

7A Take your cash



G phrasal verbs V cash machines; phrasal verbs P linking

1 VOCABULARY cash machines

a Look at the message on the screen below. What are the missing words? How do you feel when you see this message? What do you do?



b Read the text and answer the questions.

- 1 Why did John Shepherd-Barron come up with the idea of a cash machine?
- 2 Why do we usually have a four-digit PIN and not a six-digit one?
- 3 How much money could you take out of the first cash machines?
- 4 What things does the text say you can do at a cash machine nowadays? Can you think of any other things?

c Look at screen instructions 1–9 telling you how to take money out of a cash machine. Match each screen to its meaning.

- Choose 'Withdraw cash' from the main menu.
- Decide if you want a receipt, and press YES or NO.
- Choose the language you want.
- Take your card out of the machine.
- Choose or key in the amount of money you want to take out. Then press ENTER.
- Put your card into the machine.
- Key in your four-digit PIN. Then press ENTER.
- Choose the bank account you want to use.
- Take your money out of the machine within 30 seconds.

d 7.1 Listen and check.

e Match the formal words from the screens to their synonyms.

- | | |
|------------|------------------------------------|
| 1 insert | a key in |
| 2 enter | b choose |
| 3 select | c put in |
| 4 withdraw | d take out |
| 5 remove | e take money out of a bank account |

Adapted from the Barclays Bank website

Welcome to your ATM

Over fifty years ago, on 27th June 1967, the world's first ATM (Automated Teller Machine) was opened at a branch of Barclays Bank in north London. Today, we think nothing of stepping up to a hole in the wall when we need cash, but until the late 1960s, banks were only open until 3.30 p.m. John Shepherd-Barron, Managing Director of a banknote manufacturer, found his bank was closed when he needed some money. In the bath later that evening, he came up with the idea of something similar to a chocolate bar vending machine, with cash replacing the chocolate. Within days, Barclays agreed to create the first cash machines. Shepherd-Barron, a former soldier, suggested a six-figure personal identification number, based on his army number. But his wife Caroline said she could only remember four digits, so he settled on the four-digit PIN we use today. The first cashpoint only allowed the customers to take out £10 at a time, in £1 notes. Nowadays, you can do many other things at an ATM, for example, print a bank statement, or top up your phone, and new machines will even allow customers to print digital photos.



How to use an ATM to withdraw cash

1

Insert your card.

2

Select your language.

English French
German Spanish
Japanese

3

Enter your PIN.

4

Select a transaction.

Check your balance Withdraw cash
Print a statement Make a deposit
Make a transfer Top up your phone
Other

5

Select the account type.

Savings account
Current account

6

Select or enter the amount.

£10 £100
£20 £200
£40 £250
£60 Other amount

7

Remove your card.

8

Take your cash.

9

Do you want a receipt?
Yes No

Adapted from the wikihow website

2 LISTENING & SPEAKING

- a **7.2** Listen to two true news stories about ATMs and look at the pictures. What did each machine give out? Did both the stories have a happy ending?
- b Listen again and answer the questions about each story.



Story 1

- 1 What happened when people heard about the machine?
- 2 How many people used the machine and for how long?
- 3 What kind of people were they?
- 4 Why did some people become aggressive?
- 5 What did the police do?
- 6 What did the bank say?



Story 2

- 1 What was the man doing when he locked himself in?
- 2 What did he leave in his van?
- 3 Why was this a problem?
- 4 How did he try to get help?
- 5 What did customers think at first?
- 6 What did the police do?

- c Look at two extracts from the stories. Why do you think the villager and the man 'asked not to be named'?

Story 1: 'One villager, who asked not to be named, said that some people had used five or six bank cards and had got £300 free with each card.'

Story 2: 'A man, who asked not to be named, had locked himself in.'

- d Talk to a partner.

- 1 How often do you use cash machines? What do you use them for?
- 2 Have you ever had a problem with a cash machine? What happened? What did you do?
- 3 If a cash machine gave you more money than you asked for, what would you do?

3 VOCABULARY & GRAMMAR phrasal verbs

a Circle the phrasal verb which you **can't** use with the **bold** noun.

- | | | | |
|--------------|--------------|------------|---------------------|
| 1 give away | settle down | take out | some money |
| 2 close down | switch off | turn up | the TV |
| 3 look for | try on | look round | a sweater |
| 4 throw away | set up | take out | some rubbish |
| 5 grow up | put together | take apart | a bookcase |

b p.162 Vocabulary Bank Phrasal verbs

c Read the sentences in groups 1–4 and tick (✓) the one(s) where the word order is correct.

- | | |
|--|--------------------------------------|
| 1 He gave away his money.
He gave his money away. | He gave it away.
He gave away it. |
| 2 We asked for the bill.
We asked the bill for. | We asked for it.
We asked it for. |
| 3 She got up early.
She got early up. | She early got up. |
| 4 I'm looking forward to my holiday.
I'm looking forward my holiday to.
I'm looking forward to it.
I'm looking forward it to. | |

d p.144 Grammar Bank 7A

4 PRONUNCIATION linking

Linking

Remember that when a word ends with a consonant and the next word begins with a vowel, the words are linked together and pronounced like one word.

If the final consonant is *w*, a /w/ sound is pronounced between the two words, e.g. *throw it* is pronounced /θraʊwɪt/.

a Match 1–6 to a–f.

- | | |
|---|-------------------------|
| 1 The machine says 'Insert your card'. | a Take <u>it</u> out. |
| 2 Your shoes are really dirty. | b Throw <u>it</u> away. |
| 3 Waiter, I can't finish this steak. | c Put <u>it</u> in. |
| 4 This chicken's past its sell-by date. | d Take <u>it</u> away. |
| 5 The rubbish is beginning to smell. | e Look <u>it</u> up. |
| 6 It's probably on Wikipedia. | f Take <u>them</u> off. |

b 7.9 Listen and check.

c 7.10 Listen and repeat a–f, linking the words.

d Work with a partner. **A** cover a–f. **B** say a sentence from 1–6. **A** say a response from a–f from memory. Then swap roles.

e 7.11 Listen to the sentences. Make a second sentence with a phrasal verb from the list and a pronoun (*it, me, or them*).

fill in pay back pick up put away
switch off try on turn down turn up

1 You owe me money. (Pay me back.

5 SPEAKING

Answer the questions with a partner. Give background information, and details or examples where you can.

I lent some money to my brother a few months ago because...

Have you ever lent money to someone? Did they pay you back?

Have you ever tried to do something and given up? What was it? Why did you give up?

Do you think it's possible today for couples to live on one salary? Why (not)?

When you started school (or university), did you find it difficult to fit in?

What would you do if a friend borrowed your tablet, but it didn't work when he or she gave it back?

If someone offered to take you out for a meal to a restaurant of your choice, where would you go?

Have you ever left something on a bus or train, or in a taxi? Did you ever get it back?

Who do you take after most in your family? In what way?

Is there a new hobby or sport you'd really like to take up? Will you ever do it?

When you get a missed call, do you call back immediately, later, or not at all?

When was the last time you gave something away? Who to? Why?

6 READING

- a Look at six ways of spending money. Which three do you think would make you happiest? Compare with a partner.
- going on a luxurious holiday
 - buying a birthday present for a friend
 - giving a donation to charity
 - paying off your credit card bill
 - buying yourself some new clothes
 - giving a few coins to a homeless person
- b Read a short article about the relationship between money and happiness. According to research, which three things in a will make you happiest? Why?

Can money buy you happiness?

According to research, it seems that it can. But what makes us really happy is not buying ourselves the latest iPhone, it's spending our money on other people. In a study of the link between money and happiness, researchers from Zurich University divided 50 people into two groups. The first group was asked to plan how to spend 25 Swiss francs a week on gifts or outings for other people, and the second group was asked to plan how to spend the same amount of money on themselves. The people in the first group increased their happiness more than the group who planned to buy themselves treats. Spending on ourselves, it turns out, doesn't make us nearly as happy as giving to other people. Other studies in which people have been given envelopes of money to spend show that those who spent some of it on a gift, or gave some to charity, felt happier than those who spent it on something for themselves or on a bill they needed to pay. A study of young children found that even toddlers felt happier giving rather than getting treats. And the best news is that you don't have to give a lot of money away to feel the benefits.

Adapted from The Guardian

Glossary

treat (noun) sth very pleasant and enjoyable

- c Now read an article about Grayden Reece-Smith. Why did he decide not to work for a charity? Do you think it was a sensible choice?



He gives away his salary to save the world

Working for a big financial company in London on a six-figure salary, you might expect Grayden Reece-Smith to ¹ , going on expensive holidays or driving a sports car around south London, where he lives. In fact, the 28-year-old lives a very different existence from his colleagues. He ² – a figure that he calculated he could comfortably live on.

Over the past five years, Reece-Smith has handed over more than £250,000 to organizations such as International Care Ministries, which ³ , and the Against Malaria Foundation. He is part of a growing number of young professionals described as 'effective altruists'. Effective altruists typically donate regularly to a charity which they think will have a significant impact. Some ⁴ to make more money, which can then be given away.

Reece-Smith considered working in the charity sector after graduating from university, but calculated that he could make a bigger difference by donating a large part of his salary. He had ⁵ at a school in Tanzania, but then realized that earning and giving would be more effective. 'The cost of my flights there could have paid the salaries of two teachers for an entire year,' he says. Instead, he could 'stay at home, living a nice life and still ⁶.'

He is not frugal – last year he went to Cuba on holiday, and ⁷. But his lifestyle isn't as luxurious as some of the people he works with.

'I tend not to buy supermarket-branded food products, but I don't ⁸. Other people on my salary might have a bigger house. Some of my colleagues have four-bedroom houses, but we only bought what we needed – a two-bedroom flat. £42,000 is more than enough to live on and still save,' he says.

Adapted from The Guardian

- d Read the article again and complete it with verb phrases A–H.

- | | |
|---|---|
| A change careers | E make a huge difference in the world |
| B gives away everything he earns over £42,000 | F own a car |
| C have an extravagant lifestyle | G spent several thousand pounds on a new sofa |
| D helps poor families in the Philippines | H volunteered as a teacher |

- e **C Communication** Giving it away **A** p.110 **B** p.113 Read about two more people who give money away and tell your partner about them.
- f Which of the three stories did you find the most inspiring? Have you ever helped to raise money for a good cause? What was it for? Did raising the money make you happy?

7B

Shall we go out or stay in?

Do you enjoy going to clubs?

No. I prefer spending time with my friends at home.

G verb patterns V live entertainment P homographs



1 VOCABULARY live entertainment

- a Talk to a partner.
- How often do you go to live events, e.g. concerts, the theatre, sporting events, etc.?
 - What was the last live event you went to?
 - Where are the best places to go for live entertainment in your (nearest) town / city?

- b **7.12** Listen to conversations 1–3. Match them to the events below. Are the people talking before, during, or after the event?

a concert a play a sporting event

- c Look at the list of words related to live entertainment and listen again. Who says each word, speaker 1, 2, or 3?

box office crowd half-time interval matinee
 performance stadium stage stalls / circle

- d Write the words from c in the correct column. Then add these words to the chart.

arena audience curtain extra time fans final whistle
 opponent plot programme row scene score
 spectators tickets

Sporting event	Play, musical, or concert	Both

- e **7.13** Listen and check. Then listen and repeat the words in each column.

2 PRONUNCIATION homographs

- a **7.14** Listen and repeat the sentences. What do the **highlighted** words mean in each sentence? Which two pairs of words are pronounced differently?

- a We went to a **live** concert last weekend.

b We **live** next to the concert hall.
- a We're massive **fans** of Ed Sheeran.

b The air conditioning has broken, so we've bought two electric **fans**.
- a We sat in the back **row**, so we couldn't hear very well.

b After the concert, we had a terrible **row**.
- a We had really good seats for the play – we were right next to the **stage**.

b My son is at a **stage** of life where all he's interested in is his phone.

- b Read the information box. What kind of homograph is each pair of words in a?

Homographs

- Some words in English are spelled and pronounced exactly the same, but have different meanings, e.g. *stalls* (a place where people sit in the theatre, tables where people sell things in a market), *park* (a green area in a town, to leave your car somewhere).
- A few words are spelled the same, but pronounced differently and have different meanings, e.g. *bow* /bau/ (to put your head down, e.g. at the end of a concert or play when people are clapping), but *bow* /bou/ (a weapon that you use to shoot an arrow).

c Match the pairs of meanings to the words from the list.

bear close lie minute second wind

- 1 a (verb) the opposite of open, b (adj) a synonym for near
- 2 a (noun) a 60th part of a minute, b the ordinal number from two
- 3 a (noun) air that moves quickly, b (verb) to turn a knob or handle round several times to make something work, e.g. a watch or toy
- 4 a (adj) tiny, very small, b (noun) a 60th part of an hour
- 5 a (verb) accept and deal with sth unpleasant, b (noun) a heavy wild animal with thick fur and sharp claws
- 6 a (verb) say sth which is not true, b (verb) put yourself in a horizontal position, e.g. in bed

d 7.15 Listen and check. In which three pairs of words is the pronunciation different?

3 LISTENING

a Do you prefer going to see a concert or a sporting event live or watching it on TV? Why? Think about the following things.

atmosphere comfort noise people
performance safety weather



b 7.16 You're going to listen to three people talking about a live event they went to which they didn't enjoy. Listen to the beginning of each story. What event did each person go to? Where did it take place?

c 7.17 With a partner, think of all the possible reasons why each person in b might not have enjoyed the event. Then listen to the rest of the stories. What went wrong? Did you predict any of the reasons correctly?

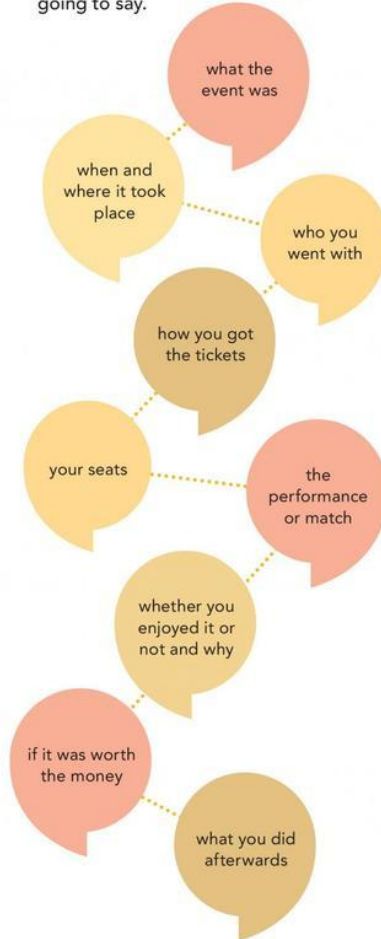
d 7.18 Now listen to the three stories again and tick (✓) two people for each question.

Who...?	Andy	Cathy	Clive
1 went in the evening			
2 had good seats			
3 went to an outdoor event			
4 went with a family member			
5 waited for a long time for something to happen			

e Which of the three experiences do you think was the most frustrating? Why?

4 SPEAKING & WRITING

a You're going to tell a partner about a live event you went to (a concert, play, sporting event, or other). Read the prompts and think about what you're going to say.



b Now work in pairs. Tell each other about the event you went to. Would you like to have gone to your partner's event?

c Write a description of the event you talked about in a, or another event. Use the prompts in a to help you.

5 GRAMMAR verb patterns

- a Complete the sentences with the correct form of the verbs in brackets (infinitive, to + infinitive, or verb + -ing).
- If a friend asked me _____ to a classical music concert, I think I'd _____ no. (go, say)
 - I love _____ films in 3D – they're much better than ordinary ones. (watch)
 - My parents didn't use to let me _____ out late during the week when I was young. They wanted me _____ my evenings _____. (stay, spend, study)
 - I hate _____ to clubs. I don't like _____ in places where there are lots of people and noise. (go, be)
 - I never feel like _____ out on New Year's Eve. I prefer _____ in. (go, stay)
- b **7.19** Listen and check. Then with a partner, say if the sentences in a are true for you or not, and why.
- c **7.15** Grammar Bank 7B
- d Complete the sentences with a verb phrase so that they are true for you.
- I'd like to be able to afford...
 - At weekends, I often spend a long time...
 - When I was young, my parents made me...
 - I don't really like housework, but I don't mind...
 - When I leave the house in the morning, I sometimes forget...
 - When I'm away from home, I really miss...
 - Next summer, I'm planning...
 - When I'm with friends, I really enjoy...
- e Compare your sentences with a partner. Are any of them the same?

6 READING

- a Match the five games from the box to the type of game they are. Have you ever played any of them?
- | | |
|----------------------|---------------------|
| Candy Crush | board game |
| Dungeons and Dragons | brain-training game |
| Poker | card game |
| Scrabble | role-playing game |
| Sudoku | video game |
- b **7.23** Listen and check.
- c Read the first part of an article about board games. What is unusual about the Thirsty Meeples café? Where does its name come from?

A different kind of social network

It's a bright Thursday morning in Oxford and the Thirsty Meeples café is a buzz of activity. As I, my wife, and two sons sit at a sunny window table, the assistant, Gareth, introduces himself and recommends some games. First, he suggests **Forbidden Desert**. 'You have crash-landed in a desert,' explains Gareth. 'You have to find all the pieces of a flying ship in order to escape.' Next, he suggests **Small World**, in which wizards, giants, and humans with special powers battle for land in a world that's too small for them all. Last, he recommends **Citadels**, a game where you compete to become the King's Master Builder by building a medieval city. We choose Citadels. As we play, next to us Eveline, a 30-year-old Dutch university teacher, is playing **Ticket to Ride** with her Belgian husband, Roger – they are racing against each other to build railway tracks across Europe. Two teenagers play **Sushi Go!**, a card game where they have to create sushi dishes. What has drawn all these different people here, from serious gamers to families? Eveline thinks she has the answer. She looks around at the other customers and at the library of games on the shelves. 'I would say it's the original social network.'

Thirsty Meeples's name comes from the combination of 'meeples', the pieces that board gamers play with, and wanting a drink. It is one of a growing number of board game shops and cafés popping up all over the UK, inspired by their growing popularity in the USA.

- d Read the first part again and look at the photos of the games. In which game, A–E, do players have to...?

- try to get an important job
- make a transport network across a continent
- fight others to get more living space
- make something to eat
- get out of somewhere after an accident





e Now read the second part of the article. What are the three main reasons why board games have become so popular?



Peter Wooding, a former punk rocker, opened a board game shop called Orc's Nest in Covent Garden, London, in 1987. For the first few years, the shop hardly made any money at all, but over 30 years later, it is thriving.

Wooding says that one of the reasons for its success is that the games and players are very different from 30 years ago. Today, they are young professional couples, who like the idea of playing a game with friends

and having a few drinks, rather than going out to the pub. Another reason is that there are also far more women playing games. Wooding says the game **Pandemic**, where players

must collaborate to control global diseases, and whose main character is a female scientist, has had a huge influence. 'Much wider appeal,' says Wooding. 'More friendly.' Pandemic is an example of the newer, less aggressive games, with themes like farming or landscape building. One such game, **Catan**, in which players have to buy and sell natural resources to build roads and new cities, has sold more than 22 million copies in 30 languages.

The growth of the video games industry has, perhaps surprisingly, also been one of the biggest factors in the new popularity of board games, largely because they have made playing games such a normal thing for adults to do. Everyone has at least one game on their phone, and more people are open to the idea of playing a game than ever before. Social media has also provided an easy way for people to recommend new games to each other.

‘You connect with people across the table. It’s a very human thing.’
Matt Leacock,
creator of Pandemic

in people. We are supposed to be together and communicating with each other in the real world.'

At Thirsty Meeples in Oxford, I talk to owners John and Zuzi Morgan. What's Zuzi's explanation for the trend? 'There's so much technology,' she says. 'Everybody's busy and you want to bring people back together in a way that's not just staring at screens. It's a natural thing

Adapted from The Guardian

f Read the second part again. With a partner, explain in your own words what these phrases mean.

- 1 it is thriving *l.30*
- 2 young professional couples *l.34*
- 3 rather than going out to the pub *l.36*
- 4 much wider appeal *l.42*
- 5 one of the biggest factors *l.51*
- 6 not just staring at screens *l.63*
- 7 in the real world *l.66*

g Which games in the article would you most like to try? Can you suggest any other good games?

7 SPEAKING

a What do you like doing with friends in your free time? Tick (✓) or cross (X) the activities and add one more option in each list.

If you go out

- | | |
|--|--------------------------------|
| • eating at a favourite restaurant | • watching a live sports event |
| • going to see the latest film at the cinema | • chatting in a café or bar |
| • going to a concert, play, or show | • _____ |
| • going to a club | • _____ |

If you stay in

- | | |
|---|--------------------------------------|
| • playing board games or video games | • cooking and having a meal together |
| • watching a film or a box set together | • watching sport on TV |
| • getting a takeaway | • _____ |
| • listening to music and chatting | • _____ |

b Compare your list in small groups. Say why you like / don't like doing each of the activities.

c Think about the last time you spent an evening with friends. What did you do? Compare with a partner.

1 **▶ ROB GETS INVOLVED**

a **7.24** Watch or listen to Jenny, Luke, and Rob talking about Henry's disappearance. What are two possible clues they notice in the video?



b Watch or listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Rob thinks they should ask the police for help.
- 2 Rob and Luke agree that they shouldn't give the laptop to the criminals.
- 3 Rob noticed something strange about how his father looked.
- 4 The phrase that really surprises Rob is 'his old dad'.
- 5 He doesn't know how to interpret the clue.
- 6 Rob has booked a flight to the UK.
- 7 Jenny is going to go back to Henry's house.

What do you think the clues might mean? Who do you think Simon is?

2 **▶ TALKING ABOUT HOUSE RULES**

a **7.25** Watch or listen to Luke telling Jenny about the rules in his house. Complete **Rules for guests**. Why does he ask her to move her car?

Rules for guests

- 1 This is a no-_____ house.
- 2 Don't cook _____ or leave _____ products in the fridge.
- 3 If you need to use the internet, the _____ for the wi-fi is *lukeandsimonrule*.
- 4 If you use the washing machine, please use the _____ - _____ detergents in the cupboard.
- 5 Please help us save energy – don't use a _____ water programme.
- 6 There isn't a _____. Hang your clothes on the _____ instead.



b Read the conversation between Luke and Jenny. Can you remember any of the missing words? Watch or listen again and check.

Luke It's a great location, and the rent is cheap, but Simon can be a bit difficult.

Jenny Oh, right.

Luke He's got a few rules. After all, it is his house.

Jenny That's fine.

Luke To start with, it's a no-smoking house.

Jenny Great.

Luke And he's a strict vegetarian so 1 _____ cook meat or leave meat products in the fridge.

Jenny Uh huh.

Luke He just feels really strongly about not eating 2 _____.

Jenny That's not a 3 _____.

Luke What about you? Is there 4 _____ you need?

Jenny There is one thing – could I 5 _____ my phone to your wi-fi?

Luke 6 _____. The 7 _____ is *lukeandsimonrule*, all lower case, all one word.

Jenny Got it.

Luke Anything 8 _____?

Jenny Yeah. I have some clothes I need to wash. Is it 9 _____ if I use your washing machine?

Luke Of 10 _____ you can. But Simon prefers us to use the eco-friendly detergents. There's some in the cupboard.

Jenny Cool.
 Luke Oh, and you ¹¹ use a hot water programme. He's very keen on saving energy.
 Jenny OK, and ¹² you _____ if I use your dryer too?
 Luke ¹³ _____, we don't have one, but you can hang it out on the washing line.
 Jenny Great. Is there ¹⁴ else I ¹⁵ know?
 Luke No, I don't think ¹⁶ _____ – oh! You should probably move your car.
 Jenny I guess Simon doesn't like cars either.
 Luke Well no, but it's not that. We know the kidnappers have been watching us, right? They might see it and recognize us.
 Jenny You're right. I'll move it right away.
 Luke Look, I'll come with you and we can get a coffee. There's a nice café round the corner.
 Jenny Thanks, Luke.

- c **7.26** Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.
- d Practise the conversation in **b** with a partner.
- e **C Communication** Renting a room A p.109 B p.114. Role-play two conversations.

3 **▶ TAKING A RISK**

- a **7.27** Watch or listen to Jenny and Luke discussing the situation with Rob. Where are they going to go tonight? Why?



b Watch or listen again and answer the questions.

- Who is more optimistic at the beginning, Jenny or Luke?
- Has Rob managed to get a flight to London? Why (not)?
- What does Rob think the words 'old man' might refer to?
- What does he think Luke and Jenny need to do?
- How are they going to get to the house?
- Why does Luke know the back way well?

What do you think will happen when they go to the house?

British and American English
 flashlight = American English torch = British English

c Look at the **Social English** phrases. Can you remember any of the missing words?

- Social English**
- Jenny It's all _____ a mess.
 - Jenny I hope _____, I just don't know.
 - Jenny Any _____?
 - Rob I know, but I'll _____ trying.
 - Rob I've been thinking about Dad's message. That 'old man' _____.
 - Jenny Did you _____ that?

d **7.28** Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	What do you want to talk to Jim about?	<input type="checkbox"/> 'family argument' We need to agree what to do.
B	That was my sister on the phone.	<input type="checkbox"/> How's it going with the new boyfriend?
C	So what's his address? No, can you give me the postcode again, please?	241 Willow Road, Flat 3, SW7 2TM. <input type="checkbox"/>
D	Why don't we go for a walk? It's <input type="checkbox"/> lovely day.	Yes, let's do that.
E	I don't think I'll ever be able to play this music. It's just too difficult.	You have to <input type="checkbox"/> In the end you'll succeed.
F	Do you think you'll pass your driving test?	<input type="checkbox"/> I've had loads of lessons and I've been practising a lot, too.

CAN YOU...?

- ask about the rules in a house
- explain the rules in a house
- suggest and agree on a plan of action