?

**Reading**

Sally is twenty-seven years old and she lives in London. She shares a ground floor flat with her friend, Fran. They are both teachers at a secondary school in Enfield. Sally teaches maths and Fran teaches PE. They both enjoy their jobs tremendously, but sometimes the children can be a bit noisy, so they have to make sure that they do not let things get out of hand. Sally always has a pile of work to mark, so she often feels exhausted. She does not mind, though, because she firmly believes that she plays a vital role in the children's education. Fran does not have to mark work, of course, but she often has to stay late at school to supervise the school teams' training sessions. For this reason, she normally gets home later than Sally. Unfortunately for Sally and Fran, a teacher does not receive a very good salary, so they both do some extra teaching to make more money. Every Monday and Wednesday, Sally has lessons with two young boys. She tutors them because they are not very good at maths. Fran works as an aerobics teacher at the local sports centre at weekends.

Today is Monday, the beginning of another hectic week. It is seven o'clock and Sally is getting ready for work. Fran is not going to work, however. She is off work today because she has a dental appointment. She has a bad tooth which is causing her a lot of pain. At the moment, Sally is in the kitchen making her breakfast. She always eats a good breakfast because she finds it works wonders for her. Most mornings, she has cereal, toast, juice and a cup of coffee. After breakfast, she washes and dresses, and then leaves her flat at ten to eight. This is because she catches the eight o'clock bus to go to the school. Her journey takes her about twenty minutes, if there isn't any traffic, that is.

*At the bus stop:*

**SALLY:** Good morning, Mr Patel. Are you going into town again?

**MR PATEL:** Yes, Sally. I'm meeting my friend at Selfridges. We go there once a month. We do some shopping and then we have lunch in the restaurant.

**SALLY:** Lovely. Oh, look! The bus is coming. See you later.

*At school:*

**SALLY:** Oh dear! The bell is ringing and I'm not ready. I've got year eight now. Look at the time. I'm late as usual!

*In the classroom:*

**SALLY:** Good morning, class.

**PUPILS:** Good morning, Miss.

**SALLY:** Okay, today we are going to do some revision. Get out your exercise books and pens, and look at the board. As you know, you're having a test next week. Please listen carefully.

**PUPIL:** Excuse me, Miss. We're not taking the test next Monday, are we? It's a bank holiday. Schools never open on a bank holiday.

**SALLY:** Don't worry! I usually give you a test on Monday, but next week you're doing the test on Thursday.

**PUPILS:** Oh, Miss ...!

**Comprehension**

Answer the questions in full.

- 1 What do Sally and Fran do? \_\_\_\_\_
- 2 Why isn't Fran working today? \_\_\_\_\_
- 3 Who is Mr Patel meeting? \_\_\_\_\_
- 4 What are the pupils going to do today? \_\_\_\_\_
- 5 When are the pupils doing the test? \_\_\_\_\_



## Vocabulary

### 1 Match the words with their meanings.

- |                |       |   |                |
|----------------|-------|---|----------------|
| 1 tremendously | _____ | a | very tired     |
| 2 exhausted    | _____ | b | very busy      |
| 3 firmly       | _____ | c | usually        |
| 4 vital        | _____ | d | very much      |
| 5 normally     | _____ | e | very important |
| 6 hectic       | _____ | f | strongly       |

### 2 Fill in the correct verb in the appropriate form to complete the sentences.

share, mark, play, supervise, work

- Parents \_\_\_\_\_ a major **role** in a child's development.
- How long does it take you to \_\_\_\_\_ **an exam paper**?
- Do you like \_\_\_\_\_ **a room** with Tom?
- Try these vitamins – they \_\_\_\_\_ **wonders**.
- Who is \_\_\_\_\_ **the pupils** at the moment?

## Vocabulary Development

### 1 Fill in the correct preposition.

on, off, into, out of

- Get \_\_\_\_\_ the bus at the next stop. The bank isn't far from there.
- Come on! Get \_\_\_\_\_ the bus – it's about to leave.
- Please get \_\_\_\_\_ the car now! I'm not taking you with me.
- Mary, get \_\_\_\_\_ the car. We're leaving and we don't want to go without you.

### 2 Fill in the correct verb in the appropriate form.

take, miss, have, give

- Hurry up if you don't want to \_\_\_\_\_ the bus.
- I'm \_\_\_\_\_ the train home tonight.
- The pupils are \_\_\_\_\_ an exam next week.
- When is the teacher going to \_\_\_\_\_ us a test?

### 3 Label the pictures with the following words.

dentist shop assistant greengrocer  
secretary architect waiter



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

## Grammar

### Simple Present [I work / he works]

We use the **simple present** for

- an action that happens **usually, often, always**, etc.

Henry **often flies** to Scotland to see his daughter.

Does he ever **travel** by train?

Water **boils** at 100°C.

**NOTE:** I rarely / seldom / never drink coffee. [**NOT:** I rarely / seldom / never don't drink ...]

- something **planned** for the future, especially with timetables, programmes, etc.

Her flight to London **leaves** in an hour.

**NOTE:**

Third person singular: **he, she, it.**

kiss - kisses

teach - teaches

wash - washes

marry - marries

fix - fixes

do - does

### Present Progressive [I am working]

We use the **present progressive** for

- an action which is **in progress** at or around the time of speaking.

Look! It **is raining**.

Tom **is learning** Spanish this year.

- arranged** actions in the near future.

We're **leaving** on Saturday.

**NOTE:**

hit - hitting

begin - beginning

travel - travelling

take - taking

die - dying

- Some verbs express a state rather than an action and so they do not usually have a progressive form. For example, *hear, see, smell, remember, think, know, understand, believe, like, dislike, love, want, hate, need*, etc.

It **smells** very nice. [**NOT:** It ~~is smelling~~ ...]

I **think** he's a good teacher. [**NOT:** I'm ~~thinking~~ ...] **BUT:** He **is thinking** of going to Australia.

**NOTE:**

She **is having lunch** now. (= is eating)

He **is having wine** with his dinner tonight. (= is drinking)

They **are having** a test next week. (= are doing)



## Practice

### 1 Choose the correct answer.

- They usually **watch / are watching** a video on Friday nights.
- Lenny **catches / is catching** the ten o'clock bus later today.
- The rose **smells / is smelling** lovely.
- Every Thursday, we **go / are going** swimming.
- Jamie **is knowing / knows** a lot about architecture.
- Are you meeting / Do you meet** Lesley this afternoon?
- I don't believe / I'm not believing** what you are saying.
- Put on something warm before you go out – it **snows / is snowing**.

### 2 Fill in the *simple present* or the *present progressive*.

- They \_\_\_\_\_ (**have**) lunch with us next week.
- What \_\_\_\_\_ you \_\_\_\_\_ (**want**) for dinner?
- Helen \_\_\_\_\_ (**not stay**) at our house this weekend.
- I usually \_\_\_\_\_ (**play**) tennis at the weekend.
- We \_\_\_\_\_ (**think**) of buying a new car this year.
- What time \_\_\_\_\_ the train \_\_\_\_\_ (**arrive**) in London?
- At the moment, Jenny \_\_\_\_\_ (**cook**) supper.
- '\_\_\_\_\_ your sister \_\_\_\_\_ (**speak**) French?'  
'No. Only German.'

## TRANSFORMATIONS

[See the transformation tables at the back of the book.]

Complete the second sentence using the word given so that it has a similar meaning to the first. Use between two and five words, including the word given.

- Joseph dislikes doing housework.

**enjoy**

Joseph \_\_\_\_\_ doing housework.

- Our party is on Saturday.

**having**

We \_\_\_\_\_ a party on Saturday.



- I rarely travel by train.

**travel**

I \_\_\_\_\_ by train very often.

- My sister always remembers people's birthdays.

**forgets**

My sister \_\_\_\_\_ people's birthdays.

## Enrich your English

### A PREPOSITIONS

Fill in the correct *preposition*.

of from to on

- The child was **absent** \_\_\_\_\_ school.
- According** \_\_\_\_\_ Jason, it will rain.
- She **accused** him \_\_\_\_\_ stealing her money.
- One **advantage** \_\_\_\_\_ sharing a flat is that it's cheaper.
- Let me give you some **advice** \_\_\_\_\_ your problem.

### B PHRASAL VERBS

a Study the phrasal verbs.

**be after:** want / look for

**be behind:** be late or delayed

**be in:** be fashionable

**be off:** 1 not be at school / work

2 leave

b Complete the sentences with the correct *phrasal verb* in the appropriate form.

- You should buy one of those coats – they \_\_\_\_\_ at the moment.
- You \_\_\_\_\_ with your work, so you'll have to stay late to finish it.
- He's not interested in her. He \_\_\_\_\_ her money.
- Kathy \_\_\_\_\_ as she's on holiday, so you will have to ask Justin to do that work.
- Right, I have to \_\_\_\_\_ now. Bye!

### C IDIOMATIC ENGLISH

a Match the expressions with their *meanings*.

1 **make money**

2 **make up one's mind**

3 **be made of money**

4 **make it**

5 **make time for**

a decide

b arrive at a place in time

c earn money

d find some time to do something

e be very rich

b Now use the expressions in a to complete the sentences.

- I'm not buying it for you. I'm not \_\_\_\_\_, you know.
- The flight leaves in twenty minutes. We'll never \_\_\_\_\_.
- Do you \_\_\_\_\_ a lot of \_\_\_\_\_ selling mobile phones?
- He's a wonderful teacher and he'll always \_\_\_\_\_ you if you've got a problem.
- I can't \_\_\_\_\_ about which car to buy.

## Listening

Listen to these people talking about their jobs. Choose the correct answer, A, B or C.

- You hear a woman talking about her work. What does she like about it?
  - the holidays
  - the money
  - doing different jobs
- You hear a police officer describing his daily routine. What does he do every day?
  - He goes out on the streets.
  - He works all day at the police station.
  - He goes into the police station.
- You hear a vet giving a pet owner some advice. What does she tell the pet owner to do?
  - Stop giving the cat the medicine.
  - Let the cat go outside.
  - Let her examine the cat again soon.
- Listen to these people discussing their jobs. Who is happy with their job?
  - the man
  - the woman
  - neither of them

## Speaking

- What do you enjoy about your job / studying? What do you find difficult?
- The pictures below show different people at work. Discuss the advantages and disadvantages of their jobs. Talk about: *pay, hours, how they feel* and what *they are doing* in each picture.



### USEFUL VOCABULARY

well-paid job ... , not much money ... , different working hours ...  
happy / tired / pleased / stressful

## Writing - AN INFORMAL LETTER

Here is part of a letter from your new friend, Pierre.

... So, enough about me. I want you to write and tell me more about yourself. What do you do every day? What are you doing today? Write soon and let me know.

Write a **letter** to Pierre, giving him details about your own life.

### LETTER PLAN:

- Opening phrase** : [informal] *Dear Pierre,*  
**Paragraph 1** : Say why you are writing.  
**Paragraph 2** : Describe your daily routine.  
**Paragraph 3** : Say what you are doing today.  
**Paragraph 4** : Ask for a letter back.  
**Closing phrase** : [informal] *From, [your first name]*

[There are special writing task sheets at the back of the Activity Book where you can write your letters / compositions.]

Dear Pierre,  
 I'm writing to \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Every day, I \_\_\_\_\_  
 \_\_\_\_\_  
 and \_\_\_\_\_  
 I never \_\_\_\_\_  
 I sometimes \_\_\_\_\_  
 \_\_\_\_\_  
 Today, I \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Please write \_\_\_\_\_ . I'm looking forward to \_\_\_\_\_  
 From,  
 \_\_\_\_\_ (your first name)

**ENGLISH FOR ADULTS** is a three-book series which has been specially designed to take adult learners from false beginner level to **B2** level. On completion of the course, learners will be fully equipped with the skills and language knowledge necessary for success in a **B2** level examination. Learners will also be able to use the English language with confidence and accuracy in a variety of real-life situations and to manage a wide range of communicative tasks effectively.

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- Methodical development of reading, speaking, listening and writing skills.
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- Systematic consolidation through frequent review of language points taught.
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**ENGLISH FOR ADULTS** is a unique course with two main objectives: to prepare adult learners for **B2** level examinations and to teach them how to use English effectively in everyday situations.

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- Teacher's Book
- Activity Book
- Teacher's Activity Book
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- Teacher's Grammar and Companion
- Test Booklet
- Audio CDs

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