AMBISIUS INTERNATIONAL

B1+

Listen to Lucia talking about her pastime. Choose True or False.

1. Lucía prefers spending her pastime staying still.
2. Dancing is something Lucía enjoys more than any of her other interests.
3. She only knows one kind of dance.
4. She first started learning flamenco when she was a child.
5. Flamenco appeals to her because it allows her to show expressions and passion.
6. She practices flamenco regularly in a class near her home.
7. Lucía believes dancing helps her forget about her problems and feel calmer.

Complete the sentences with the verbs in the box.

argue	complain	encourage	express
forgive	persuade	refuse	update

1. Are you going to _____ about the terrible food?
2. I'm very sorry. Will you please _____ me?
3. Please _____ me on your progress.
4. I _____ you to try Thai food. It's delicious!
5. He prefers to _____ his feelings in writing.
6. She's trying to _____ me to go on holiday with her.
7. Please don't _____ my request! You have to say yes.
8. I try not to _____ with my boss – even when he's wrong!

Match the extreme adjectives in the box with the gradable adjectives.

awful	brilliant	enormous	exhausted
filthy	freezing	furious	tiny

1. big _____
2. dirty _____
3. small _____
4. cold _____
5. tired _____
6. angry _____
7. bad _____
8. good _____

Underline the correct words.

1. Is it possible to help / teach yourself how to swim?
2. You could pay someone to clean the car, or you could do /do it yourself.
3. There's a lot of food in the fridge. Please help / make yourself.
4. Don't copy other people. Be by / Be yourself.
5. Sit down. Make yourself in / at home.
6. You should tell / tell to yourself 'I'm wonderful!' every day.

LIVEWORKSHEETS

AMBISIUS INTERNATIONAL

B1+

Match the sentence beginnings with the endings.

Why do you keep talking ...		A	after yourself and have fun – enjoy yourself!
Are you OK? Have you ...		B	yourself and tell yourself 'I can do this!'
This room needs a lot of work, but you can do ...		C	to yourself? Is it because you're teaching yourself German?
Come in! Make yourself ...		D	hurt yourself?
Bye! Have a wonderful time! Look ...		E	at home and help yourself to food and drink.
Good luck at the interview! Just be ...		F	it yourself – you don't need to pay someone.

Complete the questions with the correct form of the verbs in the box. You can use the words more than once.

enjoy help do hurt look after okay talk to teach

1. Have you ever _____ yourself how to do something? What was it? Was it easy or difficult to learn?
2. Do you _____ yourself? Do you eat well and get enough sleep?
3. Have you ever _____ yourself at home? Did you have to go to hospital?
4. Do you ever _____ yourself? What do you say?
5. Are you _____ at the moment? If not, what would make you happy?
6. Hello, Grandma. I'm sorry you fell while you were shopping. It's lucky you didn't _____ yourself.
7. _____ yourself to a hot drink. There's some coffee and tea in the kitchen.
8. Have a great time at the party! _____ yourself.
9. You don't need to go to classes to learn a foreign language. You can _____ yourself using books and the Internet.
10. Make sure you _____ yourself while I'm away. Eat plenty of food and get enough sleep.
11. You don't need to pay someone to paint your bedroom. It isn't hard. You can _____ it yourself.

LIVEWORKSHEETS

'Probably the biggest challenge is a new, informal word. Sometimes I have to **translate** meetings, and there can be vocabulary that is **tricky**. Some people have very strong **accents**, and **pronounce** things differently. I **update** a wordlist on my smartphone every week, adding any new phrases I come across.'

Karen, translator

Match the words to the meanings.

translate		A	difficult to deal with
tricky		B	to change words from one language to another
accents		C	to make the sound of a letter or word
pronounce		D	to add new information
update		E	the ways in which people in a place or group say a word

A BEGINNER'S GUIDE TO INTERCULTURAL COMMUNICATION

A personal goal for many students is to be able to speak English perfectly. By **this**, they mean that they would like to be able to tell a joke or feel completely confident in a face-to-face conversation with a group of native speakers. Any student can achieve this goal (and many do), but it takes many, many years of study.

If just the thought of all those years of study makes you feel exhausted, then the book you are now holding in your hands may be for you. *A Beginner's Guide to Intercultural Communication* has been written to help students who are learning English to answer the question, 'What are the best ways to communicate in a foreign language?'

But first of all, let's think about what communication actually means. In our first language, we know that we have to choose our words very carefully. For example, I'm from Australia, so when someone gives me a birthday present, I might say, 'Oh, you didn't need to get me anything!'

If you are not a native English speaker, **that** might seem strange. But many English speakers feel it is polite to say this when someone gives **them** a present. However, the same speakers would find it really rude to say, 'Why did you get me **this**?'

Why is **this**? After all, the meaning of both phrases is quite similar. And in fact, **this** phrase (or something like **it**) is quite common in a number of European languages. The answer is simple – whether something seems to be rude or polite depends on culture. To communicate successfully in a foreign language, we need to remember that people are usually trying to say the same things, but we also need to remember that different cultures say **them** in different ways – and that is what intercultural communication is all about.

Are these sentences True or False? The writer of this textbook believes that ...

- teachers in many countries expect their students to speak perfect English.
- her book is for students who want to improve their English in a short time.
- phrases that seem to be similar can sometimes communicate opposite meanings.

- students may sound rude in English if they do not learn to speak the language perfectly.
- we can understand someone more easily when we think about the culture they come from.

Read the text again. Match the words in bold with the things they refer to.

By **this**, they mean that ...		A	a birthday present
... **that** might seem strange.		B	ideas that are similar to each other
... someone gives **them** a present.		C	people from English-speaking countries
'Why did you get me **this**?'		D	saying, 'Oh, you didn't need to get me anything!'
Why is **this**?		E	speaking English perfectly
And in fact, **this** phrase (or something like it) ...		F	'Why did you get me this?'
... different cultures say **them** in different ways ...		G	why one phrase is rude but the other one is polite

Underline the correct words to complete the sentences.

1. For improving / Improving / To improve your listening skills, it's a good idea to watch films in English.
2. You should write a sentence that includes the new word in order to / to / so that you can remember it more easily.
3. It's better to use a monolingual dictionary. These / This / Those will help you to start thinking in English.
4. Some people prefer to write new words on cards with the translation. That / These / This technique will help you remember what the word means and how it is spelt.
5. There are a lot of things you can do in order to / so / that to become a better language learner.
6. Why don't you practise repeating the questions that you hear in the listening sections so / that / to you learn the correct intonation?

AMBISIUS INTERNATIONAL

B1+

Write a short email to the students in your class about learning English.

In your email, you should:

- introduce yourself (your name, where you come from)
- explain why you are learning English
- describe where you have learned English in the past
- say what you hope to learn on this course

Use the phrases below to help you

Hi! My name's ... and I'm from ...
I'm learning English because I want to ... / need to ... / am going to ...
I have been learning English for + [amount of time] / since + [point in time]
I started learning English at school / when I was + [age]
On this course, I really want to improve my ...

Listen to Bridget and Joe. Choose the correct answers.

1. What is the main topic of their conversation?

a. the subject Bridget studies at university	b. a holiday that Bridget has had	c. a website that Bridget is creating

2. Bridget is feeling very tired because she has ...

a. been writing something in a foreign language	b. had a lot of essays to write for university	c. just returned from a holiday in Mexico

3. Bridget wants Joe to help her to ...

a. check her grammar and spelling	b. design a website	c. improve her Spanish

LIVEWORKSHEETS

4. Bridget shows Joe a photo of a place in ...

a. Egypt b. Mexico c. Singapore

Listen again. Underline the correct words to complete the sentences.

1. Bridget has just started / almost finished / stopped working on her website.
2. At her university, Bridget is a student in the French and Spanish / Latin American Studies / Culture and Politics department.
3. Bridget's website is for students at her own university and also for students she met in Spain / Colombia / Mexico.
4. A professor / Another student / Nobody else has helped Bridget to write the information she needs for her website.
5. Chichen Itza is the name of a building / a city / a university they can see in her photo.
6. Joe thinks the photo of Chichen Itza is absolutely perfect / the wrong size / too old-fashioned for Bridget's website.

Write a conversation between two people planning a website for your English class. Think about these questions:

- What information will students need? (e.g., homework, vocabulary)
- How will the information be organised?
- Who will create the website?