







2C A likely story!

HOW TO ... | apologise and give reasons
VOCABULARY | collocations with *get* and *make*
PRONUNCIATION | intonation for apologising

VOCABULARY

collocations with *get* and *make*

1 A **Work in pairs. Read the definition below. Which of the photos show good reasons for being late? Which show bad excuses?**

excuse (n) a reason given or invented to explain why you did something wrong

B **Read these reasons people often give for being late or missing something. Which do you think are the most common? Which have you heard or used?**

Sorry I'm late ...

I got lost!

I got off at the wrong bus stop!

I had to make an urgent call.

My little sister made a mess and I had to clean it up.

Sorry I missed the party ...

I got the wrong day!

I got held up at work.

I made a mistake with the address.

My partner made other plans and I didn't know until it was too late.

2 A **Look again at the reasons in Ex 1B. Find collocations with *get* and *make*. Write the collocations next to their meanings.**

get

1 to leave a bus or train .....
2 to not know where you are .....
3 to be delayed .....
4 to understand something wrongly .....

make

5 to do something wrong .....
6 to phone someone .....
7 to agree to do something at a certain time .....
8 to make something dirty or untidy .....

B **Complete the text with the correct form of *get* or *make*.**

That's a bad excuse!

Are you planning an excuse for not going to work? Then try to make it a good one. Here are some of the worst excuses we've ever heard.

'My dog's unwell.' Don't [1] _____ the mistake of saying your pet is ill when everyone knows you don't have one.

'I fell asleep, so I didn't [2] _____ off the bus.' No good when your boss knows that you drive to work.

'I thought it was Saturday today.' So, you [3] _____ the wrong day? Do you want your colleagues to think you don't know what day it is?

'I fell over and broke my toe.' This is OK, but you need to [4] _____ a plan to get back to work. You'll have to pretend you can't walk properly for a few weeks!

'First I [5] _____ held up in a traffic jam, so I drove a different way, but then I [6] _____ lost.' You've worked at the same place for five years, but can't find your way to work?

And finally, 'I spilled my breakfast and it [7] _____ a mess on my shirt, and I don't have a clean one.' Do you want our advice? If you can't think of a good excuse, don't even [8] _____ the call to the office!

C **Work in pairs. Discuss the questions.**

1 When was the last time you got lost?
2 Who usually makes a mess where you live?
3 When was the last time you got held up at work or somewhere else? What happened?
4 What plans have you made for the next few days?
5 Have you ever taken a train or bus and got off at the wrong place?
6 What was the last call you made?

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LIVEWORKSHEETS

How to ...

apologise and give reasons

3A 2.06 | **Listen to six conversations. Match the conversations (1–6) with the problems (a–f).**

a a problem with a train
b a mistake with a class schedule
c a difficulty with technology 1
d a late flight
e a mistake with a package
f forgetting to charge a phone

B 2.06 | **Listen again. Complete the sentences from the conversations (1–6).**

1 Sorry to _____ you waiting!
2 I got the time wrong. Sorry _____ that.
3 The taxi driver _____ lost! I'll be there as soon as _____.
4 It was our _____. We sent the wrong one. There was a problem with the boxes – they look the same. I _____.
5 Never _____. You're here now.
6 My train got _____.

C Complete the table with the phrases in the box.

I got lost. I'll call you back.
It was our fault. Never mind.
Sorry about that.

saying sorry	Sorry I'm late./Sorry to keep you waiting. I apologise. 1 _____
giving a reason	There was a … delay/ problem with … My train/flight was delayed/cancelled. I got the date/day/time/ address wrong. The traffic was terrible. 2 _____
accepting responsibility	I made a mistake. 3 _____
taking action	I'll be there as soon as possible. 4 _____
responding and reassuring	Don't worry. No problem. It's/That's fine. 5 _____

D Learn and practise. Go to the Grammar Bank.

page 110 **GRAMMAR BANK**

PRONUNCIATION

4A 2.07 | **intonation for apologising** | **Listen to four apologies. Choose the correct answer to complete the sentence.**

When someone apologises, their voice _____

1 starts high and gets lower.
2 starts low and gets higher.

B 2.07 | **Practise saying the sentences in pairs. Then listen again to check your intonation.**

1 Sorry! I made a mistake.
2 I apologise. It was my fault.
3 Sorry I'm late. I got the time wrong.
4 I'm really sorry. There was a problem with my ticket.

5A Choose the correct words to complete the conversations.

1 A: Sorry to keep you waiting. My flight was delayed.
B: **That's OK. / I made a mistake.**
2 A: Sorry, this line's really bad. **Never mind. / I'll call you back.**
B: No problem.
3 A: I'm really sorry! **I got lost / There was a problem** with my wifi.
B: It's fine. Are you ready to start now?
4 A: I apologise. **I made a mistake / That's OK** with the address.
B: That's fine.
5 A: Sorry! **I got / I apologise** the time wrong.
B: Don't worry. I've just arrived, too.

B 2.08 | **Listen and check your answers.**

C Work in pairs. Practise the conversations in Ex 5A, but think of a different reason or excuse. Try to use a collocation with *get* or *make*.

1 Sorry to keep you waiting. I got held up at college!

SPEAKING

6 Roleplay two situations. Student A: Read the situations below. Student B: Read the situations on page 148.

Student A

1 You missed a work meeting.
- Apologise.
- Accept responsibility and give a reason.
- Explain how you will take action.

2 You made a plan to have dinner with a friend at a restaurant. The friend is very late.
- Accept your friend's apology.
- Check they are OK.
- Ask if they still want to eat.

MEDIATION SKILL

asking questions to deal with disagreements

solve a problem between work colleagues

page 151 **MEDIATION BANK**

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2D BBC Documentary

The story of a place

GRAMMAR | prepositions of time
SPEAKING | the story of a place
WRITING | a review of a place

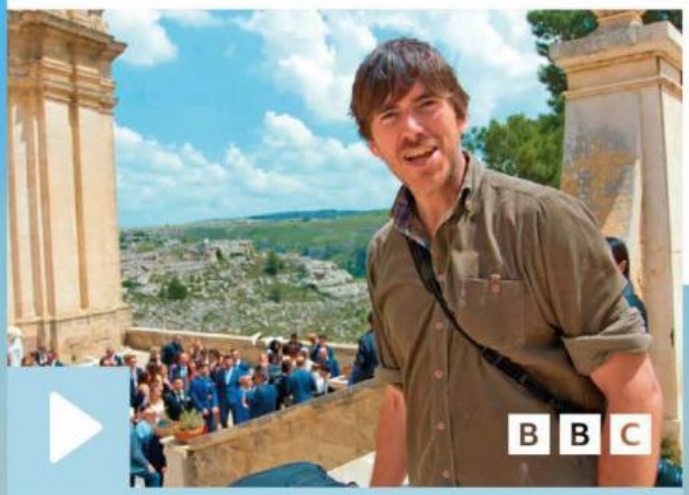
PREVIEW

1 A **Work in pairs. Look at the photos and discuss the questions.**

1 Where do you think this is?
2 What do you think is special about this place?

B **Read the programme information and answer the questions.**

1 What is the Mediterranean well known for?
2 What is Simon Reeve trying to show us with the programme?
3 What town does he visit?



Mediterranean with Simon Reeve

Simon Reeve goes on an extraordinary journey around the Mediterranean, an area that attracts about a third of the world's tourism with its beautiful beaches and fascinating historical sights. Simon travels around the Mediterranean trying to uncover the everyday reality and the history behind what tourists see. In this programme Simon visits the town of Matera, in southern Italy, where he learns about the history of its famous caves.

VIEW

2 A **Watch the BBC video clip. Number the topics in the order they are mentioned.**

a modern tourism
b a celebration
c Matera in the past

B **Complete the summary of the video with one or two words in each gap. Then watch again to check.**

People lived in the caves in Matera until the [1] _____. The government moved people out of the caves and into [2] _____. Now, Matera is turning the caves into holiday homes and [3] _____. Before, families shared the caves with [4] _____. Many towns and villages in southern Italy have been depopulated as young people move away, but a local [5] _____ is a sign that Matera has a [6] _____.

C **Work in pairs. Discuss the questions.**

1 Do you think the government did a good or bad thing by moving people out of the caves? Why?
2 Would you enjoy visiting Matera and staying in one of the caves? Why/Why not?

GRAMMAR

prepositions of time

3 A **Complete the sentences about Matera using the prepositions *before*, *until* and *during*.**

1 The old way of life continued in Matera _____ the Italian government moved people out of the caves.
2 _____ they moved into modern homes, families shared the caves with their animals.
3 The changes happened _____ the 1950s.

B **Learn and practise. Go to the Grammar Bank.**

page 111 **GRAMMAR BANK**



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LIVEWORKSHEETS

SPEAKING

the story of a place

4A Work in pairs. Discuss the questions. Do you know any places which have changed a lot, or are changing a lot at the moment? What is changing?

B You will hear someone talking about Barcelona in the past and present. What do you think he will say about the topics in the box?

Olympic Games	football stadium	architecture
historical centre	art/artists	food market
tourists	live music events	accommodation

C 2.09 | Listen and check your ideas.

D 2.09 | Listen again and tick the phrases that you hear.

KEY PHRASES

When I first visited ... , it was ...
... is well known/famous for its ...
The city has changed a lot. Before ... it was ...
It has a wonderful atmosphere/a fantastic history/great food/amazing art galleries ...
The city has a lot to offer.
You can explore/enjoy/visit ...
Nowadays, ...
I really recommend it.

5A Plan to talk about a place that is special to you (or a famous place in your country). Make some notes about the place in the past and now.

B Work in groups. Take turns to tell the story of your place. Use the Key phrases to help. Other students: listen and ask questions to learn more.

WRITING

BBC

a review of a place

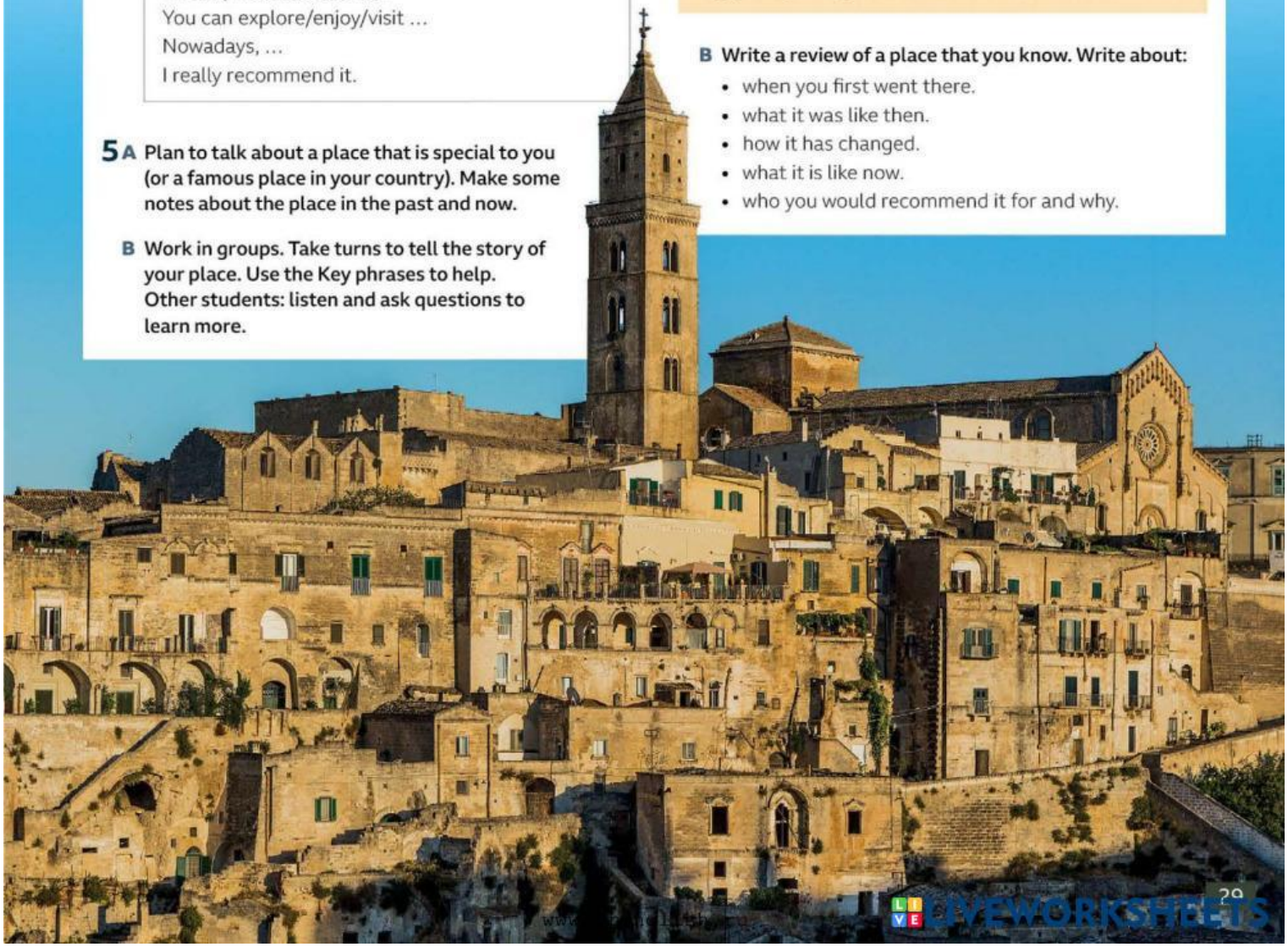
6A Read the review. How has Cornwall changed, according to the writer?

Cornwall: Then and now

I first went to Cornwall on a family holiday when I was a child. At that time, the villages were very small and the beaches were usually empty. Historically, the area was known for its fishing. I remember we used to spend all day on the beach and then walk into town in the evening to eat fish and chips. The towns and villages were quiet and only a few people were wandering around. Nowadays, Cornwall is one of the most popular tourist destinations in the UK, and it's becoming more popular every year. In the past, there were only a few campsites and one or two cheap hotels. Nowadays, the campsites are full and you have to book months in advance and the hotels are more expensive. Cornwall is still one of the most beautiful places to visit. It's well known for its beaches and surfing, and there are lots of places you can explore. I really recommend it for families or for anybody who enjoys exploring beautiful coastlines.

B Write a review of a place that you know. Write about:

- when you first went there.
- what it was like then.
- how it has changed.
- what it is like now.
- who you would recommend it for and why.



LIVEWORKSHEETS