



APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 1 · B1·1A

Nice to meet you

Theme · Who am I?

Unit 1 · B1·1A

Nice to meet you

Theme: *Who am I?*

B1 · General English



Learning objectives

- Introduce yourself to a new group in 3 clear sentences.
- Use present simple for routines/facts and present continuous for now/this week.
- Ask friendly follow-up questions to keep a conversation going.

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Class Book

Warm-up · Two truths and a lie

Write 3 sentences about yourself (2 true, 1 false). Read them out loud — your partner has to guess the lie.

1 sentence about something you do every week.

1 sentence about something you're doing this month.

1 sentence about a future plan for the year.

Lead-in · Who would say this?

Match each short line to the kind of person who would say it.

1. "I usually train five times a week."

2. "I'm learning a new language on the bus."

3. "I don't watch TV — I read."

4. "This month I'm redecorating the flat."

5. "I hate cooking, so I eat out."

followUp: Which one sounds most like YOU? Which sounds least like you?

Reading · The 30-second introduction

When you meet someone new, you usually have about thirty seconds to make a first impression. That is not much time. So keep it simple.

A good short introduction has three parts: your name, one fact about your life, and one detail. The detail is the important part — it gives the other person something to ask about. "I'm Ana. I live in São Paulo. This month I'm learning to bake sourdough bread and I'm terrible at it." That is much better than "I'm Ana. I'm a 34-year-old marketing professional originally from Belo Horizonte."

The second sentence is a CV. The first sentence is a person. People remember stories, not job titles or birth years.

1. How long does a first impression usually take?

(A) About 5 minutes

(B) About 30 seconds

(C) About 2 minutes

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2. What three parts does a good short introduction have?

- (A) Name, age, hometown
- (B) Name, one fact, one detail
- (C) Name, job, salary

3. Why is 'the detail' important?

- (A) It shows you're important
- (B) It gives the other person something to ask about
- (C) It sounds polite

Vocabulary in context

Find these words in the text and match them to the meaning.

first impression — the opinion people form about you at the very start

detail — one small, specific piece of information

sourdough — a type of bread made with wild yeast

CV — a summary of your work and education

True / False / Not Given

Based only on the text, choose the correct option.

1. A first impression takes about 5 minutes.

- (A) True
- (B) False
- (C) Not Given

2. Ana is good at baking sourdough.

- (A) True
- (B) False
- (C) Not Given

3. "I'm a 34-year-old marketing professional" is the best short introduction.

- (A) True
- (B) False
- (C) Not Given

4. Ana lives in São Paulo.

- (A) True
- (B) False
- (C) Not Given

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5. Ana was born in Belo Horizonte.

- (A) True
- (B) False
- (C) Not Given

React to the text

Discuss briefly. There is no single correct answer.

1. What is your usual 'first sentence' when you meet someone new? Is it closer to Ana's version or to the CV version?

2. Give an example of a 'detail' you could add to YOUR introduction this month.

Scan for meaning

Find and write down the word or phrase from the text that means the same as each definition.

1. the opinion people form about you very quickly

2. a small, specific piece of information

3. a written summary of your work and studies

4. very bad at something

Vocabulary · Life and personality

gregarious — sociable, enjoys the company of others

reserved — quiet, slow to open up around people

laid-back — relaxed, not easily stressed

driven — has big goals and works hard to achieve them

dependable — you can trust them to do what they said

inquisitive — always eager to learn about new things

place of origin — the town/city you're originally from

pastime — something you do for enjoyment in your free time

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routine — the things you regularly do each day/week

in your downtime — when you're not working or studying

have a good rapport with — have an easy, friendly relationship with someone

hold in high esteem — admire and respect someone greatly

practice

Complete each sentence with ONE word or phrase from the lists.

1. My little brother is very ____ — he wants to be a scientist and studies every day.

2. In my ____ I usually watch films or go running.

3. I ____ ____ ____ my grandmother — she raised four children on her own.

4. She's a bit ____ at first, but very funny once you know her.

5. My ____ ____ ____ is a small town near the coast.

6. I ____ ____ ____ ____ my flatmate — we never argue.

Collocations · common verbs + free-time nouns

Match each verb with the noun it usually goes with.

go — swimming / running / to the gym

play — football / the guitar / a game

do — yoga / homework / the shopping

have — breakfast / a shower / a break

make — friends / dinner / a plan

take — a photo / a bus / a class

Odd one out

Choose the word that does NOT belong with the others.

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1. gregarious · reserved · laid-back · driven
 - (A) gregarious
 - (B) reserved
 - (C) laid-back
 - (D) driven
2. place of origin · neighbourhood · village · routine
 - (A) place of origin
 - (B) neighbourhood
 - (C) village
 - (D) routine
3. swim · run · read · football
 - (A) swim
 - (B) run
 - (C) read
 - (D) football

Word building · adjective ↔ noun

Complete the pair (the quality and the person who has it).

1. drive → a person with big goals: ____

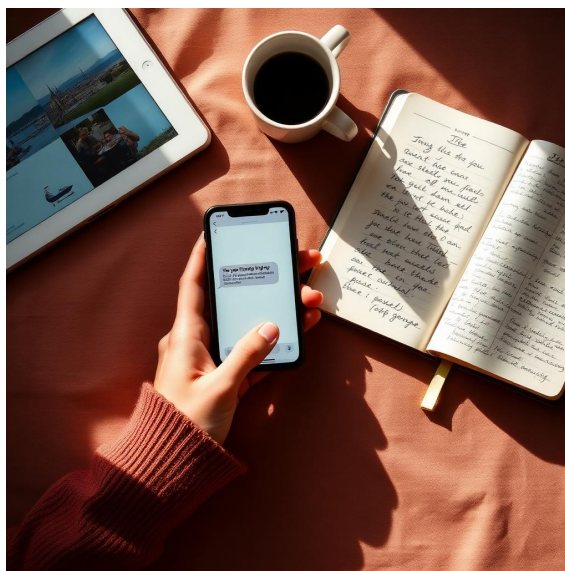
2. creativity → a person full of ideas: ____

3. reserve → a quiet, private person: ____

4. dependability → someone you can trust: ____

5. kindness → a warm person: ____

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Grammar · Present simple vs present continuous

1. Present simple — routines, facts, general truths — Use it for things that are true in general. • I live in Lisbon. • She goes to the gym on Tuesdays. • We don't have classes on Sundays.

2. Present continuous — now / this week / this month — Use it for things happening around now. • I'm studying English this year. • They're renovating our building. • He isn't watching much TV at the moment.

3. Watch out — stative verbs — Some verbs are usually in the SIMPLE, not continuous: know, like, love, want, need, understand, remember, mean. ✗ I'm knowing him. → ✓ I know him.

Exercise A — Choose the correct form

Simple or continuous? Complete each sentence.

1. I ____ (live) in a small flat with two friends.

2. This month I ____ (learn) how to cook Thai food.

3. She usually ____ (walk) her dog before breakfast.

4. Sorry, I can't chat — I ____ (finish) an assignment.

5. We ____ (not / eat) meat at home.

6. He ____ (know) the city really well — he grew up here.

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**Exercise B — Find and fix the mistake**

Each sentence has ONE mistake. Rewrite it correctly.

1. I am living in this flat since 2020.

2. This week I go to the gym every day.

3. She is knowing my sister very well.

4. We meet Ana for dinner tomorrow at 8 — it's booked.

Exercise C — Ask about the person

Write ONE question in the correct tense.

1. You want to know where he lives. →

2. You want to know what she's studying this year. →

3. You want to know his usual weekend routine. →

4. You want to know if she's busy right now. →

Exercise D — Rewrite for context

Rewrite each sentence so the tense fits the new time frame in brackets.

1. I work from home. (this week only)

2. We're going to the beach. (every summer)

3. She's cooking dinner right now. (as a daily routine)

4. They stay with us. (only this weekend)

5. I'm needing a break. (fix the mistake)

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Exercise E — Short answers about you

Answer these questions truthfully in ONE short sentence each.

1. Where do you live?

2. What are you studying or learning this month?

3. What do you usually do on Sunday mornings?

4. Are you reading a book at the moment?

Exercise F — Complete the mini-dialogue

Complete each answer with the correct form of the verb in brackets.

1. — Where ____ (you / live)? — I ____ (live) in the old town, near the market.

2. — Where's Marta? — She ____ (talk) to her sister on the phone right now.

3. — ____ (you / usually / walk) to work? — Yes, I ____ (walk), but this week I ____ (take) the bus because it ____ (rain) every day.

Listening · Two neighbours meeting on the stairs

Two people meet on the stairs of their building. One has lived there for years, the other just moved in.

pre

What is the first thing you would say to a new neighbour?

What is one question you would NEVER ask on the first meeting?

gist

1. Who is new to the building — Voice A or Voice B?

2. What floor does the new person live on?

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3. Do they agree to do something together?

detail

1. How does Voice A describe her own routine?

2. What is Voice B doing this week that is different?

3. What time does the local café open on Saturdays?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Is the building friendly or unfriendly? How do you know?

2. Is Voice B a morning person? How do you know?

Useful language from the audio

Match each phrase to what it does in the conversation.

"You must be the new one." — opens the conversation with a soft guess

"Welcome to the building." — warm, standard first line for neighbours

"I go running every morning..." — shares a personal routine as small talk

"How are you settling in?" — polite question to a newcomer

"Let me know if you need anything." — friendly, open-ended offer of help

Voice A: Morning! You must be the new one — third floor, the flat with the plants outside?

Voice B: That's me. Moved in last weekend. I'm still finding light switches.

Voice A: Welcome to the building. I'm on the second floor, right under you.

Voice B: Oh — sorry in advance for the noise. I'm unpacking boxes and painting one wall this week.

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Voice A: No problem. I go running every morning at six, so I'm out early anyway. I know everyone's schedule by now.

Voice B: Six in the morning? That's brave.

Voice A: Habit. How are you settling in?

Voice B: Slowly. I still don't know where anything is.

Voice A: There's a good café on the corner — opens at 8:30 on Saturdays. Fancy a coffee this Saturday?

Voice B: I'd love that.

Voice A: Great. And let me know if you need anything — I'm literally one floor away.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. You ____ the new one — third floor, right?

2. I go ____ every morning at six.

3. How are you ____?

4. Let me ____ if you need anything.

Speaking · Your 30-second introduction

Prepare a 30-second self-introduction. Use ONE sentence in present simple (a routine/fact) and ONE in present continuous (something you're doing this week). Then swap with a partner and ask 3 follow-up questions each.

Scene: First day in a new class

A: You just moved to this city.

B: You've studied here for two terms.

Scene: Meeting a friend's family for the first time

A: You've known your friend for 5 years.

B: You've just started dating your friend's cousin.

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Scene: On holiday, at a hostel breakfast

A: You're travelling alone for 3 months.

B: You're on a short weekend trip.

Discussion · introductions in real life

Choose 2 questions and speak for 30–45 seconds each. Then swap.

What is the best introduction you've ever heard? What made it work?

In your culture, do people share personal details quickly, or later? What do you prefer?

Is it easier for you to introduce yourself in English, in your native language, or online? Why?

Should you always mention your job? When would you NOT mention it?

Role-play · Party corner

Read your role card, take 30 seconds to prepare, then run the conversation for 2 minutes. Aim for at least 3 turns each.

Scene: A friend's birthday party — you don't know anyone

A: You: you just arrived. You know only the host. You feel a bit awkward. Introduce yourself with a real detail.

B: You: you're an old friend of the host. Be warm, ask 2 open questions, and find one thing in common.

Scene: Volunteering event — first day

A: You: it's your first time volunteering. You want to help with animals. Ask what to do.

B: You: you've been volunteering for a year. Welcome the new person and give 2 tips.

Mini-presentation · 60-second 'about me'

Prepare and deliver a 60-second introduction to a partner. Follow the 4-beat structure. Time yourself.

Beat 1 (10s) — Name + where you live in ONE sentence.

Beat 2 (15s) — One routine you're proud of (present simple).

Beat 3 (20s) — One thing you're doing THIS month (present continuous).

Beat 4 (15s) — Invite ONE question: 'Ask me about ____.'

sample: I'm Ana. I live in São Paulo, in an old neighbourhood full of little bakeries. Every Sunday morning I go running with a group of friends by the river — that's the routine I'd never give up. This month I'm learning to bake sourdough bread at home, and I'm honestly quite bad at it, but I love the process. Ask me about the bread — I have very strong opinions about flour now.

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Writing · A short 'about me' post

Write a 60–80 word 'about me' for a language-exchange app. Include: your name, where you live, ONE routine (present simple), ONE current project (present continuous), and ONE friendly closing line.

bonus: Bonus — Bio line (max 25 words). Write a single sentence that mixes ONE routine and ONE current thing, and ends with 'Ask me about...'.

Wrap-up · What did we cover?

A short introduction has 3 parts: name, one fact, one detail.

Use present simple for routines/facts, present continuous for now/this week.

Stative verbs (know, like, need) usually stay in the simple form.

Ask open follow-up questions — they invite a real answer.

Quiz

1. Choose the correct sentence.
(A) I am knowing him well.
(B) I know him well.
(C) I am know him well.
2. "This week I ____ a new book."
(A) read
(B) am reading
(C) was reading
3. Which is the BEST short introduction?
(A) I'm a 34-year-old accountant from Belo Horizonte.
(B) I'm Ana. I live in São Paulo. This month I'm learning sourdough.
(C) I have lived in many places over many years.
4. "She ____ (usually / go) running before work."
(A) is usually going
(B) usually goes
(C) usually is going
5. The word 'easy-going' means...
(A) lazy
(B) relaxed and not easily stressed
(C) in a hurry

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Workbook — home practice



1. Vocabulary gap-fill

Complete each sentence with **ONE** word from the box.

Word bank: native town · pastime · gregarious · dependable · spare · reserved

1. My little sister is very ____ — she talks to everyone at parties.

2. I read a lot in my ____ time.

3. My ____ is a small village near the sea.

4. He is very ____ — if he says he'll be there at 8, he will be.

5. Photography is my main ____.

6. She's a bit ____ at first, but very warm once you know her.

2. Present simple or continuous?

Put the verb in brackets in the correct present form.

1. I ____ (live) with two friends in a small flat.

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2. This month we ____ (learn) how to cook Thai food.

3. She ____ (know) my sister very well.

4. Sorry, I can't chat — I ____ (finish) an essay for tomorrow.

5. We ____ (not / eat) meat at home.

6. He usually ____ (walk) his dog before breakfast.

7. I ____ (need) five more minutes, please.

3. Routine, right now, or fixed plan?

Read each sentence and choose the correct label.

1. I go running every Sunday morning.

(A) Routine

(B) Right now / this week

(C) Fixed future plan

2. I'm learning Italian this year.

(A) Routine

(B) Right now / this week

(C) Fixed future plan

3. We're flying to Rome next Friday.

(A) Routine

(B) Right now / this week

(C) Fixed future plan

4. She always cooks on Sundays.

(A) Routine

(B) Right now / this week

(C) Fixed future plan

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5. I'm meeting Ana for coffee tomorrow at 4.

- (A) Routine
- (B) Right now / this week
- (C) Fixed future plan

4. Find and fix the mistake

Each sentence has ONE mistake. Rewrite it.

1. I am living in this flat since 2020.

2. This week I go to the gym every day.

3. She is knowing my sister very well.

4. We meet Ana for dinner tomorrow at 8. It's booked.

5. Listening — three 'about me' introductions

Three people introduce themselves at a language-exchange meet-up. Notice how they mix routines and current activities.

1. Which speaker gives the **CLEAREST** short introduction? Why?

2. Which speaker **MIXES** present tenses incorrectly?

3. Which speaker gives **ZERO** real detail about themselves?

Voice A: Hi everyone. I'm new here. Nice to meet you. That's it, really.

Voice B: Hi. I'm Marta. I live in the old town and I usually go running by the river — this month I'm training for my first 10 km race.

Voice C: Hello. My name is Igor. I am living here since 2019. I like football.

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6. Writing — a short 'about me' post

Write 60–80 words for a language-exchange app. Include: (a) ONE sentence in present simple (routine or fact), (b) ONE in present continuous (this month), (c) ONE question at the end for the reader.

7. Reflection

Look back at the reading 'The 30-second introduction'. Answer briefly, in your own words.

1. What is the BIGGEST problem with the CV-style introduction ('34-year-old marketing professional...')?

2. Write ONE concrete 'detail' YOU could add to your next introduction. Why does it work?

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Answer key — Class Book

Lead-in · Who would say this?

1. someone into a sport or fitness
2. a busy person using dead time to study
3. a book lover
4. someone in the middle of a home project
5. an honest non-cook

Reading · The 30-second introduction

1. (B) About 30 seconds
2. (B) Name, one fact, one detail
3. (B) It gives the other person something to ask about
1. (B) False
2. (B) False
3. (B) False
4. (A) True
5. (C) Not Given
1. Model: mine is closer to the CV version — I usually say my job first. After this lesson I'll try leading with a personal detail.
2. Model: this month I'm training for a 10 km run — that's my go-to detail right now.
1. first impression
2. detail
3. CV
4. terrible (at it)

Vocabulary · Life and personality

1. driven
2. downtime
3. hold in high esteem
4. reserved
5. place of origin
6. have a good rapport with
1. (B) reserved
2. (D) routine
3. (D) football
1. driven
2. creative
3. reserved
4. dependable
5. kind

Grammar · Present simple vs present continuous

1. live
2. am learning
3. walks
4. am finishing
5. don't eat
6. knows
1. I have lived / I've lived in this flat since 2020. (Or: I live in this flat — I moved in in 2020.)
2. This week I'm going to the gym every day.
3. She knows my sister very well.
4. We're meeting Ana for dinner tomorrow at 8 — it's booked.
1. Where do you live?
2. What are you studying this year?
3. What do you usually do at the weekend?

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4. Are you busy right now?

1. I'm working from home this week.

2. We go to the beach every summer.

3. She cooks dinner every evening.

4. They're staying with us this weekend.

5. I need a break.

1. Model: I live in a small flat in the north of São Paulo.

2. Model: I'm studying English on Tuesdays and Thursdays.

3. Model: I usually go for a long run and then meet friends for brunch.

4. Model: Yes, I'm reading a novel by Chimamanda Ngozi Adichie.

1. Where do you live? / I live in the old town, near the market.

2. She is talking / She's talking to her sister on the phone right now.

3. Do you usually walk to work? / Yes, I walk, but this week I'm taking the bus because it's raining every day.

Listening · Two neighbours meeting on the stairs

1. Voice B is new (she moved in last weekend).

2. The third floor — the flat with the plants outside.

3. Yes — Voice A invites her for a coffee downstairs on Saturday morning.

1. "I go running every morning at six, so I know everyone's schedule by now."

2. She's unpacking boxes and painting one wall of the living room.

3. At 8:30, and it's on the corner of the street.

1. Friendly — Voice A immediately offers coffee and mentions she knows people by name.

2. Probably not — she laughs at 'six in the morning' and says 'that's brave'.

1. must be

2. running

3. settling in

4. know

Quiz

1. (B) I know him well.

2. (B) am reading

3. (B) I'm Ana. I live in São Paulo. This month I'm learning sourdough.

4. (B) usually goes

5. (B) relaxed and not easily stressed

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Answer key — Workbook

1. Vocabulary gap-fill

1. gregarious
2. spare
3. native town
4. dependable
5. pastime
6. reserved

2. Present simple or continuous?

1. live
2. are learning
3. knows
4. am finishing
5. don't eat
6. walks
7. need

3. Routine, right now, or fixed plan?

1. (A) Routine
2. (B) Right now / this week
3. (C) Fixed future plan
4. (A) Routine
5. (C) Fixed future plan

4. Find and fix the mistake

1. I have lived / I've lived in this flat since 2020. (Or: I live in this flat — I moved in in 2020.)
2. This week I'm going to the gym every day.
3. She knows my sister very well.
4. We're meeting Ana for dinner tomorrow at 8. It's booked.

5. Listening — three 'about me' introductions

1. Speaker 2 — name + one fact + one specific current detail ('this month I'm training for a 10 km run').
2. Speaker 3 — 'I am living here since 2019' should be 'I've lived here since 2019', or 'I live here — I moved in 2019.'
3. Speaker 1 — just says 'Hi, I'm new here. Nice to meet you.' and stops.

7. Reflection

1. Model: it sounds like a job application, not a person. There's nothing to ask about, so the conversation ends.
2. Model example: 'this month I'm learning to bake sourdough' — it's specific, honest, and easy for the other person to ask about.

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B1 · GENERAL ENGLISH

UNIT 1 · B1·1B

Life stories

Theme · Who am I?



Unit 1 · B1·1B

Life stories

Theme: *Who am I?*

B1 · General English



Learning objectives

- Tell a short personal story from your past in 4–6 sentences.
- Use past simple for main events and past continuous for the background.
- Ask 3 good follow-up questions about someone else's story.

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Class Book

Warm-up · Three photos

Think of 3 photos on your phone: an old one, a recent one, and one from this month. In ONE sentence each, tell your partner what was happening in the photo.

The old one (more than 5 years ago).

A recent one (last year).

One from this month.

Lead-in · Guess the story

Match each opening line to the kind of story it starts.

1. "I was walking home when suddenly..."

2. "We were sitting at dinner when the phone rang."

3. "I met her the summer I turned 17."

4. "It was raining, and I had no umbrella."

5. "I'll never forget the day my grandma..."

followUp: Which of those openings sounds most like a story you'd tell?

Reading · The night the lights went out

I was twelve years old, and I was sitting on the floor of the living room, doing my maths homework. My mother was cooking dinner in the kitchen, and my little brother was watching cartoons.

Suddenly, everything went dark. The TV died. The fridge stopped. The whole street lost power at exactly the same moment. My brother started to cry. My mother laughed and lit a candle.

For three hours, we sat around the kitchen table with two candles between us. My father came home from work and told us stories about his childhood — stories we had never heard before. My brother stopped crying and asked question after question. Nobody looked at a screen.

The lights came back at ten o'clock. Everyone went to bed. But the next morning, at breakfast, my brother said, "Can we do that again next week?" That was fifteen years ago, and I still remember that evening better than most birthdays.

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1. How old was the writer at the time?
(A) 10
(B) 12
(C) 17
2. What was the mother doing when the lights went out?
(A) Reading
(B) Cooking dinner
(C) Watching TV
3. Why does the writer remember that evening so well?
(A) Because it was scary
(B) Because the family talked with no screens
(C) Because they ate a big meal

Vocabulary in context

Find these words in the text and match them to the meaning.

lost power — the electricity stopped working

lit a candle — started a small flame on a candle

childhood — the time when someone was a child

question after question — many questions, one after another

True / False / Not Given

Based only on the text, choose the correct option.

1. The writer was doing homework when the lights went out.
(A) True
(B) False
(C) Not Given
2. The little brother laughed when the lights went out.
(A) True
(B) False
(C) Not Given
3. The father usually told stories about his childhood.
(A) True
(B) False
(C) Not Given

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4. The power came back at exactly 10:00 pm.

- (A) True
- (B) False
- (C) Not Given

5. The writer's brother is now 20 years old.

- (A) True
- (B) False
- (C) Not Given

React to the text

Choose *ONE* question and answer in 3–4 sentences.

1. Do you have a similar 'no-screen' memory from your childhood or teens? What happened?

2. Why do you think small moments (like a power cut) stay in our memory more than big planned events?

Scan for meaning

Find and write down the word or phrase from the text that means the same as each definition.

1. the whole neighbourhood lost electricity

2. made a small flame with a match

3. the years of being a child

4. one question, then another, then another

Vocabulary · Life events & time

childhood — the years when you were a child

adolescence — roughly ages 13–19

grow up — become an adult (over time)

relocate — change where you live

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wed — have a wedding, become husband/wife/partner

retire — stop working, usually because of age

in my formative years — in my early childhood

in those days — at that time in the past

at that precise moment — at the exact time an event happened

the day I... — opens a specific memory ('the day I met her')

a considerable time ago — a long time in the past

I'll always treasure the memory of... — opens a strong personal memory

practice

Complete each sentence with ONE word or phrase from the lists.

1. I ____ in a small village near the mountains.

2. ____ we didn't have smartphones, and it was fine.

3. My parents ____ when they were only 22.

4. I'll never forget ____ I first went on a plane — I was 8.

5. My grandfather ____ at 65 and started painting.

6. We ____ from Lisbon to Porto in 2018.

Collocations · verbs + life-event nouns

Match each verb with the noun it usually goes with.

make — a friend / a decision / a mistake

start — school / a job / a family

leave — home / a job / a country

meet — someone / your partner / a friend for the first time

have — a baby / an argument / a great time

lose — a friend / a job / touch with someone

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Odd one out

Choose the word that does **NOT** belong with the others.

1. childhood · adolescence · retire · grew up
(A) childhood
(B) adolescence
(C) retire
(D) grew up
2. yesterday · last year · at the moment · a considerable time ago
(A) yesterday
(B) last year
(C) at the moment
(D) a considerable time ago
3. start · begin · finish · kick off
(A) start
(B) begin
(C) finish
(D) kick off

Word building · verb ↔ noun

Complete the pair (the action and the noun for it).

1. marry → the event: ____

2. decide → the result: ____

3. arrive → the moment of arriving: ____

4. leave → the act of leaving: ____

5. remember → the thing remembered: ____

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Grammar · Past simple vs past continuous

1. Past simple — completed actions in the past — Use it for main events, one after another. • I opened the door. I saw the box. I laughed. • She lived in Paris for 3 years. • We didn't go to the party.

2. Past continuous — background action in progress — Use it for what was happening around the main event. • I was walking home when it started to rain. • At 8 pm last night, we were watching a film. • She wasn't listening because she was thinking about work.

3. The classic combination — when / while — Use past continuous for the LONGER background, past simple for the SHORT event that interrupts it. • I was cooking dinner WHEN the lights went out. • WHILE she was reading, her phone rang.

Exercise A — Choose the correct form

Past simple or past continuous? Complete each sentence.

1. Yesterday at 8 pm, I ____ (watch) a film with my flatmate.

2. I ____ (walk) to the bus stop when it started to rain.

3. She ____ (open) the letter and ____ (read) it quickly.

4. We ____ (not / listen) to the teacher because we ____ (talk).

5. He ____ (live) in Berlin for two years, then ____ (move) to Vienna.

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6. What ____ (you / do) at 10 last night?

Exercise B — Find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I was going to school and I was seeing a car accident.

2. When she called, I cooked dinner.

3. We watched a film when suddenly the lights went out.

4. I was knowing the answer, but I didn't say anything.

Exercise C — Combine the two sentences

Join each pair using when or while and the correct past forms.

1. I / walk / in the park. It / start / to snow.

2. She / read / a book. Her friend / call.

3. We / have / dinner. The doorbell / ring.

4. He / drive / on the motorway. He / see / a rainbow.

Exercise D — Rewrite for context

Rewrite each sentence to fit the new time frame.

1. I'm cooking dinner. (yesterday at 7 pm)

2. She lives in Paris. (from 2015 to 2018)

3. The children play in the garden. (all Sunday afternoon)

4. It rains a lot. (during our trip last week)

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**Exercise E — Short answers about you**

Answer these questions truthfully in ONE short sentence each.

1. Where did you live when you were 10?

2. What were you doing this time yesterday?

3. Who did you meet last week that was interesting?

4. What were you thinking about just before this lesson started?

Exercise F — Complete the story

Put each verb in past simple or past continuous.

1. Last Saturday, I ____ (sit) in a café. It ____ (rain) outside. Suddenly, an old friend ____ (walk) in.

2. She ____ (not / see) me at first, because she ____ (look) at her phone.

3. I ____ (call) her name. She ____ (turn), ____ (smile), and ____ (come) over to my table.

Listening · A story about a lost passport

Two friends are having coffee. One tells the story of the day she lost her passport in a foreign country.

pre

Have you ever lost anything important on a trip? What was it?

What is the first thing you would do if you lost your passport abroad?

gist

1. Where was Voice A when she lost her passport?

2. Did she find the passport again?

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3. How does the story end?

detail

1. What was Voice A doing when she realised the passport was missing?

2. Where had she left it?

3. Why did the taxi driver find her again?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Was Voice A calm or stressed at the airport? How do you know?

2. Why does she still send a postcard every Christmas?

Useful language from the audio

Match each phrase to what it does in the story.

"I was standing in the queue when..." — sets the scene with past continuous + past simple

"I couldn't breathe." — shows a strong emotional reaction

"To cut a long story short..." — signals a summary is coming

"I nearly cried." — means: I almost cried, but didn't

"I still can't believe it." — shows the story still surprises her

Voice A: So — I was standing in the queue at Istanbul airport, at like 5 in the morning, when I put my hand in my bag and... nothing. No passport.

Voice B: Oh no. What did you do?

Voice A: I couldn't breathe for a second. I emptied the whole bag on the floor. Chewing gum, receipts, a broken pen — no passport. I nearly cried in front of the check-in lady.

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Voice B: So you missed the flight?

Voice A: I did. I sat down in the airport and started thinking. Where was I last? A taxi from the hotel. That was the last place.

Voice B: But you don't know the taxi driver!

Voice A: No — but the boarding pass was clipped inside the passport, with my name and phone number. So at 7 am, my phone rang. It was him. He said, 'Madam, I have your passport.' I nearly cried again, but for a different reason.

Voice B: That's amazing.

Voice A: To cut a long story short, he drove one hour back to the airport, gave me the passport, refused to take money, and I caught a flight the same evening. I still send him a postcard every Christmas.

Voice B: That's... I still can't believe it.

Voice A: Neither can I. Ten years later.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. I was ____ in the queue when I put my hand in my bag.

2. I ____ ____ breathe for a second.

3. The boarding pass was ____ inside the passport.

4. To ____ a long story short, he drove one hour back.

Speaking · Tell me a story

Prepare a 60-second true (or half-true) story from your life. Use at least ONE past continuous (background) and 3 past simple verbs (main events). Then swap with a partner and ask 3 follow-up questions.

Scene: The day you got lost

A: You were 8, in a supermarket.

B: You were an adult, in a foreign city.

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**Scene:** A surprise meeting

A: You met someone from your childhood by accident.

B: You met a famous person very briefly.

Scene: A small disaster

A: You broke something important.

B: You forgot something important on a big day.

Discussion · life stories

Choose 2 questions and speak for 30–45 seconds each. Then swap.

What is one story from your childhood that your family always tells?

Is there a small object in your house that carries a big memory? What is it?

Do you prefer to tell stories, or to listen to them? Why?

Is there any story you know you will tell your grandchildren one day?

Role-play · The interview

Read your role card, take 30 seconds to prepare, then run the conversation for 2 minutes.

Scene: A journalist interviews a local hero

A: You: local hero. Last month, while you were walking to work, you saw a small fire in a shop and helped everyone get out. Tell the story naturally, with details.

B: You: journalist for a local newspaper. Ask 4 questions: what were you doing? what did you see? what did you do? how did you feel?

Scene: Meeting a friend after 10 years

A: You: haven't seen your old school friend in 10 years. You bumped into them at the airport. Tell them the 3 biggest things that happened in your life in those years.

B: You: the old friend. Ask 3 real follow-up questions, then share ONE big thing from your own life.

Mini-presentation · 60-second story

Prepare and deliver a 60-second personal story to a partner. Follow the 4-beat structure. Time yourself.

Beat 1 (10s) — Set the scene: WHERE and WHEN, in past continuous.

Beat 2 (15s) — The main event: WHAT HAPPENED, in past simple.

Beat 3 (20s) — Two more actions, one after the other (past simple).

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Beat 4 (15s) — How the story ended AND how you feel about it now.

sample: One Saturday evening last winter, I was walking home from a friend's house. It was raining, and I was carrying a huge cake in a box. Suddenly, I slipped on the wet pavement. The box flew into the air. A stranger caught it with one hand — I couldn't believe it. He handed the cake back to me, smiled, and just kept walking. I got home five minutes later and told my flatmates. Every time I see rain now, I hope to be that kind of stranger for somebody else.

Writing · A short personal story

Write a 70–100 word story about a small memorable moment from your life. Use at least ONE past continuous (background) and 3 past simple verbs (events). End with ONE sentence that says why you still remember it.

bonus: Bonus — Micro-story (max 30 words). One sentence for the scene, one sentence for the event, one sentence for the ending.

Wrap-up · What did we cover?

Past simple = the main events, one after another.

Past continuous = the background, what was in progress.

'When' + past simple, 'while' + past continuous is the classic combination.

A good story has a scene, a main event, and a small ending line.

Quiz

1. Choose the correct sentence.
(A) I was walking home when I saw her.
(B) I walked home when I was seeing her.
(C) I was walking home when I was seeing her.
2. "At 8 last night, we ____ a film."
(A) watched
(B) were watching
(C) watch
3. "While she ____ (read), the phone rang."
(A) was reading
(B) read
(C) reads
4. Which is NOT a life event?
(A) get married
(B) grow up
(C) retire
(D) hometown

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5. "I ____ (know) the answer, but I didn't say anything."

(A) was knowing

(B) knew

(C) am knowing

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Workbook — home practice



1. Vocabulary gap-fill

Complete each sentence with **ONE** word from the box.

Word bank: upbringing · was raised · relocated · tied the knot · in those days · recollection

1. My grandparents ____ in 1962 in a small church.

2. I ____ in a village near the mountains.

3. My favourite ____ from ____ is Sunday lunch at my grandma's.

4. We ____ from São Paulo to Lisbon in 2015.

5. ____, we didn't have smartphones, and life felt slower.

2. Past simple or past continuous?

Put the verb in brackets in the correct past form.

1. Yesterday at 8 pm, I ____ (watch) a film.

2. I ____ (walk) to the bus stop when it started to rain.

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3. She ____ (open) the door and ____ (see) her old friend.

4. We ____ (not / listen) because we ____ (talk).

5. He ____ (live) in Berlin for two years, then ____ (move) to Vienna.

6. What ____ (you / do) at 10 last night?

7. I ____ (know) the answer, but I didn't say anything.

3. Background or main event?

Read each sentence and choose the correct label for the underlined verb.

1. I was reading when the phone rang. → 'was reading'

(A) Background (in progress)

(B) Main event (short action)

2. I was reading when the phone rang. → 'rang'

(A) Background (in progress)

(B) Main event (short action)

3. She opened the letter and screamed. → 'opened'

(A) Background (in progress)

(B) Main event (short action)

4. While we were driving, we saw a rainbow. → 'were driving'

(A) Background (in progress)

(B) Main event (short action)

5. The children were playing in the garden all afternoon. → 'were playing'

(A) Background (in progress)

(B) Main event (short action)

4. Find and fix the mistake

Each sentence has ONE mistake. Rewrite it.

1. I was going to school and I was seeing a car accident.

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2. When she called, I cooked dinner.

3. We watched a film when suddenly the lights went out.

4. I was knowing the answer, but I said nothing.

5. Listening — a short 'first day' story

A person tells the story of her very first day at university. Listen for tenses and small details.

1. Where was she going when the story starts?

2. What went wrong?

3. How does the story end?

Voice A: My first day at university was a disaster. I was walking to my first lecture on a rainy Monday, and I couldn't find the room. I asked three different people. Nobody knew.

Voice A: I finally opened a door — the wrong door — and interrupted a lecture in French. Everyone stared at me. I was 20 minutes late for MY class.

Voice A: I sat down in the first empty seat. The girl next to me smiled and just pushed her notes so I could copy. That girl is my best friend now, 12 years later. She still teases me about the French door.

6. Writing — a short personal story

Write a 70–100 word story about a small memorable moment from your life. Use at least ONE past continuous and 3 past simple verbs. End with ONE sentence that says why you still remember it.

7. Reflection

Look back at the reading 'The night the lights went out'. Answer briefly, in your own words.

1. Why do you think the writer remembers that evening better than most birthdays?

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2. Describe your own 'no-screen' memory in 2–3 sentences (real or invented).

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Answer key — Class Book

Lead-in · Guess the story

1. an unexpected event in the street
2. news that changed the evening
3. the start of a friendship or romance
4. a small memorable moment
5. a family memory

Reading · The night the lights went out

1. (B) 12
2. (B) Cooking dinner
3. (B) Because the family talked with no screens
1. (A) True
2. (B) False
3. (B) False
4. (A) True
5. (C) Not Given
1. Model: yes — one summer at the beach house we had no wifi for a week. I was 14. I read three books and learned to play chess with my cousin — and I remember it much better than that year's school trip.
2. Model: because we don't expect them, so we pay real attention. Big planned events are usually rehearsed — we know what to feel.
1. the whole street lost power
2. lit a candle
3. childhood
4. question after question

Vocabulary · Life events & time

1. grew up
2. in those days
3. wed
4. the day
5. retired
6. relocated
1. (C) retire
2. (C) at the moment
3. (C) finish
1. marriage / wedding
2. decision
3. arrival
4. departure / leaving
5. memory

Grammar · Past simple vs past continuous

1. was watching
2. was walking
3. opened / read
4. weren't listening / were talking
5. lived / moved
6. were you doing
1. I was going to school when I saw a car accident.
2. When she called, I was cooking dinner.
3. We were watching a film when suddenly the lights went out.
4. I knew the answer, but I didn't say anything.
1. I was walking in the park when it started to snow.
2. While she was reading a book, her friend called. (Or: She was reading a book when her friend called.)

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3. We were having dinner when the doorbell rang.
4. He was driving on the motorway when he saw a rainbow.
1. I was cooking dinner at 7 pm yesterday.
2. She lived in Paris from 2015 to 2018.
3. The children were playing in the garden all Sunday afternoon.
4. It was raining a lot during our trip last week.
1. Model: I lived in a small town near the coast with my parents and two sisters.
2. Model: I was travelling home on the bus and listening to a podcast.
3. Model: I met my sister's new boyfriend at Sunday lunch — he was really funny.
4. Model: I was thinking about the report I still have to finish tonight.
1. was sitting / was raining / walked
2. didn't see / was looking
3. called / turned / smiled / came

Listening · A story about a lost passport

1. In Istanbul, at the end of a two-week trip.
2. Yes — a taxi driver returned it the next morning.
3. She got home on time, and she still sends the driver a postcard every Christmas.
1. She was standing in the check-in queue at the airport.
2. In the taxi, in the back seat pocket.
3. Because her flight boarding pass was clipped inside the passport, with her name and phone number.
1. Very stressed — 'I couldn't breathe', 'I nearly cried in front of the check-in lady'.
2. Because that small kindness was one of the most important things that happened to her — she doesn't want to forget it.
1. standing
2. couldn't
3. clipped
4. cut

Quiz

1. (A) I was walking home when I saw her.
2. (B) were watching
3. (A) was reading
4. (D) hometown
5. (B) knew

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Answer key — Workbook

1. Vocabulary gap-fill

1. tied the knot
2. was raised
3. recollection / upbringing
4. relocated
5. In those days

2. Past simple or past continuous?

1. was watching
2. was walking
3. opened / saw
4. weren't listening / were talking
5. lived / moved
6. were you doing
7. knew

3. Background or main event?

1. (A) Background (in progress)
2. (B) Main event (short action)
3. (B) Main event (short action)
4. (A) Background (in progress)
5. (A) Background (in progress)

4. Find and fix the mistake

1. I was going to school when I saw a car accident.
2. When she called, I was cooking dinner.
3. We were watching a film when suddenly the lights went out.
4. I knew the answer, but I said nothing.

5. Listening — a short 'first day' story

1. She was walking to her first lecture, on a rainy Monday morning.
2. She got lost in the building and arrived 20 minutes late.
3. She sat next to a stranger who is now her best friend, 12 years later.

7. Reflection

1. Model: because it was unplanned and there were no screens, everyone was fully present. The father shared new stories, and the family really talked. Birthdays are usually similar every year.
2. Model: once we spent a whole camping weekend with no signal at all. We played cards until 2 in the morning and laughed until it hurt — I still remember every joke.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 2 · B1-2A

Habits & routines

Theme · Everyday life

Unit 2 · B1·2A

Habits & routines

Theme: Everyday life

B1 · General English



Learning objectives

- Describe your daily habits and how long you've had them.
- Use present perfect with for and since to talk about ongoing states.
- Compare your routines with someone else's using open questions.

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Class Book

Warm-up · Your morning in five verbs

Write FIVE verbs that describe your usual morning (e.g. wake, snooze, shower, walk, gulp). Then say them in order to a partner in ONE sentence each.

The first thing you do after your alarm.

The thing you always skip when you're late.

The thing you enjoy most before 10 a.m.

Lead-in · Sleep myths — myth or fact?

Vote MYTH or FACT for each claim. Then reveal the answer and see how many you got right.

1. Adults need exactly 8 hours of sleep every night.

2. You can 'catch up' on sleep at the weekend.

3. Blue light from screens really does delay sleep.

4. A short nap (20 min) in the afternoon improves focus.

5. Reading in bed makes it harder to fall asleep.

followUp: Which of these habits did you already believe? Which will you change this week?

Reading · The 6 a.m. club, and why most people quit

For the last five years, thousands of people have joined 'early bird' clubs on social media. They wake up at 5 or 6 a.m., post a photo of the sunrise, exercise, meditate, and start their real work before 9. Some of them love it. Most of them quit within two months.

The problem isn't discipline. It's biology. Every person has an internal clock, called a chronotype. About 40% of adults are 'morning types', 30% are 'evening types', and the rest are somewhere in the middle. If you're a natural evening type and you force yourself to wake at 5 a.m., you feel tired, you make more mistakes, and you gain weight. Your body has been telling you the truth for years.

The people who succeed with early mornings are the ones who were already morning types. For everybody else, a better strategy is to find your best two hours — the two hours a day when you feel sharpest — and protect them for your most important work.

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1. How long have 'early bird' clubs been popular?
 - (A) For 5 years
 - (B) Since 2010
 - (C) For 20 years
2. Roughly what percentage of adults are natural morning types?
 - (A) 10%
 - (B) 40%
 - (C) 70%
3. What does the text recommend instead of forcing a 5 a.m. wake-up?
 - (A) Sleep more
 - (B) Find your best two hours and protect them
 - (C) Change your job

Vocabulary in context

Find these words in the text and match them to the meaning.

internal clock — the body's natural sense of when to sleep and wake

chronotype — the technical name for your morning/evening tendency

sharpest — most focused and alert

quit — stop doing something before you finish it

True / False / Not Given

Based only on the text, choose the correct option.

1. Most people who join early-bird clubs stay for years.
 - (A) True
 - (B) False
 - (C) Not Given
2. Forcing an early wake-up can lead to weight gain.
 - (A) True
 - (B) False
 - (C) Not Given
3. Morning people earn more money.
 - (A) True
 - (B) False
 - (C) Not Given

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4. Everyone has the same internal clock.

- (A) True
- (B) False
- (C) Not Given

React to the text

Discuss briefly. There is no single correct answer.

1. Are you a morning type, an evening type, or somewhere in the middle? How do you know?

2. What are YOUR 'best two hours' of the day? What do you protect them for?

Scan for meaning

Find and write down the word or phrase from the text that means the same as each definition.

1. the way your body naturally decides when to sleep

2. give up on a habit

3. very alert and focused

Vocabulary · Routines & frequency

get up — leave your bed in the morning

have a lie-in — stay in bed later than usual, especially at the weekend

commute — the daily journey to work or school

run errands — do small practical tasks (bank, post office, shopping)

unwind — relax after a stressful day

wind down — slowly relax before bed

on occasion — sometimes, but not often

once in a while — occasionally

very rarely — almost never

on weekdays — Monday to Friday

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at weekends — Saturday and Sunday

for quite some time — for a very long time (informal)

practice

Complete each sentence with ONE word or phrase from the lists.

1. On Sundays I love to ___ a ___ until 10 a.m.

2. I ___ eat fast food — maybe twice a year.

3. After work I ___ with a hot shower and a podcast.

4. My ___ takes 40 minutes each way.

5. I've lived in this flat ___.

6. I ___ go to the cinema alone — it's my little treat.

Collocations · common daily-routine verbs

Match each verb with the noun it usually goes with.

make — the bed / coffee / a phone call

do — the dishes / the laundry / your hair

have — breakfast / a shower / a nap

take — the dog out / a break / the metro

go — to bed / for a walk / online

Odd one out

Choose the word that does NOT belong with the others.

1. always · usually · often · very rarely

(A) always

(B) usually

(C) often

(D) very rarely

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2. commute · errands · nap · laundry

(A) commute

(B) errands

(C) nap

(D) laundry

3. unwind · relax · rush · chill out

(A) unwind

(B) relax

(C) rush

(D) chill out

Word building · verb ↔ noun

Complete the pair (the action and the noun for it).

1. commute → the daily trip: ____

2. relax → the state: ____

3. wake → the moment: ____

4. sleep → the noun: ____



Grammar · Present perfect with for / since

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1. Present perfect for ongoing states — Use it for things that started in the past and are STILL true. • I have lived here for 5 years. (and I still do) • She has worked at that company since 2019. • We haven't seen each other for ages.

2. For vs since — FOR + a period of time. SINCE + a starting point. • for 3 hours / 2 weeks / a long time / ages • since Monday / 2020 / I was 10 / this morning

3. Compare with past simple — PAST SIMPLE = finished. PRESENT PERFECT = still true now. • I lived in Paris for 3 years. (I don't live there now.) • I've lived in Paris for 3 years. (I still live there.)

Exercise A — for or since?

Complete each gap with 'for' or 'since'.

1. I've had this phone ____ two years.

2. She's known him ____ they were children.

3. We haven't been on holiday ____ ages.

4. I've been at this desk ____ 8 a.m.

5. They've lived in Lisbon ____ 2018.

6. I haven't eaten anything ____ six hours.

Exercise B — Choose the correct form

Past simple or present perfect?

1. I ____ (live) in this flat for 4 years — I love it here.

2. She ____ (work) in Paris from 2014 to 2018.

3. We ____ (not / see) each other since June.

4. He ____ (start) that job last month.

5. How long ____ (you / know) her?

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**Exercise C — Rewrite with the same meaning**

Rewrite each sentence using present perfect + for or since.

1. I started this job in 2022. →

2. We moved to this street 6 months ago and we still live here. →

3. She got the dog last Christmas — she still has it. →

4. I last saw him in March. →

Exercise D — Find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I know her since 5 years.

2. We are living here since 2020.

3. He has worked there for I was a child.

4. I haven't eaten since 6 hours.

Exercise E — Answer about you

Answer with a full sentence using present perfect + for or since.

1. How long have you lived in your current home?

2. How long have you known your best friend?

3. How long have you been studying English?

Exercise F — Complete the mini-dialogue

Complete the answer.

1. — How long have you had that jacket? — I ____ (have) it ____ my birthday.

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2. — When did you last go to the cinema? — I ____ (not / go) ____ March.

Listening · Two flatmates comparing morning routines

Two flatmates chat in the kitchen at 7 a.m. One is clearly a morning type, one is clearly not.

pre

Are you nice to talk to before 8 a.m.? Be honest.

What is the FIRST thing you do after waking up?

gist

1. Who is the morning type — Voice A or Voice B?

2. How long has Voice B lived in the flat?

3. Do they agree to change anything?

detail

1. What time did Voice A get up?

2. What did Voice B do until 1 a.m.?

3. What is Voice A's morning rule?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Do the flatmates get on well? How do you know?

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2. Is Voice B trying to change? How do you know?

Useful language from the audio

Match each phrase to what it does in the conversation.

"I've been up since 5:30." — gives duration with present perfect + since

"How long have you lived here?" — asks about a state that started in the past and is still true

"I'm not a morning person." — self-labels a chronotype

"For the last month I've been trying to..." — describes a recent change in habits

"Let me leave the coffee ready." — offers a small kindness

Voice A: Morning! I've been up since 5:30 — already been for a 6K run. You look like you've seen a ghost.

Voice B: I've been alive for approximately eleven minutes. Please talk more slowly.

Voice A: Late night?

Voice B: I was finishing a report until 1, then one episode of that series and... suddenly 2 a.m. For the last month I've been trying to go to bed earlier. It's not going well.

Voice A: How long have you been in this flat now? Six months?

Voice B: Since November. Nearly seven. And I've hated every single 7 a.m. of it.

Voice A: You know my rule — no phone for the first hour. Try it for a week.

Voice B: I'll try if you leave the coffee ready. My brain doesn't do 'choices' before caffeine.

Voice A: Deal. Coffee at 6:55, no phone until 7:55. Deal?

Voice B: Deal. But if you sing again, we are no longer friends.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. I've been ____ ____ 5:30.

2. How long ____ ____ ____ in this flat now?

3. ____ ____ last month I've been trying to go to bed earlier.

4. No phone ____ the first hour.

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Speaking · Compare your routines

In pairs, compare your typical Tuesday. Use present simple for the routine AND present perfect + for/since to say how long each habit has been part of your life. Ask 3 real follow-up questions.

Scene: Two coworkers in the lift on Monday morning

A: You: happy morning type, gym at 6.

B: You: barely awake, need coffee before talking.

Scene: Two parents at the school gate

A: You: you drive the kids and then work from home.

B: You: you walk the kids and then take the metro to the office.

Scene: Two students in the library

A: You: study early in the morning.

B: You: study late at night, until 1 or 2 a.m.

Discussion · daily life

Choose 2 questions and speak for 30–45 seconds each. Then swap.

What is one habit you've had for MORE than 5 years?

What is one habit you've had for LESS than a month?

Is there something you've been trying to change lately? How is it going?

If you could keep only ONE morning habit, which one would it be?

Role-play · New flatmate briefing

Read your role card, prepare for 30 seconds, then run the conversation for 2 minutes.

Scene: A new flatmate is moving in tomorrow

A: You: current flatmate. Explain the 'rules of the house': quiet hours, kitchen days, coffee etiquette. Use for/since where possible.

B: You: new flatmate. Ask 3 friendly questions about the routine and share ONE of your own habits.

Mini-presentation · 60-second 'A day in my life'

Prepare and deliver a 60-second summary of your typical day. Follow the 4-beat structure.

Beat 1 (10s) — Morning: what time you get up and your first ritual.

Beat 2 (15s) — Work/study block: your 'best two hours' and why.

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Beat 3 (20s) — Evening: how you unwind AND what you've been doing lately in the evenings.

Beat 4 (15s) — One habit you've had for years — and one you're trying to build now.

sample: I get up at 6:45 — I've done that for about six years now, and I still don't love it. My best two hours are 7 to 9 a.m. — I write with my headphones on and my phone in the other room. In the evenings I've been reading more since January; I finished four novels in three months, which for me is a lot. One habit I've had forever is Sunday lunch with my parents. One habit I'm trying to build now is a proper 15-minute walk after dinner — I've kept it for two weeks so far.

Writing · 'A week in my life' post

Write 70–100 words about your current week for a personal blog. Include at least ONE present perfect + for/since sentence and TWO adverbs of frequency.

bonus: Bonus — Bio line (max 25 words). Include one 'I've + past participle + for/since' phrase that captures who you are right now.

Wrap-up · What did we cover?

Present perfect + for/since = a state that started in the past and is STILL true.

FOR + period, SINCE + starting point.

Past simple is for finished periods; present perfect is for periods that continue.

Everyone has a chronotype — work WITH it, not against it.

Quiz

1. Choose the correct sentence.
(A) I know her since 5 years.
(B) I have known her for 5 years.
(C) I am knowing her for 5 years.
2. "We ____ in this flat ____ 2020."
(A) live / for
(B) have lived / since
(C) have lived / for
3. Which one is a period of TIME (goes with 'for')?
(A) Monday
(B) I was 10
(C) 3 hours
4. 'Hardly ever' means...
(A) always
(B) almost never
(C) sometimes

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5. Choose the correct question.

- (A) How long you live here?
- (B) How long do you live here?
- (C) How long have you lived here?

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Present perfect + for/since

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about everyday life for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your everyday life this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Sleep myths — myth or fact?

1. Myth — most adults need 7–9 hours, and the exact number varies from person to person.
2. Myth — extra weekend sleep helps a little, but it does NOT fully repair a week of short nights.
3. Fact — screens in the last hour before bed can push melatonin release later by 30–60 minutes.
4. Fact — short naps boost alertness without leaving you groggy, if you keep them under 25 minutes.
5. Myth — for most people, a paper book before bed HELPS you fall asleep more quickly.

Reading · The 6 a.m. club, and why most people quit

1. (A) For 5 years
2. (B) 40%
3. (B) Find your best two hours and protect them
1. (B) False
2. (A) True
3. (C) Not Given
4. (B) False
1. Model: I'm an evening type — my best ideas come after 9 p.m. and I write emails much faster at night.
2. Model: mine are 8–10 a.m. — no meetings, no chat apps, just deep writing.
1. internal clock / chronotype
2. quit
3. sharpest

Vocabulary · Routines & frequency

1. have a lie-in
2. very rarely
3. unwind
4. commute
5. for quite some time
6. on occasion
1. (D) very rarely
2. (C) nap
3. (C) rush
1. commute (also 'a commute')
2. relaxation
3. wake-up / awakening
4. sleep (a sleep, or 'a sleeper')

Grammar · Present perfect with for / since

1. for
2. since
3. for
4. since
5. since
6. for
1. have lived / 've lived
2. worked
3. haven't seen
4. started
5. have you known
1. I have worked / I've worked in this job since 2022.
2. We have lived / We've lived on this street for 6 months.
3. She has had / She's had the dog since last Christmas.
4. I haven't seen him since March.
1. I have known her for 5 years.
2. We have lived / We've lived here since 2020.

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3. He has worked there since I was a child.
4. I haven't eaten for 6 hours.
1. Model: I've lived here for two years.
2. Model: I've known her since we were seven.
3. Model: I've been studying English for about eight years.
1. have had / 've had ... since
2. haven't been / gone ... since

Listening · Two flatmates comparing morning routines

1. Voice A — she's been awake since 5:30 and has already been for a run.
2. For about six months.
3. Yes — Voice A agrees to leave the coffee ready so Voice B doesn't have to think in the morning.
1. 5:30 a.m. — she says she's already been for a 6 km run.
2. She was finishing a report for work and then watched one episode of a series.
3. No phone for the first hour.
1. Yes — the tone is teasing but warm, and they make a small kind agreement (leaving the coffee ready).
2. A little — she says 'this month I've been trying to go to bed earlier', which shows intent.
1. up since
2. have you been
3. For the
4. for

Quiz

1. (B) I have known her for 5 years.
2. (B) have lived / since
3. (C) 3 hours
4. (B) almost never
5. (C) How long have you lived here?

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Present perfect + for/since

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of everyday life.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 2 · B1·2B

Small talk

Theme · Everyday life



Unit 2 · B1·2B

Small talk

Theme: *Everyday life*

B1 · General English



Learning objectives

- Start and keep a short polite conversation with a stranger.
- Use adverbs of frequency in the correct position.
- React with 'So do I / Neither do I' to show interest and agreement.

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Class Book

Warm-up · The lift test

Imagine you share a 30-second lift ride with a colleague you don't really know. Write **THREE** possible opening lines. Then say them out loud — which one sounds most natural?

One line about the weather or the day.

One line about something you can **BOTH** see.

One friendly question that isn't 'How are you?'.

Lead-in · What would you say?

Read each scenario. Choose the option you'd say in real life, then reveal the 'best' option and why.

1. The waiter brings the **WRONG** dish to your table. (a) 'Excuse me — sorry, I think this isn't mine.' (b) 'What is **THIS**?' (c) Silence, eat it.

2. You're in a taxi. The driver is going the wrong way. (a) 'You're going the wrong way.' (b) 'Sorry, I actually needed the **OTHER** way — sorry.' (c) 'STOP! Wrong way!'

3. Small talk with your partner's parents, first meeting. (a) 'So — do you both work?' (b) 'It's lovely to finally meet you. This is a beautiful home.' (c) Tell them your salary.

4. A colleague you barely know says 'How are you?' in the corridor. (a) 'Fine, thanks — you?' (b) A 4-minute update on your week. (c) 'Terrible, honestly.'

followUp: Which of these situations feels **HARDEST** for you in English? Why?

Reading · The 3-topic rule

There is an old British rule for small talk: when you meet someone new, stay on **THREE** safe topics — the weather, the room, and the reason you're both there. That's it. No politics, no religion, no salary, no relationship status. Boring? Perhaps. Safe? Absolutely.

The rule sounds silly until you understand what small talk is for. It is not a conversation about interesting things. It is a conversation to prove two things: 'I am safe' and 'I have time for you'. Once both people are relaxed, real topics can start on their own. If you jump straight to the deep questions, most people close the door.

So — the weather is warmer than last week. The room has beautiful light. And you both know the same person, which is why you're here. Three topics. Two minutes. Almost always enough to become real friends later.

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1. According to the text, what are the three safe topics?
 - (A) Money, politics, religion
 - (B) Weather, the room, why you're both there
 - (C) Family, work, hobbies
2. What is small talk really for?
 - (A) Sharing important information
 - (B) Proving you're safe and have time
 - (C) Practising English
3. What often happens if you jump straight to deep questions?
 - (A) People love it
 - (B) People close the door
 - (C) People give long answers

Vocabulary in context

Match each phrase from the text to its meaning.

small talk — a short, light, polite conversation

safe topic — a subject that won't offend or embarrass anyone

close the door — become distant, stop being open

on their own — without you pushing for them

True / False / Not Given

Based only on the text.

1. The 3-topic rule includes talking about salary.
 - (A) True
 - (B) False
 - (C) Not Given
2. Small talk exists mainly to relax both people.
 - (A) True
 - (B) False
 - (C) Not Given
3. British people invented small talk.
 - (A) True
 - (B) False
 - (C) Not Given

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4. The 3-topic rule is boring but effective.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. In YOUR culture, which of these topics is a normal small-talk topic — and which one is a huge mistake?

2. Give ONE example of a 'safe' small-talk question you could ask a colleague you don't know well.

Scan for meaning

Find the word or phrase from the text.

1. a short polite conversation

2. topics that won't offend

3. become distant / stop being open

Vocabulary · Small-talk phrases & connectors

How have you been keeping? — informal 'how are you?'

I've been keeping well, thanks — polite average answer

It's been quite a while! — we haven't seen each other for a long time

What have you been up to lately? — what have you been doing recently?

Anyway... — signal to change or close a topic

I really must be going... — polite way to end a chat ('I really must be going get going')

So do I — agreeing with a positive statement

Neither do I — agreeing with a negative statement

Is that so? — shows interest, invites more

That sounds wonderful — warm reaction to good news

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Oh no, that's such a shame — warm reaction to bad news

Incidentally... — introduces a small extra topic

practice

Complete each mini-dialogue with ONE phrase from the lists.

1. — How have you been keeping? — ____, thanks. You?

2. — I love a strong coffee in the morning. — ____ ____ ____! I can't function without one.

3. — I don't watch much TV these days. — ____ ____ _____. I prefer podcasts.

4. — We got engaged last month! — Oh, ____ ____ ____! Congratulations!

5. — My cat is very ill. — Oh no, ____ ____ ____ ____ ____.

6. — Look at the time! ____ ____ ____ get going.

Collocations · verbs for conversation

Match each verb with the noun/phrase it usually goes with.

start — a conversation / a chat

keep — in touch / the conversation going

change — the subject / topic

end — a conversation politely

catch up — with an old friend

Odd one out

Choose the phrase that does NOT fit.

1. Nice to meet you · Pleased to meet you · How much do you earn? · Lovely to see you

(A) Nice to meet you

(B) Pleased to meet you

(C) How much do you earn?

(D) Lovely to see you

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2. How have you been keeping? · What's up? · How are you? · Where did you get that jacket?
 - (A) How have you been keeping?
 - (B) What's up?
 - (C) How are you?
 - (D) Where did you get that jacket?
3. Anyway · Incidentally · So · Absolutely
 - (A) Anyway
 - (B) Incidentally
 - (C) So
 - (D) Absolutely

Word building · adjectives that describe a chat

Choose the best word.

1. A conversation that is easy and relaxed is ____ (light / heavy / dark).

2. A conversation that is only polite words is ____ (deep / superficial / important).

3. A conversation that goes on too long is ____ (short / brief / drawn-out).

4. A person who is easy to talk to is ____ (approachable / distant / cold).



Grammar · Adverbs of frequency + so/neither

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1. Position of frequency adverbs — Always / usually / often / sometimes / hardly ever / never go BEFORE the main verb, but AFTER 'to be'. • I always drink coffee at 7. (before drink) • She is always late. (after is) • We hardly ever eat out.

2. Longer frequency expressions — Every day, once a week, twice a month, on Tuesdays — usually go at the END (or the beginning). • I go running twice a week. • On Tuesdays we have yoga.

3. So do I / Neither do I — Agree with a POSITIVE: So + auxiliary + subject. → 'I love pasta.' 'So do I.' Agree with a NEGATIVE: Neither + auxiliary + subject. → 'I don't like coffee.' 'Neither do I.' Match the auxiliary: 'I've been there.' → 'So have I.' 'I can't drive.' → 'Neither can I.'

Exercise A — Put the adverb in the correct place

Rewrite the sentence including the adverb in brackets.

1. I have breakfast at home. (usually)

2. She is late for meetings. (never)

3. We eat meat. (hardly ever)

4. He goes swimming. (twice a week)

5. I check my phone. (too often)

Exercise B — Respond with so / neither

React to the statement with an agreeing short answer.

1. "I love the smell of coffee." → ____ ____ ____.

2. "I don't drink milk in my tea." → ____ ____ ____.

3. "I've been to Japan." → ____ ____ ____.

4. "I can't cook." → ____ ____ ____.

5. "I'm learning Portuguese." → ____ ____ ____.

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**Exercise C — Find and fix the mistake**

Each sentence has *ONE* mistake. Rewrite it.

1. I go always to the gym on Mondays.

2. She is never on time hardly.

3. "I love pasta." "So I do."

4. "I don't like early mornings." "Neither I do."

Exercise D — Complete the small-talk exchange

Complete each response.

1. — I've been to that new bakery. — Oh, ____ ____ ____! What did you think?

2. — I can't stand loud music in cafés. — ____ ____ _____. I always leave.

3. — I usually get up at 6. — ____, ____ ____ ____, but I hate it.

Exercise E — Answer about you

Answer honestly in *ONE* sentence, using an adverb of frequency.

1. How often do you cook a full meal from scratch?

2. How often do you check your phone during a meal?

3. How often do you talk to a stranger in your neighbourhood?

Exercise F — Complete the mini-dialogue

Complete the response.

1. — I go for a walk every evening after dinner. — Oh, ____ ____ ____ — great for digestion.

2. — I don't watch the news anymore. — ____ ____ _____. It's too depressing.

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Listening · Two neighbours in a lift

Two neighbours share a 40-second lift ride. One tries to start small talk; the other is friendly but clearly in a hurry.

pre

Do you say hello to your neighbours in the lift, or stay silent?

What is a normal topic in your country when you don't know the person well?

gist

1. Who starts the conversation — Voice A or Voice B?

2. What does Voice B agree to do?

3. How does the ride end?

detail

1. What is Voice A carrying?

2. How long has Voice B lived in the building?

3. Which topics come up in this 40-second chat?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Is Voice B being cold or just busy? How do you know?

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2. Are these two likely to become friends? Why?

Useful language from the audio

Match each phrase to what it does.

"Lovely day, isn't it?" — classic weather opener with a soft tag question

"That looks heavy!" — friendly comment on something visible

"We should grab a coffee sometime." — soft, low-commitment invitation

"I've been here about three months." — shares personal info using present perfect

"Have a good one!" — informal warm goodbye

Voice A: Morning! Lovely day, isn't it — after all that rain last week?

Voice B: Finally! I was starting to grow gills.

Voice A: That looks heavy — big delivery?

Voice B: A new coffee machine, would you believe. Long overdue. How long have you been in the building now?

Voice A: Ages. Since 2019. And you? You're the fourth-floor flat, right?

Voice B: That's me. Three months, almost. Still finding the light switches.

Voice A: Have you tried the bakery on the corner yet? The bread comes out at 7:30, still warm.

Voice B: Not yet — but you've just made my Saturday morning. We should grab a coffee sometime, actually.

Voice A: One of these days. I'm on the second floor, flat B — knock any time.

Voice B: Deal. Right — bus in three minutes. Have a good one!

Voice A: You too!

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. Lovely day, ____ ____?

2. How long ____ ____ ____ in the building now?

3. We should ____ a coffee sometime.

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4. Have a ____ ____!

Speaking · The lift challenge

In pairs, take turns starting a 40-second lift conversation. You MUST use: (1) an opener about something you both can see, (2) at least ONE adverb of frequency, (3) either 'So do I' or 'Neither do I' at least once, (4) a warm closing line.

Scene: In an office lift on Monday morning

A: You: friendly, sunny, holding a big coffee.

B: You: clearly Monday-morning tired, but polite.

Scene: At a wedding, waiting for the drinks table

A: You: bride's cousin, know almost nobody.

B: You: groom's colleague, know almost nobody.

Scene: In the queue at a coffee shop

A: You: regular customer, know the barista's name.

B: You: first time here, ordered wrong.

Discussion · small talk

Choose 2 questions.

In your culture, is silence in a lift comfortable or awkward?

What is the WORST small-talk question you've ever been asked?

Is small talk different online vs in person?

Which is easier for you — starting a conversation or ending one politely?

Role-play · The party corner

Read your role card, prepare for 30 seconds, run the conversation for 2 minutes.

Scene: You meet at a friend's birthday party

A: You: the birthday person's cousin. You know almost nobody. Start with a safe topic and try to keep the conversation going for 2 minutes.

B: You: an old friend of the birthday person. Be warm, use at least ONE 'So do I' or 'Neither do I', and find ONE thing in common.

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Mini-presentation · 60-second 'How I do small talk'

Prepare and deliver a 60-second personal guide to small talk. Follow the 4-beat structure.

Beat 1 (10s) — Your favourite safe opener.

Beat 2 (15s) — A frequency habit you have with small talk (I always / I usually / I hardly ever...).

Beat 3 (20s) — A situation where small talk saved you socially.

Beat 4 (15s) — Your golden closing line to end a chat politely.

sample: My favourite opener is always something we can both see — 'That's a great bag, where did you get it?' works nearly every time. I usually keep my first questions light — hobbies, food, the neighbourhood — never work in the first two minutes. One time small talk really saved me — I was completely lost at a wedding and started talking to a stranger about the terrible playlist, and we ended up dancing all night. My golden closing line is 'I'd better say hello to the others, but so lovely to meet you — let's talk again later.' Warm, honest, done.

Writing · A polite message to a new colleague

Write 60–90 words to a new colleague you haven't met yet. Introduce yourself, mention ONE small routine you share with the team ('We usually...'), and end with a warm, low-pressure invitation.

bonus: Bonus — Rewrite the message in ONE sentence (max 25 words) that would fit in an internal chat.

Wrap-up · What did we cover?

Small talk is not about interesting topics — it's about proving you're safe and have time.

Adverbs of frequency: BEFORE the main verb, AFTER 'to be'.

So + auxiliary + I (agree with positive). Neither + auxiliary + I (agree with negative).

End politely: 'I'd better get going' + a warm 'have a good one'.

Quiz

1. Choose the correct sentence.

- (A) I go always to bed late.
- (B) I always go to bed late.
- (C) Always I go to bed late.

2. "I love strong coffee." — ____

- (A) So do I.
- (B) So I do.
- (C) Neither do I.

3. "I don't watch the news." — ____

- (A) So do I.
- (B) Neither I do.
- (C) Neither do I.

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4. Which is the **WEAKEST** small-talk opener with a colleague?

- (A) "Lovely day, isn't it?"
- (B) "How much do you earn?"
- (C) "Have you tried the new coffee place?"

5. 'Hardly ever' is closest in meaning to...

- (A) always
- (B) sometimes
- (C) almost never

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Adverbs of frequency · so/neither

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about everyday life for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your everyday life this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · What would you say?

1. (a) — polite, uses 'excuse me' and softens with 'sorry, I think'. (b) is aggressive; (c) is passive.
2. (b) — 'actually' softens; two 'sorries' keep the driver relaxed. (a) is direct-blunt; (c) is panic.
3. (b) — warm, specific, and safe. (a) is a job interview; (c) is a very short evening.
4. (a) — quick, warm, hands the question back. Corridor 'how are you' is a greeting, not a question.

Reading · The 3-topic rule

1. (B) Weather, the room, why you're both there
2. (B) Proving you're safe and have time
3. (B) People close the door
1. (B) False
2. (A) True
3. (C) Not Given
4. (A) True
1. Model: in Brazil, family and football are safe. Asking someone's salary is a big mistake with a stranger, but very normal with close friends.
2. Model: 'Have you tried the new coffee place on the corner?' — a shared local reference, no personal risk.
1. small talk
2. safe topics
3. close the door

Vocabulary · Small-talk phrases & connectors

1. keeping well
2. So do I
3. Neither do I
4. sounds wonderful
5. that's such a shame
6. I really must be going
1. (C) How much do you earn?
2. (D) Where did you get that jacket?
3. (D) Absolutely
1. light
2. superficial
3. drawn-out
4. approachable

Grammar · Adverbs of frequency + so/neither

1. I usually have breakfast at home.
2. She is never late for meetings.
3. We hardly ever eat meat.
4. He goes swimming twice a week.
5. I check my phone too often.
1. So do I.
2. Neither do I.
3. So have I.
4. Neither can I.
5. So am I.
1. I always go to the gym on Mondays.
2. She is hardly ever on time.
3. "So do I."
4. "Neither do I."
1. so have I
2. Neither can I
3. So do I

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1. Model: I hardly ever cook a full meal from scratch — I usually just reheat leftovers.
2. Model: I sometimes check my phone at breakfast, but never at dinner.
3. Model: I often chat with the baker on my street — I've known him for years.
1. so do I
2. Neither do I

Listening · Two neighbours in a lift

1. Voice A starts with a comment about the weather.
2. Come round for a coffee 'one of these days'.
3. The lift doors open on the ground floor and Voice B rushes out for the bus.
1. A big cardboard box (a delivery).
2. For about three months — she moved in in the summer.
3. The weather, the delivery box, and the local bakery on the corner.
1. Just busy — she agrees to coffee 'one of these days' and warmly says 'have a good one', but she has to catch a bus.
2. Probably yes — the tone is easy, they've already exchanged three friendly topics in one lift ride.
1. isn't it
2. have you been
3. grab
4. good one

Quiz

1. (B) I always go to bed late.
2. (A) So do I.
3. (C) Neither do I.
4. (B) "How much do you earn?"
5. (C) almost never

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Adverbs of frequency · so/neither

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of everyday life.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 3 · B1·3A

Hometown & travel

Theme · Places



Unit 3 · B1·3A

Hometown & travel

Theme: Places

B1 · General English



Learning objectives

- Compare your hometown with another place using comparatives and superlatives.
- Give a short, honest travel recommendation.
- Use 'not as ... as' for softer comparisons.

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Class Book

Warm-up · Three photos of your city

Think of **THREE** photos of your city or town: the prettiest street, the busiest place, the one tourists never see. Describe each in **ONE** sentence to a partner.

The prettiest street.

The busiest place at 6 p.m.

The one 'hidden gem' that only locals know.

Lead-in · Guess the city

Read each short description. Guess the city, then reveal the answer.

1. This capital has a river running through it, more than 400 bridges, and is famous for canals, coffee houses and classical music. Winter is much colder than summer.

2. This coastal city has yellow trams, seven hills, and one of the oldest bookshops in the world. Sunsets over the river are legendary.

3. The biggest city in South America — huge, grey, foggy in the morning, and home to more helicopters than any other city in the world.

4. A tiny island nation in Asia — cleaner than most cities, hotter than most capitals, and famous for its food courts (hawker centres).

5. This European capital is flatter than most, colder than most, and has more bicycles than cars.

followUp: Which of these places would YOU most like to visit? Why?

Reading · The hometown paradox

Ask someone to describe their hometown, and something strange happens. They will often say it's boring, quiet, too small, too far from everything. But ask them what they miss when they're away for six months, and the answer is always the same list: their bakery, their friends, the light in autumn, the bus that always runs late.

This is the hometown paradox. Your hometown is never the most exciting place on your map — but it is the deepest. You know which restaurant is worth the wait, which corner floods when it rains, which pharmacy is open on Sundays. That knowledge is invisible to tourists and impossible to buy.

So when you compare your city with the biggest, the busiest, the most famous — remember: your hometown might be smaller, but you understand it better than any travel guide ever will.

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1. What do people usually say about their hometown at first?
 - (A) It's the best in the world
 - (B) It's boring, quiet, small
 - (C) It's dangerous
2. What is the 'hometown paradox'?
 - (A) Hometowns are the most exciting places
 - (B) You dislike your hometown but miss it when away
 - (C) Hometowns get bigger every year
3. What does the text say knowledge of your hometown is worth?
 - (A) Impossible to buy
 - (B) Very cheap
 - (C) Only useful for tourists

Vocabulary in context

Match the phrase to its meaning.

paradox — an idea that seems contradictory but is true

worth the wait — good enough to justify waiting

floods — fills with water after heavy rain

impossible to buy — cannot be bought with money

True / False / Not Given

Based only on the text.

1. People usually describe their hometown as exciting.
 - (A) True
 - (B) False
 - (C) Not Given
2. People often miss small daily details when they're abroad.
 - (A) True
 - (B) False
 - (C) Not Given
3. Tourists usually know a city better than locals.
 - (A) True
 - (B) False
 - (C) Not Given

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4. The writer prefers big cities to small towns.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. What are THREE small things you'd miss about your hometown after six months away?

2. Is there anywhere on Earth you'd swap your hometown for permanently? Where and why?

Scan for meaning

Find the word or phrase from the text.

1. an idea that sounds contradictory but is true

2. good enough that waiting is justified

3. not possible to buy for any price

Vocabulary · Describing places

vibrant — full of energy, activity and people

peaceful — quiet and calm

crowded — with too many people in one place

breathtaking — extremely beautiful

dilapidated — old and in bad condition

picturesque — pleasant, attractive in a small-scale way

outskirts — the outer edge of a city

landmark — a famous building or place used for orientation

high street — the main shopping street of a town

hidden gem — a wonderful place few tourists know about

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tourist trap — a place that only exists to take tourists' money

off the beaten track — away from the usual tourist routes

practice

Complete each sentence with ONE word or phrase from the lists.

1. The view from the hill is absolutely ____.

2. I love that little café — it's a real ____ ____.

3. Don't eat near the main square — it's a total ____ ____.

4. Their neighbourhood is a bit ____ - ____, but very picturesque.

5. We live on the ____ of the city, so it's very quiet.

6. The city centre is far too ____ on Saturday afternoons.

Collocations · verbs + travel nouns

Match each verb with the noun it usually goes with.

book — a flight / a hotel / a restaurant

catch — a train / a bus / a plane

get — lost / a taxi / directions

go — sightseeing / abroad / on holiday

pack — a suitcase / light / for the weather

Odd one out

Choose the word that does NOT belong.

1. vibrant · busy · crowded · peaceful

(A) vibrant

(B) busy

(C) crowded

(D) peaceful

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2. landmark · high street · outskirts · pillow

- (A) landmark
- (B) high street
- (C) outskirts
- (D) pillow

3. book · catch · pack · sing

- (A) book
- (B) catch
- (C) pack
- (D) sing

Word building · noun ↔ adjective

Complete each pair.

1. charm → the adjective: ____

2. peace → the adjective: ____

3. crowd → the adjective: ____

4. beauty → the adjective: ____



Grammar · Comparatives & superlatives

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1. Short adjectives (1 syllable) — add -er / -est — cheap → cheaper → the cheapest big → bigger → the biggest Spelling: big → bigger (double consonant); nice → nicer (drop 'e').

2. Longer adjectives (2+ syllables) — more / the most — expensive → more expensive → the most expensive beautiful → more beautiful → the most beautiful

3. Irregular — good → better → the best bad → worse → the worst far → further/farther → the furthest/farthest

4. Softer comparison — (not) as ... as — Lisbon is (not) as cold as Vienna. My hometown is as lively as any big city.

Exercise A — Comparative or superlative?

Complete each sentence with the correct form of the adjective.

1. Lisbon is ____ (cheap) than Paris.

2. This is ____ (good) restaurant in the neighbourhood.

3. My old flat was ____ (small) than this one, but ____ (bright).

4. Rio has ____ (beautiful) beaches I've ever seen.

5. Traffic in São Paulo is ____ (bad) than in Lisbon.

6. The metro is ____ (fast) way to get around.

Exercise B — Rewrite with 'not as ... as'

Rewrite each sentence with 'not as ... as' keeping the same meaning.

1. Vienna is colder than Lisbon. →

2. My new flat is bigger than my old one. →

3. The metro is faster than the bus. →

4. Sunday brunch is more expensive than Saturday lunch. →

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**Exercise C — Find and fix the mistake**

Each sentence has ONE mistake. Rewrite it.

1. This is the more crowded market I've ever seen.

2. Rio is more warmer than London.

3. It's the baddest coffee in the city.

4. Vienna is colder than Lisbon as.

Exercise D — Compare TWO real places

Write ONE full sentence for each pair, using a comparative.

1. your hometown / the capital of your country (size)

2. summer / winter where you live (temperature)

3. your favourite café / a chain café (food)

Exercise E — Superlatives about your city

Answer with a full sentence using a superlative.

1. What is the most crowded place in your city?

2. What is the best local dish?

3. What is the worst area for traffic?

Exercise F — Complete the recommendation

Complete each gap with a comparative or superlative form.

1. If you have only one day in my city, go to the ____ (old) market — it's ____ (colourful) than any museum, and ____ (cheap) too.

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2. The metro is ____ (fast) than a taxi, and ____ (safe) at night. But taxis are ____ (comfortable), especially in the rain.

Listening · A local vs a tourist

A tourist and a local run into each other at a viewpoint. The tourist is on day 2 of a 4-day trip; the local has lived there for 20 years.

pre

When you visit a new city, do you ask locals for recommendations, or use apps?

What is the ONE recommendation you always give tourists in your city?

gist

1. Where does the conversation take place?

2. How long has Voice B lived in the city?

3. What is Voice B's number-one recommendation?

detail

1. What is the tourist doing right — according to Voice B?

2. What tourist trap does Voice B warn her about?

3. What does Voice B say is the BEST time of day in the city?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Does Voice B like the city or is he tired of it?

2. Do the tourist and the local click? How do you know?

Useful language from the audio

Match each phrase to what it does.

"Skip the one on the main square." — warns against a specific place

"Two streets behind it, tiny family place." — gives a precise, local alternative

"Around sunset is the most beautiful." — superlative recommendation with a time

"That's how you actually see a city." — friendly compliment on the tourist's approach

"You're on the right track." — informal reassurance / encouragement

Voice A: Wow — the view from up here is incredible. How much of the city can you see?

Voice B: On a clear day like this, all of it. Even the port. First time in the city?

Voice A: Second day. I've been walking everywhere and asking locals what to eat.

Voice B: That's how you actually see a city. You're on the right track. Twenty years I've lived here, and I still hear people miss the good stuff.

Voice A: Give me ONE tip. Just one.

Voice B: Fine. See that big restaurant on the main square with the red awnings? Skip it. More expensive, worse food, tourists only. Two streets behind it, there's a tiny family place — no sign, just a wooden door. The mother cooks, the son serves, everything on the menu is under €15.

Voice A: Is it better than the one on the square?

Voice B: It's not as pretty inside, but the food is much better. Much.

Voice A: One more — what's the best time of day in this city?

Voice B: Around sunset. Come back up here at 8. The light on the buildings — it's the most beautiful thing you'll see this week. I promise.

Voice A: Give me your Instagram. I want to send you a photo when I do it.

Voice B: Done. And send me the photo of the plate at that little restaurant too.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. That's how you ____ see a city.

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2. Skip it — more expensive, ____ food, tourists only.

3. It's not as ____ inside, but the food is much better.

4. The light on the buildings is the ____ ____ thing you'll see this week.

Speaking · Your 60-second city guide

In pairs, take turns being 'the local'. Give your partner a 60-second personal guide to your city. You MUST use at least 2 comparatives, 1 superlative and 1 'not as ... as' construction.

Scene: A tourist has ONE day in your city — where do you send them?

A: You: the local with strong opinions.

B: You: the tourist with limited time; ask 3 real questions.

Scene: A friend is moving to your city next month

A: You: warn about the neighbourhood traps.

B: You: the future resident; ask about rent, transport, weekends.

Scene: An old classmate hasn't visited your city in 10 years

A: You: describe what's changed and what's stayed the same.

B: You: reminisce — 'is X still there?'

Discussion · places

Choose 2 questions and speak for 30–45 seconds each.

What is the biggest difference between your hometown and the last city you visited?

If you could move to another country tomorrow, which one — and what would you miss most from home?

Do you prefer big cities or small towns? Why?

What is one 'tourist trap' in your city that you always warn people about?

Role-play · The wrong recommendation

Read your role card, prepare, then run the conversation for 2 minutes.

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Scene: Yesterday you recommended a restaurant. It was terrible. Your friend is angry.

A: You: the recommender. Apologise, explain (it used to be great), and give a much better alternative.

B: You: the friend who had the bad meal. Complain politely but honestly, and demand a better choice for tomorrow.

Mini-presentation · 60-second postcard

Prepare and deliver a 60-second 'postcard' from your city to someone who has never visited.

Beat 1 (10s) — Name the city + one big number (population, age, altitude).

Beat 2 (15s) — The most beautiful thing to see (superlative).

Beat 3 (20s) — One 'hidden gem' AND one 'tourist trap' (comparative).

Beat 4 (15s) — Your final piece of advice for their first day.

sample: Welcome to São Paulo — 22 million people, and yes, that's more than the whole of Portugal. The most beautiful thing to see is easily Ibirapuera Park at sunset — the light on the lake is unreal. My hidden gem is a tiny Japanese place in Liberdade — Restaurant Kinoshita — better than any big-name sushi place in the city and half the price. The tourist trap? Any restaurant on Paulista Avenue with pictures of food outside. Skip. My final advice: don't try to see everything. Pick one neighbourhood a day and walk. That's how you actually meet São Paulo.

Writing · A short travel post

Write 80–100 words for a travel blog about your favourite place in your city. Include: (a) at least 2 comparatives, (b) 1 superlative, (c) one 'hidden gem' recommendation.

bonus: Bonus — Write the same recommendation as a single tweet (max 280 characters).

Wrap-up · What did we cover?

Short adjectives → -er / -est. Long adjectives → more / the most.

'Not as ... as' softens the comparison.

The 'hometown paradox' — you know your own place better than any guide ever will.

A good local recommendation always includes ONE 'skip this' and ONE 'go here instead'.

Quiz

1. Choose the correct sentence.

- (A) Vienna is more colder than Lisbon.
- (B) Vienna is colder than Lisbon.
- (C) Vienna is coldest than Lisbon.

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2. "This is ____ restaurant in the city."
(A) the best
(B) the better
(C) the most best
3. "My old flat wasn't ____ ____ this one."
(A) as big as
(B) big as
(C) bigger as
4. 'Hidden gem' means...
(A) a real diamond
(B) a wonderful place few tourists know
(C) a very expensive shop
5. Choose the correct superlative.
(A) the more beautiful
(B) the beautifulest
(C) the most beautiful

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Comparatives / superlatives

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about places for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your places this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

Ask the teacher · anote aqui uma dúvida para levar à aula



Answer key — Class Book

Lead-in · Guess the city

1. Vienna, Austria.
2. Lisbon, Portugal.
3. São Paulo, Brazil.
4. Singapore.
5. Amsterdam, the Netherlands.

Reading · The hometown paradox

1. (B) It's boring, quiet, small
2. (B) You dislike your hometown but miss it when away
3. (A) Impossible to buy
1. (B) False
2. (A) True
3. (B) False
4. (C) Not Given
1. Model: the smell of coffee from the corner bakery at 7 a.m., the way the light turns gold in October, and the taxi driver who always calls me 'chefe'.
2. Model: probably Lisbon — the light, the food, the sea. But I know I'd miss my São Paulo bakery within a month.
1. paradox
2. worth the wait
3. impossible to buy

Vocabulary · Describing places

1. breathtaking
2. hidden gem
3. tourist trap
4. dilapidated
5. outskirts
6. crowded
1. (D) peaceful
2. (D) pillow
3. (D) sing
1. picturesque
2. peaceful
3. crowded
4. beautiful

Grammar · Comparatives & superlatives

1. cheaper
2. the best
3. smaller / brighter
4. the most beautiful
5. worse
6. the fastest
1. Lisbon is not as cold as Vienna.
2. My old flat was not as big as my new one.
3. The bus is not as fast as the metro.
4. Saturday lunch is not as expensive as Sunday brunch.
1. This is the most crowded market I've ever seen.
2. Rio is warmer than London.
3. It's the worst coffee in the city.
4. Vienna is colder than Lisbon. (Or: Lisbon is not as cold as Vienna.)
1. Model: My hometown is much smaller than Brasília.

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2. Model: Summer here is hotter than winter, but winter is greyer.
3. Model: My favourite café serves better coffee than any chain café in the city.
1. Model: Paulista Avenue on a Sunday afternoon is the most crowded place in São Paulo.
2. Model: The best local dish is coxinha, hands down.
3. Model: Marginal Tietê at 6 p.m. is the worst area for traffic.
1. oldest / more colourful / cheaper
2. faster / safer / more comfortable

Listening · A local vs a tourist

1. At a viewpoint high above the city — you can hear seagulls and wind.
2. Twenty years — he moved for university and never left.
3. Skip the famous restaurant near the cathedral and go to a small family place two streets behind it.
1. Walking everywhere and asking locals — he says that's how you actually see a city.
2. The restaurant right on the main square — 'more expensive, worse food, tourists only.'
3. Around sunset — 'the light on the buildings is the most beautiful thing you'll see this week.'
1. He clearly still loves it — the way he describes the light at sunset gives him away.
2. Yes — they end up exchanging Instagram handles and joking about the tourist trap.
1. actually
2. worse
3. pretty
4. most beautiful

Quiz

1. (B) Vienna is colder than Lisbon.
2. (A) the best
3. (A) as big as
4. (B) a wonderful place few tourists know
5. (C) the most beautiful

Ask the teacher · anote aqui uma dúvida para levar à aula



Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Comparatives / superlatives

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of places.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 3 · B1·3B

Getting around

Theme · Places

Unit 3 · B1·3B

Getting around

Theme: Places

B1 · General English



Learning objectives

- Give and follow simple directions in the city.
- Use articles a / an / the / Ø (no article) correctly.
- Talk about the best way to get around your city.

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Class Book

Warm-up · Your last taxi ride

Think about your *LAST* taxi (or rideshare, or bus) ride. In *THREE* short sentences: where were you going, what did you talk about, and how was the traffic?

Where were you going?

Did you talk to the driver?

Was the traffic OK, bad or nightmare?

Lead-in · Predict the commute

Read each statistic. Guess if it is *TRUE* or *FALSE*, then reveal.

1. In London, the average commuter spends 74 minutes a day on public transport.

2. In Amsterdam, there are more bicycles than people.

3. In Tokyo, trains are late (more than 5 minutes) about 15% of the time.

4. In São Paulo, a 10 km taxi ride at 6 p.m. can take longer than a full commercial flight to Rio.

5. The world's shortest scheduled flight lasts 47 seconds (Scotland).

followUp: Which fact surprised you most? Which one is closest to YOUR daily commute reality?

Reading · Why the metro almost always wins

In most big cities, if you want to get somewhere on time, take the metro. Not because it's the most comfortable — often it isn't. Not because it's the prettiest — it almost never is. But because it is the only form of transport that ignores the biggest enemy of urban life: traffic.

A bus can be beautiful. It can have a view. But a bus depends on the same road as every taxi, delivery van and tourist coach. When they stop, it stops. The metro, on the other hand, has its own tunnel. Rain, protest, a president's motorcade — the metro doesn't care. It just goes.

Of course, there are exceptions. Small cities. Late nights. Trips with heavy luggage. Rides where a taxi driver's story is worth ten times the fare. But if you're a tourist with a plane to catch or a local with a job interview at 9 a.m. — the metro is almost always the right answer.

1. According to the text, why does the metro usually win?

(A) It's the most comfortable

(B) It's the prettiest

(C) It ignores traffic

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2. Why do buses get stuck?
 - (A) They share roads with cars
 - (B) They're too slow
 - (C) They break down often
3. When does the writer say the metro might NOT be the right choice?
 - (A) When you're wearing a suit
 - (B) Small cities, late nights, heavy luggage
 - (C) When it's raining

Vocabulary in context

Match the phrase to its meaning.

motorcade — a group of cars driving together, usually with a VIP

protest — a public demonstration, often blocking streets

delivery van — a small truck used to deliver goods

fare — the price of a journey on public transport or taxi

True / False / Not Given

Based only on the text.

1. The metro is usually the most comfortable option.
 - (A) True
 - (B) False
 - (C) Not Given
2. Buses depend on the same roads as taxis.
 - (A) True
 - (B) False
 - (C) Not Given
3. Metro tickets are more expensive than buses.
 - (A) True
 - (B) False
 - (C) Not Given
4. Late at night, a taxi may be a better choice.
 - (A) True
 - (B) False
 - (C) Not Given

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React to the text

Answer in 2–3 sentences.

1. Do you agree that the metro almost always wins? What is the reality in YOUR city?

2. Give ONE moment in the last year when you SHOULD have taken the metro but didn't. What happened?

Scan for meaning

Find the word or phrase from the text.

1. the price you pay for a journey

2. a group of official cars

3. a public demonstration that blocks streets

Vocabulary · Getting around

rush hour — the busiest travel time (usually 8–9 a.m., 5–7 p.m.)

traffic jam — cars stuck, not moving

quicker route — a quicker way that avoids the main road

diversion — a longer way around because the direct route is blocked

one-way street — a street where traffic goes in only one direction

roundabout — a circular junction with no traffic lights

go straight on — continue in the same direction

turn left / right — change direction

at the corner — at the point where two streets meet

opposite — on the other side of the street

next to — right beside

between — in the middle of two things

practice

Complete each sentence with ONE word or phrase from the lists.

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1. I'm going to take a ____ through the park — much faster.

2. We were stuck in a huge ____ ____ for 40 minutes.

3. The pharmacy is ____ ____ the bank, on the other side.

4. Go ____ ____ for two blocks, then turn ____.

5. Watch out — that's a ____ - ____ ____.

6. At the ____, take the third exit.

Collocations · verbs + transport nouns

Match each verb with the noun it usually goes with.

miss — the bus / the train / the flight

catch — the bus / the train / the flight

get on — the bus / the train / the metro

get off — the bus / the train / the metro

take — a taxi / a walk / the metro

Odd one out

Choose the word that does NOT belong.

1. traffic jam · rush hour · quicker route · roundabout

(A) traffic jam

(B) rush hour

(C) quicker route

(D) roundabout

2. next to · opposite · between · loud

(A) next to

(B) opposite

(C) between

(D) loud

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3. get on · get off · miss · sing

(A) get on

(B) get off

(C) miss

(D) sing

Word building · noun ↔ verb

Complete each pair.

1. drive → the person: ____

2. walk → the noun (an action): ____

3. cycle → the person: ____

4. travel → the person: ____



Grammar · Articles a / an / the / Ø

1. A / an — one, first mention, one of many — • I saw a taxi. (one, first time) • She's an architect. (job)
• We need a plan. Use AN before a vowel sound: an hour, an umbrella.

2. The — specific, already known, or unique — • I saw the taxi you called. (specific) • The sun / the moon / the president. (unique) • Second mention: 'a taxi... the taxi'.

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3. No article (Ø) — general truths, most cities, most countries, most meals, days — • I love coffee. (general) • Lisbon is beautiful. • Breakfast is at 8. • On Monday(s). EXCEPTIONS with 'the': the UK, the USA, the Netherlands, the Alps, the Amazon (rivers, mountain ranges, plural countries, oceans, seas).

4. Institutions vs buildings — • go to school / church / hospital / prison (as a student / believer / patient / prisoner — no article). • go to the school / the church / the hospital / the prison (as a visitor — with 'the').

Exercise A — a, an, the, or Ø?

Complete each gap with a / an / the, or write Ø for no article.

1. I'd like ____ coffee, please.

2. ____ coffee I ordered is cold.

3. She's ____ architect.

4. ____ Lisbon is a wonderful city.

5. We go to ____ church every Sunday.

6. I visited ____ church next to the museum.

7. ____ moon is beautiful tonight.

8. I love ____ music.

Exercise B — Countries and places

Add 'the' where necessary; write Ø if no article.

1. ____ United Kingdom

2. ____ France

3. ____ Netherlands

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4. ____ Amazon

5. ____ Lake Como

6. ____ Alps

7. ____ Mount Everest

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. I go to the work by metro.

2. The London is my favourite city.

3. She's the architect.

4. We had a dinner at 8.

5. The moon is beautiful today. I love a moon.

Exercise D — Complete the directions

Complete each gap with a / an / the / Ø.

1. Go straight on for two blocks. Take ____ first turn on ____ left. You'll see ____ big red door — that's ____ entrance.

2. ____ pharmacy is opposite ____ bank, next to ____ small café.

3. Take ____ metro to Central Station, then walk to ____ museum. It's about ____ 10-minute walk.

Exercise E — About you

Answer in one sentence. Pay attention to articles.

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1. How do you usually go to work or school?

2. What is your favourite country to visit?

3. Which meal of the day is the most important for you?

Exercise F — Complete the mini-story

Complete each gap with a / an / the / Ø.

1. Yesterday I took ____ taxi to ____ airport. ____ taxi driver was ____ interesting man from ____ Portugal.

2. We talked about ____ life, ____ football and ____ best pastel de nata in ____ Lisbon.

Listening · Lost in a new neighbourhood

A tourist stops a local on the street to ask for directions to a small independent bookshop.

pre

When you're lost, do you ask a person or check your phone first?

What is the best way to give directions in your city?

gist

1. What is the tourist looking for?

2. How does the local suggest getting there?

3. Is the bookshop still open when they'll arrive?

detail

1. What is the FIRST direction the local gives?

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2. Where is the bookshop exactly?

3. What extra tip does the local give?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Has the local been to this bookshop many times? How do you know?

2. Is the tourist good at directions? How do you know?

Useful language from the audio

Match each phrase to what it does.

"Go straight for two blocks." — gives a simple direction with a distance

"Until you hit a small square." — uses a landmark as a marker

"On the corner, opposite the bakery." — very precise location

"You can't miss it." — reassures the person asking

"Not worth taking a taxi." — honest recommendation against a paid option

Voice A: Excuse me — sorry — do you know a bookshop called Livraria da Esquina? I've been walking in circles for 20 minutes.

Voice B: Ah, I love that place. You're really close. Do you want to walk, or should I call you a taxi?

Voice A: Walking is fine if it's not far.

Voice B: Six minutes. Not worth a taxi. OK — go straight down this street for two blocks, until you hit a small square with a fountain in the middle.

Voice A: Two blocks, small square with a fountain. Got it.

Voice B: At the fountain, turn right. Walk for one more block. The bookshop is on the corner, opposite a bakery with a yellow awning. It's between a florist and a hairdresser.

Voice A: Yellow bakery, corner, between a florist and a hairdresser. I love landmarks — I can't count blocks in a new city.

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Voice B: You can't miss it. Big wooden door, always open. And one bonus tip — the café on the ground floor of the bookshop makes excellent brownies. Tiny, but worth stopping for.

Voice A: You've saved my afternoon. What time does it close?

Voice B: Eight. You've got plenty of time. Enjoy!

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. Go ____ down this street for two blocks.

2. At the fountain, turn ____.

3. It's on the corner, ____ a bakery with a yellow awning.

4. You ____ ____ miss it.

Speaking · Give me directions

In pairs, take turns. Student A: choose a real place near your school/home. Student B: stops A in the street and asks for directions. A must use at least 3 direction phrases and 2 landmarks.

Scene: A tourist asks how to get to the nearest metro station

A: You: give clear, short directions.

B: You: are polite but bad with left/right — ask to confirm.

Scene: Your friend can't find your flat for dinner

A: You: on the phone, describe the final 200 metres.

B: You: standing on the wrong corner, describe what you see.

Scene: A driver stops to ask for the way to the hospital

A: You: give directions AND warn about a road closure.

B: You: in a hurry, ask for the fastest way.

Discussion · getting around

Choose 2 questions.

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What is the best form of transport in your city — and what is the worst?

How often do you get lost, even in your own city?

Do you prefer to walk, take the metro, or drive?

Is your city friendly for cyclists? Should it be more so?

Role-play · The wrong bus

Read your role, prepare, then run the conversation for 2 minutes.

Scene: You get on the bus and 5 minutes later realise it's going the WRONG way.

A: You: politely ask the driver where to get off and how to get back to your destination.

B: You: the driver. Explain the mistake in a friendly way, tell them where to change AND which bus to take.

Mini-presentation · 60-second commuter's guide

Prepare and deliver a 60-second guide to getting around your city.

Beat 1 (10s) — Your city's #1 form of transport, and why.

Beat 2 (15s) — Rush hour: when to avoid, when to travel.

Beat 3 (20s) — Your personal favourite way to move + one landmark you always pass.

Beat 4 (15s) — Your #1 tip for a first-time visitor.

sample: In São Paulo, the metro is your best friend — clean, fast, and untouchable in rush hour. Avoid buses between 7 and 9 in the morning, and again from 5 to 7 in the afternoon; you will not move. My favourite way to get around is actually walking down Avenida Paulista on a Sunday — the road is closed to cars and the whole city seems to be out. My #1 tip for a first-time visitor: buy the metro card on day one, and never trust Google Maps' estimated taxi times before you check the traffic.

Writing · Directions to your favourite café

Write 60–90 words giving directions from a well-known landmark in your city to your favourite café. Include at least 3 direction phrases (go straight / turn left / opposite / next to / on the corner) and pay attention to articles.

bonus: Bonus — Rewrite the whole set of directions as a single, short WhatsApp message.

Wrap-up · What did we cover?

A/an = first mention, one of many. THE = specific, unique, already known. Ø = general.

Most countries, cities and meals take no article. Rivers, mountain ranges, oceans and plural countries take 'the'.

Good directions use LANDMARKS, not just left/right.

The metro almost always wins — but not late at night, not with heavy luggage, and not when the driver has a great story.

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Quiz

1. Choose the correct sentence.
(A) I go to the work by metro.
(B) I go to work by metro.
(C) I go to a work by metro.
2. "She's ____ architect."
(A) a
(B) an
(C) the
3. Which country takes 'the'?
(A) France
(B) Netherlands
(C) Italy
4. 'Fare' means...
(A) a fair event
(B) the price of a journey
(C) the driver's tip
5. " ____ moon is beautiful tonight."
(A) A
(B) The
(C) Ø

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Articles: a/an/the/zero

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about places for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your places this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Predict the commute

1. TRUE — the average is around 74 minutes each day (Transport for London data).
2. TRUE — about 880,000 bikes for about 870,000 people.
3. FALSE — trains are late less than 1% of the time; drivers apologise formally over the intercom.
4. TRUE — with heavy traffic, 10 km in São Paulo often takes 60–75 minutes; SP–Rio is a 55-minute flight.
5. TRUE — between the islands of Westray and Papa Westray in Scotland, about 90 seconds in the air, 47 seconds at record pace.

Reading · Why the metro almost always wins

1. (C) It ignores traffic
2. (A) They share roads with cars
3. (B) Small cities, late nights, heavy luggage
1. (B) False
2. (A) True
3. (C) Not Given
4. (A) True
1. Model: in São Paulo, absolutely — the metro is untouchable at 6 p.m. But my line is always packed, so 'wins' doesn't mean 'comfortable'.
2. Model: last month I took an Uber to the airport — 2 hours in traffic, missed the flight by 8 minutes. Metro would have taken 45 minutes.
1. fare
2. motorcade
3. protest

Vocabulary · Getting around

1. quicker route
2. traffic jam
3. opposite
4. straight on / left
5. one-way street
6. roundabout
1. (C) quicker route
2. (D) loud
3. (D) sing
1. driver
2. a walk
3. cyclist
4. traveller

Grammar · Articles a / an / the / Ø

1. a
2. The
3. an
4. Ø
5. Ø
6. the
7. The
8. Ø
1. the
2. Ø
3. the
4. the
5. Ø
6. the

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7. Ø

1. I go to work by metro.
 2. London is my favourite city.
 3. She's an architect. (Unless she's a specific known architect — then 'the' is OK.)
 4. We had dinner at 8.
 5. The moon is beautiful today. I love the moon.
1. the / the / a / the
 2. The / the / a
 3. the / the / a
1. Model: I usually go to work by metro — I hate driving in rush hour.
 2. Model: My favourite country to visit is Portugal — I love the food and the light.
 3. Model: Breakfast is the most important meal for me — I can't work without it.
1. a / the / The / an / Ø
 2. Ø / Ø / the / Ø

Listening · Lost in a new neighbourhood

1. A small independent bookshop called 'Livraria da Esquina'.
 2. On foot — it's a 6-minute walk. Not worth taking a taxi.
 3. Yes — it closes at 8 p.m., and they'll get there around 6:30.
1. Go straight down this street for two blocks until you hit a small square with a fountain.
 2. On the corner, opposite a bakery with a yellow awning, between a florist and a hairdresser.
 3. The café on the ground floor of the bookshop has excellent brownies — small but worth stopping for.
1. Yes — she knows exact detail (yellow awning, brownies on the ground floor, closing time).
 2. Not really — she repeats each instruction back and asks for landmarks 'because I can't count blocks in a new city'.
1. straight
 2. right
 3. opposite
 4. can't

Quiz

1. (B) I go to work by metro.
2. (B) an
3. (B) Netherlands
4. (B) the price of a journey
5. (B) The

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Articles: a/an/the/zero

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of places.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 4 · B1·4A

Eating well

Theme · Food & health

Unit 4 · B1·4A

Eating well

Theme: Food & health

B1 · General English



Learning objectives

- Talk about what and how much you eat during a normal week.
- Use quantifiers correctly: some / any / much / many / a lot of / a few / a little.
- Give a short, honest opinion about a food trend.

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Class Book

Warm-up · Your fridge right now

Without looking, describe what is in your fridge right now in FIVE items. Then rank them: which one will disappear first, which one will still be there in two weeks?

Something fresh you bought this week.

Something you should throw away.

Something you always have.

Lead-in · Recipe autopsy

A friend sent you this pasta recipe. Something is wrong with each step. Find the mistake and reveal the fix.

1. Step 1 — Bring 500 ml of cold water to the boil in a small frying pan.

2. Step 2 — Add pasta to the water BEFORE it boils, and stir once.

3. Step 3 — Do NOT add salt to the water. Season only at the end.

4. Step 4 — Drain and rinse the pasta under cold water.

5. Step 5 — Add lots of oil to the drained pasta so it doesn't stick.

followUp: Which of these mistakes have YOU made? Which was your worst kitchen disaster?

Reading · Why food trends age badly

Every year, a new food trend explodes on social media. Ten years ago it was quinoa. Then kale, avocado toast, açai bowls, oat milk, cauliflower rice, activated charcoal ice cream. Some become part of daily life. Most disappear within two years.

The pattern is almost always the same. Step 1: one clever cook or magazine calls a normal ingredient a 'superfood'. Step 2: influencers post pretty photos and the price triples. Step 3: nutritionists point out, quietly, that a bowl of black beans has almost the same nutritional value at a tenth of the cost. Step 4: everyone moves on to the next trend.

The truth is boring, and always the same: eat a lot of vegetables, some fruit, some good protein, not too much sugar, plenty of water, and enjoy the meal. The best 'superfood' is usually already on your grandmother's shopping list — much cheaper than the influencer version and about a hundred times more delicious.

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1. How long do most food trends usually last?
 - (A) Ten years
 - (B) Two years
 - (C) One month
2. What normal ingredient has almost the same nutritional value as quinoa?
 - (A) White rice
 - (B) Black beans
 - (C) Pasta
3. What does the text suggest about your grandmother's shopping list?
 - (A) It's outdated
 - (B) It contains the best food already
 - (C) It's too expensive

Vocabulary in context

Match the phrase to its meaning.

superfood — a marketing term for a food said to be extremely healthy

influencer — someone with many followers on social media

nutritionist — a professional who studies food and health

shopping list — the list of items you plan to buy

True / False / Not Given

Based only on the text.

1. All food trends disappear within two years.
 - (A) True
 - (B) False
 - (C) Not Given
2. Quinoa was popular ten years ago.
 - (A) True
 - (B) False
 - (C) Not Given
3. Black beans are more expensive than quinoa.
 - (A) True
 - (B) False
 - (C) Not Given

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4. Nutritionists usually love new trends.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. What is a food trend you fell for — that you now think was silly?

2. What is ONE 'boring' food from your grandmother that is actually amazing?

Scan for meaning

Find the word or phrase from the text.

1. a marketing term for very healthy food

2. a professional who studies food and health

3. the list you take to the supermarket

Vocabulary · Food & meals

ingredient — one of the things used to make a dish

portion — the amount of food for one person

leftovers — food from a meal that wasn't eaten

takeaway — food ordered from a restaurant to eat at home

ready meal — a pre-cooked meal you just heat up

home-made — made at home, not bought

ravenous — very hungry

full — can't eat any more

fussy eater — someone who dislikes many foods

sweet tooth — a strong preference for sweet food

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grab a quick bite — eat something quickly

eat out — eat in a restaurant

practice

Complete each sentence with ONE word or phrase from the lists.

1. I'm ____ — I haven't eaten since breakfast.

2. My daughter is a real ____ — she only eats pasta with butter.

3. Let's ____ before the film starts.

4. This recipe has only 4 ____.

5. We rarely ____ — it's too expensive during the week.

6. I always freeze the ____ from Sunday lunch.

Collocations · verbs + food nouns

Match each verb with the noun it usually goes with.

chop — onions / vegetables / herbs

boil — water / potatoes / eggs

fry — chicken / an egg / onions

bake — a cake / bread / potatoes

grill — meat / vegetables / cheese

Odd one out

Choose the word that does NOT belong.

1. ravenous · hungry · full · peckish

(A) ravenous

(B) hungry

(C) full

(D) peckish

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2. boil · fry · bake · run

(A) boil

(B) fry

(C) bake

(D) run

3. ingredient · portion · leftovers · pillow

(A) ingredient

(B) portion

(C) leftovers

(D) pillow

Word building · noun ↔ adjective

Complete each pair.

1. salt → adjective: ____

2. spice → adjective: ____

3. sweetness → adjective: ____

4. cream → adjective: ____



Grammar · Quantifiers (some / any / much / many / a lot of / a few / a little)

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1. Countable vs uncountable — Countable nouns have a plural (apple → apples). Uncountable don't (water, sugar, bread, advice, information). • one apple, two apples ✓ • one water ✗ → 'a glass of water' ✓

2. some / any — SOME in positive sentences and polite offers/requests. • There's some milk in the fridge. • Would you like some coffee? ANY in questions and negatives. • Is there any milk? No, there isn't any milk.

3. much / many / a lot of — MANY + countable (in questions/negatives). MUCH + uncountable (in questions/negatives). A LOT OF works with both, and is preferred in positive sentences. • How many eggs do we have? • How much sugar do you need? • We have a lot of vegetables / a lot of rice.

4. a few / a little / (not) enough / too much / too many — A FEW + countable (positive, meaning 'some'). A LITTLE + uncountable. • A few apples / A little milk. Too much + uncountable, too many + countable. • Too much salt / too many biscuits.

Exercise A — some or any?

Complete each gap.

1. There's ____ bread in the cupboard.

2. Is there ____ milk left?

3. We don't have ____ eggs.

4. Would you like ____ tea?

5. I bought ____ apples at the market.

6. Is there ____ sugar in this coffee?

Exercise B — much or many?

Complete each gap.

1. How ____ eggs do we need?

2. How ____ water should I add?

3. There aren't ____ vegetables in the fridge.

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4. There isn't ____ milk left.

5. There are too ____ biscuits in that packet.

6. You put too ____ salt in the soup.

Exercise C — a few or a little?

Complete each gap.

1. Can you buy ____ apples?

2. I only want ____ milk in my coffee.

3. There are ____ biscuits left, if you want.

4. I've got ____ time before the meeting.

Exercise D — Find and fix the mistake

Each sentence has ONE mistake.

1. How much apples do we need?

2. I have too many sugar in my coffee.

3. There isn't some milk left.

4. I bought a little apples at the market.

5. There are much people in the queue.

Exercise E — About you

Answer with a full sentence.

1. How many portions of fruit do you eat in a normal day?

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2. How much coffee do you drink in a normal week?

3. Is there anything in your fridge you know you should throw away?

Exercise F — Complete the shopping-list message

Complete each gap.

1. Can you get ____ (a) milk, ____ (b) eggs, and ____ (c) very good bread? Not too ____ (d) — just enough for two days.

2. We already have ____ (a) apples, but we don't have ____ (b) bananas. And we're running out of ____ (c) coffee.

Listening · At the supermarket

Two friends are shopping together on a Sunday morning. They're planning dinner for six people that same evening.

pre

Do you plan meals in advance, or decide at the supermarket?

What's the WORST thing about food shopping for a dinner party?

gist

1. How many people are they cooking for?

2. What is the main course?

3. Do they agree on the wine?

detail

1. How many aubergines does Voice A think they need?

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2. What do they realise they've forgotten?

3. How much cheese do they end up buying?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Who is the more experienced cook — Voice A or Voice B? How do you know?

2. Are they going to spend a lot? How do you know?

Useful language from the audio

Match each phrase to what it does.

"How many aubergines do we need?" — asks about a countable quantity

"How much cheese should we buy?" — asks about an uncountable quantity

"A couple isn't enough for six." — corrects a quantity

"We're running out of..." — says something is almost finished

"This is turning into a €70 lasagne." — playful complaint about the total cost

Voice A: OK — vegetable lasagne for six. How many aubergines do we need?

Voice B: A couple?

Voice A: A couple isn't enough for six. We need at least four, maybe five if they're small.

Voice B: OK, four. Cheese?

Voice A: How much cheese should we buy? For a big tray... 500 grams of mozzarella and about 200 of parmesan.

Voice B: That much? Really?

Voice A: Trust me. And we're running out of olive oil at home — grab a bottle.

Voice B: Do we have garlic?

Voice A: Oh no. No, we don't. We can't do a lasagne without garlic. Two bulbs.

Voice B: Salad for the side — some lettuce, a few tomatoes, some cucumber?

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Voice A: Perfect. And a bottle of white for the aperitivo, and one red for the meal.

Voice B: One red isn't much for six people.

Voice A: You're right. Two reds. Fine.

Voice B: This is turning into a €70 lasagne, you realise.

Voice A: And it will be worth every cent.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. How ____ aubergines do we need?

2. A couple isn't ____ for six.

3. How ____ cheese should we buy?

4. We're ____ ____ of olive oil.

Speaking · Plan a dinner for six

In pairs, plan a real dinner for six friends. Agree on: a starter, a main, a side, a drink and a dessert. Use at least 3 quantifiers correctly ('a lot of', 'a few', 'too much'...).

Scene: You have €40 total and 90 minutes to cook

A: You: love cooking, want something impressive.

B: You: prefer simple food that everyone eats.

Scene: Two guests are vegetarian, one is gluten-free

A: You: propose a menu that works for everyone.

B: You: check every dish and suggest swaps.

Scene: It's the middle of summer, 35°C outside

A: You: want cold food only.

B: You: still want at least one warm dish.

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Discussion · food

Choose 2 questions.

How often do you cook a full meal from scratch?

What is one food you loved as a child and hate now — and vice versa?

Is takeaway food in your city cheap or expensive compared to cooking at home?

Do you follow any food trend right now? Honest answer.

Role-play · At the restaurant

Read your role card, prepare, run the conversation for 2 minutes.

Scene: The dish that arrives has clearly too much salt

A: You: politely complain, ask for a change or a discount. Be firm but friendly.

B: You: the waiter. Apologise, offer 2 options (new dish, or take it off the bill), and be genuine.

Mini-presentation · 60-second 'How I eat'

Prepare and deliver a 60-second honest summary of how you eat during a normal week.

Beat 1 (10s) — Breakfast: what and how much.

Beat 2 (15s) — Lunch: cooked at home, takeaway, or restaurant?

Beat 3 (20s) — Dinner: your best meal of the week AND one you'd rather forget.

Beat 4 (15s) — One food habit you're proud of, one you should probably change.

sample: For breakfast I usually have coffee and two slices of bread with butter — nothing exciting, but reliable. Lunch during the week is almost always leftovers from the night before; on weekends I eat out. My best meal of the week is Sunday lunch at my parents' — feijoada, rice, greens, orange. My worst is Thursday, when I'm too tired to cook and end up ordering pizza. I'm proud that I drink a lot of water — about 2 litres a day. But I probably eat too much sugar at the office, and I should really change that.

Writing · A short restaurant review

Write 70–90 words reviewing a real restaurant you know. Include: the dish you had, the portion size, the price, and ONE honest comment. Use at least 2 quantifiers.

bonus: Bonus — Rewrite the review as a single one-line rating with 3 hashtags.

Wrap-up · What did we cover?

COUNTABLE nouns: many / a few / how many. UNCOUNTABLE: much / a little / how much.

SOME in positive sentences and offers; ANY in questions and negatives.

'A lot of' works with both — the safest option in positive sentences.

Trends fade. Grandmothers don't.

Quiz

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1. "How ____ eggs do we need?"
(A) much
(B) many
(C) some
2. "There isn't ____ milk left."
(A) some
(B) any
(C) many
3. "I put too ____ salt in the soup."
(A) much
(B) many
(C) a lot
4. 'Leftovers' means...
(A) food you left at the restaurant
(B) food from a meal that wasn't eaten
(C) food that is out of date
5. "Would you like ____ tea?"
(A) any
(B) many
(C) some

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

- Write ONE new word from the lesson and its meaning in your own words.

- Write ONE collocation from the lesson and use it in a sentence about your life.

- Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Quantifiers: much / many / a few / a little

Rewrite each sentence using the target grammar of this lesson.

- Sentence 1 → rewrite it correctly with the target grammar.

- Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about food & health for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your food & health this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Recipe autopsy

1. Two mistakes: (1) 500 ml is far too little for pasta — use 4–5 litres. (2) Use a large pot, not a frying pan.
2. Wrong — always add pasta AFTER the water is fully boiling, and stir 3–4 times to stop it sticking.
3. Wrong — salt the water generously (like the sea) before adding the pasta; you can't fix flat pasta at the end.
4. Wrong — never rinse pasta if you're serving it hot; you'll wash off the starch that makes the sauce stick.
5. Wrong — a thin layer of oil is fine, but 'lots' will make the sauce slide off. Better: toss immediately with the sauce.

Reading · Why food trends age badly

1. (B) Two years
2. (B) Black beans
3. (B) It contains the best food already
1. (B) False
2. (A) True
3. (B) False
4. (C) Not Given
1. Model: I bought expensive matcha powder for a year — most of it went off in the cupboard. Green tea gave me exactly the same effect for a third of the price.
2. Model: my grandmother's arroz e feijão — beans, rice, garlic, cheap, and honestly still the best meal I know.
1. superfood
2. nutritionist
3. shopping list

Vocabulary · Food & meals

1. ravenous
2. fussy eater
3. grab a quick bite
4. ingredients
5. eat out
6. leftovers
1. (C) full
2. (D) run
3. (D) pillow
1. salty
2. spicy
3. sweet
4. creamy

Grammar · Quantifiers (some / any / much / many / a lot of / a few / a little)

1. some
2. any
3. any
4. some
5. some
6. any
1. many
2. much
3. many
4. much
5. many
6. much
1. a few
2. a little
3. a few

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4. a little
1. How many apples do we need?
2. I have too much sugar in my coffee.
3. There isn't any milk left.
4. I bought a few apples at the market.
5. There are many / a lot of people in the queue.
1. Model: I eat about two portions of fruit a day — usually a banana and an apple.
2. Model: I drink a lot of coffee — probably 15 cups a week, which is too many.
3. Model: yes, there's a little cheese in the corner that's been there for two weeks.
1. a) some / b) some (a few, e.g. 6) / c) some / d) much
2. a) a few / b) any / c) coffee (no quantifier needed) — or 'we've got very little coffee left'.

Listening · At the supermarket

1. Six — three couples.
2. A big vegetable lasagne, plus a green salad.
3. Not really — they compromise on one bottle of white and one of red.
1. Four — 'a couple isn't enough for six people'.
2. Garlic — 'we can't do a lasagne without garlic'.
3. 500 grams of mozzarella and about 200 grams of parmesan.
1. Voice A — she knows exact quantities and corrects Voice B ('two isn't enough for six').
2. Yes — Voice B says 'this is turning into a €70 lasagne' at the end.
1. many
2. enough
3. much
4. running out

Quiz

1. (B) many
2. (B) any
3. (A) much
4. (B) food from a meal that wasn't eaten
5. (C) some

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Quantifiers: much / many / a few / a little

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of food & health.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 4 · B1·4B

Body & mind

Theme · Food & health



Unit 4 · B1·4B

Body & mind

Theme: Food & health

B1 · General English



Learning objectives

- Give friendly, useful advice about health and wellbeing.
- Use should / must / have to correctly and know when NOT to use 'must'.
- Explain a small habit change and how you're going to try it.

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Class Book

Warm-up · Your energy today

On a scale of 1 (exhausted) to 10 (unstoppable), rate your energy right now. Then say what 3 things brought your number UP or DOWN in the last 24 hours.

One thing that pushed the number UP.

One thing that pushed the number DOWN.

One thing you'll change tomorrow.

Lead-in · Agony aunt mailbox

Read each short letter. Before revealing the model answer, write ONE piece of advice in your notebook. Then compare.

1. "I'm 32. I can't get to sleep before 2 a.m. and I'm exhausted every day. My phone is next to my bed. Help." — Tired in Lisbon

2. "I sit at a desk for 9 hours a day. My back hurts. I don't have time for the gym." — Aching in Aveiro

3. "I drink 4 cups of coffee a day. I get headaches at 4 p.m." — Wired in Warsaw

4. "I want to eat healthier, but I hate salad." — Reluctant in Rio

followUp: Which of these letters could YOU have written? What would YOU add to the advice?

Reading · The tiny-habit trick

Most people who want to change their health make the same mistake. They decide to do too much. Monday morning: gym at 6, salad for lunch, no sugar, meditation, 8 hours of sleep, a completely new person by Friday. By Wednesday, they're eating chocolate at 11 p.m. and hating themselves.

The tiny-habit trick works better. Instead of one big change, you pick ONE new habit so small it feels almost silly. Two push-ups a day. One glass of water when you wake up. One walk around the block after lunch. Nothing more. You have to do it every day, but it has to be small enough to succeed on your worst day.

The magic is that small habits grow on their own. Two push-ups become ten. One glass of water becomes three. But the day you tell yourself 'I have to do fifty push-ups' is the day the habit dies. You mustn't be ambitious. You should be consistent.

1. What mistake do most people make when trying to change?

(A) They do too little

(B) They do too much at once

(C) They wait too long

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2. What is the tiny-habit trick?
 - (A) Do one tiny new habit every day
 - (B) Change everything at once
 - (C) Follow an app
3. What kills a habit, according to the writer?
 - (A) Doing it in the morning
 - (B) Being too ambitious
 - (C) Doing it with friends

Vocabulary in context

Match the phrase to its meaning.

tiny — very small

silly — so simple it seems ridiculous

consistent — doing something regularly, every day or week

ambitious — wanting big, difficult goals

True / False / Not Given

Based only on the text.

1. The writer recommends doing a lot of things at once.
 - (A) True
 - (B) False
 - (C) Not Given
2. A tiny habit should be small enough to succeed on your worst day.
 - (A) True
 - (B) False
 - (C) Not Given
3. The writer thinks apps are essential.
 - (A) True
 - (B) False
 - (C) Not Given
4. 'Being consistent' is more important than 'being ambitious'.
 - (A) True
 - (B) False
 - (C) Not Given

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React to the text

Answer in 2–3 sentences.

1. Have you ever tried a tiny habit? What was it, and did it work?

2. What ONE tiny habit would you start THIS week if you could keep it forever?

Scan for meaning

Find the word or phrase from the text.

1. very small — almost too small to matter

2. doing something regularly

3. wanting big, difficult goals

Vocabulary · Body & wellbeing

drained — extremely tired

overwhelmed — very stressed

in shape — in good physical condition

out of shape — not physically fit

burnt out — physically and mentally worn down by long stress

well-rested — feeling refreshed after enough sleep

work out — do physical exercise

go for a walk — take a walk

cut down on — reduce (sugar, coffee, alcohol...)

get some fresh air — go outside briefly

take up (a hobby) — start a new activity

give up (a habit) — stop doing something

practice

Complete each sentence with ONE word or phrase from the lists.

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1. I'm ____ — I need a proper holiday.

2. You should ____ sugar — you'll feel much better in two weeks.

3. I'm going to ____ yoga in the new year.

4. I ____ three times a week — usually a run and one gym session.

5. I'm ____ — I need 20 minutes of silence.

6. Let's ____ after lunch.

Collocations · verbs + health nouns

Match each verb with the noun it usually goes with.

have — a headache / a cold / an early night

take — a break / a nap / a deep breath

get — some rest / sick / into shape

lose / put on — weight

go on — a diet / a run / a hike

Odd one out

Choose the word that does NOT belong.

1. drained · burnt out · well-rested · shattered

(A) drained

(B) burnt out

(C) well-rested

(D) shattered

2. cut down on · give up · take up · pillow

(A) cut down on

(B) give up

(C) take up

(D) pillow

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3. work out · train · exercise · read

(A) work out

(B) train

(C) exercise

(D) read

Word building · noun ↔ adjective

Complete each pair.

1. health → adjective: ____

2. stress → adjective: ____

3. energy → adjective: ____

4. tiredness → adjective: ____



Grammar · Should / must / have to

1. Should / shouldn't — advice — The speaker is giving an opinion, not a rule. • You should drink more water. • You shouldn't check your phone before bed.

2. Must / mustn't — strong personal necessity, or a rule — MUST = the speaker feels it's very important. MUSTN'T = a prohibition (do NOT do this). • I must call my mother tonight. (I feel it's important.) • You mustn't smoke in this building. (rule / prohibition)

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3. Have to / don't have to — external obligation — HAVE TO = someone/something else says it's necessary. DON'T HAVE TO = it's not necessary (BUT you can if you want). • I have to wear a uniform at work. • You don't have to join a gym to be fit.

4. Common trap: mustn't ≠ don't have to — MUSTN'T = it's forbidden. DON'T HAVE TO = it's optional. • You mustn't tell her. (Do NOT tell.) • You don't have to tell her. (It's your choice.)

Exercise A — should or shouldn't?

Give a piece of advice for each situation.

1. 'I have a big meeting at 8 tomorrow morning.' →

2. 'I've had a headache all day.' →

3. 'I'm eating too much sugar.' →

4. 'I'm exhausted every day at 3 p.m.' →

Exercise B — must, mustn't, or don't have to?

Complete each gap.

1. You ____ smoke in the hospital — it's the law.

2. You ____ wear a tie to this meeting. It's very informal.

3. I ____ call my grandmother tonight. She's been waiting all week.

4. You ____ eat before an MRI scan — it's a rule.

5. You ____ come to the birthday party. It's just an open invitation.

6. I ____ finish this report by 5. My boss is waiting for it.

Exercise C — have to or don't have to?

Complete each gap.

1. In my job, I ____ ____ wear a uniform.

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2. You ____ ____ ____ pay for the museum on Sundays — it's free.

3. She ____ ____ get up at 5 every day for her shift.

4. We ____ ____ ____ book the restaurant — they always have space.

Exercise D — Find and fix the mistake

Each sentence has ONE mistake.

1. You mustn't wear a tie. It's optional.

2. You don't have to drink and drive — it's illegal.

3. You should to drink more water.

4. I must to call the doctor.

Exercise E — About you

Answer with a full sentence.

1. What is one thing you have to do this week that you're not looking forward to?

2. What is one thing you don't have to do but that you want to do?

3. What is one piece of advice you should probably follow but never do?

Exercise F — Complete the doctor's advice

Complete each gap with should / must / mustn't / have to / don't have to.

1. You ____ drink at least 2 litres of water a day. You ____ take these tablets on an empty stomach — that's a rule. You ____ start a diet, but a few small changes ____ help a lot.

2. You ____ come back in two weeks — the results will be ready. You ____ do any hard exercise before then.

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Listening · A visit to the pharmacy

A customer walks into a pharmacy with a bad cough and a lot of questions. The pharmacist gives advice — and one firm warning.

pre

When was the last time you asked a pharmacist for advice instead of a doctor?

How much do you trust pharmacy recommendations?

gist

1. What is wrong with Voice A?

2. What does the pharmacist recommend?

3. What is the pharmacist's firm warning?

detail

1. For how many days has Voice A had the cough?

2. What does Voice A NOT have to do?

3. When should she come back?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Is the pharmacist rushing Voice A?

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2. Will Voice A follow all the advice?

Useful language from the audio

Match each phrase to what it does.

"How long have you had it?" — asks for the duration of a symptom

"You should try this one first." — gentle recommendation

"You mustn't mix it with alcohol." — strong prohibition — safety rule

"You don't have to see a doctor yet." — removes an unnecessary step

"Come back if..." — gives a clear follow-up rule

Voice A: Hi — I've had a cough for four days. It was dry at first, now it's a bit chesty. I can't sleep at night.

Voice B: Any fever?

Voice A: No fever.

Voice B: OK. You don't have to see a doctor yet — a cough of less than a week without fever usually clears on its own. But we can help you sleep. Two things — one for the day, one for the night.

Voice A: Perfect.

Voice B: You should try this one first — honey and thyme, one spoonful every 4 hours. It's gentle.

Voice A: And for the night?

Voice B: This one is stronger. Only if you really can't sleep. But — very important — you mustn't mix it with alcohol, and you mustn't drive within 8 hours.

Voice A: So no wine tonight?

Voice B: No wine tonight.

Voice A: OK. And if it doesn't get better?

Voice B: Come back if it's still there after 7 days, or if you get a fever. Then you should see a doctor.

Voice A: Thanks. Really, thanks — I would have panicked and gone to A&E.

Voice B: You didn't have to. That's what we're here for.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. You ____ see a doctor yet.

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2. You ____ try this one first.

3. You ____ mix it with alcohol.

4. You ____ see a doctor if you get a fever.

Speaking · You be the coach

In pairs, take turns. Student A: describe a real problem in your life (sleep, energy, food, work). Student B: give at least TWO pieces of advice — one with 'should', one with 'don't have to'. Then swap.

Scene: I've been drinking 5 coffees a day

A: You: give tiny-habit advice.

B: You: the coffee-drinker; push back honestly.

Scene: I hate exercise and I have a bad back

A: You: no gym allowed in the advice.

B: You: the person; ask 'how long?' and 'why?' for each tip.

Scene: I can't stop scrolling on my phone at night

A: You: give ONE tiny rule, not ten.

B: You: the person; agree only if it's realistic.

Discussion · body & mind

Choose 2 questions.

What is the BEST piece of health advice you've ever received?

Is there a health trend that annoys you? Why?

Do you think you sleep enough? Honest answer.

What tiny habit are you proud of building?

Role-play · Personal trainer, first session

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: First meeting with a personal trainer

A: You: the trainer. Ask 3 questions, then propose ONE tiny weekly habit for the next 2 weeks. Use should, must, and 'you don't have to'.

B: You: the new client. Be honest about your time (2 hours a week max) and your dislikes (no running, no early mornings).

Mini-presentation · 60-second 'my next tiny habit'

Prepare and deliver a 60-second plan for a tiny new habit you'll start next week.

Beat 1 (10s) — The habit (one sentence, very specific).

Beat 2 (15s) — When and where you'll do it (tie it to an existing routine).

Beat 3 (20s) — What you must and mustn't do to protect the habit.

Beat 4 (15s) — How you'll know it's working.

sample: My tiny habit for next week is one glass of water before my first coffee — just one, every morning. I'll leave the glass next to the kettle so I see it before I even open my eyes properly. I must not make coffee first. I mustn't check my phone until the glass is empty. I'll know it's working when I stop getting that 4 p.m. headache — usually within a week. If I miss a day, I don't punish myself; I just start again the next morning.

Writing · An 'agony aunt' reply

Choose ONE of the letters from the Lead-in and write a 70–90 word reply. Use at least ONE 'should', ONE 'must' (or mustn't) and ONE 'don't have to'.

bonus: Bonus — Rewrite your best piece of advice as a single sentence (max 20 words).

Wrap-up · What did we cover?

SHOULD = advice (the speaker's opinion).

MUST = strong personal necessity. MUSTN'T = prohibition (don't do this).

HAVE TO = external obligation. DON'T HAVE TO = optional, not necessary.

Tiny habits win. Being consistent beats being ambitious every time.

Quiz

1. "You ____ drink and drive."

(A) mustn't

(B) don't have to

(C) shouldn't

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2. "You ____ wear a tie — it's totally optional."
(A) mustn't
(B) don't have to
(C) shouldn't
3. "You ____ drink more water. It's just my advice."
(A) must
(B) have to
(C) should
4. 'Burnt out' means...
(A) hungry
(B) physically and mentally worn down
(C) very fit
5. "I ____ finish this report by 5 — my boss is waiting."
(A) should
(B) have to
(C) don't have to

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Modals of advice: should / must / have to

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about food & health for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your food & health this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Agony aunt mailbox

1. You should charge your phone in another room and use a normal alarm clock. You must not check emails after 10 p.m. Try 20 minutes of reading instead — most people fall asleep within a week.
2. You don't have to join a gym. You should stand up every 45 minutes and walk for 3. Try a short 10-minute stretch when you wake up, and swap the lift for the stairs. Small daily habits fix backs faster than one big workout a week.
3. You must not stop suddenly — cut it back slowly (4 → 3 → 2 over two weeks). You should have your last coffee before noon and drink a big glass of water with each cup. Headaches usually improve within 10 days.
4. You don't have to eat salad. You should focus on cooked vegetables — roasted, grilled, in soups. Add ONE portion of vegetables to a meal you already love. Change ONE thing, not ten.

Reading · The tiny-habit trick

1. (B) They do too much at once
2. (A) Do one tiny new habit every day
3. (B) Being too ambitious
1. (B) False
2. (A) True
3. (C) Not Given
4. (A) True
1. Model: yes — I started drinking one glass of water first thing in the morning. Six months later I drink about six glasses a day, and I don't even think about it.
2. Model: a 10-minute walk after dinner, no phone. Free, quick, and I already know I sleep better after one.
1. tiny
2. consistent
3. ambitious

Vocabulary · Body & wellbeing

1. burnt out
2. cut down on
3. take up
4. work out
5. drained / overwhelmed
6. get some fresh air
1. (C) well-rested
2. (D) pillow
3. (D) read
1. healthy
2. stressed / stressful
3. energetic
4. tired / tiring

Grammar · Should / must / have to

1. You should get an early night.
2. You should drink some water and take a break from the screen.
3. You should cut down slowly, not stop suddenly.
4. You shouldn't drink coffee after lunch — try a 15-minute walk instead.
1. mustn't
2. don't have to
3. must
4. mustn't
5. don't have to
6. must / have to
1. have to
2. don't have to

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3. has to
4. don't have to
1. You don't have to wear a tie. It's optional.
2. You mustn't drink and drive — it's illegal.
3. You should drink more water.
4. I must call the doctor.
1. Model: I have to finish a long report by Friday — and I've barely started it.
2. Model: I don't have to go to the gym on Sundays, but I usually do — it makes my Monday easier.
3. Model: I should probably leave my phone in the other room at night — I know, I know.
1. should / mustn't / don't have to / should
2. have to / mustn't

Listening · A visit to the pharmacy

1. A bad cough for four days, and now she can't sleep at night.
2. A honey-and-thyme syrup during the day, and a stronger night-time syrup if she really can't sleep.
3. She mustn't take the night syrup with alcohol AND mustn't drive after taking it.
1. Four days — it started dry, and now it's 'a bit chesty'.
2. See a doctor yet — the pharmacist says a cough of less than a week without fever usually doesn't need one.
3. If it's still there after 7 days, or if she gets a fever.
1. No — she asks follow-up questions and explains WHY she recommends each thing. That's why Voice A trusts her.
2. Probably yes for the day syrup, but she jokes about the 'no wine tonight' rule, so we're not 100% sure about the night one.
1. don't have to
2. should
3. mustn't
4. should

Quiz

1. (A) mustn't
2. (B) don't have to
3. (C) should
4. (B) physically and mentally worn down
5. (B) have to

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Modals of advice: should / must / have to

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of food & health.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 5 · B1·5A

Jobs

Theme · Work & study



Unit 5 · B1·5A

Jobs

Theme: Work & study

B1 · General English



Learning objectives

- Talk about your work experience and what you've done recently.
- Use present perfect vs past simple correctly.
- Describe a job you've had honestly — the good and the bad.

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Class Book

Warm-up · Your CV in three verbs

Choose *THREE* verbs that describe your working life so far (e.g. teach, translate, sell, code, wait). Say *ONE* sentence for each: when, where, and one detail.

The first verb — where it started.

The verb that lasted the longest.

The verb that surprised you.

Lead-in · Career myths

Vote *MYTH* or *FACT* for each claim about work. Then reveal the answer.

1. People change careers on average 5–7 times in their lifetime.

2. The best salaries always go to the people who work the most hours.

3. In most European countries, employees have the legal right to disconnect after work.

4. 'Networking' matters more than qualifications for finding a job.

5. Working from home makes you less productive.

followUp: Which of these myths did YOU believe? Which one still surprises you?

Reading · The five-year lie

Almost every job interview includes the same terrible question: 'Where do you see yourself in five years?' Everyone knows the game. The candidate invents a confident, ambitious answer. The interviewer nods politely. Both of them know that the real answer is 'I have absolutely no idea.'

In the last twenty years, the world of work has changed more than in the previous fifty. People have started careers in industries that didn't exist when they were at school. They have quit stable jobs to become freelancers. They have learned skills on YouTube that used to require a degree. The five-year plan is beautiful, but it's a lie almost everyone tells.

A better question is: 'What have I learned in the last twelve months, and what do I want to learn in the next twelve?' That question isn't ambitious. It's honest. And honest questions build better careers than ambitious lies.

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1. According to the writer, what's wrong with the 'five-year' question?
 - (A) It's too short
 - (B) It usually invites a lie
 - (C) It's illegal
2. How much has work changed in the last 20 years?
 - (A) Very little
 - (B) More than in the previous 50
 - (C) Only in tech
3. What is the writer's suggested better question?
 - (A) What have I learned recently — and what next?
 - (B) How much do I want to earn?
 - (C) What is my dream job?

Vocabulary in context

Match the phrase to its meaning.

candidate — a person applying for a job

freelancer — someone who works independently, on projects

quit — leave a job or activity

degree — a university qualification

True / False / Not Given

Based only on the text.

1. The 'five-year' question is a favourite of the writer.
 - (A) True
 - (B) False
 - (C) Not Given
2. Some people have learned skills online that used to need a degree.
 - (A) True
 - (B) False
 - (C) Not Given
3. Freelancing pays more than a stable job.
 - (A) True
 - (B) False
 - (C) Not Given

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4. The writer prefers 'honest questions' to 'ambitious lies'.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. How would YOU honestly answer 'Where do you see yourself in five years?' today?

2. What is the biggest thing you've learned in the last twelve months?

Scan for meaning

Find the word or phrase from the text.

1. a person applying for a job

2. someone who works independently on projects

3. leave a job

Vocabulary · Work & careers

colleague — a person you work with

line manager — the person in charge (informal 'manager')

deadline — the latest time by which something must be done

salary — the fixed money you receive for a job (usually monthly)

promotion — a move to a higher position at work

step down — formally leave a job

apply for a job — send your CV to be considered

have an interview — meet an employer to discuss a job

get offered a job — be told the job is yours if you want it

take on responsibility — accept a bigger role

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work overtime — work more hours than your contract

get promoted — move up to a higher position

practice

Complete each sentence with ONE word or phrase from the lists.

1. I've ____ ____ five jobs this month — no luck yet.

2. My ____ is next Tuesday at 10 a.m. — I'm nervous.

3. She ____ ____ last month after 6 years in the company.

4. The ____ for this report is Friday at 5 p.m.

5. He got ____ to team leader in January.

6. I ____ ____ almost every Thursday to finish the weekly report.

Collocations · verbs + work nouns

Match each verb with the noun it usually goes with.

meet — a deadline / a target / a client

hand in — your notice / a report / your homework

run — a meeting / a business / late

attend — a meeting / a course / a conference

handle — a client / pressure / a difficult situation

Odd one out

Choose the word that does NOT belong.

1. salary · wage · pay · pillow

(A) salary

(B) wage

(C) pay

(D) pillow

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2. colleague · line manager · client · flower

- (A) colleague
- (B) line manager
- (C) client
- (D) flower

3. step down · quit · leave · apply

- (A) step down
- (B) quit
- (C) leave
- (D) apply

Word building · verb ↔ noun

Complete each pair.

utility:

1. employ → the person hired: ____

2. employ → the person hiring: ____

3. manage → the person doing it: ____

4. apply → the noun: ____



Grammar · Present perfect vs past simple

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1. Present perfect — experience in your life so far, with no specific time — • I have worked in three countries. (in my life so far) • She has met the CEO twice. (experience, unspecified when) Common: ever, never, so far, already, yet, recently, in the last few weeks.

2. Past simple — a finished action at a specific past time — • I worked in Paris from 2015 to 2018. • Yesterday she met the CEO in the boardroom. Common: yesterday, last week, in 2018, ago, when I was 20.

3. The rule of thumb — If you can say (or add) a specific past time → past simple. If the action is 'in life so far' → present perfect. • Have you ever visited Japan? (ever = at any time in life) • Did you visit Japan last summer? (specific time)

4. 'For' and 'since' with PP — Use present perfect (not past simple) with FOR/SINCE when the situation is STILL true. • I've worked here for 3 years. (still here) • I worked there for 3 years. (finished — I'm not there now)

Exercise A — present perfect or past simple?

Complete each sentence with the correct form.

1. I ____ (work) in three different countries in my life.

2. She ____ (start) her first job in 2019.

3. ____ (you / ever / work) with a difficult boss?

4. We ____ (have) three interviews last week.

5. He ____ (not / finish) the report yet.

6. I ____ (meet) her at a conference two years ago.

Exercise B — ever, never, already, yet, just

Complete each sentence with the correct word.

1. I've ____ finished the report — do you want to see it?

2. Have you ____ visited Japan?

3. I've ____ been to Argentina, but I'd love to go.

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4. She hasn't sent the invoice ____.

5. We've ____ hired two new people this month — very fast.

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. I have started this job three years ago.

2. She worked here since 2020.

3. Did you ever visited Japan?

4. I've saw that film last week.

Exercise D — Rewrite for context

Rewrite each sentence for the new time frame.

1. I work at ABC. (from 2018 to 2020)

2. She quit her job. (in the last few weeks)

3. I don't visit that client. (for six months)

Exercise E — About you

Answer with a full sentence.

1. How many jobs have you had in your life?

2. When did you start your current job or course?

3. Have you ever handed in your notice? What happened?

Exercise F — Complete the mini-interview

Complete each gap with the correct form.

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1. — How long ____ (you / work) here? — I ____ (start) in 2021, so about three years now.

2. — ____ (you / ever / manage) a team? — Yes, I ____ (lead) a team of six in my last job.

Listening · A quick job interview

A friendly 15-minute video interview for a junior marketing role. Notice how the candidate mixes present perfect and past simple.

pre

What is the WORST job interview question you've ever been asked?

What ONE story from your CV do you always tell in interviews?

gist

1. How much experience does Voice A have?

2. Why is Voice A leaving her current job?

3. What is the next step in the process?

detail

1. When did Voice A finish her internship?

2. What has she done at her current job that she's proud of?

3. What is the salary range mentioned?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Is Voice A well prepared for the interview?

2. Is the interviewer likely to invite her back?

Useful language from the audio

Match each phrase to what it does.

"I've been at my current job for about a year." — present perfect for a state still true now

"I finished my internship in 2023." — past simple with a specific time

"I've grown the account from 800 to 12,000 followers." — quantified achievement in the present perfect

"Have you ever managed a team?" — asks about experience across a lifetime

"Do you have any questions for me?" — signals the end of the interview

Voice A: Hi — good to meet you. Thanks for making time.

Voice B: Of course. So — let's start simple. Tell me about your experience.

Voice A: Sure. I've worked in marketing for about two years. I did a six-month internship at a food delivery start-up in 2023, and I've been in my current junior role for about a year — a small tourism agency.

Voice B: And why are you looking to move?

Voice A: The team is only three people. I've learned a lot, but I've hit the ceiling. I want a bigger team, more responsibility, and honestly — more people to learn from.

Voice B: Have you ever managed anyone?

Voice A: No, not officially. But in my current job I've trained two interns, and one of them has just been hired full-time.

Voice B: Anything you're particularly proud of?

Voice A: I've grown our Instagram from 800 to 12,000 followers in under a year — mostly with short videos of the destinations. It's my favourite thing I've done.

Voice B: That's exactly the profile we're looking for. Salary range for this role is €2,400 to €2,800 gross, plus a small performance bonus. Is that OK to talk about?

Voice A: Yes, that works. Do you have any questions for me?

Voice B: I'd love to send you a short creative task — by Friday. If we like it, we bring you back next week for a final with the CEO. Does that sound good?

Voice A: Sounds perfect. Thank you.

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Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. I ____ in marketing for about two years.

2. I ____ my internship in 2023.

3. ____ you ever ____ anyone?

4. I ____ our Instagram from 800 to 12,000 followers.

Speaking · Mini job interview

In pairs, run a 3-minute interview. Interviewer: use 3 present-perfect questions and 3 past-simple questions. Candidate: use both tenses honestly. Then swap.

Scene: Interview for a junior role in your dream field

A: You: the candidate. Prepare 1 specific number (like 800 → 12,000).

B: You: the interviewer. Ask about experience, motivation, and one 'why us?' question.

Scene: Internal move inside your company

A: You: applying to another team. Explain why.

B: You: the interviewer. Ask about achievements and what you'd miss.

Scene: Career-change interview after 10 years in one industry

A: You: the candidate. Explain the change positively.

B: You: the interviewer. Ask hard, honest questions.

Discussion · work

Choose 2 questions and speak for 30–45 seconds each.

Have you ever had a boss who really changed you? What did they do?

What is the WORST job you've ever done?

Have you ever regretted quitting a job?

How much of your identity is tied to your job? Honest answer.

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Role-play · Salary conversation

Read your role, prepare, then run the conversation for 2 minutes.

Scene: A meeting with your manager to ask for a raise

A: You: employee. You haven't had a raise for 2 years and you've taken on much more responsibility. Prepare 2 specific achievements.

B: You: the manager. Budgets are tight; you want to keep them, but you also can't offer the number they want. Propose a compromise.

Mini-presentation · 60-second career story

Prepare and deliver a 60-second summary of your working life so far.

Beat 1 (10s) — Your very first job.

Beat 2 (15s) — The biggest thing you've done in your career so far.

Beat 3 (20s) — One job you loved and one you left.

Beat 4 (15s) — What you're focusing on RIGHT NOW.

sample: My very first job was in a small bookshop when I was seventeen — I earned almost nothing and read all the books during my breaks. The biggest thing I've done so far is probably launch a podcast that hit 10,000 downloads in six months. I loved my time as a copywriter at a small agency; I left a corporate marketing job in 2022 because I was working every weekend. Right now I'm focusing on freelance projects — smaller, but I sleep more.

Writing · A short cover-letter paragraph

Write 80–100 words as the opening of a cover letter for a real (or imagined) job. Use at least 2 present-perfect verbs, 2 past-simple verbs, and 1 specific number.

bonus: Bonus — Rewrite the whole paragraph as a LinkedIn 'about me' section (max 40 words).

Wrap-up · What did we cover?

Present perfect = experience so far, no specific time (ever, never, in the last...).

Past simple = a finished action at a specific time (yesterday, in 2018, ago).

'For / since' + a state that is still true → present perfect.

A great CV story is short, specific and has ONE number.

Quiz

1. "I ____ this job three years ago."

(A) have started

(B) started

(C) start

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2. "She ____ here since 2020."
(A) works
(B) worked
(C) has worked
3. "____ you ever ____ a team?"
(A) Have / managed
(B) Did / manage
(C) Are / managing
4. 'Freelancer' means...
(A) a manager
(B) someone who works independently on projects
(C) the boss's assistant
5. "I ____ the report yet."
(A) haven't finished
(B) didn't finished
(C) don't finished



Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Present perfect vs past simple

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about work & study for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your work & study this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Career myths

1. FACT — most large surveys (US Bureau of Labor Statistics, LinkedIn) confirm this, especially for people born after 1980.
2. MYTH — after roughly 50 hours a week, productivity drops sharply. Long hours correlate more with burnout than with high pay.
3. PARTIAL FACT — France, Spain, Belgium, Italy, Portugal and Ireland have some form of 'right to disconnect' law; many other countries do not.
4. MYTH-ISH — networking helps massively, but qualifications open the first door. Most studies say the combination beats either one alone.
5. MYTH — most large studies (Stanford, MIT) show equal or slightly higher productivity from home, though creativity and mentoring often suffer.

Reading · The five-year lie

1. (B) It usually invites a lie
2. (B) More than in the previous 50
3. (A) What have I learned recently — and what next?
1. (B) False
2. (A) True
3. (C) Not Given
4. (A) True
1. Model: honestly? I have no idea. I hope I'm still curious, working with people I respect, and speaking better English than I do now.
2. Model: I've learned to say no to projects I don't have time for — much harder than it sounds, and it's changed my whole year.
1. candidate
2. freelancer
3. quit

Vocabulary · Work & careers

1. applied for
2. interview
3. step downed
4. deadline
5. promoted
6. work overtime
1. (D) pillow
2. (D) flower
3. (D) apply
1. employee
2. employer
3. manager
4. application

Grammar · Present perfect vs past simple

1. have worked / 've worked
2. started
3. Have you ever worked
4. had
5. hasn't finished
6. met
1. just / already
2. ever
3. never
4. yet

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5. already

1. I started this job three years ago. (past simple + ago)

2. She has worked / She's worked here since 2020.

3. Have you ever visited Japan?

4. I saw that film last week.

1. I worked at ABC from 2018 to 2020.

2. She has quit / She's quit her job in the last few weeks.

3. I haven't visited that client for six months.

1. Model: I've had four jobs so far — three in Brazil and one in Portugal.

2. Model: I started my current job in March last year.

3. Model: yes — I handed in my notice in 2022 after two very difficult years, and I've never regretted it.

1. have you worked / started

2. Have you ever managed / led

Listening · A quick job interview

1. About two years — one internship and one full-time junior role.

2. She wants a bigger team and more responsibility; her current company has only three people.

3. A short creative task by Friday, then a final interview with the CEO next week.

1. In 2023 — a six-month internship at a food delivery start-up.

2. She has grown their Instagram from 800 to 12,000 followers in just under a year.

3. Between €2,400 and €2,800 gross per month, plus a small performance bonus.

1. Yes — she gives specific numbers (800 → 12,000), remembers exact dates, and has a question ready at the end.

2. Very likely — the tone is warm, she calls Voice A 'exactly the profile we're looking for', and she sends the task the same afternoon.

1. have worked / 've worked

2. did / finished

3. Have / managed

4. have grown / 've grown

Quiz

1. (B) started

2. (C) has worked

3. (A) Have / managed

4. (B) someone who works independently on projects

5. (A) haven't finished

Ask the teacher · anote aqui uma dúvida para levar à aula



Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Present perfect vs past simple

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
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1. Model: both speakers compare their own experience of work & study.
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6. Reflection

1. Open answer.
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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 5 · B1·5B

Learning

Theme · Work & study



Unit 5 · B1·5B

Learning

Theme: Work & study

B1 · General English



Learning objectives

- Talk about past habits related to studying and learning.
- Use 'used to' and 'would' for past habits and repeated actions.
- Compare how you USED to learn with how you learn NOW.

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Class Book

Warm-up · Your school desk at 12

Close your eyes and picture your school desk when you were 12. In **THREE** sentences: what was on it, what you were probably doing there, and one small memory from that year.

One object on the desk.

One subject you loved (or hated).

One classmate you still think about.

Lead-in · This or that

Read each learning dilemma. Choose A or B. There is no wrong answer — reveal to see **WHY** each side has fans.

1. For a new language: (a) an app for 15 min a day, or (b) 90-minute weekly class with a teacher.

2. For a hard topic: (a) read the same chapter three times, or (b) close the book and try to explain it out loud.

3. Best time to study a difficult subject: (a) first thing in the morning, or (b) late at night.

4. For remembering vocabulary: (a) write each word 10 times, or (b) use each word 3 times in real sentences.

5. For a difficult concept: (a) study alone in silence, or (b) explain it to a friend.

followUp: Which of these dilemmas do you struggle with the most? Which strategy will you try this week?

Reading · How I used to study — and why I stopped

When I was at school, I used to study the wrong way — very confidently. I would sit at my desk with a highlighter and highlight almost every sentence in the book. I would re-read the same chapter three times. I would copy vocabulary lists ten times each. It felt like real work. It even **LOOKED** like real work. And I passed my exams.

But five years later, I remembered almost none of it. My highlighted books were pretty, and my copied lists were long. My actual knowledge was thin.

In university, a good teacher told me the secret. 'Close the book,' she said, 'and try to tell me what you just read. That is studying. Everything else is decorating.' It felt strange at first. It was uncomfortable. I would forget things and feel stupid. But six months later, I remembered more than I ever had before. Now, whenever I want to really learn something, I close the book. It's the smallest habit change I've ever

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made, and the most important.

1. What was the writer's old way of studying?
 - (A) Only using an app
 - (B) Highlighting, re-reading and copying lists
 - (C) Only asking questions
2. What was wrong with that method?
 - (A) It took too long
 - (B) It looked productive but built weak memory
 - (C) It was too expensive
3. What is the teacher's secret?
 - (A) Read the chapter three times
 - (B) Close the book and try to explain it
 - (C) Highlight only the important sentences

Vocabulary in context

Match the phrase to its meaning.

highlighter — a marker used to colour important text

chapter — a numbered section of a book

vocabulary list — a written list of words to learn

decorating — making something look nice without changing what matters

True / False / Not Given

Based only on the text.

1. The writer failed most of her school exams.
 - (A) True
 - (B) False
 - (C) Not Given
2. Highlighting everything is very effective.
 - (A) True
 - (B) False
 - (C) Not Given
3. The writer felt uncomfortable with the new method at first.
 - (A) True
 - (B) False
 - (C) Not Given

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4. Her teacher was a language teacher.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. How did YOU use to study at school? Which habits were 'decoration' and which really worked?

2. What is ONE learning habit you'd like to change this year?

Scan for meaning

Find the word or phrase from the text.

1. a marker used to colour important text

2. a numbered section of a book

3. making something look nice but not fundamentally better

Vocabulary · Study & learning

review — study again what you already covered (esp. before an exam)

cram (informal for intensive last-minute study) — study a huge amount in a short time (usually last-minute)

take notes — write short summaries as you listen or read

focus — concentrate on one thing

distraction — something that pulls attention away

study group — a small group of learners who work together regularly

get the hang of it — start to understand or do something well

pick up (a skill) — learn a skill without formal teaching

brush up on — improve a skill you already have but have forgotten

fall behind — not keep up with the group / schedule

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catch up — reach the level of others after being behind

pass / fail an exam — succeed / not succeed in an exam

practice

Complete each sentence with ONE word or phrase from the lists.

1. I ___ Chinese from watching films, not from a class.

2. I need to ___ ___ my Spanish before the trip.

3. I always ___ notes in blue and highlight in yellow.

4. It took a month, but I finally ___ ___ ___ ___.

5. I ___ during my third semester — I had to repeat two subjects.

6. I ___ ___ in the summer and ___ my final exams.

Collocations · verbs + study nouns

Match each verb with the noun it usually goes with.

sit — an exam / a test

take — a course / notes / an exam

do — homework / research / an assignment

get — a good mark / feedback / a certificate

hand in — an essay / a project / your homework

Odd one out

Choose the word that does NOT belong.

1. review · study · cram (informal for intensive last-minute study) · sing

(A) review

(B) study

(C) cram (informal for intensive last-minute study)

(D) sing

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2. distraction · focus · concentration · flower

(A) distraction

(B) focus

(C) concentration

(D) flower

3. brush up on · pick up · get the hang of · run away

(A) brush up on

(B) pick up

(C) get the hang of

(D) run away

Word building · verb ↔ noun

Complete each pair.

1. learn → the person: ____

2. teach → the person: ____

3. study → the person: ____

4. know → the noun: ____



Grammar · Used to / would for past habits

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1. Used to + infinitive — a past habit or state that is no longer true — Works for BOTH repeated actions AND states. • I used to walk to school every day. (repeated action) • I used to live in Berlin. (state) • She didn't use to like coffee. (negative)

2. Would + infinitive — repeated actions in the past (NOT states) — 'Would' works for repeated ACTIONS only, not states. • On Sundays, my grandmother would bake bread. ✓ • ✗ I would live in Berlin. → ✓ I used to live in Berlin. (state)

3. Common trap: 'use to' vs 'used to' — Positive: used to. Negative / Question: use to (no 'd'). • I used to smoke. • I didn't use to smoke. • Did you use to smoke?

4. Compare with 'be used to + -ing' (very different!) — 'Be used to + -ing' = to be accustomed to (still true now). • I'm used to waking up at 5. (I do it now, and it's normal for me.)

Exercise A — used to or didn't use to?

Complete each sentence.

1. I ____ walk to school every day.

2. She ____ like vegetables — now she eats them all the time.

3. ____ play a musical instrument when you were younger?

4. We ____ live in a small village near the mountains.

5. He ____ get up early — he was famous for sleeping in.

Exercise B — used to or would?

Complete with the correct form. Both may be possible; if only one works, use that one.

1. On Saturday mornings, my mother ____ (make) pancakes.

2. I ____ (live) in Berlin for three years.

3. Every summer we ____ (spend) two weeks at my grandparents' house.

4. I ____ (be) very shy as a child.

5. My father ____ (tell) us bedtime stories every night.

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**Exercise C — Find and fix the mistake**

Each sentence has ONE mistake.

1. I use to live in Paris.

2. Did you used to smoke?

3. I would be very shy as a child.

4. She didn't used to like coffee.

Exercise D — Rewrite with used to or would

Rewrite each sentence to talk about a past habit.

1. In the past, I walked to school every day. →

2. Ten years ago, she was very quiet. →

3. Every Sunday, we visited my grandmother. →

Exercise E — About you

Answer with a full sentence using 'used to' or 'would'.

1. What is one hobby you used to have but don't anymore?

2. What did your family use to do on Sundays when you were a child?

3. What is one thing you didn't use to like but now love?

Exercise F — Complete the memory

Complete each gap.

1. When I was 10, I ____ (live) in a small town by the sea. Every Saturday morning, my father ____ (take) me to the market, and we ____ (eat) fresh bread on the way home.

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2. I ____ ____ ____ (not / like) my school uniform — it was scratchy and grey. But I ____ (love) my English teacher; she ____ (tell) us stories in every class.

Listening · Old classmates catching up

Two old school friends meet by chance at a café, fifteen years after leaving school. They immediately start comparing memories.

pre

Do you keep in touch with your school friends? Why or why not?

What is the ONE teacher you still remember, good OR bad?

gist

1. How long has it been since Voice A and Voice B last saw each other?

2. What was Voice A's favourite teacher like?

3. How does the conversation end?

detail

1. Where did Voice B use to sit in class?

2. What subject did Voice A hate?

3. What does Voice A do now?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Are they genuinely happy to see each other, or just being polite?

2. Has Voice A really changed since school?

Useful language from the audio

Match each phrase to what it does.

"It's been ages!" — warm greeting after long absence

"I used to sit at the back." — past habitual state

"She would give us tests every Monday." — past repeated action

"I didn't use to like maths." — past state that has changed

"Let's exchange numbers." — warm signal to stay in touch

Voice A: Wait — is that you? It's been ages!

Voice B: Oh my — fifteen years? I'd know your laugh anywhere.

Voice A: Sit down, sit down. Do you remember Room 12? Miss Alves?

Voice B: Of course. She would give us those surprise tests every Monday morning.

Voice A: Every single Monday. I used to hide in the toilets before Friday maths — do you remember?

Voice B: You WHAT? I never knew that!

Voice A: Nobody did. I've never told anyone. And you know what I do now? I teach maths. Same school.

Voice B: You DON'T. That's the best thing I've heard all year.

Voice A: I became the boring adult I promised never to be.

Voice B: You're not boring. Where did you use to sit? Wait — front row, right side. I remember.

Voice A: That's right. And you — back row, by the window, always looking outside.

Voice B: Guilty. I would daydream about anything but algebra.

Voice A: Listen — some of the old class meet for dinner every couple of months. Next one is the second Saturday of the month. Come.

Voice B: Let's exchange numbers. I'm in.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

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1. It's been ____!

2. She ____ give us surprise tests every Monday.

3. I ____ ____ hide in the toilets before Friday maths.

4. Where did you ____ ____ sit?

Speaking · Then and now

In pairs, take turns. Student A: describe your daily life when you were 12. Student B: describe your daily life now. Compare using at least 3 'used to' and 2 'would' constructions.

Scene: Your childhood weekend vs your adult weekend

A: You: describe a Saturday when you were 12.

B: You: describe a Saturday now.

Scene: How you used to consume music vs how you consume it now

A: You: 12 years old, one Walkman/one radio.

B: You: today, streaming everywhere.

Scene: How you used to communicate with friends vs now

A: You: 12 years old, house phone and notes in class.

B: You: today, group chats and voice notes.

Discussion · learning

Choose 2 questions and speak for 30–45 seconds each.

What is the best thing a teacher has ever said to you?

Is school better today than when you were a student?

What is one skill you've picked up entirely online?

If you could learn ONE new skill in the next 12 months, what would it be?

Role-play · Career-changer meets old teacher

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: You bump into your favourite school teacher 10 years later

A: You: the former student. Tell them what you used to want to be, what actually happened, and what you're doing now.

B: You: the teacher. Remember them warmly, ask honest questions, and offer ONE piece of advice from your years of teaching.

Mini-presentation · 60-second 'me at 12'

Prepare and deliver a 60-second portrait of yourself at age 12.

Beat 1 (10s) — Where you used to live, in one sentence.

Beat 2 (15s) — Two things you would do every week that you don't do anymore.

Beat 3 (20s) — One thing you didn't use to like but now love (or vice versa).

Beat 4 (15s) — One thing from that year that is still true about you today.

sample: When I was 12, I used to live in a small flat in a very noisy street in São Paulo, above a bakery. Every Saturday morning, my father would take me to the football pitch, and every Sunday afternoon we would go to my grandmother's for lunch. I didn't use to like reading — my parents used to bribe me with chocolate to finish one book a month. Now I read almost every night before bed. But one thing has stayed exactly the same: I still eat pão de queijo for breakfast whenever I can find one.

Writing · A short 'me at 12' post

Write 70–100 words about your life at 12. Use at least 3 'used to' and 2 'would' constructions. End with ONE thing that has NOT changed about you.

bonus: Bonus — Rewrite the same portrait as a short poem of 6 lines, one memory per line.

Wrap-up · What did we cover?

USED TO + infinitive = past habit or state, no longer true.

WOULD + infinitive = past repeated action ONLY (not for states).

In negatives / questions, 'use to' (no 'd').

Active recall > passive re-reading. Close the book and try to explain it out loud.

Quiz

1. "I ____ live in Berlin." (past habit / state)

(A) would

(B) used to

(C) am used to

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2. "Every Sunday, my grandmother ____ bake bread."

- (A) would
- (B) used to be
- (C) is used to

3. Choose the correct form.

- (A) Did you used to smoke?
- (B) Did you use to smoke?
- (C) Do you used to smoke?

4. 'Cram' means...

- (A) study a huge amount last-minute
- (B) revise slowly for months
- (C) skip the exam

5. "She ____ like coffee — now she loves it."

- (A) used to
- (B) didn't use to
- (C) wouldn't

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · used to / would for past habits

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about work & study for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your work & study this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · This or that

1. Best answer: BOTH. Apps for consistency (grammar, vocab); teacher for feedback, speaking, real conversation. Alone, apps plateau; classes without daily practice fade.
2. (b) — 'active recall' (retrieval practice) beats re-reading in almost every study. If you can't explain it out loud, you don't really understand it yet.
3. Depends on YOUR chronotype. Most people concentrate best 1–2 hours after waking, but 'night owls' do their best deep work after 9 p.m. Work WITH your body, not against it.
4. (b) — use in context beats copying every time. Copying feels productive but doesn't build memory. Making your own sentences does.
5. Both help — but 'teaching' is often the fastest path to real understanding ('the protégé effect'). If nobody is around, teach the concept out loud to an empty chair.

Reading · How I used to study — and why I stopped

1. (B) Highlighting, re-reading and copying lists
2. (B) It looked productive but built weak memory
3. (B) Close the book and try to explain it
1. (B) False
2. (B) False
3. (A) True
4. (C) Not Given
1. Model: I used to copy every word on the board — total decoration. What actually worked was studying in pairs the day before the exam and trying to explain everything out loud.
2. Model: I want to stop watching videos passively. From now on, I'll pause every 5 minutes and try to summarise what I just heard.
1. highlighter
2. chapter
3. decorating

Vocabulary · Study & learning

1. picked up
2. brush up on
3. take
4. got the hang of it
5. fell behind
6. caught up / passed
1. (D) sing
2. (D) flower
3. (D) run away
1. learner
2. teacher
3. student
4. knowledge

Grammar · Used to / would for past habits

1. used to
2. didn't use to
3. Did you use to
4. used to
5. didn't use to
1. would make / used to make
2. used to live (state — not 'would')
3. would spend / used to spend
4. used to be (state — not 'would')
5. would tell / used to tell

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1. I used to live in Paris.
2. Did you use to smoke?
3. I used to be very shy as a child. (states → used to, not would)
4. She didn't use to like coffee.
1. I used to walk to school every day. / I would walk to school every day.
2. She used to be very quiet.
3. Every Sunday, we used to / would visit my grandmother.
1. Model: I used to play the piano every day when I was 12 — I haven't touched one in years.
2. Model: on Sundays, we would go to my grandmother's house for a huge lunch — three courses, no phones.
3. Model: I didn't use to like coffee. Now I can't start my morning without one.
1. used to live / would take / would eat
2. didn't use to like / used to love (state) / would tell

Listening · Old classmates catching up

1. Fifteen years — since the end of school.
2. Very strict — she would give surprise tests every Monday morning.
3. They exchange numbers and agree to have dinner with a small group of old classmates next month.
1. Right at the back, near the window — she would look outside and daydream.
2. Maths — she used to hide in the toilets before the Friday maths class.
3. She teaches maths at a secondary school — the same school they went to. Everyone laughs at the irony.
1. Genuinely happy — they immediately share small private memories and exchange numbers within 10 minutes.
2. Yes — she went from hating maths to teaching it, and she says she 'became the boring adult I promised never to be'.
1. ages
2. would
3. used to
4. use to

Quiz

1. (B) used to
2. (A) would
3. (B) Did you use to smoke?
4. (A) study a huge amount last-minute
5. (B) didn't use to

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · used to / would for past habits

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of work & study.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 6 · B1-6A

What do you actually enjoy?

Theme · Free time

Unit 6 · B1·6A

What do you actually enjoy?

Theme: Free time

B1 · General English



Learning objectives

- Talk about hobbies and free-time activities honestly.
- Use verbs + gerund (-ing) and verbs + infinitive (to do) correctly.
- Describe what you enjoy, what you avoid and what you keep meaning to do.

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Class Book

Warm-up · Your last free Saturday

Think about your **LAST** free Saturday. Describe it in 3 sentences: what you did, who with, and how you felt at the end of the day.

What did you actually do?

Who was with you (if anyone)?

Sunday morning — energised or tired?

Lead-in · Guess the hobby

Read each cryptic description. Guess which free-time activity it is. Then reveal the answer.

1. You spend hours choosing the wool, then more hours undoing your mistakes. Meditation with sharp sticks.

2. You go somewhere with no phone signal on purpose, carry your bed on your back, and pay to be uncomfortable.

3. You watch a match by yourself at 2 a.m., shout at the TV, and pretend the next morning you slept fine.

4. You buy a small square of paper, fold it 40 times, and end up with... a crane. Or a mess.

5. You cook something you can't pronounce, follow a video from Japan, and eat the result alone at 11 p.m.

followUp: Which of these is closest to a hobby YOU actually do? Which one would you never do?

Reading · The hobby I stopped lying about

For years, when people asked me about my hobbies, I gave the same lie. 'I love reading and travelling,' I said. It sounded like the right answer — cultured, curious, respectable. The truth? I hate long novels and I get travel-sick on buses.

What I actually enjoy is boring. I like watching football, playing video games with people I've never met, and cooking the same three recipes on repeat. None of these sound impressive at a dinner party. All of them make my week better.

The lesson took me years to learn. A real hobby is not the one that sounds good — it's the one you keep coming back to when nobody is watching. If you enjoy something on a rainy Tuesday when you're tired, that's the real thing. Everything else is theatre.

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1. What was the writer's old lie?
 - (A) That he liked football
 - (B) That he loved reading and travelling
 - (C) That he cooked well
2. How does he define a REAL hobby?
 - (A) The one that sounds impressive
 - (B) The one you come back to when no one is watching
 - (C) The one that costs the most money
3. How does he feel about his real hobbies?
 - (A) Ashamed
 - (B) Proud that his week is better
 - (C) Bored

Vocabulary in context

Match the phrase to its meaning.

respectable — socially approved, that sounds good to others

on repeat — again and again

impressive — makes others admire you

theatre (figurative) — for show, not real

True / False / Not Given

Based only on the text.

1. The writer used to lie about his hobbies.
 - (A) True
 - (B) False
 - (C) Not Given
2. He now enjoys running marathons.
 - (A) True
 - (B) False
 - (C) Not Given
3. His real hobbies sound impressive at dinner parties.
 - (A) True
 - (B) False
 - (C) Not Given

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4. He thinks the real test of a hobby is doing it on a bad day.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. Have YOU ever lied about a hobby to sound more interesting?

2. What's your most 'unimpressive' hobby that you'd defend?

Scan for meaning

Find the word or phrase from the text.

1. again and again

2. socially approved

3. makes others admire you

Vocabulary · Free time & hobbies

hobby — an activity you enjoy in your free time

pastime — a slightly more formal word for hobby

board game — a game played on a board (chess, Monopoly)

gig — a live music show, usually small

gym — the place where you go to work out

podcast — an audio show you listen to on demand

spend quality time (with) — spend relaxed time with someone

unwind — relax, do nothing much

take up — start a new hobby

give up — stop doing something

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be into (something) — really like an activity

kill time — do something small while waiting

practice

Complete each sentence with ONE word or phrase from the lists.

1. I'm really ____ true-crime podcasts at the moment.

2. I ____ yoga last year and I already feel better.

3. I ____ smoking three months ago — hardest thing ever.

4. Let's just ____ at my place this weekend, nothing fancy.

5. There's a great ____ tonight at the small venue near the river.

6. I play chess on my phone to ____ at the airport.

Collocations · verbs + free-time nouns

Match each verb with the noun it usually goes with.

play — a game / a sport / an instrument

do — yoga / karate / exercise

go — hiking / running / swimming

watch — a film / a series / a match

listen to — music / a podcast / the radio

Odd one out

Choose the word that does NOT belong.

1. gym · yoga · gig · pilates

(A) gym

(B) yoga

(C) gig

(D) pilates

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2. hiking · running · knitting · swimming

- (A) hiking
- (B) running
- (C) knitting
- (D) swimming

3. podcast · album · playlist · umbrella

- (A) podcast
- (B) album
- (C) playlist
- (D) umbrella

Word building · verb ↔ noun

Complete each pair.

utility:

1. to relax → I need some ____

2. to entertain → this movie is pure ____

3. to enjoy → what a lovely ____

4. to exercise → I do daily ____



Grammar · Verb + gerund / verb + infinitive

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1. Verb + gerund (-ing) — common verbs — • enjoy, love, like, hate, don't mind, avoid, keep, finish, mind, suggest, imagine, practise. • I enjoy watching football. • She avoids working late. • Do you mind waiting five minutes?

2. Verb + infinitive (to + verb) — common verbs — • want, decide, plan, hope, promise, offer, refuse, learn, would like, need. • I want to learn Italian. • She decided to move to Porto. • Would you like to come with us?

3. Verbs where BOTH are possible (little/no change of meaning) — • love, like, hate, prefer, start, begin, continue. • I love cooking. = I love to cook. • It started raining. = It started to rain.

4. Verbs where the meaning CHANGES — • remember/stop/try + -ing OR + infinitive. • Remember to lock the door. (a future action you must do) • I remember locking the door. (a memory of a past action) • I stopped smoking. (I don't smoke any more.) • I stopped to smoke. (I paused in order to smoke.)

Exercise A — gerund or infinitive?

Complete each sentence with the correct form of the verb in brackets.

1. I enjoy ____ (cook) on Sunday mornings.

2. She decided ____ (take up) yoga this year.

3. Would you like ____ (join) us for dinner?

4. I don't mind ____ (wait) for you.

5. He avoids ____ (talk) about his job.

6. We plan ____ (move) house in spring.

Exercise B — remember / stop / try

Choose the correct form and explain the meaning briefly.

1. Please remember ____ (call) your grandmother — it's her birthday.

2. I remember ____ (call) her yesterday — she sounded well.

3. He stopped ____ (smoke) two years ago.

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4. On the way home I stopped ____ (buy) some milk.

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. I enjoy to watch films at the weekend.

2. She decided taking up guitar lessons.

3. I want learn Italian this year.

4. Do you mind to wait five minutes?

Exercise D — Rewrite with a different verb

Rewrite each sentence using the verb in brackets.

1. I really like cooking. (love)

2. I don't like waking up early. (hate)

3. I go running every morning. (enjoy)

Exercise E — About you

Complete each sentence truthfully about YOUR free time.

1. This year I've decided to ____

2. I've been meaning to take up ____

3. I really enjoy ____ but I avoid ____

Exercise F — Complete the mini-conversation

Complete each gap with the correct form.

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1. — What do you usually do at the weekend? — I love ____ (hang) out with friends and I try ____ (go) to a gig once a month.

2. — Any new hobby this year? — I've decided ____ (learn) Portuguese properly and I enjoy ____ (watch) short shows in the language.

Listening · Two friends: what to do on Saturday

Two friends make plans for Saturday. Notice how they use gerunds and infinitives naturally as they suggest and refuse.

pre

When you make plans with a friend, who usually decides — you or them?

What is your golden rule for a good Saturday?

gist

1. What do the two friends finally agree to do?

2. Why does Voice A refuse the cinema idea?

3. What does Voice B suggest first?

detail

1. What did Voice B do last Saturday?

2. Where is the brunch place?

3. What does Voice A promise to bring?

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Third listen — read between the lines

Answer from what is *IMPLIED*.

1. Are these two close friends?

2. Who is the more spontaneous of the two?

Useful language from the audio

Match each phrase to what it does.

"I don't mind going for a walk." — verb + gerund

"I'd love to go to the gig." — verb + infinitive

"Do you fancy meeting at 11?" — informal suggestion

"Sounds good to me." — accepting a plan

"I'm not really up for it." — politely refusing

Voice A: Hey — any plans for Saturday? I need to get out of the flat.

Voice B: Same. I stayed home last Saturday and watched three episodes of the same series. Boring but comfortable.

Voice A: Sounds like me. How about a gig? There's that band playing at the small venue.

Voice B: I checked — sold out. Ugh.

Voice A: OK, cinema?

Voice B: Honestly, I'm not really up for it. I stared at screens all week. Can we do something outside?

Voice A: Fair. I don't mind going for a walk. Brunch first?

Voice B: Perfect. Do you fancy meeting at 11 at that place near the old market? Ten minutes from your flat.

Voice A: Sounds good to me. I'll bring sunglasses — for once.

Voice B: You always forget them. Miracle.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. I don't mind ____ (go) for a walk.

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2. Do you fancy ____ (meet) at 11?

3. I'm not really ____ ____ ____ it.

4. I'll ____ sunglasses — for once.

Speaking · Plan the perfect Saturday

In pairs, plan a Saturday together. Use at least THREE verb+gerund and THREE verb+infinitive structures. Agree on: morning, lunch, afternoon and evening.

Scene: A rainy Saturday with 20€ each

A: You: want cheap and cosy.

B: You: want to try something new indoors.

Scene: A sunny Saturday with a visiting friend

A: You: local — know the best spots.

B: You: visiting for the first time — want to see the city.

Scene: A Saturday recovering from a bad week

A: You: totally exhausted, want zero people.

B: You: think going out will actually help.

Discussion · free time

Choose 2 questions and speak for 30–45 seconds each.

What's the hobby you'd take up if you had unlimited time?

Do you enjoy doing things alone or in a group?

What's the last hobby you gave up? Why?

How much of your free time is really 'free'?

Role-play · Convincing a friend to try YOUR hobby

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: You are obsessed with one hobby — your friend rolls their eyes every time you mention it

A: You: convinced this hobby would change their life. Prepare 3 honest reasons.

B: You: politely sceptical. Refuse twice, then find an honest compromise.

Mini-presentation · 60-second hobby portrait

Prepare and deliver a 60-second portrait of ONE of your hobbies — honestly, no theatre.

Beat 1 (10s) — What is the hobby, in one line?

Beat 2 (15s) — When and how you started.

Beat 3 (20s) — What you love AND what annoys you about it.

Beat 4 (15s) — What you'd say to someone thinking of trying it.

sample: My hobby is night walks — I walk for an hour after dinner, alone. I started three years ago because I couldn't sleep. What I love: the streets are quiet and my head clears. What annoys me: bad weather and my phone constantly buzzing. If you're thinking of trying it, start with 20 minutes, leave your headphones at home the first time — and it works better than any sleeping pill I've tried.

Writing · A hobby post for a friend

Write 80–100 words to a friend recommending a hobby. Use at least 2 verb+gerund and 2 verb+infinitive structures, and include ONE specific detail (a time, a price, a place).

bonus: Bonus — Rewrite the same recommendation in ONE sentence for a text message.

Wrap-up · What did we cover?

Verb + gerund: enjoy, avoid, mind, keep, finish, suggest.

Verb + infinitive: want, decide, plan, hope, promise, would like.

Remember / stop / try change meaning with -ing vs to +verb.

A real hobby is the one you do on a rainy Tuesday.

Quiz

1. "I enjoy ____ football at the weekend."

- (A) watch
- (B) to watch
- (C) watching

2. "She decided ____ up yoga."

- (A) taking
- (B) to take
- (C) take

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3. "Please remember ____ the door." (a future thing you must do)
- (A) locking
 - (B) to lock
 - (C) lock
4. 'Take up' means...
- (A) stop a hobby
 - (B) start a hobby
 - (C) hate a hobby
5. "Do you fancy ____ for a drink?"
- (A) go
 - (B) to go
 - (C) going



Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Verb + gerund / verb + infinitive

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about free time for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your free time this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Guess the hobby

1. Knitting.
2. Hiking / trekking / camping.
3. Watching football (or any live sport in a different time zone).
4. Origami.
5. Cooking / trying new recipes.

Reading · The hobby I stopped lying about

1. (B) That he loved reading and travelling
2. (B) The one you come back to when no one is watching
3. (B) Proud that his week is better
1. (A) True
2. (C) Not Given
3. (B) False
4. (A) True
1. Model: yes — I've said I love running when in truth I only like the shower afterwards.
2. Model: watching cooking videos I'll never cook. It relaxes me more than any book.
1. on repeat
2. respectable
3. impressive

Vocabulary · Free time & hobbies

1. into
2. took up
3. gave up
4. chill / hang out
5. gig
6. kill time
1. (C) gig
2. (C) knitting
3. (D) umbrella
1. relaxation
2. entertainment
3. enjoyment
4. exercise

Grammar · Verb + gerund / verb + infinitive

1. cooking
2. to take up
3. to join
4. waiting
5. talking
6. to move
1. to call (future action you must do)
2. calling (memory of a past action)
3. smoking (he doesn't smoke any more)
4. to buy (paused in order to buy)
1. I enjoy watching films at the weekend.
2. She decided to take up guitar lessons.
3. I want to learn Italian this year.
4. Do you mind waiting five minutes?
1. I love cooking. / I love to cook.
2. I hate waking up early.
3. I enjoy running every morning.

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1. Model: This year I've decided to swim twice a week.
2. Model: I've been meaning to take up salsa.
3. Model: I really enjoy cooking, but I avoid washing up.
1. hanging / to go
2. to learn / watching

Listening · Two friends: what to do on Saturday

1. Have brunch at 11 and then go for a walk along the river.
2. She's tired of screens after a long week at work.
3. Going to a gig, but the tickets are already sold out.
1. Stayed home and watched three episodes of a series — 'boring but comfortable'.
2. Near the old market, ten minutes from Voice A's flat.
3. Sunglasses — apparently she always forgets them.
1. Yes — informal language, no explanations of context, easy compromise.
2. Voice B — proposes the gig, wants to decide 'on the way'; Voice A is more organised.
1. going
2. meeting
3. up for
4. bring

Quiz

1. (C) watching
2. (B) to take
3. (B) to lock
4. (B) start a hobby
5. (C) going

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Verb + gerund / verb + infinitive

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of free time.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 6 · B1-6B

Doing it well

Theme · Free time

Unit 6 · B1·6B

Doing it well

Theme: *Free time*

B1 · General English



Learning objectives

- Describe HOW you do things using adverbs of manner (well, badly, quickly, carefully).
- Notice the difference between adjectives and adverbs.
- Talk about skills you have — and skills you'd love to develop.

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Class Book

Warm-up · Something you do badly (and love)

Think of *ONE* thing you do badly but still enjoy. Describe it in 3 sentences: what it is, why you're bad at it, and why you keep doing it.

What's the activity?

Why exactly are you bad at it?

Why does it still make you happy?

Lead-in · Predict the world record

Guess the number for each world record. Then reveal.

1. The fastest marathon ever run by a human.

2. The longest anyone has held their breath underwater.

3. Number of languages spoken by the most multilingual person on record.

4. The oldest person to complete the New York Marathon.

5. Fastest time to solve a Rubik's Cube one-handed.

followUp: Which record surprised you the most? Which one would you never even try?

Reading · The 20-hour rule

Everyone knows the '10,000-hour rule' — the idea that to become world-class at something, you need 10,000 hours of practice. It's a beautiful, terrifying number. If you practise for two hours a day, that's roughly fourteen years.

But there's a much friendlier number: 20 hours. Josh Kaufman argues that with only 20 focused hours you can go from 'total beginner' to 'reasonably competent'. Not world-class — competent. Enough to play a song, hold a conversation, or cook a meal for guests.

The trick is **HOW** you spend those 20 hours. Do it badly and it takes forever. Do it well and it works: break the skill into small pieces, practise the boring ones deliberately, and accept that the first 5 hours will feel humiliating. After that, something clicks. You'll never be world-class — but you'll be able to say, honestly, 'yes, I do that.'

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1. What does the 10,000-hour rule refer to?
 - (A) Sleep
 - (B) Practice to be world-class
 - (C) Screen time
2. What can you reach with 20 focused hours?
 - (A) World-class
 - (B) Reasonable competence
 - (C) Nothing
3. How does the writer describe the first 5 hours?
 - (A) Fun
 - (B) Easy
 - (C) Humiliating

Vocabulary in context

Match the phrase to its meaning.

world-class — at the very top level

reasonably competent — good enough for real use

deliberately — on purpose, with attention

something clicks — you suddenly understand

True / False / Not Given

Based only on the text.

1. The 10,000-hour rule is a friendly number.
 - (A) True
 - (B) False
 - (C) Not Given
2. Josh Kaufman claims 20 hours makes you world-class.
 - (A) True
 - (B) False
 - (C) Not Given
3. The first 5 hours of a new skill can feel embarrassing.
 - (A) True
 - (B) False
 - (C) Not Given

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4. Most people give up after the first hour.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. What skill would YOU pick if you had 20 focused hours to spend?

2. Do you agree the first 5 hours are the hardest?

Scan for meaning

Find the word or phrase from the text.

1. at the very top level

2. on purpose, with attention

3. you suddenly understand

Vocabulary · Skills, ability & effort

skill — the ability to do something well

talent — natural ability you're born with

effort — the energy you put into something

practice — regular activity to get better

beginner — someone just starting

expert — someone who really masters something

excel at — have ability in

struggle with — lack ability in

get better at — improve at something

give it a try — attempt something

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keep at it — don't stop practising

practice makes perfect — you improve with repetition

practice

Complete each sentence with ONE word or phrase from the lists.

1. I'm terrible at maths — but I'm slowly ____ ____ ____ it.

2. She's a natural ____ — she's been drawing since she was 3.

3. OK, I've never surfed before, but I'll ____ ____ ____.

4. He's an ____ ____ playing the guitar — 20 years of practice.

5. Don't give up! Just ____ ____ ____.

6. I'm a total ____ — please explain slowly.

Collocations · with skill / effort

Match each verb with its noun.

develop — a skill / a habit / a taste for

put in — effort / time / hours

master — a skill / a technique / a language

pick up — a language / a habit / a skill

give up on — an idea / a dream / a project

Odd one out

Choose the word that does NOT belong.

1. beginner · expert · master · pillow

(A) beginner

(B) expert

(C) master

(D) pillow

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2. talent · gift · skill · biscuit

(A) talent

(B) gift

(C) skill

(D) biscuit

3. practise · rehearse · train · sleep

(A) practise

(B) rehearse

(C) train

(D) sleep

Word building · adjective ↔ adverb

Complete each pair.

utility:

1. careful → ____

2. quick → ____

3. good → ____

4. hard → ____



Grammar · Adverbs of manner

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1. Adverbs tell us HOW someone does something — They usually come AFTER the verb (or after the object). • She sings beautifully. ■ • She beautifully sings. ■ • He speaks English fluently. ■

2. Formation — • Most adjectives + -ly → quick / quickly, careful / carefully, slow / slowly. • Adjectives ending in -y → happy / happily, easy / easily. • Adjectives ending in -le → simple / simply. • Irregular: good → WELL, fast → fast, hard → hard.

3. Adjective vs adverb — the trap — Adjective describes a noun. Adverb describes a verb. • He's a careful driver. (adjective + noun) • He drives carefully. (verb + adverb) • She's fast. (adjective) / She runs fast. (adverb)

4. Two 'good' traps — • 'good' is ALWAYS an adjective. → She sings good. ■ → She sings well. ■ • 'hard' and 'hardly' are DIFFERENT words: He works hard. (= a lot) / He hardly works. (= almost not at all).

Exercise A — Form the adverb

Write the adverb form of each adjective.

1. careful → ____

2. quick → ____

3. happy → ____

4. simple → ____

5. good → ____

6. fast → ____

Exercise B — Adjective or adverb?

Choose the correct form.

1. He drives very (careful / carefully).

2. She's a (good / well) cook.

3. He sings really (good / well).

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4. She's a (fast / fastly) reader.

5. Please speak (slow / slowly).

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. She sings good.

2. He drives dangerous.

3. Please speak more slow.

4. She's a beautifully painter.

Exercise D — Word order

Put the words in the correct order.

1. carefully / drives / she / very

2. well / plays / really / he / the guitar

3. fast / eat / please / don't / so

Exercise E — About you

Complete each sentence truthfully.

1. I speak English ____

2. I usually drive ____

3. I sing ____

Exercise F — Complete the mini-conversation

Complete each gap with the correct adjective or adverb.

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1. — How was the presentation? — Really ____ (good) — she spoke very ____ (clear).

2. — How's your Spanish? — Slowly getting better. I read ____ (easy) but I speak too ____ (fast) and I make mistakes.

Listening · A guitar teacher and a nervous adult beginner

A first lesson. The teacher is patient. The student is 42 and terrified. Notice the adverbs.

pre

Have YOU ever started a hobby as an adult? How did it feel?

Which is more important for learning something new — talent or effort? Why?

gist

1. What instrument is the student learning?

2. Why is the student nervous?

3. What does the teacher promise for the first month?

detail

1. How long should he practise per day?

2. What does the teacher say about the first 5 hours?

3. Which song will they start with?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Is the teacher likely to be a good match for this student?

2. How is the student's mood likely to change during the lesson?

Useful language from the audio

Match each phrase to what it does.

"Take it slowly — no rush." — adverb of manner reassuring the student

"You'll play it badly at first, and that's fine." — adverb of manner + normalising failure

"Practise deliberately, not distractedly." — contrast of two adverbs

"You'll be surprised how quickly it clicks." — adverb of speed

"Trust me." — informal reassurance

Voice A: Come in, come in. First lesson — try to breathe.

Voice B: I'm 42. I have no talent. This is going to be a disaster.

Voice A: Ha — I hear that at least once a week. Take it slowly. No rush.

Voice B: How much do I need to practise?

Voice A: Only 15 minutes a day. But every day. Don't skip.

Voice B: And when will I stop sounding awful?

Voice A: You'll play it badly at first, and that's fine. The first five hours are humiliating — everyone. You'll be surprised how quickly it clicks after that.

Voice B: What are we starting with?

Voice A: 'Happy Birthday.' Three chords. Everyone loves it. Guaranteed party trick.

Voice B: Really? That's my whole dream?

Voice A: In four weeks you'll play something your family will actually recognise — badly, but recognisably. And that's the win. Trust me. Practise deliberately, not distractedly.

Voice B: Okay. Let's go.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. Take it ____ — no rush.

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2. You'll play it ____ at first, and that's fine.

3. Practise ____, not ____.

4. You'll be surprised how ____ it clicks.

Speaking · Coaching a nervous beginner

In pairs, play a coach (A) and a nervous adult beginner (B) at a hobby of your choice. Use at least SIX adverbs of manner between you.

Scene: Adult beginner at swimming lessons — afraid of the deep end

A: You: patient instructor.

B: You: never learned to swim as a child.

Scene: First driving lesson at 30

A: You: driving instructor.

B: You: convinced you'll crash.

Scene: First public-speaking workshop

A: You: coach with 10 years' experience.

B: You: shaking, will speak in front of 50 people next week.

Discussion · skill and effort

Choose 2 questions and speak for 30–45 seconds each.

Do you think talent is more important than practice?

Which skill do you WISH you'd started as a child?

What's the last thing you learned to do reasonably well?

Is there something you do well that you get NO credit for?

Role-play · The friend who won't practise

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: Your friend wants to speak fluent Italian in 6 months but never practises

A: You: honest friend. Point out the gap between goal and effort. Suggest 20 focused hours.

B: You: full of excuses (work, tired, weather). Try to negotiate a plan you'll actually keep.

Mini-presentation · 60-second skill portrait

Deliver a 60-second portrait of ONE skill you have. Use at least four adverbs of manner.

Beat 1 (10s) — Name the skill.

Beat 2 (15s) — How well you do it (adverbs!).

Beat 3 (20s) — How you got there (hours, practice, mistakes).

Beat 4 (15s) — One tip for someone starting.

sample: I can bake bread — decently, not perfectly. I mix quickly, knead badly, and check the oven obsessively. I got there through 40 loaves, most of them heavy as bricks. My tip: weigh everything precisely, forget your grandmother's 'a handful of flour', and don't take it personally when the first six loaves come out flat.

Writing · A short 'how I do it' post

Write 80–100 words describing HOW you do one activity well (or badly). Use at least FIVE adverbs of manner.

bonus: Bonus — Rewrite the same post with NO adverbs. Which version is more honest? Which is more fun?

Wrap-up · What did we cover?

Adverbs of manner tell us HOW: quickly, carefully, badly, well.

Usually formed with -ly; irregular: good → well; hard = hard.

Adjective + noun / verb + adverb — don't mix them up.

20 focused hours is enough to be reasonably good at almost anything.

Quiz

1. "She sings ____."

(A) good

(B) goodly

(C) well

2. The adverb of 'careful' is...

(A) carefully

(B) carefull

(C) care

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3. "Please speak ____."

- (A) slow
- (B) slowly
- (C) slower

4. 'Hardly' means...

- (A) with a lot of effort
- (B) almost not at all
- (C) very fast

5. "He's a ____ driver."

- (A) careful
- (B) carefully
- (C) carefulness

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Adverbs of manner

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about free time for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your free time this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Predict the world record

1. 2 hours 00 minutes 35 seconds — Kelvin Kiptum, 2023 Chicago Marathon.
2. 24 minutes 37 seconds — Budimir Šobat, Croatia, 2021 (with pure oxygen prep).
3. Around 58 languages — Ziad Fazah is the most cited, though the number is debated.
4. 92 years old — Ginette Bedard finished it aged 84 and Fauja Singh completed marathons into his 100s.
5. About 6.20 seconds — Max Park, 2023.

Reading · The 20-hour rule

1. (B) Practice to be world-class
2. (B) Reasonable competence
3. (C) Humiliating
1. (B) False
2. (B) False
3. (A) True
4. (C) Not Given
1. Model: I'd learn to type without looking at the keyboard — it's silly I still can't.
2. Model: yes, and that's exactly why I've quit three languages so far.
1. world-class
2. deliberately
3. something clicks

Vocabulary · Skills, ability & effort

1. getting better at
2. talent
3. give it a try
4. expert at
5. keep at it
6. beginner
1. (D) pillow
2. (D) biscuit
3. (D) sleep
1. carefully
2. quickly
3. well (irregular)
4. hard (same form)

Grammar · Adverbs of manner

1. carefully
2. quickly
3. happily
4. simply
5. well
6. fast
1. carefully
2. good
3. well
4. fast
5. slowly
1. She sings well.
2. He drives dangerously.
3. Please speak more slowly.
4. She's a beautiful painter.
1. She drives very carefully.
2. He plays the guitar really well.

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3. Please don't eat so fast.

1. Model: I speak English confidently but not perfectly.

2. Model: I usually drive quite carefully — my mother trained me well.

3. Model: I sing very badly, but very happily.

1. good / clearly

2. easily / fast

Listening · A guitar teacher and a nervous adult beginner

1. Classical guitar — his childhood dream.

2. He's convinced he has 'no talent' and he's 'too old to start'.

3. One song he'll be proud to play for his family — badly but recognisably.

1. Only 15 minutes — but every day, without skipping.

2. They will feel humiliating — that's normal, not a sign of failure.

3. 'Happy Birthday' — 3 chords, everyone loves it, and it's a party trick.

1. Yes — warm tone, laughs at the same things, promises small wins instead of glory.

2. From tense to slightly relaxed — the teacher makes him laugh, which lowers his shoulders literally and figuratively.

1. slowly

2. badly

3. deliberately / distractedly

4. quickly

Quiz

1. (C) well

2. (A) carefully

3. (B) slowly

4. (B) almost not at all

5. (A) careful

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Adverbs of manner

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of free time.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 7 · B1·7A

The people we choose

Theme · Relationships

Unit 7 · B1·7A

The people we choose

Theme: Relationships

B1 · General English



Learning objectives

- Describe people and their qualities honestly.
- Use defining relative clauses (who, that, which, where) to describe them.
- Talk about friendship, dating and the people who really matter.

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Class Book

Warm-up · The friend you'd call at 3 a.m.

Think of ONE person you'd call in the middle of the night if something went wrong. Describe them in 3 sentences: who they are, why them, and the last time you actually spoke.

What's their role in your life?

One thing they do that no one else does?

When did you last talk?

Lead-in · What would you say?

Read each situation. Pick the reply YOU would actually give. Then reveal a possible ideal answer.

1. A close friend cancels on you for the third time in a row. a) 'No problem.' b) 'Honestly, I'm starting to feel it — can we talk?' c) 'Cool, forget it.' d) Silence, and never suggest anything again.

2. A new colleague you barely know invites you to their wedding. a) 'Yes, of course!' (and go) b) 'That's so kind, but I'd feel a bit lost — can I take you to lunch instead?' c) Say yes, then cancel later. d) Ignore the message.

3. Your mother asks (again) when you're going to 'settle down'. a) 'When YOU stop asking.' b) 'When I meet the right person, Mum.' c) 'Never.' d) Change the subject with a joke.

followUp: Which of these situations happens most in YOUR life? Which reply would you actually give?

Reading · The 5-a.m. list

Ask yourself a simple question: which five people would you call at 5 a.m. if something serious happened? Most adults, if they're honest, struggle to name three. That's the list that matters — not your Instagram followers, not the WhatsApp group with 40 muted people, not the birthday-card list your mother maintains.

The 5-a.m. list is small on purpose. It's the people who would say yes without asking why. They're the people who show up when it's inconvenient. They're the friends who tell you the truth even when it's easier to lie.

The strange thing is, you rarely see these people every week. Some of them live in different countries. Some you last saw six months ago. But when you call at 5 a.m., they pick up. And you'd do the same for them, without hesitation. That's the whole definition.

1. What is the 'list that matters', according to the writer?

(A) Instagram followers

(B) 5 people you'd call at 5 a.m.

(C) Your family only

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2. How often do you see people on this list?
 - (A) Every day
 - (B) Every week
 - (C) Rarely, but they still pick up
3. What is the writer's definition of a real friend?
 - (A) Someone you see all the time
 - (B) Someone who says yes without asking why
 - (C) Someone who lives close

Vocabulary in context

Match the phrase to its meaning.

show up — arrive, be physically there for someone

inconvenient — at a bad time; difficult

without hesitation — immediately, no doubts

muted (chat) — silenced (no notifications)

True / False / Not Given

Based only on the text.

1. The writer says most adults have more than 10 real friends.
 - (A) True
 - (B) False
 - (C) Not Given
2. The people on the 5-a.m. list live in your city.
 - (A) True
 - (B) False
 - (C) Not Given
3. Real friends will pick up at 5 a.m. even if you haven't spoken for months.
 - (A) True
 - (B) False
 - (C) Not Given
4. The writer has 5 people on his own list.
 - (A) True
 - (B) False
 - (C) Not Given

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React to the text

Answer in 2–3 sentences.

1. How many people would honestly be on YOUR 5-a.m. list?

2. Is a 'real friend' about frequency, or about something else?

Scan for meaning

Find the word or phrase from the text.

1. arrive, be there for someone

2. immediately, no doubts

3. silenced (no notifications)

Vocabulary · People & relationships

confidant — someone you trust deeply

acquaintance — someone you know a little

colleague — someone you work with

partner — your romantic other half

flatmate — someone you share a flat with

in-laws — your partner's family

get on (well) with — have a good relationship with

fall out with — argue and stop talking

make up (with) — reconcile after a fight

trust someone — believe they'll behave well

disappoint someone — disappoint them

be there for someone — support them when needed

practice

Complete each sentence with ONE word or phrase from the lists.

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1. I really ____ ____ ____ my sister — we can talk for hours.

2. He's not a confidant, more of an ____.

3. They ____ ____ two years ago and haven't spoken since.

4. I know I can ____ her — she never gossips.

5. Sorry I forgot your birthday — I really ____ you ____.

6. Whatever happens, I'll ____ ____ ____ you.

Collocations · with people & feelings

Match each verb with its noun.

have — an argument / a laugh / a chat

make — friends / an effort / a joke

keep — a secret / in touch / a promise

break — a promise / someone's heart / the ice

hold — a grudge / hands / a conversation

Odd one out

Choose the word that does NOT belong.

1. close · trusted · loyal · frozen

(A) close

(B) trusted

(C) loyal

(D) frozen

2. argue · fight · make up · sneeze

(A) argue

(B) fight

(C) make up

(D) sneeze

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3. partner · husband · wife · toaster

- (A) partner
- (B) husband
- (C) wife
- (D) toaster

Word building · verb ↔ noun

Complete each pair.

utility:

1. to trust → I have full ____

2. to argue → we had a big ____

3. to love → she's the ____ of my life

4. to friend → we've been ____ for years



Grammar · Defining relative clauses

1. Why we use relative clauses — To describe WHICH person/thing/place — essential information. • She's the friend WHO always tells me the truth. • That's the café WHERE we first met. • This is the book THAT changed my life.

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2. WHO / THAT / WHICH / WHERE / WHOSE — • WHO = people. (also THAT for people) • WHICH = things. (also THAT for things) • THAT = people OR things (informal, very common). • WHERE = places. • WHOSE = possession (of a person).

3. When can you leave OUT the pronoun? — You CAN drop who/that/which when it is the OBJECT of the clause. • The friend (who) I called yesterday lives in Porto. ■ (I called her — object → can drop) • The friend WHO called me yesterday lives in Porto. ■ (she called me — subject → keep)

4. No comma! — Defining clauses = no commas. The information is essential. • The man WHO cleans our office is called João. (defining — no comma) • Compare next lesson (7B): non-defining, with commas.

Exercise A — Choose the right pronoun

Complete with WHO, WHICH, WHERE, or WHOSE.

1. She's the colleague ____ helped me with my presentation.

2. This is the app ____ my sister recommended.

3. That's the restaurant ____ we had our first date.

4. He's the friend ____ car broke down yesterday.

5. I hate podcasts ____ interviewers talk more than the guest.

Exercise B — Combine into ONE sentence

Join each pair with a relative clause.

1. She's the friend. She always tells me the truth.

2. This is the book. It changed my life.

3. That's the café. We first met there.

4. He's the man. His son plays football with mine.

Exercise C — Can you leave out the pronoun?

Write YES if the pronoun can be dropped, NO if it must stay.

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1. The friend WHO called me is Portuguese.

2. The friend WHO I called last week is Portuguese.

3. The book THAT changed my life.

4. The book THAT I read last month.

Exercise D — Find and fix the mistake

Each sentence has ONE mistake.

1. She's the friend which lives in Porto.

2. The restaurant who we went to was closed.

3. He's the man whose he lost his keys.

4. The book that changed my life it is on the table.

Exercise E — About you

Complete each sentence truthfully.

1. The person who ____ me the most is ____

2. The place where I feel most myself is ____

3. The friend whose opinion I trust most is ____

Exercise F — Complete the mini-story

Complete each gap with the correct relative pronoun.

1. I met a woman ____ speaks six languages, in a café ____ they only sell chocolate. She recommended a book ____ I've been reading ever since.

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2. That's the neighbour ____ dog barks every morning at 6, and the flat ____ they always play piano at midnight.

Listening · Two friends catching up after two years

Two old friends bump into each other by chance after two years. Notice how they use relative clauses to explain who and what.

pre

When was the LAST time you bumped into someone unexpectedly? Who?

Do you find it easier or harder to reconnect with an old friend?

gist

1. Where do the two friends meet?

2. Why haven't they spoken for two years?

3. What do they arrange at the end?

detail

1. What is Voice A's new job?

2. Who else do they mention that they've lost touch with?

3. What news does Voice B share about his life?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Are they genuinely happy to see each other?

2. Will the Thursday dinner actually happen, or is it polite noise?

Useful language from the audio

Match each phrase to what it does.

"The agency that I work for now..." — defining relative clause with THAT

"Marta, who introduced us..." — relative clause identifying a person

"The place where I live now is tiny." — relative clause with WHERE

"Whose flat is twice as big." — relative clause with WHOSE (possession)

"Let's just do it — Thursday." — closing a plan concretely

Voice A: No way! Is that you? Standing outside a bakery in the middle of Tuesday?

Voice B: Standing outside a bakery is 40% of my personality now. How ARE you?

Voice A: Good — busy. I moved to Lisbon eighteen months ago. The agency that I work for now designs interiors for small restaurants.

Voice B: Wait — you left Coimbra? I had no idea.

Voice A: I know. Life just took over. Marta, who introduced us at uni — I haven't spoken to her either. Terrible.

Voice B: She had a baby last year. In Braga now.

Voice A: Of COURSE she did. And you — anything new?

Voice B: I moved in with Ana. Her flat, whose kitchen is twice the size of my old one, changed my life. And half as messy.

Voice A: Please tell me you're the messy one.

Voice B: Confirmed. Listen — let's just do it. Thursday. My place, 8?

Voice A: Yes. I'll bring wine. Send me the address — the place where you live now.

Voice B: Sending now.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. The agency ____ I work for now designs interiors for small restaurants.

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2. Marta, ____ introduced us at uni...

3. Her flat, ____ kitchen is twice the size of my old one, changed my life.

4. Send me the address — the place ____ you live now.

Speaking · The 5-a.m. people

In pairs, describe THREE people from your 5-a.m. list. Use a defining relative clause each time. Answer follow-up questions from your partner.

Scene: Person #1 — someone from childhood

A: You: describing your oldest friend.

B: You: ask 3 curious follow-up questions.

Scene: Person #2 — someone from adult life

A: You: describing a friend you made after 25.

B: You: ask 3 curious follow-up questions.

Scene: Person #3 — a family member

A: You: describing a family member you'd call.

B: You: ask 3 curious follow-up questions.

Discussion · relationships

Choose 2 questions and speak for 30–45 seconds each.

Is it possible to be truly close friends with someone you rarely see?

What's more important — new friends or old ones? Why?

Have you ever ended a friendship on purpose? What happened?

Is 'family' who you're born with, or who you choose?

Role-play · The friend you've drifted from

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: You bump into an old friend you haven't messaged in a year

A: You: guilty about the silence, want to reconnect properly.

B: You: hurt by the silence but you miss them too. Be honest but kind.

Mini-presentation · 60-second portrait of one person

Deliver a 60-second portrait of ONE person on your 5-a.m. list. Use at least three relative clauses.

Beat 1 (10s) — Name and role in your life.

Beat 2 (15s) — How you met (a relative clause with WHERE or WHEN).

Beat 3 (20s) — One specific story that shows who they are.

Beat 4 (15s) — Why they're on the 5-a.m. list.

sample: Her name is Ines and she's my best friend. We met at university, in a Portuguese literature class where I fell asleep in the front row and she woke me up with a chocolate. Two years later, when my grandmother died, she drove four hours in the middle of the night just to sit with me. That's why she's on the 5-a.m. list — she shows up before I ask.

Writing · A short portrait

Write 80–100 words about ONE person from your 5-a.m. list. Use at least 3 defining relative clauses.

bonus: Bonus — Send it to them.

Wrap-up · What did we cover?

Defining relative clauses: who / which / that / where / whose.

Drop the pronoun ONLY when it is the OBJECT of the clause.

No commas in defining clauses (compare 7B, which uses commas).

Your real 5-a.m. list is usually small — and worth investing in.

Quiz

1. "She's the friend ____ always tells me the truth."

(A) which

(B) who

(C) where

2. "That's the café ____ we first met."

(A) which

(B) who

(C) where

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3. "He's the man ____ dog barks all night."
- (A) who
 - (B) whose
 - (C) which
4. In which sentence can you DROP the pronoun?
- (A) The book THAT changed my life
 - (B) The book THAT I read yesterday
 - (C) The friend WHO called me
5. 'To let someone down' means...
- (A) to trust them
 - (B) to disappoint them
 - (C) to help them



Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Defining relative clauses

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about relationships for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your relationships this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · What would you say?

1. Model (b) — direct but not aggressive. 'No problem' three times becomes silent resentment; option (b) protects the friendship.
2. Model (b) — kind AND honest. Option (c) is the worst: it hurts them AND you.
3. Model (b) or (d) — depends on your family. (a) is honest but usually starts a fight.

Reading · The 5-a.m. list

1. (B) 5 people you'd call at 5 a.m.
2. (C) Rarely, but they still pick up
3. (B) Someone who says yes without asking why
1. (B) False
2. (B) False
3. (A) True
4. (C) Not Given
1. Model: three. And two of them live in different countries — but I know they'd pick up.
2. Model: definitely not frequency. It's about trust and speed of showing up when things are hard.
1. show up
2. without hesitation
3. muted

Vocabulary · People & relationships

1. get on with
2. acquaintance
3. fell out
4. trust
5. let / down
6. be there for
1. (D) frozen
2. (D) sneeze
3. (D) toaster
1. trust
2. argument
3. love
4. friends (plural noun)

Grammar · Defining relative clauses

1. who / that
2. which / that
3. where
4. whose
5. where (or in which)
1. She's the friend who always tells me the truth.
2. This is the book that / which changed my life.
3. That's the café where we first met.
4. He's the man whose son plays football with mine.
1. NO — 'who' is the subject.
2. YES — 'who' is the object; 'The friend I called last week...' ■
3. NO — 'that' is the subject.
4. YES — 'that' is the object; 'The book I read last month...' ■
1. She's the friend WHO / THAT lives in Porto.
2. The restaurant WHERE / THAT we went to was closed.
3. He's the man WHO lost his keys. / He's the man WHOSE keys got lost.
4. The book that changed my life is on the table. (no double subject)
1. Model: The person who has influenced me the most is my grandmother.

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2. Model: The place where I feel most myself is my grandparents' kitchen.
3. Model: The friend whose opinion I trust most is Sofia, my oldest school friend.
1. who / where / that (or which)
2. whose / where

Listening · Two friends catching up after two years

1. In front of a bakery near the metro — completely by chance.
2. Voice A moved to Lisbon for work and 'life just took over'.
3. Dinner next Thursday at Voice B's flat — Voice B insists on cooking.
1. Working at a design agency that specialises in small restaurants.
2. Marta — the friend who introduced them at university 10 years ago.
3. He's moved in with his partner, whose flat is 'twice as big and half as messy'.
1. Yes — no small-talk politeness; they laugh in the first sentence and immediately share real news.
2. Likely yes — they set a specific day, agree who cooks, and share addresses on the spot.
1. that / which
2. who
3. whose
4. where

Quiz

1. (B) who
2. (C) where
3. (B) whose
4. (B) The book THAT I read yesterday
5. (B) to disappoint them

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Defining relative clauses

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of relationships.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 7 · B1-7B

Family, love & the extra info

Theme · Relationships



Unit 7 · B1·7B

Family, love & the extra info

Theme: Relationships

B1 · General English

Learning objectives

- Add extra, non-essential information about people, places and things.
- Use non-defining relative clauses correctly, with commas.
- Talk about family, love and the small annoyances that come with both.

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Class Book

Warm-up · The family member who...

Complete this sentence three times, with three DIFFERENT family members: 'My ____, who ____, always ____.' Say each sentence out loud.

A close one first.

Then a distant one.

Then a funny or annoying one.

Lead-in · Agony aunt mailbox

Read each short letter. Write ONE piece of advice for each writer. Then compare with a partner.

1. Dear reader, My sister, who is 3 years older than me, still treats me like a child. I'm 34. Every family dinner ends the same way — with me feeling 12. What do I do? — Tired in Coimbra

2. Dear reader, My partner's mother, who I honestly don't dislike, calls him three times a day. He always picks up. We've been together 4 years and I'm starting to feel like a third wheel. Is this normal? — Third Wheel in Braga

3. Dear reader, My son, who is 19, has stopped talking to me since he moved to university. Not a fight — just silence. I don't want to be the pushy mum, but I miss him. Advice? — Missing You in Porto

4. Dear reader, My boyfriend's best friend, who I've never really trusted, is his groomsman. I have to sit next to him at the wedding. Can I speak up? — Nervous Bride

followUp: Which letter felt closest to something in your own life? Which advice would you struggle to take?

Reading · The uncle we don't talk about

Every family has one. The relative you don't quite explain to your foreign friends. In mine, it's my uncle Paulo, who once sold my grandmother's fridge without telling anyone, and who — three years later — turned up at Christmas as if nothing had happened.

Families are strange because we didn't choose them. Friends we choose; partners we (mostly) choose; colleagues sometimes; but family is what we inherit, complete with strange smells, old jokes, and the uncle who sold the fridge. My grandmother, who is 87 and forgets almost everything, still remembers the exact day and the exact price. €80. In 1998.

The great secret of family life is that we forgive everything because we have to. Not because we're saintly — because the alternative is a lifetime of empty Sunday lunches. So we tell the fridge story every year. Paulo laughs the loudest. And my grandmother, who never forgives strangers, forgives him again.

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That, in the end, is what family means.

1. What did Paulo do to the grandmother?
(A) Stole her keys
(B) Sold her fridge without telling anyone
(C) Missed Christmas
2. What does the writer say about family?
(A) We choose them like friends
(B) We inherit them, complete with their strangeness
(C) We can leave whenever we want
3. Why does the family forgive Paulo, according to the writer?
(A) Because they're saintly
(B) Because the alternative is empty Sundays
(C) Because he apologised

Vocabulary in context

Match the phrase to its meaning.

turned up — appeared, arrived unexpectedly

as if nothing had happened — pretending the past incident didn't happen

inherit — get from your family (money, name, etc.)

the alternative — the other option

True / False / Not Given

Based only on the text.

1. Paulo apologised for selling the fridge.
(A) True
(B) False
(C) Not Given
2. The grandmother forgets almost everything.
(A) True
(B) False
(C) Not Given
3. The writer thinks we forgive family because we're saintly.
(A) True
(B) False
(C) Not Given

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4. The story is told at every Christmas.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. Does YOUR family have an 'uncle Paulo' story? What is it?

2. Do you agree that families forgive because 'the alternative is worse'?

Scan for meaning

Find the word or phrase from the text.

1. appeared, arrived unexpectedly

2. get something from your family

3. the other option

Vocabulary · Family & feelings

relative — any family member

nephew / niece — your sibling's son / daughter

cousin — your aunt's or uncle's child

step-parent — the new partner of your parent

sibling — brother or sister (formal)

only child — with no brothers or sisters

take after — look or behave like a family member

get on with — have a good relationship with

grow apart — slowly stop being close

hold in high esteem — admire and respect

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indulge (a child) — give too much of everything

have a particular fondness for — have a special affection for

practice

Complete each sentence with ONE word or phrase from the lists.

1. I really ____ my grandfather — same eyes, same jokes.

2. My little ____ is 4 and she's my sister's daughter.

3. We ____ after university — different cities, different lives.

4. My grandmother has a ____ my youngest brother — always slips him a chocolate.

5. I've always ____ my aunt Sofia — she went to Angola alone at 22.

6. My ____ from Braga is coming to visit — my uncle's son.

Collocations · family & feelings

Match each verb with its noun.

raise — a child / a family / concerns

adopt — a child / a pet / a habit

have — an argument / a big family / a soft spot

settle — a fight / down / a bill

cut ties — with someone / with an ex / with the past

Odd one out

Choose the word that does NOT belong.

1. cousin · niece · nephew · pineapple

(A) cousin

(B) niece

(C) nephew

(D) pineapple

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2. sibling · step-parent · relative · sunset

- (A) sibling
- (B) step-parent
- (C) relative
- (D) sunset

3. adopt · raise · spoil · defrost

- (A) adopt
- (B) raise
- (C) spoil
- (D) defrost

Word building · verb ↔ noun ↔ adjective

Complete each set.

utility:

1. marry (v) → a ____ (n) → he's ____ (adj)

2. divorce (v) → a ____ (n) → she's ____ (adj)

3. parent (n) → to ____ (v) → good ____ (n)

Grammar · Non-defining relative clauses (with commas)

1. Extra, non-essential information — Adds detail we could remove without losing the main idea. • My uncle Paulo, WHO once sold my grandmother's fridge, is coming for Christmas. • Coimbra, WHICH is famous for its university, is my hometown. Remove the clause and the sentence still stands.

2. TWO commas — one before, one after (unless the sentence ends) — • Ana, who I met at university, lives in Braga now. ■ • Ana who I met at university lives in Braga now. ■ (no commas → wrong meaning)

3. Never use THAT in non-defining clauses — • My grandmother, THAT is 87, forgets everything. ■ • My grandmother, WHO is 87, forgets everything. ■ Use WHO / WHICH / WHOSE / WHERE — never 'that'.

4. You CANNOT drop the pronoun — • Coimbra, is my hometown, ■ • Coimbra, WHICH is my hometown, is beautiful. ■ Compare defining clauses (7A), where you sometimes can.

Exercise A — Add the right pronoun

Complete with WHO, WHICH, WHERE, or WHOSE.

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1. My cousin Ana, ____ lives in Berlin, is visiting next week.

2. Coimbra, ____ is famous for its university, is my hometown.

3. My grandmother, ____ house we visited every summer, sold it last year.

4. Lisbon, ____ I lived for six years, is still my favourite city.

5. My brother Rui, ____ never remembers birthdays, sent me a card yesterday!

Exercise B — Add the missing commas

Rewrite each sentence with the correct commas.

1. My uncle Paulo who lives in Aveiro is a total character.

2. Coimbra which has one of the oldest universities in Europe is where I studied.

3. My grandmother whose recipes I still use died last year.

Exercise C — Defining or non-defining?

Write DEFINING or NON-DEFINING for each sentence, and add commas if needed.

1. My brother who lives in London is coming home for Christmas.

2. The book that I bought yesterday is amazing.

3. Lisbon which is Portugal's capital has changed a lot.

Exercise D — Combine into ONE sentence

Join each pair using a non-defining clause (with commas).

1. My aunt Fátima is a lawyer. She lives in Faro.

2. Porto is famous for its wine. It's Portugal's second city.

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3. My grandmother sold her house. Her recipes are in a small red notebook.

Exercise E — About you

Write one sentence about each person using a non-defining relative clause.

1. Your mother.

2. A cousin.

3. Your hometown.

Exercise F — Complete the mini-story

Complete each gap with the correct pronoun AND add commas if needed.

1. My grandfather ____ was a fisherman in Nazaré ____ is a village on the Atlantic coast ____ used to bring us fresh sardines every Sunday.

2. My best friend ____ birthday I always forget ____ still forgives me every year.

Listening · Meet the family — a Sunday lunch briefing

One partner briefs the other on the way to meet the family for the first time. Notice the non-defining clauses — every relative gets extra info.

pre

How did YOU meet the family of your partner (or a friend) for the first time?

What's the golden rule for a first family lunch?

gist

1. What is the situation?

2. Which relative should Voice B avoid arguing with?

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3. What food is being served?

detail

1. Who is Maria and what is her role?

2. What must Voice B NOT mention?

3. Which family member is the easy one?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Is this a warm or a stressful family?

2. How does Voice B feel about the briefing?

Useful language from the audio

Match each phrase to what it does.

"Uncle Zé, who never wins an argument, never loses one either." — non-defining clause with WHO

"Grandma Maria, who is 91, might try to feed you cake." — extra info about a specific person

"Cozido, which is basically a heavy stew, is today's menu." — non-defining clause with WHICH

"Cousin Rui, whose ex is called Ana — don't mention Ana." — non-defining clause with WHOSE

"You'll be fine — just smile a lot." — reassurance

Voice A: OK, briefing time — we're 10 minutes away. Ready?

Voice B: Terrified. Go.

Voice A: First: Uncle Zé, who never wins an argument, never loses one either. Just smile.

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Voice B: Just smile. Got it.

Voice A: Grandma Maria, who is 91, might try to feed you cake until you cry. If she likes you, this is a compliment. Do not refuse the second slice.

Voice B: Even if I'm dying?

Voice A: Especially if you're dying. Food: cozido, which is basically a heavy stew. Eat slowly. Never say no.

Voice B: Anything I shouldn't mention?

Voice A: Politics. Football, unless it's Benfica. And cousin Rui, whose ex is called Ana — don't mention Ana. Any Ana. All Anas are dangerous today.

Voice B: This is a nightmare.

Voice A: Rescue plan: my cousin Sofia, who's 25 and speaks perfect English, will rescue you if you look lost. Look lost strategically.

Voice B: OK — I'm going to smile, eat slowly, and stalk Sofia. Let's do this.

Voice A: You'll be fine. And they'll love you. They already love you — they just don't know it yet.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. Uncle Zé, ____ never wins an argument, never loses one either.

2. Grandma Maria, ____ is 91, might try to feed you cake.

3. Cozido, ____ is basically a heavy stew, is today's menu.

4. Cousin Rui, ____ ex is called Ana — don't mention Ana.

Speaking · Brief a partner about YOUR family

Imagine your partner is meeting your family this Sunday. Give them a briefing — 4 relatives, one non-defining clause each, one forbidden topic per person.

Scene: Meeting the family for a first big lunch

A: You: the local — briefing your partner in the car.

B: You: the newcomer. Ask 3 practical questions.

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Scene: Meeting your future in-laws for the engagement dinner

A: You: nervous, want your partner to shine.

B: You: even more nervous, mostly listening.

Scene: Bringing a foreign friend to a Portuguese family Christmas

A: You: the local, warning your friend about the small chaos.

B: You: the friend, curious and slightly worried.

Discussion · family

Choose 2 questions and speak for 30–45 seconds each.

What's ONE tradition your family has that you'd never break?

Do you have a family member you 'take after' most? In what way?

Is it easier to be an only child, or one of many? Why?

What's the WORST family lunch you've ever survived?

Role-play · Introducing your partner to your parents

Read your role, prepare, then run the conversation for 2 minutes.

Scene: First introduction — coffee at your parents' house

A: You: the child, playing referee between two worlds.

B: You: the partner, meeting the parents for the first time. Ask 2 questions to break the ice.

Mini-presentation · 60-second family portrait

Deliver a 60-second portrait of your family using at least THREE non-defining clauses.

Beat 1 (10s) — Family size and where they live.

Beat 2 (15s) — One person, with extra info.

Beat 3 (20s) — One story that captures the family's personality.

Beat 4 (15s) — What you love most about them.

sample: My family is small but loud. My mother, who has taught in the same school for 30 years, still corrects my grammar in WhatsApp messages. My father, whose only hobby is fishing, comes home empty-handed almost every Saturday and still calls it 'a great morning'. The story that captures them best: they've bought me the exact same birthday cake — chocolate with strawberries — every year since I was 5. What I love most is that they're still surprised when it makes me happy.

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Writing · A short family portrait

Write 80–100 words describing *THREE* family members. Use at least 3 non-defining relative clauses with commas.

bonus: Bonus — Rewrite the same portrait without any extra info (defining only). Which version tells us more?

Wrap-up · What did we cover?

Non-defining clauses = extra info, with commas.

Use who / which / whose / where — never THAT.

You cannot drop the pronoun in a non-defining clause.

Family is inherited, not chosen — that's what makes it strange and beautiful.

Quiz

1. "My mother, ____ is a teacher, lives in Coimbra."
(A) that
(B) who
(C) which
2. "Porto, ____ is famous for its wine, is Portugal's second city."
(A) that
(B) who
(C) which
3. Which sentence needs COMMAS?
(A) The book that I bought yesterday is on the table.
(B) My cousin Ana who lives in Berlin is visiting.
(C) The friend who called me lives in Braga.
4. "My grandmother, ____ recipes I still use, died last year."
(A) who
(B) which
(C) whose
5. 'To take after someone' means...
(A) to argue with them
(B) to look or behave like them
(C) to visit them

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Workbook — home practice

1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Non-defining relative clauses

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

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1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about relationships for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your relationships this week. Anything different?

Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

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2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Agony aunt mailbox

1. Model: 'Talk to her ONCE, calmly, away from a family dinner. Say the specific line that hurts. If nothing changes, stop reacting — silence is often more powerful than a fight.'
2. Model: 'It's cultural for some families and it takes years to shift. Don't ask him to call less — ask for one protected evening a week that is only you two.'
3. Model: 'Send one message a week with no question in it — a photo, a memory, a stupid joke. No pressure to reply. Curiosity, not guilt, brings kids back.'
4. Model: 'Don't try to change the friendship — you can't. But you CAN tell your boyfriend, once, why you feel uneasy. Then focus on your wedding — one seat is only 5 hours.'

Reading · The uncle we don't talk about

1. (B) Sold her fridge without telling anyone
2. (B) We inherit them, complete with their strangeness
3. (B) Because the alternative is empty Sundays
1. (C) Not Given
2. (A) True
3. (B) False
4. (A) True
1. Model: yes — my aunt once brought a stranger to our Christmas dinner and never explained who he was. Fifteen years later, still a mystery.
2. Model: partly. I think for small things yes; for big things (real betrayal) it isn't automatic and shouldn't be.
1. turned up
2. inherit
3. the alternative

Vocabulary · Family & feelings

1. take after
2. niece
3. grew apart
4. particular fondness for
5. held in high esteem
6. cousin
1. (D) pineapple
2. (D) sunset
3. (D) defrost
1. marriage / married
2. divorce / divorced
3. to parent / parenting

Grammar · Non-defining relative clauses (with commas)

1. who
2. which
3. whose
4. where
5. who
1. My uncle Paulo, who lives in Aveiro, is a total character.
2. Coimbra, which has one of the oldest universities in Europe, is where I studied.
3. My grandmother, whose recipes I still use, died last year.
1. NON-DEFINING (only one brother) → My brother, who lives in London, is coming home for Christmas. //
2. DEFINING (many brothers) → keep as is.
3. NON-DEFINING — no commas.
3. NON-DEFINING → Lisbon, which is Portugal's capital, has changed a lot.
1. My aunt Fátima, who lives in Faro, is a lawyer.
2. Porto, which is Portugal's second city, is famous for its wine.

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3. My grandmother, whose recipes are in a small red notebook, sold her house.
1. Model: My mother, who has always worked long hours, taught me to cook when I was 8.
2. Model: My cousin Rui, whose Portuguese is worse than mine, lives in Toronto.
3. Model: Coimbra, where I grew up, is smaller than most people imagine.
1. , who / , which is / , // My grandfather, who was a fisherman in Nazaré, which is a village on the Atlantic coast, used to bring us fresh sardines every Sunday.
2. , whose // My best friend, whose birthday I always forget, still forgives me every year.

Listening · Meet the family — a Sunday lunch briefing

1. Voice A is briefing Voice B in the car, on the way to Voice A's family Sunday lunch.
2. Uncle Zé — 'never wins an argument, never loses one either'. Just smile.
3. Cozido — a heavy Portuguese stew. Voice B should eat slowly and never refuse a second helping.
1. Voice A's grandmother, who is 91, and 'if she likes you she'll try to feed you cake until you cry'.
2. Politics, football (unless it's Benfica), and cousin Rui's ex-girlfriend.
3. Cousin Sofia, who's 25, speaks perfect English, and 'will rescue you if you look lost'.
1. Warm but chaotic — lots of characters, lots of food, lots of forbidden topics. It's the classic loving-loud family.
2. Slightly overwhelmed but excited — asks questions, laughs, and only starts sweating when told about Grandma Maria's cake ritual.
1. who
2. who
3. which
4. whose

Quiz

1. (B) who
2. (C) which
3. (B) My cousin Ana who lives in Berlin is visiting.
4. (C) whose
5. (B) to look or behave like them

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Non-defining relative clauses

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of relationships.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 8 · B1·8A

If we tap once more...

Theme · Media & tech



Unit 8 · B1·8A

If we tap once more...

Theme: Media & tech

B1 · General English



Learning objectives

- Talk about your relationship with your phone and social media.
- Use the 1st conditional (if + present, will + verb) for realistic future situations.
- Predict consequences — kindly, honestly, and in English.

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Class Book

Warm-up · Your last hour on your phone

Think about the *LAST* hour you spent on your phone (before class). Describe it in 3 sentences: which apps, what for, and how you felt after.

Which app got the most time?

Was any of it useful?

How did you feel when you finally put the phone down?

Lead-in · Myth or Fact — screen time

Vote *MYTH* or *FACT* for each claim. Then reveal the answer.

1. The average adult picks up their phone more than 120 times a day.

2. Blue light from your phone is the main reason people sleep badly.

3. Deleting Instagram from your phone makes you significantly happier within a week.

4. TikTok's algorithm is designed to keep you watching as long as possible.

5. If you check your email first thing in the morning, you'll have a more productive day.

followUp: Which fact surprised you most? Which one made you want to change something today?

Reading · The greyscale week

Last month I did an experiment. I turned my phone to greyscale — no colour, only black, white and grey — for one full week. The trick is simple: without colour, the app icons stop shouting at you. Instagram is grey. YouTube is grey. WhatsApp is grey. Suddenly your brain doesn't want to open them.

The first day was uncomfortable. I kept picking up my phone, staring at the boring screen, and putting it down again. By day three, my screen time had dropped by almost 60%. By day five, I'd finished a book I'd been 'reading' for six months.

The point isn't that greyscale is magic. The point is that colour is not neutral. Every red notification, every bright icon, every glowing thumbnail was designed by someone to pull you back. Turn off the colour and you see the design. And once you see the design, it stops working on you.

1. What did the writer do to his phone?

- (A) Deleted all apps
- (B) Turned it to greyscale
- (C) Threw it away

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2. What was the effect on his screen time?

- (A) Doubled
- (B) Dropped by 60%
- (C) Stayed the same

3. What's the main point of the article?

- (A) Colour on phones is not neutral
- (B) Greyscale is magic
- (C) Delete Instagram

Vocabulary in context

Match the phrase to its meaning.

greyscale — displaying only black, white and grey

shouting at you — grabbing your attention aggressively

pull you back — make you return (to the app)

not neutral — not innocent — has a purpose

True / False / Not Given

Based only on the text.

1. The writer turned his phone to greyscale for one month.

- (A) True
- (B) False
- (C) Not Given

2. On day 1 he barely used his phone.

- (A) True
- (B) False
- (C) Not Given

3. He finished a book after five days.

- (A) True
- (B) False
- (C) Not Given

4. He recommends everyone try it for a month.

- (A) True
- (B) False
- (C) Not Given

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React to the text

Answer in 2–3 sentences.

1. Would YOU try greyscale for a week? Why or why not?

2. Which app pulls you back most? Why does it work on you?

Scan for meaning

Find the word or phrase from the text.

1. displaying only black, white and grey

2. grabbing your attention aggressively

3. not innocent — has a purpose

Vocabulary · Phones, apps & social media

screen time — how long you spend looking at a screen

notification — a message from an app

feed — the endless list of posts on a social app

algorithm — the invisible rules that choose what you see

post — an update / photo shared online

profile — your page on a social app

scroll (through) — move down through content

swipe — slide your finger across the screen

log in / log out — enter / leave an account

share — send content to others

block someone — stop them contacting you

become an overnight sensation — become suddenly very popular online

practice

Complete each sentence with ONE word or phrase from the lists.

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1. I turn off ____ at night — otherwise I can't sleep.

2. I ____ ____ TikTok for two hours yesterday and remember nothing.

3. My ____ ____ was 6 hours yesterday — embarrassing.

4. That video ____ ____ overnight — 3 million views by morning.

5. I had to ____ him — he wouldn't stop messaging.

6. The ____ decides what I see, and it's usually cats and bad news.

Collocations · phones & apps

Match each verb with its noun.

check — your phone / your email / your notifications

update — an app / your status / a profile

delete — an app / a photo / a message

install — an app / an update / a program

turn off — notifications / your phone / the wi-fi

Odd one out

Choose the word that does NOT belong.

1. post · share · like · sneeze
(A) post
(B) share
(C) like
(D) sneeze
2. screen · feed · algorithm · pineapple
(A) screen
(B) feed
(C) algorithm
(D) pineapple

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3. swipe · scroll · tap · faint

(A) swipe

(B) scroll

(C) tap

(D) faint

Word building · verb ↔ noun

Complete each pair.

utility:

1. notify → a ____

2. share → a ____

3. message → a ____

4. connect → a ____



Grammar · 1st conditional (if + present, will + verb)

1. What the 1st conditional is for — Realistic possibilities in the future — cause and effect. • If you check your phone at 3 a.m., you **WON'T** sleep well. • If she posts that photo, everyone **WILL** see it.

2. The form — IF + present simple, SUBJECT + will/won't + verb. The two halves can swap; use a comma when 'if' comes first. • If it rains, I'll stay home. • I'll stay home if it rains. (no comma)

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3. Other options in the second half — You can replace 'will' with modals for softer meaning. • If you finish early, you **CAN** leave. • If she calls, you **SHOULD** answer. • If they ask, you **MIGHT** get a bonus.

4. Common trap — NEVER 'if I will...'. ■ • If I will see him, I'll tell him. ■ • If I see him, I'll tell him. ■

Exercise A — Complete the conditional

Complete each sentence with the correct forms of the verbs in brackets.

1. If you ____ (delete) Instagram, you ____ (feel) better within a week.

2. If it ____ (rain) tomorrow, we ____ (not / go) to the beach.

3. If she ____ (post) that photo, everyone ____ (see) it.

4. I ____ (call) you back if I ____ (have) time.

5. If you ____ (turn) off notifications, you ____ (sleep) better.

Exercise B — Match cause and effect

Match each 'if' half to its most logical 'will' half.

If you check your phone at 3 a.m., — you won't sleep well.

If she keeps ignoring his messages, — he'll stop trying.

If we leave now, — we'll catch the last train.

If it rains all weekend, — I'll finish that book.

If you post that photo, — your mum will definitely comment.

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. If I will see him tomorrow, I'll tell him.

2. She will be angry if you will forget her birthday.

3. If you don't will study, you fail the test.

4. If it rains, we going home.

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Exercise D — Rewrite as a chain reaction

Continue the chain — each sentence becomes the 'if' of the next.

1. Start: If I turn off my phone tonight...

Exercise E — About you

Complete each sentence truthfully.

1. If I have time this weekend, ____

2. I'll be really annoyed if ____

3. If it rains all Saturday, ____

Exercise F — Complete the mini-conversation

Complete each gap with the correct form.

1. — If we ____ (leave) now, we ____ (catch) the 8 o'clock. — And if we ____ (miss) it? — Then we ____ (wait) an hour.

2. — If you ____ (not delete) that email, you ____ (never/find) it again. — Fine — I ____ (do) it now.

Listening · Two friends and a phone detox

Two friends discuss a possible weekend without phones. Notice how they use the 1st conditional to imagine consequences.

pre

Have you ever tried a 'phone detox'? What happened?

What is the LONGEST you've gone without checking your phone?

gist

1. What do the two friends agree to try?

2. Whose idea was it originally?

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3. What are they most worried about?

detail

1. What is the ONE exception they agree on?

2. What will Voice A do about work messages?

3. What activity are they planning for Saturday?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Are they equally committed to the idea?

2. Will they actually manage the whole 48 hours?

Useful language from the audio

Match each phrase to what it does.

"If we don't do it now, we never will." — 1st conditional expressing determination

"If my mum tries to call, she'll panic." — predicting consequence

"If we take photos, we cheat a bit." — acknowledging a compromise

"Let's just try it." — informal proposal

"I'll set an auto-reply." — solving a problem practically

Voice A: So — you actually want to do this? A whole weekend?

Voice B: Friday 7 to Sunday 7. If we don't do it now, we never will.

Voice A: If my mum tries to call, she'll panic and drive over.

Voice B: I know. Warn her. And your work?

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Voice A: I'll set an auto-reply: 'checking my phone Monday morning'. If anyone really needs me, they know my partner's number.

Voice B: Good. One exception — photos. If we take photos, we cheat a bit, but I can't be in Serra da Estrela with no camera.

Voice A: Fine. Airplane mode, camera only. That's the deal.

Voice B: Saturday — long walk. No signal anyway, which is kind of the point.

Voice A: And if we get bored?

Voice B: If we get bored, we talk. If we get REALLY bored, we cook. If we get catastrophically bored, we come home Sunday morning instead of Sunday evening. But I bet we won't.

Voice A: You're going to be insufferable if this works.

Voice B: Deeply insufferable. Let's just try it.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. If we don't do it now, we never ____.

2. If my mum tries to call, she ____ panic.

3. If we take photos, we ____ a bit.

4. If we get bored, we ____.

Speaking · Chain reactions

In pairs, build a chain of 6 conditionals starting from ONE of the prompts below. Take turns adding the next 'if'.

Scene: 'If I delete Instagram tonight...'

A: You: start the chain.

B: You: continue with the next 'if'.

Scene: 'If I quit my job in six months...'

A: You: start.

B: You: continue — realistic consequences only.

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Scene: 'If I move to another country next year...'

A: You: start.

B: You: continue — good AND bad consequences.

Discussion · media & tech

Choose 2 questions and speak for 30–45 seconds each.

If phones didn't exist, what's the ONE good thing that would come back?

If you had to delete 3 apps forever, which ones?

If your future child grows up with more screen time than you did, is that a problem?

What's the ONE app that has genuinely improved your life?

Role-play · Convincing a friend to do a phone detox

Read your role, prepare, then run the conversation for 2 minutes.

Scene: You want a weekend without phones — your friend is horrified

A: You: convinced. Prepare 3 realistic consequences ('if we do this, we'll...').

B: You: dependent on your phone for work. Prepare 3 realistic objections.

Mini-presentation · 60-second phone confession

Deliver a 60-second honest confession about your phone habits. Use at least THREE 1st conditionals.

Beat 1 (10s) — Your daily screen time (honestly).

Beat 2 (15s) — Your worst phone habit.

Beat 3 (20s) — Two conditionals: 'If I do X, I'll...' / 'If I stop Y, I'll...'.

Beat 4 (15s) — What you'll try this week.

sample: My screen time last week was 5 hours 30 minutes a day. My worst habit is checking Instagram in bed at 11pm and putting the phone down at 12:15. If I keep doing that, I'll never sleep enough. If I move my phone to the living room, I'll sleep an extra hour easily. This week I'll leave my phone in the kitchen after 10pm — for five nights. If it works, I'll write a smug post about it. Sorry in advance.

Writing · A short post: 'One thing I'll change this week'

Write 80–100 words about ONE tech habit you'll change this week. Use at least THREE 1st conditionals.

bonus: Bonus — In one week, add a P.S. saying whether it worked.

Wrap-up · What did we cover?

1st conditional = if + PRESENT, will + verb — realistic future.

Never 'if I will...' — the 'if' half is present tense.

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You can swap the halves; comma only when 'if' comes first.

Colour on your phone is not neutral — every icon is a decision by someone.

Quiz

1. "If it ____ tomorrow, we'll stay home."
(A) will rain
(B) rains
(C) rain
2. "She ____ angry if you forget her birthday."
(A) will be
(B) would be
(C) is
3. Which sentence is CORRECT?
(A) If I will see him, I'll tell him.
(B) If I see him, I'll tell him.
(C) If I see him, I tell him.
4. 'Screen time' means...
(A) a film session
(B) how long you spend on a screen
(C) the cinema
5. 'To go viral' means...
(A) get a virus
(B) become suddenly very popular online
(C) install an app

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · 1st conditional

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about media & tech for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your media & tech this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Myth or Fact — screen time

1. FACT — most studies (Asurion, RescueTime) report between 96 and 144 times/day.
2. PARTIAL FACT — it plays a role, but the CONTENT (stress, comparison, doom-scrolling) affects sleep even more than the light itself.
3. FACT-ISH — most short studies (7–14 days) show measurable improvements in mood and sleep, but the effect fades quickly if you go back.
4. FACT — publicly acknowledged. All major social apps optimise for 'time in app', not for your wellbeing.
5. MYTH — most productivity research finds the opposite: it makes you reactive, not proactive, for the whole morning.

Reading · The greyscale week

1. (B) Turned it to greyscale
2. (B) Dropped by 60%
3. (A) Colour on phones is not neutral
1. (B) False
2. (B) False
3. (A) True
4. (C) Not Given
1. Model: I'd try 3 days first — a whole week feels dramatic. But I like the idea that I'd finally finish a book.
2. Model: Instagram — it always shows me exactly the videos my friends have already sent me, which annoys me and hooks me at the same time.
1. greyscale
2. shouting at you
3. not neutral

Vocabulary · Phones, apps & social media

1. notifications
2. scrolled through
3. screen time
4. became an overnight sensation
5. block
6. algorithm / feed
1. (D) sneeze
2. (D) pineapple
3. (D) faint
1. notification
2. share
3. message
4. connection

Grammar · 1st conditional (if + present, will + verb)

1. delete / will feel
2. rains / won't go
3. posts / will see
4. will call / have
5. turn / will sleep
1. If I see him tomorrow, I'll tell him.
2. She will be angry if you forget her birthday.
3. If you don't study, you'll fail the test.
4. If it rains, we'll go home.
1. Model: If I turn off my phone tonight, I'll sleep better. If I sleep better, I'll wake up earlier. If I wake up earlier, I'll have time for breakfast. If I have breakfast, I won't buy that expensive coffee. If I don't buy that coffee, I'll save 3€ a day. If I save 3€ a day, I'll pay for my next holiday. All from turning off one phone.
1. Model: If I have time this weekend, I'll finally clean the balcony.

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2. Model: I'll be really annoyed if my flatmate leaves the dishes again.
3. Model: If it rains all Saturday, I'll marathon a series and pretend I'm on holiday.
1. leave / will catch / miss / will wait
2. don't delete / will never find / will do / 'll do

Listening · Two friends and a phone detox

1. A phone-free weekend — from Friday 7pm to Sunday 7pm — with only one exception (photos).
2. Voice B — she read an article about greyscale phones and got inspired to go further.
3. Missing important calls, and their partners thinking they're ignoring them.
1. Taking photos — the phone stays in airplane mode with the camera only.
2. Set an auto-reply saying 'checking my phone Monday morning'.
3. A long walk in Serra da Estrela — cold weather but no signal, which is 'kind of the point'.
1. Not quite — Voice B is fully in; Voice A is 80% in and negotiating the exceptions.
2. Probably yes — they've prepared exceptions and warned people, which are the two things detoxes usually fail on.
1. will
2. will / 'll
3. cheat
4. talk

Quiz

1. (B) rains
2. (A) will be
3. (B) If I see him, I'll tell him.
4. (B) how long you spend on a screen
5. (B) become suddenly very popular online

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · 1st conditional

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of media & tech.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 8 · B1·8B

She said, they said

Theme · Media & tech



Unit 8 · B1·8B

She said, they said

Theme: Media & tech

B1 · General English



Learning objectives

- Report what other people said, without quoting them directly.
- Use reported speech with 'say' and 'tell' (and the tense shift).
- Talk about news, gossip and the strange life of information online.

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Class Book

Warm-up · A rumour you once believed

Think of ONE rumour or 'fact' you once believed — and then discovered was false. Describe in 3 sentences: what it was, where you heard it, and when you found out the truth.

What was the rumour?

Who told you?

How did you find out it wasn't true?

Lead-in · Predict the headline

Read each 'clue' (the first sentence of a real news story). Guess what the headline was. Then reveal.

1. A 34-year-old man in Osaka has admitted spending €12,000 on a robot cat because he 'felt guilty leaving his real cat home alone'.

2. For the first time in history, more people over 65 own a smartphone than under-25s own a fixed line.

3. A woman in Lisbon tried to return a coffee machine after 3 years, arguing the manual was 'in the wrong language for her mood'.

4. An American teenager has made \$200,000 in one year by teaching adults how to text 'normally'.

5. A study of 5,000 couples found that couples who watch the SAME series together are 30% happier than those who watch separately.

followUp: Which headline sounds most made-up but is real? Which one would you click on?

Reading · A message forwarded 40 times

My aunt sent me a WhatsApp message yesterday. It came with the little 'forwarded many times' arrow. The message said the government had announced a new tax on family gifts over €100. My aunt was worried — she was planning to give my cousin €200 for her birthday. She asked if I could confirm the story.

I checked. The message was two years old. It came from a country that isn't mine. The 'new tax' had never existed anywhere. But by the time I explained all this, she had already forwarded the message to eleven other people. They had also forwarded it. Somewhere, this rumour is still travelling.

The tricky thing about false information is that it doesn't feel false. It feels like someone caring. My aunt didn't send it because she wanted to lie — she sent it because she was scared and wanted to protect the family. And that's why these messages travel so fast. They ride on love.

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1. What was the false story?
 - (A) A new tax on family gifts
 - (B) A new law about phones
 - (C) A new type of coffee
2. How old was the message?
 - (A) One week
 - (B) Two years
 - (C) Ten years
3. Why does the writer think these messages travel so fast?
 - (A) Because they're funny
 - (B) Because they ride on love and fear
 - (C) Because they're free

Vocabulary in context

Match the phrase to its meaning.

forwarded — sent again to someone else

confirm — check that something is true

false information — content that isn't true

ride on (something) — travel by using it as a vehicle

True / False / Not Given

Based only on the text.

1. The aunt sent the message out of malice.
 - (A) True
 - (B) False
 - (C) Not Given
2. The rumour is still travelling somewhere.
 - (A) True
 - (B) False
 - (C) Not Given
3. The writer's cousin is 21.
 - (A) True
 - (B) False
 - (C) Not Given

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4. False information often travels because people care.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. Do you ever get forwarded messages from relatives? What do you do with them?

2. Do you agree that fake news 'rides on love'?

Scan for meaning

Find the word or phrase from the text.

1. sent again to someone else

2. check that something is true

3. travel by using it as a vehicle

Vocabulary · News & media

headline — the big title of a news story

article — a written piece of news

journalist — a person who writes news

source — where the information comes from

sensationalist headline — a title designed only to make you click

disinformation — false information made to look real

spread (a rumour) — make it travel from person to person

share (a post) — publish it to your own followers

trending — very popular right now

fact-check — verify if something is true

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go viral — become suddenly very popular

cover a story — report on a story (as a journalist)

practice

Complete each sentence with ONE word or phrase from the lists.

1. That ____ is pure ____ — 'You won't believe what happened next!'

2. Please ____ ____ it before you send it to your family group.

3. That video is ____ this week — 5 million views.

4. The ____ interviewed three people for the ____.

5. Always ask: what's the ____ of this information?

6. Rumours ____ fastest when people are scared.

Collocations · news & speech

Match each verb with its noun.

break — the news / a story / a rumour

spread — a rumour / news / a lie

publish — an article / a book / a photo

quote — a source / a witness / a politician

deny — a rumour / an accusation / responsibility

Odd one out

Choose the word that does NOT belong.

1. journalist · reporter · editor · astronaut

(A) journalist

(B) reporter

(C) editor

(D) astronaut

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2. headline · article · caption · onion

(A) headline

(B) article

(C) caption

(D) onion

3. trending · viral · popular · frozen

(A) trending

(B) viral

(C) popular

(D) frozen

Word building · verb ↔ noun

Complete each pair.

utility:

1. inform → the ____

2. report → a ____

3. publish → a ____

4. quote → a ____



Grammar · Reported speech (say / tell) with tense shift

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1. What reported speech does — Reports what someone said, WITHOUT quotation marks and usually with a tense shift. • Direct: 'I'm tired,' she said. • Reported: She said (that) she was tired.

2. Tense shift (main verb goes 'one step back') — • present simple → past simple ('I work' → he said he worked) • present continuous → past continuous ('I'm working' → he said he was working) • present perfect → past perfect ('I've seen it' → he said he had seen it) • past simple → past perfect ('I went' → he said he had gone) • will → would ('I will call' → he said he would call) • can → could ('I can help' → he said he could help).

3. SAY vs TELL — • TELL needs a person immediately after it → She told ME (that) she was tired. ■ • SAY does NOT take a person directly → She said (that) she was tired. ■ / She said me... ■

4. Pronouns and time expressions also change — • 'I' → she/he ; 'my' → her/his • today → that day ; yesterday → the day before ; tomorrow → the next day / the following day • here → there ; now → then

Exercise A — Change to reported speech

Rewrite each sentence in reported speech (use SAID unless a person is given).

1. 'I'm tired,' she said.

2. 'We work in Braga,' they told me.

3. 'I've finished the report,' he said.

4. 'I'll call you tomorrow,' she said.

5. 'I can help you,' he told her.

Exercise B — say or tell?

Complete each sentence with the correct verb form.

1. She ____ me she was tired.

2. He ____ that he had finished.

3. They ____ us the truth.

4. The teacher ____ we could leave early.

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5. Please don't ____ anything to your brother.

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. She said me she was tired.

2. He said that he will call tomorrow.

3. They told that they were happy.

4. She said me she likes it.

Exercise D — Rewrite in reported speech

Rewrite each short quote.

1. 'I don't have time today,' Rui said.

2. 'We're going on holiday next month,' they told us.

3. 'I saw her yesterday,' he said.

Exercise E — About you

Report ONE thing each of these people has recently said to you.

1. Your mother (in the last week).

2. Your boss OR teacher.

3. A close friend.

Exercise F — Complete the mini-gossip

Complete each gap with the correct reported form.

1. Ana ____ (say) that she ____ (be) tired and she ____ (need) a break.

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2. He ____ (tell) me that he ____ (already / finish) the project and ____ (will/send) it that afternoon.

Listening · A brief phone gossip

Two friends catch up on some workplace gossip. Notice how they report what other people said, with tense shifts.

pre

Do you like office gossip? Where's the line between chat and gossip?

What's the wildest thing a colleague has ever told you?

gist

1. Who is the main person being talked about?

2. Why is she leaving?

3. How did the news break?

detail

1. What did Marta reportedly say about her salary?

2. What did the boss promise the team?

3. What did another colleague, Rui, say?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. How does Voice A feel about Marta leaving?

2. Is Rui really a 'prophet'?

Useful language from the audio

Match each phrase to what it does.

"She said (that) she wanted a career change." — reported statement with 'said'

"He told the team he would hire two people." — reported speech with 'told + person'

"Rui said he'd seen it coming." — reported speech + past perfect shift

"Apparently..." — signals a piece of second-hand information

"I'll miss her, actually." — expresses genuine feeling

Voice A: Wait — you haven't heard? Marta's leaving.

Voice B: What? Marketing Marta? Since when?

Voice A: Announced yesterday. The boss told the whole team in a quick 10am meeting. Then the WhatsApp group exploded, obviously.

Voice B: Where's she going?

Voice A: A small food-tech start-up in Porto. She said she wanted a career change. She told the boss the money wasn't the reason — she wanted, quote, 'to build something small'.

Voice B: That sounds like her.

Voice A: And the boss said he'd hire two people to replace her by summer. Which, honestly — good luck.

Voice B: Rui must be enjoying this. He always thinks he sees things coming.

Voice A: Oh, he's insufferable. He told everyone he'd seen it coming for six months. Apparently he's 'basically a prophet' now.

Voice B: Of course he is.

Voice A: I'll miss her, actually. She's the one who kept the meetings under 30 minutes.

Voice B: The team's about to become 40% longer. Grim.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. She ____ she ____ a career change.

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2. He ____ the team he ____ hire two people.

3. Rui ____ he ____ seen it coming.

4. ____, he's 'basically a prophet' now.

Speaking · Play the messenger

In pairs. Student A whispers a short piece of 'news' to Student B (a real headline, a fake headline, or something about themselves). Student B then reports it to the whole class in reported speech.

Scene: Report from a friend

A: You: whisper a piece of news to your partner.

B: You: report it out loud, correctly.

Scene: Report from a boss / teacher

A: You: whisper something authoritative.

B: You: report it politely and clearly.

Scene: Report from a family member

A: You: whisper family gossip.

B: You: report it (kindly).

Discussion · media & gossip

Choose 2 questions and speak for 30–45 seconds each.

Where do you get most of your news? Do you trust it?

Is gossip always bad, or can it be useful?

What's the last thing you read that turned out to be fake?

Would you rather be famous or invisible?

Role-play · Correcting your aunt's WhatsApp

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: Your aunt has just forwarded a fake news message to the family group

A: You: politely explain it's fake, without embarrassing her.

B: You: the aunt. Defensive at first. Prepare 2 reasons why you thought it was true.

Mini-presentation · 60-second news round-up

Deliver a 60-second round-up of THREE things people (family, friends, colleagues) said to you this week. Use reported speech throughout.

Beat 1 (10s) — Something a family member said.

Beat 2 (15s) — Something a colleague / classmate said.

Beat 3 (20s) — Something you saw or read online — and whether you believe it.

Beat 4 (15s) — One thing YOU said this week that you're proud of.

sample: My mother said I was working too much and needed a haircut — both true. My colleague Sofia told me she'd found a flat with a proper garden and paid less than her old studio — hard to believe. I read online that a study said couples who watch series together are 30% happier, and honestly, that one I trust. And I said something I'm proud of this week: I told my boss I couldn't do the extra weekend project, without apologising three times. Small win.

Writing · A short 'this week people said' post

Write 80–100 words summarising THREE things people said to you this week. Use reported speech throughout. Include at least one 'told + person'.

bonus: Bonus — Rewrite the same paragraph as three direct quotes with quotation marks.

Wrap-up · What did we cover?

Reported speech: shift tense back one step (present → past, will → would).

TELL needs a person right after it; SAY does not.

Also shift pronouns and time words (today → that day, tomorrow → the next day).

Fake news travels because it 'rides on love and fear' — check before you forward.

Quiz

1. "I'm tired," she said." → Reported:

- (A) She said she is tired.
- (B) She said she was tired.
- (C) She said her tired.

2. Which is CORRECT?

- (A) She told that she was late.
- (B) She said me she was late.
- (C) She told me she was late.

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3. "'I'll call you tomorrow,' he said." → Reported:

- (A) He said he will call me tomorrow.
- (B) He said he would call me the next day.
- (C) He told he'll call me.

4. 'Fact-check' means...

- (A) publish a story
- (B) verify if something is true
- (C) share a post

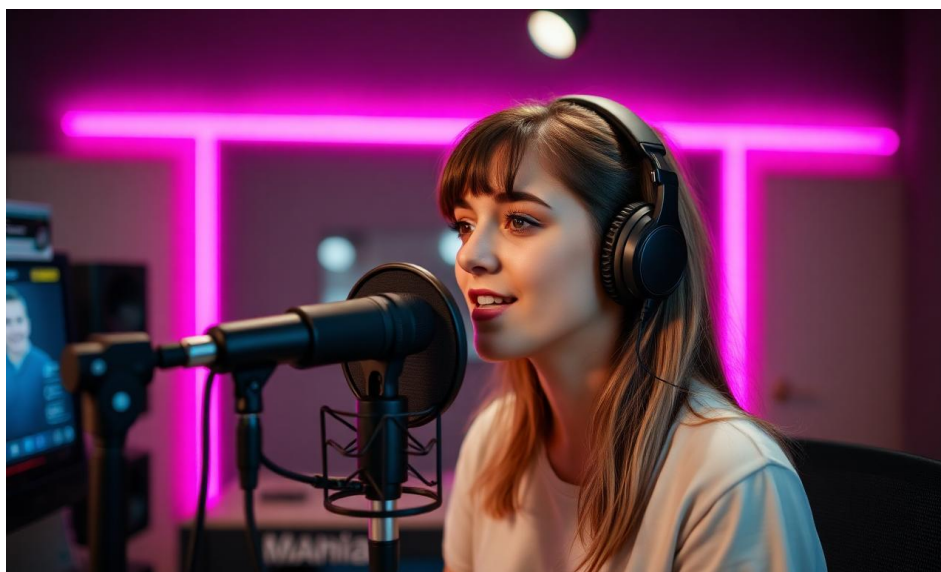
5. 'Clickbait' means...

- (A) a fishing tool
- (B) a title designed only to get clicks
- (C) a fast internet connection

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Reported speech (say / tell)

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about media & tech for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your media & tech this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Predict the headline

1. Headline: 'Man buys robot cat to keep real cat company.' (BBC, 2022 — a real story.)
2. Headline: 'The end of the landline — grandparents overtake grandchildren.' (Ofcom, 2023.)
3. Headline: 'Coffee machine refused refund — court sides with shop.' (Público, 2024, satirical section.)
4. Headline: 'Teen charges \$80 an hour to fix your texting.' (NYT, 2023.)
5. Headline: 'The couple that streams together, stays together.' (Netflix / OII study, 2022.)

Reading · A message forwarded 40 times

1. (A) A new tax on family gifts
2. (B) Two years
3. (B) Because they ride on love and fear
1. (B) False
2. (A) True
3. (C) Not Given
4. (A) True
1. Model: yes — from an aunt, weekly. I check the ones that scare me and quietly ignore the rest.
2. Model: yes — most people share bad information because they think they're protecting someone, not because they enjoy lying.
1. forwarded
2. confirm
3. ride on

Vocabulary · News & media

1. headline / sensationalist headline
2. fact-check
3. trending / going viral
4. journalist / article
5. source
6. spread
1. (D) astronaut
2. (D) onion
3. (D) frozen
1. information
2. report / reporter
3. publication
4. quote / quotation

Grammar · Reported speech (say / tell) with tense shift

1. She said (that) she was tired.
2. They told me (that) they worked in Braga.
3. He said (that) he had finished the report.
4. She said (that) she would call me the next day.
5. He told her (that) he could help her.
1. told
2. said
3. told
4. said
5. say
1. She told me she was tired. / She said (that) she was tired.
2. He said (that) he would call the next day.
3. They said that they were happy. / They told us that they were happy.
4. She told me she liked it.
1. Rui said (that) he didn't have time that day.
2. They told us (that) they were going on holiday the following month.

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3. He said (that) he had seen her the day before.

1. Model: My mother told me that I was working too much and needed a haircut.

2. Model: My boss said (that) she was very happy with my last report.

3. Model: My friend Ines told me (that) she was thinking of moving to Amsterdam next year.

1. said / was / needed

2. told / had already finished / would send

Listening · A brief phone gossip

1. Marta from the marketing team — she's just announced she's leaving.

2. She said she wanted a career change — she's moving to a small food-tech start-up in Porto.

3. The boss told the team in a quick 10am meeting; then a WhatsApp group exploded.

1. She told the boss the money wasn't the reason — she wanted 'to build something small'.

2. He said he would hire two people to replace her by the summer.

3. He told everyone he'd seen it coming for six months — he was 'basically a prophet'.

1. A mix of happy for her, sad for the team — several small sighs and 'we'll miss her' phrases.

2. Almost certainly not — the tone when they mention him is amused; he probably guessed after everyone else.

1. said / wanted

2. told / would

3. said / had

4. Apparently

Quiz

1. (B) She said she was tired.

2. (C) She told me she was late.

3. (B) He said he would call me the next day.

4. (B) verify if something is true

5. (B) a title designed only to get clicks

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Reported speech (say / tell)

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of media & tech.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 9 · B1-9A

If I had the money...

Theme · Money & shopping

Unit 9 · B1·9A

If I had the money...

Theme: Money & shopping

B1 · General English



Learning objectives

- Talk about money, spending habits and imaginary purchases.
- Use the 2nd conditional (if + past simple, would + verb) for unreal situations.
- Describe what you'd do with more (or less) money, honestly.

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Class Book

Warm-up · The last thing you regretted buying

Think of the **LAST** thing you regretted buying. Describe in 3 sentences: what it was, why you bought it, and why you regret it.

What was it — clothes, tech, food?

Impulse or planned?

Where is it now?

Lead-in · Guess the price

Guess the average price (in euros) for each item. Then reveal.

1. A cup of espresso in a normal café in Lisbon.

2. A monthly public-transport pass in Lisbon.

3. A new iPhone at launch (base model, average of last five years).

4. A wedding dress in a normal Portuguese shop (not luxury).

5. The average Portuguese salary (net, per month, 2024).

followUp: Which number surprised you the most? Which one felt cheaper than you expected?

Reading · The three-month rule

A friend of mine has a strange rule about buying anything that costs more than €200. She writes down what she wants, closes her laptop, and waits three months. If, after those three months, she still wants the thing, she buys it. If she has forgotten it, she doesn't.

She once told me she was going to buy a very expensive coat. She wrote it down. Two months later, she was still thinking about it, but a different colour. Three months later, she had bought a completely different coat for €40 and she was happier than she would have been with the €600 one.

The point isn't that expensive things are bad. The point is that most of what we want, we don't really want — we just wanted to want it, for a week. If we all waited three months for every big purchase, we'd have half as much stuff and twice as much money. Or so my friend says.

1. What is the friend's rule?

(A) Wait one day

(B) Wait three months for items over €200

(C) Never buy anything

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2. What happened with the coat?
 - (A) She bought the expensive one
 - (B) She bought a different €40 coat
 - (C) She waited forever
3. What's the main lesson?
 - (A) Never buy anything
 - (B) Most desires fade in three months
 - (C) Buy fast before the price goes up

Vocabulary in context

Match the phrase to its meaning.

write down — put on paper

still wants — continues to want

half as much stuff — 50% less objects

twice as much money — double the money

True / False / Not Given

Based only on the text.

1. The rule applies to things over €200.
 - (A) True
 - (B) False
 - (C) Not Given
2. The friend bought the €600 coat.
 - (A) True
 - (B) False
 - (C) Not Given
3. The writer follows the same rule.
 - (A) True
 - (B) False
 - (C) Not Given
4. The writer thinks expensive things are always bad.
 - (A) True
 - (B) False
 - (C) Not Given

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React to the text

Answer in 2–3 sentences.

1. Would YOU try the three-month rule? What's the biggest thing you've ever bought on impulse?

2. Do you agree we often 'want to want' things?

Scan for meaning

Find the word or phrase from the text.

1. 50% less objects

2. double the money

3. continues to want

Vocabulary · Money & shopping

spend — use money to buy

save — keep money for later

afford — have enough money for

borrow — take money temporarily (you'll return it)

lend — give money temporarily (someone returns it)

owe — still need to pay someone back

pay in cash / by card — method of payment

get a refund — get your money back

get a discount — pay less than the original price

waste money on — spend on something not worth it

be a excellent bargain — much cheaper than expected — a great deal

a swindle — much more expensive than it should be

practice

Complete each sentence with ONE word or phrase from the lists.

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1. I can't ____ that flat — it's 1,400€ a month.

2. Can I ____ 20€ until Friday? I promise I'll pay you back.

3. The coat was 60% off — a real ____!

4. 5€ for a coffee?! That's a total ____ _____.

5. I ____ my brother 200€ — he needed it for his car.

6. The shop gave me a full ____ because the shoes were faulty.

Collocations · money verbs

Match each verb with its noun.

- save** — money / time / energy
- waste** — money / time / an opportunity
- earn** — money / a living / respect
- spend** — money / time / the weekend
- make** — a payment / a profit / a decision

Odd one out

Choose the word that does NOT belong.

1. salary · wage · income · pillow
(A) salary
(B) wage
(C) income
(D) pillow
2. cash · card · bank transfer · sock
(A) cash
(B) card
(C) bank transfer
(D) sock

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3. excellent bargain · discount · offer · earthquake

(A) excellent bargain

(B) discount

(C) offer

(D) earthquake

Word building · verb ↔ noun

Complete each pair.

utility:

1. to spend → the ____

2. to invest → an ____

3. to pay → a ____

4. to lose → a ____



Grammar · 2nd conditional (if + past, would + verb)

1. What the 2nd conditional is for — Imaginary or unreal situations in the present or future. The 'if' half is NOT expected to happen (or is unlikely). • If I **HAD** more money, I **WOULD** travel more. (I don't have more money.) • If you **LIVED** in Lisbon, we **WOULD** see each other every week.

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2. The form — IF + past simple , SUBJECT + would/wouldn't + verb. Halves can swap; comma only if 'if' comes first. • If I won the lottery, I would buy a small house. • I would buy a small house if I won the lottery.

3. 'Were' for I / he / she / it (formal / classic form) — • If I WERE you, I wouldn't call him. • If she WERE here, she'd know what to do. (In informal English, 'was' is common: If I was you... — but 'were' is safer in writing.)

4. 1st vs 2nd conditional — the choice — • 1st conditional: realistic future. → If it rains tomorrow, I'll stay home. • 2nd conditional: imaginary / unlikely. → If it rained diamonds tomorrow, I'd stand in the garden.

Exercise A — Complete the 2nd conditional

Complete each sentence with the correct forms.

1. If I ____ (have) more time, I ____ (learn) Italian.

2. If she ____ (be) rich, she ____ (travel) all year.

3. We ____ (buy) that flat if it ____ (not / be) so expensive.

4. If you ____ (live) in Porto, we ____ (see) each other more.

5. I ____ (not / say) anything if I ____ (be) you.

Exercise B — Match cause and effect

Match each 'if' half to its most logical 'would' half.

If I won the lottery, — I'd buy a small house by the sea.

If she spoke English, — she'd apply for that job in London.

If we had a garden, — we'd have a barbecue every Sunday.

If I were you, — I wouldn't send that email.

If time didn't exist, — I'd sleep for a year.

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. If I would have more money, I'd travel.

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2. If she was here, she would know what to do.

3. I will buy that flat if I had the money.

4. If you lived closer, we would see us more.

Exercise D — Rewrite as 2nd conditional

Rewrite each real statement as an imaginary 2nd conditional.

1. I don't have money, so I don't travel.

2. She doesn't speak French, so she doesn't apply for the Paris job.

3. We live in different cities, so we don't see each other often.

Exercise E — About you

Complete each sentence truthfully.

1. If I won 100,000€ tomorrow, ____

2. If I could live anywhere in the world, ____

3. If I had one extra hour every day, ____

Exercise F — Complete the mini-dialogue

Complete each gap with the correct 2nd-conditional form.

1. — What ____ (you / do) if you ____ (lose) your job tomorrow? — I ____ (take) a proper holiday and then I ____ (start) looking.

2. — If we ____ (have) a garden, we ____ (grow) tomatoes. — Yes, and you ____ (kill) them within a week.

Listening · Two friends fantasise about a lottery win

Two friends imagine winning 500,000€. Notice how they use the 2nd conditional throughout.

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**pre**

If you won a lottery, what's the FIRST thing you would do?

Would you tell everyone, or keep it a secret?

gist

1. How much money are they imagining?

2. What would Voice A do first?

3. What would Voice B do first?

detail

1. What holiday would Voice A book?

2. What would Voice B do about his family?

3. What would they both AVOID doing?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Who is more sensible with money?

2. Have they had this conversation before?

Useful language from the audio

Match each phrase to what it does.

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"If I won, I'd pay off the mortgage first." — 2nd conditional — a top priority

"I wouldn't tell anyone at work." — 2nd conditional — a clear rule

"If I were you, I'd hide it." — 'were' + advice

"I'd quit on Monday, calmly." — imagined future action

"Deal." — informal agreement

Voice A: OK, 500,000€. Nothing crazy. Realistic amount. What's the first thing?

Voice B: I quit my job on Monday morning. With a calm smile. No drama.

Voice A: Same, but no — first thing, I'd pay off my mortgage. 180,000€. Then I'd sleep for a week.

Voice B: Boring! But smart. Fine — pay the mortgage. Then?

Voice A: I'd book that trip to Japan with my sister. A whole month. Fifteen years we've talked about it.

Voice B: Beautiful. Me — I'd give my parents 50,000€ each. But I'd tell them it was 20.

Voice A: Why?!

Voice B: So they wouldn't argue about who deserved what. And so my brother wouldn't ask for a loan.

Voice A: That's... actually smart.

Voice B: One rule: I wouldn't tell anyone at work. Not one person.

Voice A: Agreed. And no big car. If I bought a big car, my grandmother would take one look and cross herself.

Voice B: If I were you, I'd hide it from your mum for at least six months.

Voice A: Deal.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. First thing, I ____ off my mortgage.

2. I ____ book that trip to Japan.

3. If I ____ a big car, my grandmother would cross herself.

4. If I ____ you, I'd hide it from your mum.

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Speaking · Fantasy questions

In pairs, ask and answer THREE fantasy questions each using the 2nd conditional. No 'I don't know' answers — commit to a specific choice.

Scene: Money and stuff

A: You: ask 'What would you do if you won 100,000€?', 'If you lost everything?', 'If you had to give away half your things?'

B: You: answer honestly.

Scene: Place and time

A: You: ask 'Where would you live if money didn't matter?', 'If you could live in another decade?', 'If you had a free year?'

B: You: answer honestly.

Scene: Family and friends

A: You: ask 'If you could give one relative a superpower?', 'If you had to live with your best friend?', 'If you could fix ONE friendship?'

B: You: answer honestly.

Discussion · money & choices

Choose 2 questions and speak for 30–45 seconds each.

Would you prefer 100,000€ now or 5,000€/month for the rest of your life?

Is it OK to be rich in a world with so much poverty?

Would you tell your friends if you got a huge pay rise?

What's the BEST thing you've ever spent money on?

Role-play · Talking a friend out of an expensive impulse

Read your role, prepare, then run the conversation for 2 minutes.

Scene: Your friend is about to buy a 1,200€ chair 'just because'

A: You: propose the three-month rule; use 'if I were you...' at least twice.

B: You: obsessed with the chair. Prepare 2 reasons why you want it. Try to negotiate a smaller version.

Mini-presentation · 60-second imaginary life

Deliver a 60-second sketch of your life 'if things were different'. Use at least FOUR 2nd conditionals.

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Beat 1 (10s) — Set up the fantasy (money, place, career).

Beat 2 (15s) — What you'd do differently in your day.

Beat 3 (20s) — What you would NOT change (be honest).

Beat 4 (15s) — One tiny thing from that fantasy you could actually try this week.

sample: If I had double my salary and lived by the sea, my day would look completely different. I'd wake up at 7, swim for half an hour and then work only until 3. I wouldn't change my two closest friends or the fact that I still call my mum every Sunday — those stay. The tiny thing I could actually try this week: swimming twice, not zero times. That part is free.

Writing · A short 'if I had...' post

Write 80–100 words about ONE change to your life (money, place, career). Use at least FOUR 2nd conditionals.

bonus: Bonus — Rewrite the same paragraph as a REAL 1st conditional for what you'll actually try this week.

Wrap-up · What did we cover?

2nd conditional = if + past simple, would + verb. For imaginary or unreal.

'Were' (all persons) is the classic form after 'if I / he / she / it'.

1st = realistic; 2nd = unreal or unlikely. Choose on purpose.

The three-month rule: wait, and half your wants disappear.

Quiz

1. "If I ____ more time, I'd learn Italian."
(A) had
(B) have
(C) would have
2. "If she ____ here, she'd know what to do."
(A) is
(B) was
(C) were
3. Which is a 2nd conditional?
(A) If it rains, I'll stay home.
(B) If I won the lottery, I'd travel.
(C) If I win, I'll be happy.

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4. 'A rip-off' means...

- (A) a great deal
- (B) much more expensive than it should be
- (C) a full refund

5. 'Afford' means...

- (A) want something
- (B) have enough money for something
- (C) borrow something

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Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · 2nd conditional

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

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3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about money & shopping for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your money & shopping this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

Ask the teacher · anote aqui uma dúvida para levar à aula



Answer key — Class Book

Lead-in · Guess the price

1. €0.80 – €1.20 in most neighbourhoods; €2+ in tourist zones.
2. €40 (Navegante Metropolitano) — one of Europe's cheapest capital transport passes.
3. Around €900 — has stayed remarkably stable in euros as taxes offset dollar prices.
4. €500 – €1,500 is the honest range; €3,000+ is fashion-magazine territory, not typical.
5. Around €1,050 – €1,200 net for a full-time worker. Median is lower than the average, which is dragged up by top earners.

Reading · The three-month rule

1. (B) Wait three months for items over €200
2. (B) She bought a different €40 coat
3. (B) Most desires fade in three months
1. (A) True
2. (B) False
3. (C) Not Given
4. (B) False
1. Model: I'd try it for tech only — clothes I usually get right. The biggest impulse buy was a very expensive backpack I've used twice.
2. Model: yes — social media makes me want stuff for about 48 hours, then the feeling disappears.
1. half as much stuff
2. twice as much money
3. still wants

Vocabulary · Money & shopping

1. afford
2. borrow
3. excellent bargain
4. swindle
5. lent
6. refund
1. (D) pillow
2. (D) sock
3. (D) earthquake
1. spending
2. investment
3. payment
4. loss

Grammar · 2nd conditional (if + past, would + verb)

1. had / would learn / 'd learn
2. were / would travel / 'd travel
3. would buy / 'd buy / weren't (or wasn't)
4. lived / would see
5. wouldn't say / were
1. If I had more money, I'd travel.
2. If she were here, she would know what to do. (formal 'were')
3. I would buy that flat if I had the money.
4. If you lived closer, we would see each other more.
1. If I had money, I would travel.
2. If she spoke French, she would apply for the Paris job.
3. If we lived in the same city, we would see each other more often.
1. Model: If I won 100,000€ tomorrow, I'd pay off my mortgage first, and then hide the rest before I did something stupid.
2. Model: If I could live anywhere, I'd live half the year in Lisbon and half in northern Italy.

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3. Model: If I had one extra hour every day, I'd read more — I miss real books.

1. would you do / lost / would take / would start

2. had / would grow / would kill

Listening · Two friends fantasise about a lottery win

1. 500,000€ — a realistic-sized win, not billionaire fantasy.

2. Pay off her mortgage — around 180,000€ — and only then think about anything fun.

3. Quit his job on Monday morning with a very calm smile — no drama.

1. One month in Japan with her sister — 'the trip we've talked about for 15 years'.

2. Give his parents 50,000€ each, but he'd tell them it was 20,000 so they didn't argue.

3. Buying a big car and telling anyone at work — they both agreed those two would ruin it.

1. Voice A — pays off debt first; Voice B fantasises about quitting immediately, though his family plan is quite thoughtful.

2. Probably — they finish each other's sentences and know each other's numbers (mortgage size, parents).

1. would pay / 'd pay

2. would / 'd

3. bought

4. were

Quiz

1. (A) had

2. (C) were

3. (B) If I won the lottery, I'd travel.

4. (B) much more expensive than it should be

5. (B) have enough money for something

Ask the teacher · anote aqui uma dúvida para levar à aula



Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · 2nd conditional

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of money & shopping.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 9 · B1-9B

Made in Portugal, sold in Berlin

Theme · Money & shopping

Unit 9 · B1·9B

Made in Portugal, sold in Berlin

Theme: Money & shopping

B1 · General English



Learning objectives

- Talk about products, how they're made and where they come from.
- Use the passive voice (present and past) to describe processes and origins.
- Discuss shopping habits, fast fashion and better choices.

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Class Book

Warm-up · Where is your outfit from?

Check *ONE* piece of clothing you're wearing. Read the label. Describe in 3 sentences: what it is, *WHERE* it was made, and how much you paid.

What's the item?

What country is on the label?

Was it expensive or cheap for what it is?

Lead-in · True or False — the story of your stuff

Vote *TRUE* or *FALSE* for each claim. Then reveal the answer.

1. The average T-shirt is worn only 7 times before it's thrown away.

2. Portugal is one of Europe's top textile producers.

3. The clothing industry is responsible for around 10% of global carbon emissions.

4. A €5 T-shirt is cheap because the factory is very efficient.

5. 'Made in Italy' guarantees the whole item was made in Italy.

followUp: Which of these facts changed your view? Would you pay more if you knew the full story of your clothes?

Reading · The T-shirt with three passports

That white T-shirt on your body has probably travelled more than you have. The cotton was grown in Uzbekistan or Turkey. It was spun into thread in India. The thread was woven into fabric in Bangladesh. The fabric was cut and sewn in Portugal or Vietnam. The T-shirt was shipped to a warehouse in the Netherlands. And it was sold to you in your city in less than a week.

All of this — cotton to shop — is done for a price that seems impossible. A €5 T-shirt has been touched by dozens of hands, and yet it costs less than the coffee you drank while ordering it online.

It works because most steps are done by people who earn very little. It also works because shops sell enormous quantities. Fast fashion isn't magic; it's a system. And systems only change when we, the buyers, decide that €5 is not actually a good deal.

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1. How many countries does a typical T-shirt travel through?
(A) Two
(B) Five or more
(C) Just one
2. Why is fast fashion so cheap?
(A) Magic
(B) Low wages + massive quantities
(C) Only the internet
3. According to the writer, systems change when...
(A) Politicians decide
(B) Buyers decide the price isn't fair
(C) The weather changes

Vocabulary in context

Match the phrase to its meaning.

cotton — the soft plant fibre used for most clothes

shipped — sent by boat or lorry

warehouse — a large building where products are stored

fast fashion — cheap clothes made quickly to follow trends

True / False / Not Given

Based only on the text.

1. A T-shirt only travels through one country.
(A) True
(B) False
(C) Not Given
2. Fast fashion depends partly on low wages.
(A) True
(B) False
(C) Not Given
3. The writer believes shoppers can change the system.
(A) True
(B) False
(C) Not Given

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4. €5 is a fair price for a T-shirt.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. Where were most of YOUR clothes made? Have you ever checked?

2. Would you pay double for a T-shirt if you knew the workers were paid fairly?

Scan for meaning

Find the word or phrase from the text.

1. the soft plant fibre used for most clothes

2. a large building where products are stored

3. cheap clothes made quickly to follow trends

Vocabulary · Products & shopping

brand — a product name / company

label — the small tag with product info

quality — how well something is made

material — what something is made of (cotton, wool, etc.)

pre-owned — previously owned, not new

artisanal — made by hand, not by machine

try on — put clothes on to see if they fit

fit — be the right size

suit (someone) — look good on someone

go with — match another item

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worth (the price) — deserve the money you pay

return (something) — take back to the shop

practice

Complete each sentence with ONE word or phrase from the lists.

1. Can I ____ these jeans before I buy them?

2. That yellow ____ you really — very nice.

3. The shirt doesn't ____ my trousers — wrong colour.

4. It was expensive, but it was ____.

5. I'll ____ it — the size is completely wrong.

6. I love ____ shops — you find real gems for 5€.

Collocations · shopping verbs

Match each verb with its noun.

browse — the shop / the shelves / online

queue for — the fitting room / the till / a table

swap — clothes / a receipt / stories

haggle — the price / a deal

check — the label / the price / the size

Odd one out

Choose the word that does NOT belong.

1. cotton · wool · silk · sand

(A) cotton

(B) wool

(C) silk

(D) sand

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2. brand · label · logo · onion

(A) brand

(B) label

(C) logo

(D) onion

3. receipt · till · trolley · pillow

(A) receipt

(B) till

(C) trolley

(D) pillow

Word building · verb ↔ noun ↔ adjective

Complete each set.

utility:

1. produce (v) → the ____ (n) → the item is well ____ (adj)

2. sell (v) → a ____ (n) → the shoes are ____ ____ (idiom for very popular)

3. design (v) → a ____ (n) → this is beautifully ____ (adj)



Grammar · The passive voice (present & past)

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1. What the passive does — We put the RESULT / the object at the start of the sentence, when the doer is unknown, obvious or not important. • Active: Somebody makes these T-shirts in Portugal. • Passive: These T-shirts are made in Portugal.

2. Form — present simple passive — SUBJECT + am / is / are + past participle (+ by ...) • The bread IS BAKED every morning. • These shoes ARE MADE in Braga. • The report IS WRITTEN by the intern.

3. Form — past simple passive — SUBJECT + was / were + past participle (+ by ...) • The building WAS BUILT in 1902. • The photos WERE TAKEN by a professional.

4. When we mention the doer — Add 'by + person/thing' ONLY when it matters. • The Mona Lisa was painted BY Leonardo. (important) • My phone was stolen. (we don't know who — no 'by')

Exercise A — Change to passive (present or past)

Rewrite each sentence in the passive.

1. Somebody makes these shoes in Portugal.

2. They sell fresh bread every morning.

3. A local baker baked this cake yesterday.

4. Somebody stole my phone last night.

5. They built this church in 1560.

Exercise B — Choose active or passive

Complete each sentence with the correct form of the verb.

1. This T-shirt ____ (make) in Portugal.

2. My grandmother ____ (make) delicious soup every Sunday.

3. The palace ____ (build) in the 18th century.

4. The workers ____ (finish) the project last week.

5. English ____ (speak) in many countries.

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Exercise C — Find and fix the mistake

Each sentence has *ONE* mistake.

1. These shoes are make in Italy.

2. The report was writing by the intern.

3. My phone was stole yesterday.

4. The house built in 1920.

Exercise D — Describe a process

Write *ONE* passive sentence for each stage of making bread.

1. Stage 1: someone weighs the flour.

2. Stage 2: someone mixes the ingredients.

3. Stage 3: someone leaves the dough to rise.

4. Stage 4: someone bakes the bread.

5. Stage 5: someone sells it in the shop.

Exercise E — About you

Complete each sentence about *YOUR* life or country.

1. In Portugal, ____ (produce)...

2. In my hometown, ____ (build) in the year ____

3. Every morning in my house, ____ (do) by ____

Exercise F — Complete the mini-tour

Complete each gap with the correct passive form.

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1. The cork ____ (harvest) every 9 years and ____ (dry) for several months before it ____ (turn) into stoppers.

2. This tile ____ (paint) by hand in 1898 and it ____ (never / clean) with anything stronger than water.

Listening · A tour of a small Portuguese factory

A visitor tours a small textile factory in Guimarães. The guide describes how the shirts are made. Notice the passive throughout.

pre

Have you ever visited a workshop or factory? What did you see?

What do you think is the most difficult step in making clothes?

gist

1. What is made in this factory?

2. How many people work there?

3. How long does one shirt take to make?

detail

1. Where does the cotton come from?

2. What was surprising about the price?

3. What is the newest thing in the factory?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Is the guide proud of the factory?

2. Is the visitor going to buy differently after this tour?

Useful language from the audio

Match each phrase to what it does.

"The shirts are made here from start to finish." — present passive — process

"The cotton is grown in Turkey." — present passive — origin

"That machine was bought last year." — past passive — a specific past event

"Each shirt is sold to the brand at around 22€." — present passive with a price

"Come this way, please." — friendly instruction from the guide

Voice A: Welcome. Come this way, please — mind the step. The shirts are made here from start to finish.

Voice B: Everything, in one factory?

Voice A: Everything. The cotton is grown in Turkey — we haven't bought Asian cotton for 5 years. Then it's spun in a partner mill 20 minutes away, and the fabric arrives here on Monday mornings.

Voice B: And you make shirts for which brands?

Voice A: Two luxury names — one in Paris, one in Milan. I can't say the names, but you'd recognise both.

Voice B: How long does one shirt take?

Voice A: About 40 minutes of hands-on work. Spread across three days — cutting, sewing, drying, finishing. Each shirt is sold to the brand at around 22€.

Voice B: And in the shop?

Voice A: Around 190€.

Voice B: Wow.

Voice A: Wow indeed. Over here — this machine was bought last year. It's cut cotton waste by 30%. Small change, big difference over a year.

Voice B: And how many people work here?

Voice A: 42, most from Guimarães. I know all their names. Some of them, their parents used to work here too.

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Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. The shirts ____ here from start to finish.

2. The cotton ____ in Turkey.

3. That machine ____ last year.

4. Each shirt ____ to the brand at around 22€.

Speaking · Describe a process (or a place)

In pairs, describe a process or a place. Use at least SIX passive sentences (mix of present and past).

Scene: How your favourite dish is made

A: You: describe the 5 steps in the passive.

B: You: ask 3 questions about the process.

Scene: How your hometown was built / changed

A: You: describe using past passive.

B: You: ask 3 questions.

Scene: How your Sunday morning is organised

A: You: describe using present passive.

B: You: ask 3 questions.

Discussion · shopping & products

Choose 2 questions and speak for 30–45 seconds each.

Do you check where things are made before buying them?

Is fast fashion 'bad' or just 'convenient'?

Would you buy more second-hand? What stops you?

What's the best thing MADE IN YOUR COUNTRY that the world doesn't know?

Role-play · Returning a faulty item

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: You want to return a shirt that was made badly — a button is missing after one wash

A: You: polite but firm customer. Ask for a full refund. Use at least 2 passive sentences.

B: You: the shop assistant. Offer an exchange first; refund is a last resort.

Mini-presentation · 60-second product story

Deliver a 60-second story of ONE product (something you own, or a Portuguese product). Use at least FIVE passives.

Beat 1 (10s) — What the product is.

Beat 2 (15s) — Where the materials come from.

Beat 3 (20s) — How it's made (passives).

Beat 4 (15s) — Why it's worth (or NOT worth) the price.

sample: This is a cork bag from Alentejo. The cork is harvested from trees every 9 years — the tree is never cut down. It's dried for six months, then cut into thin sheets, then sewn onto a fabric backing. My bag was bought in Évora three years ago for 55€. It's a bit expensive for a small bag, but it's still perfect. So yes — worth it.

Writing · A short product description

Write 80–100 words describing ONE product from your country. Use at least FIVE passive sentences.

bonus: Bonus — Rewrite the same paragraph WITHOUT any passives. Which version sounds more natural for this topic?

Wrap-up · What did we cover?

Passive = am / is / are (or was / were) + past participle.

Use the passive when the doer is unknown, obvious, or not important.

Add 'by + person' only if it matters (Mona Lisa was painted BY Leonardo).

A €5 T-shirt is a system, not a bargain.

Quiz

1. "These shoes ____ in Portugal."
(A) are made
(B) make
(C) is made
2. "The report ____ by the intern yesterday."
(A) writes
(B) was written
(C) is written

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3. 'Fast fashion' means...
- (A) clothes made slowly
 - (B) cheap trend-based clothes made very quickly
 - (C) sportswear
4. "This church ____ in 1560."
- (A) was built
 - (B) built
 - (C) is built
5. 'Worth the price' means...
- (A) a rip-off
 - (B) deserves the money you pay
 - (C) very cheap

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Workbook — home practice

1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Passive voice (present & past)

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

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1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about money & shopping for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your money & shopping this week. Anything different?

Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

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2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · True or False — the story of your stuff

1. TRUE — a widely cited figure from Wrap UK; some fast-fashion items even less.
2. TRUE — northern Portugal (Braga, Guimarães, Barcelos) supplies many luxury brands, including Hermès, Burberry and Prada.
3. TRUE-ISH — most credible estimates (UN, Ellen MacArthur Foundation) put it between 4% and 10%. Big number either way.
4. MOSTLY FALSE — it's cheap because someone (usually the worker) is paid very little. Efficiency plays a role, but wages are the bigger factor.
5. FALSE — the law only requires the LAST major stage (often finishing) to happen there. Fabric and cutting can be done elsewhere.

Reading · The T-shirt with three passports

1. (B) Five or more
2. (B) Low wages + massive quantities
3. (B) Buyers decide the price isn't fair
1. (B) False
2. (A) True
3. (A) True
4. (B) False
1. Model: I just checked — the top I'm wearing was made in Bangladesh, the trousers in Portugal, the jumper in China. Three countries in one outfit.
2. Model: honestly, for some items yes (basics I wear often); for one-off fashion pieces, I'm not sure.
1. cotton
2. warehouse
3. fast fashion

Vocabulary · Products & shopping

1. try on
2. suits
3. go with
4. worth the price
5. return
6. pre-owned
1. (D) sand
2. (D) onion
3. (D) pillow
1. production / produced
2. sale / sold out
3. design / designed

Grammar · The passive voice (present & past)

1. These shoes are made in Portugal.
2. Fresh bread is sold every morning.
3. This cake was baked yesterday (by a local baker).
4. My phone was stolen last night.
5. This church was built in 1560.
1. is made
2. makes
3. was built
4. finished
5. is spoken
1. These shoes are made in Italy.
2. The report was written by the intern.
3. My phone was stolen yesterday.

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4. The house was built in 1920.
1. The flour is weighed.
2. The ingredients are mixed.
3. The dough is left to rise.
4. The bread is baked.
5. It is sold in the shop.
1. Model: In Portugal, huge quantities of cork are produced — around 50% of the world's supply.
2. Model: In Coimbra, the university was built in the 13th century — one of the oldest in the world.
3. Model: Every morning in my house, coffee is made by me — always.
1. is harvested / is dried / is turned
2. was painted / is never cleaned

Listening · A tour of a small Portuguese factory

1. Cotton shirts, mostly for two luxury brands based in Paris and Milan.
2. 42 — most of them from Guimarães and the surrounding villages.
3. About 40 minutes of hands-on work, spread across three days of drying and finishing.
1. It's grown in Turkey, then spun in Portugal — the factory hasn't bought Asian cotton for 5 years.
2. Each shirt is sold to the brand at around 22€ and later sold in shops for 190€.
3. A machine bought last year that has cut cotton waste by 30%.
1. Yes — she uses 'we' warmly, mentions specific improvements, and knows workers' names.
2. Likely yes — several 'wow' reactions and specific questions about brand names show she's rethinking her wardrobe.
1. are made
2. is grown
3. was bought
4. is sold

Quiz

1. (A) are made
2. (B) was written
3. (B) cheap trend-based clothes made very quickly
4. (A) was built
5. (B) deserves the money you pay

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Passive voice (present & past)

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of money & shopping.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 10 · B1·10A

Might, may & maybe

Theme · Looking ahead



Unit 10 · B1·10A

Might, may & maybe

Theme: *Looking ahead*

B1 · General English



Learning objectives

- Talk about the future with different levels of certainty.
- Use will / be going to / might / may correctly.
- Describe your plans, guesses and possibilities for the next 12 months.

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Class Book

Warm-up · One certain, one likely, one wild

Say *THREE* things about your next 12 months. *ONE* certain (already booked / decided). *ONE* likely (probably going to happen). *ONE* wild (unlikely but you dream about it).

Certain: a trip, an exam, a wedding?

Likely: what you're leaning towards?

Wild: 5% chance but big?

Lead-in · Predict the year

For each prediction, decide: *LIKELY* / *UNLIKELY* / *IMPOSSIBLE* within the next 10 years. Then reveal a possible answer.

1. Most new cars sold in Europe will be electric.

2. AI will write more than half of the news articles you read online.

3. You'll be paid in a fully digital currency (no coins, no notes).

4. Portugal will have won the Football World Cup.

5. You'll live in a completely different city or country from today.

6. Handwriting will disappear from schools.

followUp: Which prediction do YOU disagree with most? Which one worries you?

Reading · The letter to my 40-year-old self

In my early twenties, a friend suggested we all write letters to our 40-year-old selves. We wrote them, sealed them, and gave them to each other with instructions: 'Open in 15 years.' Fifteen years later, the envelopes came back.

Reading my letter was strange. Some things had come true almost exactly — I predicted I'd live in Lisbon, I predicted I'd write for a living, and I predicted I'd still be terrible at maths. Other things were completely wrong. I was **CERTAIN** I'd have three children by now. I have none, and I'm happy. I was **CERTAIN** I'd have a big garden. I have a small balcony, which I love more than any garden.

The lesson wasn't 'don't plan'. The lesson was: plan lightly. Some predictions will land, some won't, and some things you never even thought of will show up and become the best parts of your life. The 25-year-old me had no idea I'd love night walks or become obsessed with bread. Neither did I, ten years

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ago. Maybe next year I'll pick up something else nobody expects. That's the fun part.

1. What did the friends do?
 - (A) Wrote letters to their 20-year-old selves
 - (B) Wrote letters to their 40-year-old selves, sealed
 - (C) Made a podcast
2. Which prediction was RIGHT?
 - (A) Three children
 - (B) Living in Lisbon
 - (C) Big garden
3. What's the writer's lesson?
 - (A) Don't plan at all
 - (B) Plan lightly — some things will surprise you
 - (C) Always follow the plan strictly

Vocabulary in context

Match the phrase to its meaning.

sealed (envelope) — closed so no one can open it easily

come true — happen as predicted

certain — completely sure

land (a prediction) — turn out to be correct

True / False / Not Given

Based only on the text.

1. The writer has three children.
 - (A) True
 - (B) False
 - (C) Not Given
2. The writer regrets writing the letter.
 - (A) True
 - (B) False
 - (C) Not Given
3. The writer lives in Lisbon.
 - (A) True
 - (B) False
 - (C) Not Given

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4. The writer's friend also opened her letter.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. Would YOU write a letter to your 40-year-old (or 60-year-old) self? What would you say?

2. Is it better to plan life carefully, or plan lightly?

Scan for meaning

Find the word or phrase from the text.

1. closed so no one can open easily

2. happen as predicted

3. turn out to be correct

Vocabulary · Future, plans & possibilities

plan — an intention or arrangement for the future

goal — something you want to achieve

resolution — a decision (often for the new year)

deadline — the last day to do something

opportunity — a good chance to do something

prediction — a statement about what will happen

set a goal — decide what to achieve

make plans — arrange future activities

change your mind — decide differently

defer — postpone, delay

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come up (with) — appear / think of (an idea)

remain undecided — not yet decided

practice

Complete each sentence with ONE word or phrase from the lists.

1. My holiday plans are still ____ — I might go to Spain, or to my parents'.

2. I've decided to ____ my dentist appointment until next month.

3. This is a real ____ — a job in Berlin, all expenses paid.

4. My New Year's ____ was to run twice a week. It lasted three weeks.

5. We ____ our ____ two weeks ago — tickets already booked.

6. I ____ my ____ — I'm not going anymore.

Collocations · future & planning

Match each verb with its noun.

make — a plan / a decision / a prediction

achieve — a goal / a target / success

miss — a deadline / an opportunity / a train

keep — a promise / a resolution / a secret

look forward to — the weekend / a holiday / an event

Odd one out

Choose the word that does NOT belong.

1. plan · goal · resolution · umbrella

(A) plan

(B) goal

(C) resolution

(D) umbrella

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2. certain · sure · likely · frozen

(A) certain

(B) sure

(C) likely

(D) frozen

3. postpone · delay · defer · sneeze

(A) postpone

(B) delay

(C) defer

(D) sneeze

Word building · verb ↔ noun ↔ adjective

Complete each set.

utility:

1. predict (v) → a ____ (n) → this is ____ (adj)

2. decide (v) → a ____ (n) → she's very ____ (adj)

3. plan (v) → a ____ (n) → he's careful and ____ (adj)



Grammar · Future forms — will / be going to / might / may

1. will — decisions at the moment of speaking / predictions — • [phone rings] I'll get it. (decision now) • I'm sure she'll love it. (general prediction, no evidence)

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2. be going to — plans already decided / evidence in front of you — • I'm going to move house in March. (plan already decided) • Look at those clouds — it's going to rain. (evidence)

3. might / may — possibility (I'm not sure) — • I might travel to Japan next year. (maybe yes, maybe no — about 40–60%) • She may not come to the party. ('may' is slightly more formal than 'might'.) Both = 'perhaps'. You can also use 'may / might well' for stronger possibility.

4. present continuous — fixed near-future arrangements (with a specific time) — • I'm meeting Ana at 5. (already in the calendar) • We're flying to London on Friday. (tickets booked)

Exercise A — Choose the best future form

Choose between *will* / *be going to* / *might* / *present continuous*.

1. [phone rings] Don't worry, I ____ (answer) it.

2. We ____ (move) house in March — the contract is signed.

3. I ____ (go) to Japan next year — or maybe Vietnam. I haven't decided.

4. I ____ (meet) Ana at 5. It's in my calendar.

5. Look at that queue! It ____ (take) forever.

Exercise B — will or might?

Choose *WILL* (sure) or *MIGHT* (unsure).

1. The sun ____ rise tomorrow at 7:04.

2. It ____ rain tomorrow — the forecast isn't clear.

3. I ____ probably see her at the party — she said 'maybe'.

4. I promise I ____ call you when I land.

Exercise C — Find and fix the mistake

Each sentence has *ONE* mistake.

1. I will to travel to Japan next year.

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2. We going to open a new café next month.

3. I'm meeting her tomorrow at 3. (already scheduled) — same in Portuguese usage 'I meet her tomorrow at 3.'

4. It maybe rain tomorrow.

Exercise D — Rewrite for a different meaning

Rewrite each sentence using the future form in brackets.

1. I'll travel to Italy in July. (going to)

2. I'm meeting Rui at 5. (going to)

3. I'll probably see her tomorrow. (might)

Exercise E — About you

Complete each sentence truthfully.

1. Next month I ____ (definite plan)

2. This year I ____ (something unsure — use might)

3. Tomorrow at 10 I ____ (calendar-fixed)

Exercise F — Complete the mini-conversation

Complete each gap with the correct future form.

1. — What ____ (you / do) this weekend? — I ____ (see) my sister on Saturday — plans made. On Sunday I ____ (stay) home if it rains, or I ____ (go) hiking if it doesn't.

2. — Any plans for next year? — I ____ (change) job — I've decided. And I ____ (move) house — but that one's not sure yet.

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Listening · Two friends compare next-year plans

Two friends over coffee. One has a firm plan; the other is 100% in 'might' territory. Notice the future forms.

pre

Do you like people who plan everything, or people who 'see what happens'?

What's the SIZE of the plans you make — 3 months, 1 year, 5 years?

gist

1. Who has firmer plans, Voice A or Voice B?

2. What is Voice B's situation?

3. What do they agree to do together no matter what?

detail

1. What is Voice A's new job?

2. What are Voice B's three possible plans?

3. When will Voice B know?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Is Voice A excited or anxious about the move?

2. Which of Voice B's three options does she secretly prefer?

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Useful language from the audio

Match each phrase to what it does.

"I'm going to move to Amsterdam in April." — 'going to' — plan already decided

"I might do a Master's in Madrid." — 'might' — possibility, not sure

"We're travelling together the last week of March — no matter what." — present continuous — calendar-fixed

"If I get the scholarship, I'll know by February." — 1st conditional inside future talk

"My plans are all up in the air." — idiom — not yet decided

Voice A: So — April 15th. I'm going to move to Amsterdam.

Voice B: Wait — actually? Contract signed?

Voice A: Signed last week. Small children's toy company. Six-month contract, possibly permanent. Flat sorted, salary decent, everything real.

Voice B: Wow. Meanwhile my plans are all up in the air.

Voice A: What are the options?

Voice B: Three. One: a Master's in Madrid — I might get a scholarship, we'll know by end of February. Two: freelance from Lisbon, safe but boring. Three, and don't laugh...

Voice A: Now I have to laugh.

Voice B: Six months travelling in Central America. Guatemala, Nicaragua, Costa Rica, El Salvador. I've been saving.

Voice A: You're going to do option three.

Voice B: Maybe. If I get the scholarship, I'll do the Master's. If I don't, I might do Central America. Or I might chicken out and freelance.

Voice A: One thing — no matter what — we're travelling together the last week of March.

Voice B: Deal. Portugal or Netherlands, depending on my news.

Voice A: Either works. Just say the word.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. I ____ move to Amsterdam in April.

2. I ____ get a scholarship.

3. We ____ (travel) together the last week of March.

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4. If I don't (get it), I ____ do Central America.

Speaking · Your next 12 months

In pairs, describe your next 12 months. Use AT LEAST ONE of each: will / be going to / might / present continuous. Ask 3 follow-up questions each.

Scene: The plan-heavy person

A: You: everything is booked — describe it.

B: You: ask what would happen if one plan collapsed.

Scene: The 'up in the air' person

A: You: nothing decided, use lots of 'might'.

B: You: gently help your partner narrow it down.

Scene: The mix (some plans, some maybes)

A: You: 2 firm plans + 2 possibilities.

B: You: ask about the possibilities, not the plans.

Discussion · the future

Choose 2 questions and speak for 30–45 seconds each.

What's ONE thing you're SURE will happen in your life this year?

What's ONE thing you'd love to happen, but probably won't?

Is it better to be a planner or improvise?

What's the last big plan you changed your mind about?

Role-play · A friend leaving the country

Read your role, prepare, then run the conversation for 2 minutes.

Scene: Your best friend has just told you they're moving abroad in three months

A: You: excited for them, but also selfish and sad. Ask 3 practical questions.

B: You: happy but slightly anxious. Answer honestly using will / going to / might.

Mini-presentation · 60-second next year

Deliver a 60-second sketch of YOUR next year. Use at least ONE of each: will / going to / might.

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Beat 1 (10s) — Something already decided.

Beat 2 (15s) — Something you're leaning towards ('probably going to').

Beat 3 (20s) — Something possible but not sure ('might').

Beat 4 (15s) — A prediction about how you'll feel by December.

sample: Something already decided: I'm going to spend two weeks in Madeira in April — flights booked, family coming. Leaning towards: I'm probably going to change job — I've had two interviews. Not sure: I might learn to sail; it depends on whether my friend actually signs us up. Prediction: by December I'll be more tired than I imagine, but happier than last year. That's the plan.

Writing · A short 'next year' post

Write 80–100 words about your next year. Use at least ONE will / one going to / one might / one present continuous for arrangements.

bonus: Bonus — Send it to your future self by email (there are free 'future email' services).

Wrap-up · What did we cover?

'will' = decisions at the moment / predictions.

'going to' = plans already decided / clear evidence.

'might / may' = possibility, not sure.

Present continuous = calendar-fixed near-future arrangements.

Quiz

- [phone rings] The best answer:
(A) I'm going to answer it.
(B) I'll answer it.
(C) I answer it.
- "We ____ open a new café — the papers are signed."
(A) might
(B) are going to
(C) may
- "I ____ go to Japan — I really haven't decided."
(A) will
(B) am going to
(C) might
- "I ____ Ana at 5 — it's in my calendar."
(A) will meet
(B) am meeting
(C) might meet

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5. 'Up in the air' means...

(A) decided and booked

(B) not yet decided

(C) cancelled

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Workbook — home practice

1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Future forms — will / going to / might

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

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1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about looking ahead for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your looking ahead this week. Anything different?

Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

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2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · Predict the year

1. LIKELY — EU has set 2035 as the target date; the trend is already visible in Norway, Netherlands and increasingly Portugal.
2. LIKELY-ISH — much of it will be AI-assisted; whether you'd notice is a different question.
3. UNLIKELY — 'less cash' yes, 'no cash' no. Most countries won't abolish physical money by 2035.
4. UNLIKELY but not impossible — cycles of 4 years, tough draw, but Portugal has a strong pool.
5. OPEN — for many, 30–40% chance in a decade. Depends heavily on age, career, family.
6. UNLIKELY within 10 years — some countries have reduced it (Finland), most keep it, and cognitive research supports it.

Reading · The letter to my 40-year-old self

1. (B) Wrote letters to their 40-year-old selves, sealed
2. (B) Living in Lisbon
3. (B) Plan lightly — some things will surprise you
1. (B) False
2. (B) False
3. (A) True
4. (C) Not Given
1. Model: yes — I'd want to warn myself not to worry so much and to keep the friends I have now. Everything else can change.
2. Model: lightly. Every big plan I've ever made has changed shape, and usually for the better.
1. sealed
2. come true
3. land

Vocabulary · Future, plans & possibilities

1. undecided
2. defer
3. opportunity
4. resolution
5. made / plans
6. changed / mind
1. (D) umbrella
2. (D) frozen
3. (D) sneeze
1. prediction / predictable
2. decision / decisive
3. plan / planned

Grammar · Future forms — will / be going to / might / may

1. will / 'll answer
2. are going to move
3. might go
4. am meeting / 'm meeting
5. is going to take / 's going to take
1. will (certain)
2. might
3. might
4. will
1. I will travel / I'm going to travel next year.
2. We're going to open a new café next month.
3. I'm meeting her tomorrow at 3. (use present continuous)
4. It might rain tomorrow. / Maybe it will rain tomorrow.
1. I'm going to travel to Italy in July. (already decided)

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2. I'm going to meet Rui at 5. (planned but less calendar-fixed)
3. I might see her tomorrow.
1. Model: Next month I'm going to visit my parents for a long weekend — tickets already booked.
2. Model: This year I might change flat — but only if my landlord raises the rent again.
3. Model: Tomorrow at 10 I'm meeting the dentist. Terrifying but necessary.
1. are you doing / going to do / am seeing / 'm seeing / will stay / 'll stay / will go / 'll go (or might go)
2. am going to change / 'm going to change / might move

Listening · Two friends compare next-year plans

1. Voice A — has already signed a contract to move to Amsterdam in April.
2. Nothing decided — she might do 3 different things, and each one depends on a phone call she's waiting for.
3. Spend the last week of March travelling together — either in Portugal or in the Netherlands, depending on Voice B's news.
1. A design role at a small children's toy company — 6-month contract, then possibly permanent.
2. 1) A Master's in Madrid, 2) freelance from Lisbon, 3) six months of travelling in Central America.
3. By the end of February — the scholarship for the Master's is announced then.
1. Both — she keeps repeating small details (the flat, the contract, the salary) which sounds like she's reassuring herself.
2. Central America — she says it last, laughs when she mentions it, and speaks in more detail than about the others.
1. am going to / 'm going to
2. might
3. are travelling / 're travelling
4. might

Quiz

1. (B) I'll answer it.
2. (B) are going to
3. (C) might
4. (B) am meeting
5. (B) not yet decided

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Future forms — will / going to / might

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of looking ahead.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 10 · B1·10B

I wish I could...

Theme · Looking ahead



Unit 10 · B1·10B

I wish I could...

Theme: Looking ahead

B1 · General English



Learning objectives

- Talk about regrets, wishes and things you'd change about the present.
- Use 'wish + past simple' for present unreal wishes.
- Reflect honestly on what you'd do differently — without drama.

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Class Book

Warm-up · One small regret from this week

Think of **ONE** small regret from **THIS** week — not a life tragedy, just something you wish you'd done (or hadn't). Describe in 3 sentences.

What was it?

Why did you do (or not do) it?

Would you do it differently now?

Lead-in · If you had to choose (dilemmas)

Read each dilemma and pick **ONE** — you **MUST** choose. No 'both' allowed. Then compare.

1. Would you rather live for 100 years in the same small town, or 60 years travelling constantly?

2. Would you rather never use social media again, or never use a search engine again?

3. Would you rather be feared or ignored by your neighbours?

4. Would you rather have your dream job in a city you hate, or an average job in your favourite city?

5. Would you rather know exactly when you'll die, or exactly how?

followUp: Which dilemma was hardest? Which one did you decide quickly and surprise yourself?

Reading · The Monday list

On Sunday nights, my grandmother used to make what she called her 'Monday list'. It was a very small piece of paper — never more than five lines — with things she wished were different in her week. Not a plan, not a resolution, just a list of small honest wishes. 'I wish I called my sister more.' 'I wish the bathroom light didn't take so long.' 'I wish I understood the news.'

The rule was simple. She read the list on Monday morning, and she was allowed to change **ONE** thing during the week. Only one. She used to say most people try to change ten things at once, and end up changing zero.

I've started making my own Monday list. Last week's said 'I wish I read for longer at night'. That was the one I picked. I read for 25 minutes on Monday, 15 on Tuesday, and 3 minutes on Wednesday before falling asleep. Not perfect. But 43 more minutes than the week before, from **ONE** small honest wish and **ONE** small honest change.

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1. What was on the grandmother's list?
 - (A) Big goals
 - (B) Small honest wishes
 - (C) A shopping list
2. How many things could she change per week?
 - (A) All of them
 - (B) Just one
 - (C) Ten
3. What happened when the writer tried it?
 - (A) Nothing
 - (B) A small but real change (43 extra minutes of reading)
 - (C) Big overnight transformation

Vocabulary in context

Match the phrase to its meaning.

used to make — regularly made in the past

resolution — a firm decision to change

wish (something) were different — regret how something is now

end up (doing something) — finally do something (after everything)

True / False / Not Given

Based only on the text.

1. The grandmother wrote a big list every Monday.
 - (A) True
 - (B) False
 - (C) Not Given
2. The writer read every night that week.
 - (A) True
 - (B) False
 - (C) Not Given
3. The writer's grandmother is still alive.
 - (A) True
 - (B) False
 - (C) Not Given

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4. Trying to change too many things at once often ends in changing nothing.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. What would go on YOUR Monday list this week?

2. Do you agree that ONE change per week is enough?

Scan for meaning

Find the word or phrase from the text.

1. regularly made in the past

2. regret how something is now

3. finally do something

Vocabulary · Regrets, wishes & change

regret (noun) — the feeling of wishing you'd acted differently

wish (noun) — something you want to happen

habit — something you do regularly

routine — the way you organise your day

change (noun) — a modification, something different

improvement — a positive change

look back on — think about the past

begin afresh — begin again from zero

give up — stop doing / stop trying

adhere to (a plan) — follow it without changing

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make time for — find time in your schedule for

have no regrets — not be sorry about anything

practice

Complete each sentence with ONE word or phrase from the lists.

1. I have to ____ ____ ____ my parents at least once a week.

2. When I ____ ____ ____ my 20s, I did some silly things.

3. I've decided to ____ ____ social media for a month.

4. This time I really need to ____ ____ ____ my plan.

5. Small ____ done every day beat big ones done once a year.

6. Ask her about her 30s — she claims she has no ____.

Collocations · with wish / regret / habit

Match each verb with its noun.

make — a wish / a change / a decision

have — a regret / a habit / a routine

break — a habit / a promise / a record

build — a habit / a routine / a skill

get over — a regret / an ex / a fear

Odd one out

Choose the word that does NOT belong.

1. regret · wish · hope · umbrella

(A) regret

(B) wish

(C) hope

(D) umbrella

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2. improve · change · grow · faint

(A) improve

(B) change

(C) grow

(D) faint

3. habit · routine · pattern · potato

(A) habit

(B) routine

(C) pattern

(D) potato

Word building · verb ↔ noun ↔ adjective

Complete each set.

utility:

1. regret (v) → a ____ (n) → I feel ____ (adj)

2. improve (v) → an ____ (n) → this is much ____ (adj)

3. change (v) → a ____ (n) → she's a ____ ____ (adj phrase)



Grammar · wish + past simple (present unreal wishes)

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1. What 'wish + past simple' means — You WANT the present to be different — but it isn't. • I wish I HAD more time. (I don't have more time — I want it.) • I wish it WASN'T raining. (It IS raining — I don't want it to.) • She wishes she LIVED closer. (She doesn't — but she wants to.)

2. 'wish' + were (all persons — classic form) — • I wish I WERE taller. ■ (informal: 'was' is also common.) • He wishes he WERE more patient. In writing, prefer 'were'.

3. 'wish' + could / would — • wish + could = ability you don't have now. • I wish I COULD speak Japanese. (I can't.) • wish + would = annoyance about someone else's habit. • I wish he WOULD stop tapping his pen. (He keeps doing it, and I'm annoyed.) (Not usually 'I wish I would...' — for yourself, use 'could'.)

4. Don't confuse 'wish + past' with 'wish' as a polite verb — • I wish you a happy birthday. (verb + object — no clause) ■ • I wish that you were happier. (unreal wish + past simple) ■ The grammar in this lesson is (2).

Exercise A — Change to 'wish + past simple'

Rewrite each real complaint as an unreal wish.

1. I don't have more time.

2. It's raining.

3. She doesn't live closer.

4. I can't speak Japanese.

5. He always leaves the door open.

Exercise B — Choose the correct form

Complete each sentence.

1. I wish I ____ (be) taller.

2. She wishes she ____ (have) a bigger flat.

3. I wish it ____ (not / be) so cold today.

4. I wish I ____ (can) drive.

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5. I wish he ____ (stop) interrupting me.

Exercise C — Find and fix the mistake

Each sentence has ONE mistake.

1. I wish I have more time.

2. She wishes she can speak Italian.

3. I wish it doesn't rain.

4. I wish I would be taller.

Exercise D — Match the wish to the situation

Match each real situation to the correct wish.

My flat is too small. — I wish my flat were bigger.

I can't cook. — I wish I could cook.

My colleague talks too much in meetings. — I wish he wouldn't talk so much in meetings.

It's raining all week. — I wish it wasn't raining every day.

I don't live near my family. — I wish I lived closer to my family.

Exercise E — About you

Complete each sentence truthfully.

1. I wish I ____

2. I wish I could ____

3. I wish (a specific person) would ____

Exercise F — Complete the mini-monologue

Complete each gap with the correct form.

1. It's midnight and I'm still awake. I wish I ____ (be) asleep, I wish my brain ____ (stop) reviewing that email, and I wish tomorrow's meeting ____ (not / be) at 8.

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2. My grandmother's not well. I wish I ____ (live) closer, I wish I ____ (can) visit every weekend, and I wish my brother ____ (call) her more often.

Listening · Two friends look back on their year

Late December, two friends over wine. They're doing a warm 'this year in review'. Notice the 'wish + past' phrases and how honestly they use them.

pre

Do you like doing 'end of year' reviews, or does it feel forced?

What's a small thing you WISH you'd done more of this year?

gist

1. What are the two friends doing?

2. What's Voice A's biggest 'wish' from this year?

3. What's Voice B's biggest 'wish'?

detail

1. What ONE thing does Voice A want to change for next year?

2. What ONE thing does Voice B want to change?

3. What did they both agree they DON'T wish?

Third listen — read between the lines

Answer from what is IMPLIED.

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1. Is this conversation heavy or light?

2. Are these two friends going to hold each other accountable?

Useful language from the audio

Match each phrase to what it does.

"I wish I had said no more often." — regret about the past year (mixed with present wish)

"I wish I could stop comparing myself." — wish + could — ability lacking

"I wish my phone would stop buzzing." — wish + would — someone's / something's annoying habit

"To be fair..." — opening a balanced statement

"Check on me in February." — asking a friend to hold you accountable

Voice A: OK — honest review of the year. No highlight reel.

Voice B: Deal. You first.

Voice A: Biggest wish? I wish I had said no more often. I took on too many extra projects and by October I was... empty.

Voice B: You WERE empty. I told you.

Voice A: You did. Fair.

Voice B: Mine is more embarrassing. I wish I could stop comparing myself to other people online. It poisoned half my year.

Voice A: That's not embarrassing. That's very human.

Voice B: Well. To be fair, both of us have decent lives. I don't wish we had earned more money. This year was fine that way.

Voice A: Agreed. Money wasn't the problem.

Voice B: One change for next year. Just one.

Voice A: One evening a week — fully offline. Phone in a drawer. From the second I get home.

Voice B: Mine: delete Instagram for the first 90 days of the year. Full experiment.

Voice A: OK. Check on me in February. I mean it.

Voice B: First Monday of Feb. Consider yourself checked.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

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1. I wish I ____ no more often.

2. I wish I ____ stop comparing myself.

3. I ____ wish we ____ more money.

4. One evening a week — ____.

Speaking · Your Monday list

In pairs, share YOUR 'Monday list' — 3 honest wishes about your current life. Use 'wish + past simple' correctly. Ask your partner to help pick ONE to change this week.

Scene: Work / study wishes

A: You: 3 honest wishes about work or study.

B: You: help your partner pick ONE small change.

Scene: Home / routine wishes

A: You: 3 honest wishes about your home or routine.

B: You: help your partner pick ONE small change.

Scene: Relationships wishes

A: You: 3 honest wishes about relationships (family, friends, partner).

B: You: help your partner pick ONE small change.

Discussion · wishes & change

Choose 2 questions and speak for 30–45 seconds each.

Do you have any regrets — big or small — that you actually think about?

What's ONE habit you wish you could break?

What's ONE habit you wish you could build?

Is 'I have no regrets' a beautiful or a lazy thing to say?

Role-play · The end-of-year friend review

Read your role, prepare, then run the conversation for 2 minutes.

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Scene: Late December, coffee with a close friend

A: You: had a good year but three real 'I wish' regrets. Share them honestly.

B: You: had a rough year. Listen kindly. Then share ONE wish of your own.

Mini-presentation · 60-second Monday list

Deliver a 60-second honest 'Monday list'. Use at least FIVE 'wish' sentences.

Beat 1 (10s) — Set the scene (which Monday, what's on your mind).

Beat 2 (15s) — Two small wishes about routine.

Beat 3 (20s) — One deeper wish (relationships, career, health).

Beat 4 (15s) — The ONE you'll act on this week.

sample: It's Monday morning, I've had two coffees and my inbox has 84 emails. Small wishes: I wish I woke up earlier, and I wish I didn't check my phone in bed. Deeper wish: I wish I called my grandmother every Sunday instead of every three Sundays. The one I'll act on this week: phone stays in the kitchen after 10pm. For five nights. If that works, I'll extend it. If not, I'll accept I'm imperfect and try something smaller.

Writing · Your own Monday list

Write your OWN 5-line Monday list. Each line = 'I wish + past simple'. Then choose ONE and write one sentence describing how you'll act on it this week.

bonus: Bonus — Send the list to yourself by email. Open it in one month and see which wishes are still there.

Wrap-up · What did we cover?

'wish + past simple' = want the present to be different.

'wish + were' (all persons) is the classic form in writing.

'wish + could' = ability you don't have; 'wish + would' = annoying habit of someone else.

Try to change ONE thing at a time. Ten wishes at once = zero changes.

Quiz

1. "I wish I ____ more time."

(A) have

(B) had

(C) would have

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2. "I wish I ____ speak Japanese."

- (A) can
- (B) could
- (C) would

3. "I wish he ____ interrupting me."

- (A) stop
- (B) stopped
- (C) would stop

4. 'To give up' means...

- (A) start again
- (B) stop doing / stop trying
- (C) make time for

5. "I wish it ____ raining."

- (A) isn't
- (B) weren't
- (C) won't be

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Workbook — home practice

1. Vocabulary recall

Complete each sentence with the best word from the class-book lesson.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · wish + past simple

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

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1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about looking ahead for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your looking ahead this week. Anything different?

Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

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2. What is ONE thing you'd like to practise more this week? How exactly?

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Answer key — Class Book

Lead-in · If you had to choose (dilemmas)

1. Model: 60 travelling — quality over quantity, and I'd rather have five stories than one.
2. Model: never social media — the internet was fine before it, and I still need Google to remember how to boil eggs.
3. Model: ignored — I don't want any of them ringing my doorbell about the bins.
4. Model: average job in the favourite city — jobs change, cities take years to move to.
5. Model: dark question. When — because I could plan the last month properly. How would only ruin the years in between.

Reading · The Monday list

1. (B) Small honest wishes
2. (B) Just one
3. (B) A small but real change (43 extra minutes of reading)
1. (B) False
2. (A) True
3. (C) Not Given
4. (A) True
1. Model: 'I wish I called my grandmother more', 'I wish I stopped opening Instagram at 11pm', 'I wish I finished at least one book a month'.
2. Model: yes — the two times I tried to change five things at once, I lasted about a Tuesday.
1. used to make
2. wish (something) were different
3. end up doing

Vocabulary · Regrets, wishes & change

1. make time for
2. look back on
3. give up
4. adhere to
5. improvements / changes
6. regrets
1. (D) umbrella
2. (D) faint
3. (D) potato
1. regret / regretful
2. improvement / improved
3. change / changed person

Grammar · wish + past simple (present unreal wishes)

1. I wish I had more time.
2. I wish it wasn't raining. / I wish it weren't raining.
3. She wishes she lived closer. / I wish she lived closer.
4. I wish I could speak Japanese.
5. I wish he wouldn't leave the door open. / I wish he would close the door.
1. were / was
2. had
3. wasn't / weren't
4. could
5. would stop
1. I wish I had more time.
2. She wishes she could speak Italian.
3. I wish it wasn't raining. / I wish it didn't rain (as a general habit).
4. I wish I were / was taller. (For yourself, don't use 'would'.)
1. Model: I wish I read more — I miss real books.

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2. Model: I wish I could speak French properly — I can order dinner and that's about it.
3. Model: I wish my flatmate would wash his dishes on the same day, not the next Tuesday.
1. was / were / would stop / wasn't / weren't
2. lived / could / would call

Listening · Two friends look back on their year

1. Reviewing their year — an honest, no-social-media version.
2. She wishes she had said no more often — she took on too many extra projects and burned out in October.
3. He wishes he could stop comparing himself to other people online — it 'poisoned' half the year.
1. One evening a week fully offline, no phone, from the moment she gets home.
2. Delete Instagram for the first three months of the year — a full 90-day experiment.
3. Neither wishes they had earned more money — both feel their salaries were 'fine' for the year they had.
1. Light — they laugh often, tease each other, and keep the wishes small. It's affectionate, not tragic.
2. Yes — Voice A explicitly asks Voice B to 'check on me in February', and they set a specific date.
1. had said
2. could
3. don't / had earned
4. fully offline

Quiz

1. (B) had
2. (B) could
3. (C) would stop
4. (B) stop doing / stop trying
5. (B) weren't

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · wish + past simple

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of looking ahead.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

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