



plus CD-ROM

success

Elementary
Students' Book

Jane Comyns Carr
Jennifer Parsons



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PEARSON
Longman



Unit	Page	Grammar	Vocabulary
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Unit	Page	Grammar	Vocabulary
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Reading	Listening	Speaking	Writing
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		Talking about mobile phones	
Article about world records		Discussing gadgets Instructions	
Webpage with opinions	Phone conversation	Talking about photos	
	Phone conversations	Describing objects	A Lost! Notice
	Airport announcement	Talking about our plans	
Holiday advertisements		Discussing holidays	
			Information for visitors to your country
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Extracts about the Eden Project	Song: <i>We Are The World</i>	Discussing the song	
Advertisement			
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CD 1.1 Texts recorded on Class CD/Cassette

Making contact

Read, listen and talk about personal information.

Practise *to be*, possessive adjectives and genitive *s*; countries, nationalities and families.

Focus on phone language; using capital letters in writing.

GRAMMAR AND READING

- 1 **CD 1.2** Read texts A and B and write the names of the people in the photos.

A

This is a photo of Pedro and his sister, Alicia, with their parents. Pedro is 18 and Alicia is 16. Their father, Antonio, is a doctor. Their mother is a teacher. Her name's Lola. The family is from Seville in Spain. In the photo, they aren't in Seville. They're in Madrid.



- 2 Who could say these sentences? Write the correct names from Exercise 1.

1 'He isn't from France. He's from Italy.' Silvie

2 'I am not an English teacher – I'm a Spanish teacher.' _____

3 'Our English teachers are great!' _____ and _____

4 'This is a photo of our family. We're in Madrid with our children.' _____ and _____

5 'Our parents are not from Madrid. They're from Seville.' _____ and _____

6 'She isn't Italian. She's French.' _____

B

'Hi. My name's Silvie. I'm 20. I'm from a town near Paris. It isn't very big but it's beautiful. This is my boyfriend, his name's Marco. He's Italian and his family is from Rome. We aren't on holiday in London – we're students at an English language school here. London's great!'



5 _____

6 _____

Work it out

- 3** Read the texts in Exercises 1 and 2 again. Underline examples with the verb *to be* and complete the table.

to be affirmative and negative

Affirmative

I	am	('m)	
He/She/It	is	('s)	
We/You/They	are	('re)	French.

Negative

I	not	('m not)	
He/She/It	not	('s not)	
We/You/They	not	('re not)	Spanish.

- 4** Use the correct form of the verb *to be* to complete the sentences about the people in text A.

- 1 I _____ a doctor and my wife _____ a teacher.
- 2 Lola _____ an English teacher. She _____ a Spanish teacher.
- 3 I'm Silvie. I _____ French. I _____ in London now but I _____ on holiday.
- 4 Our parents, Lola and Antonio, _____ Spanish.
- 5 Silvie _____ from Rome.
- 6 Pedro and Alicia _____ from Madrid.

- 5** Work in pairs. Student A, look at page 141. Student B, look at page 142.

Work it out

- 6** Look at texts A and B again. Circle the possessive adjectives and complete the table.

Subject pronouns	Possessive adjectives
I'm from France.	My dad's French.
You're a student.	Your name's Silvie.
He's from Italy.	1 name's Marco.
She's from Spain.	2 name's Lola.
We're English students.	3 teachers are great.
They're from Spain.	4 house is in Seville.

- 7** Complete the sentences with possessive adjectives.

- 1 She's Polish. _____ name's Magda.
- 2 I'm from London. _____ dad's a doctor.
- 3 My boyfriend is from Moscow. _____ name's Ivan.
- 4 They're from Brazil. _____ names are Renata and Carlos.
- 5 You and Tom are in the same English class. _____ teacher is Mrs Black.
- 6 We're from France. _____ parents are teachers.

- 8** **CD 1.3** Put the apostrophe (') into these sentences. Then listen and tick the sentence you hear, a or b.

- 1 a His mums Spanish.
b Her mums Spanish.
- 2 a They're good friends.
b They aren't good friends.
- 3 a Im his mum.
b Im her mum.
- 4 a His doctors in London.
b Hes a doctor in London.
- 5 a She isn't from Italy.
b He isn't from Italy.
- 6 a Were students.
b We aren't students.



GRAMMAR AND SPEAKING

1 Look at the people in the photos (A and B). In pairs, answer the questions.

- Who are they?
- Where are they from?

2 **CD 1.4** Listen and match the photos to the dialogues.

1 _____ 2 _____

3 **CD 1.4** Listen again and circle the correct answers.

1

Sarah Look Karen. Who are they? Are they teachers?

Karen ¹ No, they aren't. / Yes, they are.
They're very young.

Sarah Yes, you're right. Where are they from?

Karen Maybe they're from ² the USA / Brazil.
Look at their T-shirts.

2

Jack Hi there. My name's Jack White. I'm a new student.

Sarah Hello Jack. Nice to meet you. I'm Sarah and this is Karen.

Karen Welcome to England, Jack. Are you two from the USA?

Jack ³ No, we aren't. / Yes, we are. We're from Australia.

Sarah Is she your sister?

Jack ⁴ Yes, she is. / No, she isn't.

Sarah What's her name?

Jack Her name's ⁵ Susan / Julie. Come and say hello.

Work it out

4 Underline all the questions in Exercise 3. Write them in the correct column. What is the difference between the questions in A and B?

A Yes/No questions	B Wh- questions
1 Are they teachers?	1 Who are they?
2	2
3	3

Check it out

to be questions

Yes/No questions

Am ... I
Is ... he/she/it
Are ... you/we/they ... from Australia?

Short answers

Yes, I am./No, I'm not.

Yes, he/she/it is./No, he/she/it isn't.

Yes, we/you/they are./No, we/you/they aren't.

Wh- questions

What's your name? Where are you from?

- 5** **CD 1.5** Match the questions with their answers. Then listen and check.

- 1 What's your name?
 2 Are you English?
 3 How old are you?
 4 Where are your parents from?
 5 Is your dad Spanish?
 6 Is your teacher married?

 a I'm 19.
 b No, she isn't. She's single.
 c Yes, he is.
 d My name's Sarah.
 e No, we aren't.
 f They're from the USA.

- 6** Look at the Student Visa form. Complete questions (1–6) below. Then write answers about John in full sentences.



Student Visa

1 Surname: Black
 2 First name: John
 3 Age: 17
 4 Married Single
 5 Country: England
 6 Address: 10 Oak Street, London

- 1 What's your surname?
 My surname's Black.
 2 What's your _____?
 3 _____ old _____ you?
 4 Are you married or _____?
 5 Where _____?
 6 _____ your _____?

- 7** **CD 1.6** Listen and repeat the questions from Exercise 6.

- 8** Work in pairs. Student A, look at page 141. Student B, look at page 142.

VOCABULARY

- 1** **Think Back!** How many names of countries do you remember?

- 2** Which three cities can you see in the photos?

- 3** **CD 1.7** Complete the table with the correct country and nationality. Listen and repeat the cities and countries.

Italy	Hungary	Poland	England	Germany	Russia
Japan	Egypt	France	China		

Chinese	French	Polish	Russian	German	Italian
English	Egyptian	Japanese	Hungarian		

Cities	Countries	Nationalities
1 Paris		
2 Tokyo		
3 Berlin		
4 Warsaw		
5 London		
6 Budapest		
7 Beijing		
8 Cairo		
9 Rome		
10 Moscow		

- 4** **CD 1.8** Listen to the countries and put them in the right column below. Then listen again and check your answers.

•	••	••	•••
France	Poland		

- 5** Write a list of *three* things and *three* famous people from different countries. In pairs, ask your partner questions about your list.

- A Where's pizza from?
 B It's from Italy. Where's Robbie Williams from?
 A He's from



GRAMMAR AND VOCABULARY

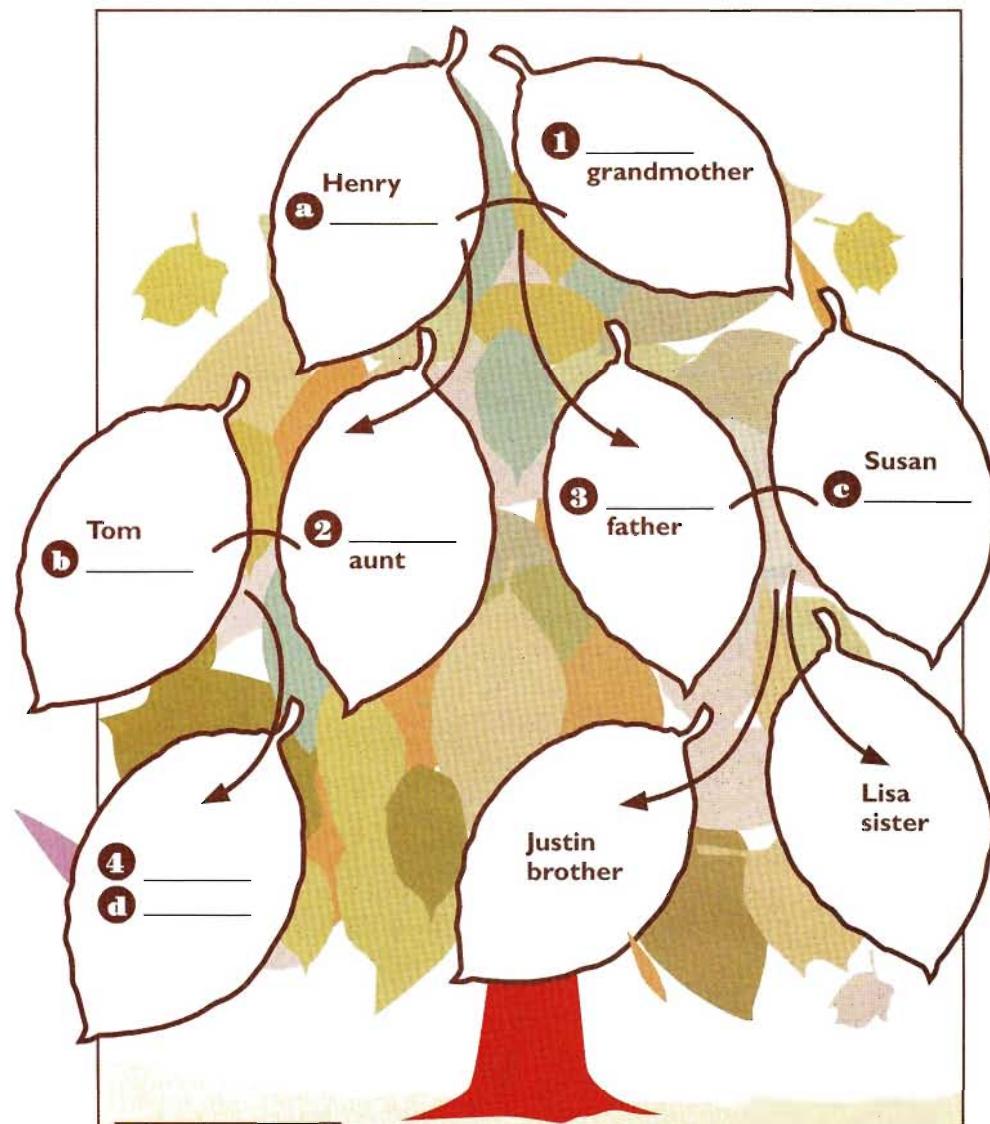
- 1 Put the words in the box in pairs. Check new words in a dictionary. Which word has no pair?

brother - sister

brother uncle mother/mum grandmother son aunt
grandchildren husband cousin daughter sister
stepmother grandparents nephew stepfather father/dad
parents niece wife grandfather children

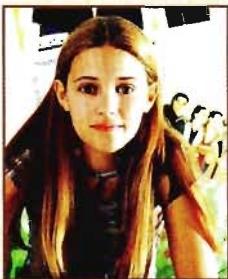
- 2 CD 1.9 Look at the family tree and read the text below. Answer the questions at the end of the text.

- 3 Complete the family tree with the correct names (1–4) and family words (a–d).



Who am I?

My family isn't very big. My grandparents' names are Henry and Fran. Peter and Jane are their children. Aunt Jane is my dad's sister. She's married to my uncle, Tom, and their son David is my cousin. My brother's name is Justin. What's my name? What's my mum's name?



Work it out

- 4 Look at the underlined phrases in *Who am I?* and answer the question.

Where's the apostrophe (') for singular and plural nouns?

Check it out

Possessive 's

Singular

She is my dad's sister.

Regular plural

My grandparents' names are Henry and Fran.

Irregular plural

Their children's names are Peter and Jane.

- 5 Add one apostrophe (') to each sentence.

- 1 She is my brothers wife.
- 2 John is my dads nephew.
- 3 Her parents house is in York.
- 4 His girlfriends mum is Russian.
- 5 Our childrens friends are great.

Mind the trap!

Peter's Lisa's father.

Peter's → Peter is
Lisa's → possessive 's

- 6 Read the sentences about Lisa's family and circle the possessive 's. Then correct the false sentences.

- 1 Lisa's Justin's aunt.
Lisa's Justin's sister.
- 2 Justin's Jane's niece.
- 3 Jane's Tom's sister.
- 4 Fran's grandson's name is David.
- 5 Tom's Justin's cousin.

- 7 Choose a person from Lisa's family tree. In pairs, ask and answer yes/no questions and guess who your partner is.

- A Is your sister's name Jane?
B No, it isn't.
A Are your parents' names Susan and Peter?
B Yes, they are.
A Are you Justin?
B Yes!



SPEAKING AND LISTENING

- 1** **CD 1.10** Look at the picture. What's the right way to say the phone number: a, b or c? Listen and check.

- a three five five four nine one zero
 b three double five four nine one oh
 c thirty-five five forty-nine ten

- 2** **CD 1.11** Listen and complete the phone numbers. Then listen again and repeat.

1 655 _ 30	4 _ _ 29	2 _ 1 _ _
2 4 _ _ 15	5 _ 8 _ _	1 _ _
3 _ 72 _ 08 _	6 _ _ _	- - - -

- 3** Work in pairs. Student A, look at page 142. Student B, look at page 143.

- 4** **CD 1.12** Listen to three dialogues. Underline the phrases you hear in **Speak Out**.

SPEAK OUT | On the phone

Saying hello

A Hello. Nick here.
 B Hi Nick. It's Jack.

A Hello. 266 7039.

B Hi. This is Mike. Is that Jane?

A Good morning/afternoon. World Music.

B Hello, is Tom Brown there, please?

Saying goodbye

Bye./Bye bye./Goodbye.

See you soon/later/tomorrow/on Friday/at 7.

Take care.

Greetings

A How are you?

B Very well/Fine/Not bad, thank you. And you?

Other expressions

Sorry, wrong number.

Sorry, he's not here.

Hold on, please./Hang on a minute, please.

- 5** **CD 1.13** Complete the dialogues with phrases from **Speak Out**. Then listen and check.

A Good ¹ _____. World Music.
 B ² _____, is Tom Brown ³ _____, please?
 A Hang on a ⁴ _____, please. Tom – phone!

A ⁵ _____ Kate. See you ⁶ _____.
 B Yes, OK. Bye, Jack. Take ⁷ _____.

A ⁸ _____, 456 9934.
 B Hi. ⁹ _____ is Ann. ¹⁰ _____ that Ben?
 A Sorry, wrong ¹¹ _____.

- 6** **CD 1.14** Put the dialogue in the correct order. Then listen and check.

a Very well, thank you, Mike. And you?
 b Hello Mrs Croft. This is Mike. How are you?
 c Yes, hold on, please. Jane! It's Mike!
 d No, it's Mrs Croft.
 e Hello. Is that Jane?
 f Hello. 266 7039.
 g Fine, thank you. Is Jane at home?

- 7** In pairs, practise the dialogues from Exercises 5 and 6.

- 8** Complete the dialogues. Use phrases from **Speak Out**. More than one answer is possible.

A Hi Tom. How are you?
 B Not bad, thanks. And you?

A _____
 B Sorry, wrong number.

A Hi! Is Martin there, please?
 B _____

A Bye Sam. See you later.
 B _____

- 9** Look at the cartoon and choose the correct caption: a, b or c.

a Hi, this is Mary. Is Bob there?
 b Bob! Dan! Aunt Mabel's on the phone!
 c Hello, Mary here.



READING AND SPEAKING

- 1 Look at the words and phrases in the boxes. Use the words to describe photos A and B.

Who?
the girls
the boys
the teenagers
the little boy
the little girl
the family
the friends

Where?
in a classroom
in the garden
at home
at a barbecue
in a café
at school
at a party
on holiday

The family are in the garden.

- 2 **CD 1.15** Read the letter and match paragraphs 1 and 2 with photos A and B.



Dear Marco,

1 Thanks for your letter and the photos of you and your family in Italy. They're great. Here are two of my photos. One is me on holiday in London. I'm in the middle. I'm with my two English cousins (the two young men) and their friends in a local café. That's Thomas on my left and his brother, Ben, on my right. Ben's girlfriend, Mary, is next to him, on his right. The two young women on the right aren't my cousins. They're Thomas's friends from university, Susie and Meg. They're all very friendly people.

2 The other photo is a family barbecue in our garden. I'm not in the photo. My dad's next to the barbecue. My mum's with my brother, Chris and his wife, Amelia. Their son, John, is with my brother. John's two now. He's my dad's favourite (and only!) grandson - and he's my favourite nephew, too!

Hope you like the photos.

Bye for now.

Alison

3 Read the letter again. Which photo are these people in?

- | | | | |
|--------------------|--------------------------|--------------------|--------------------------|
| 1 Alison's dad | <input type="checkbox"/> | 4 Thomas's friends | <input type="checkbox"/> |
| 2 Ben's girlfriend | <input type="checkbox"/> | 5 Amelia's son | <input type="checkbox"/> |
| 3 Chris | <input type="checkbox"/> | 6 Alison's nephew | <input type="checkbox"/> |

4 Read the sentences. Tick true and cross false.

- | | |
|--------------------------------------|--------------------------|
| 1 Marco's Italian. | <input type="checkbox"/> |
| 2 Alison's father's name is Chris. | <input type="checkbox"/> |
| 3 Alison is John's aunt. | <input type="checkbox"/> |
| 4 Chris's mum is John's grandmother. | <input type="checkbox"/> |
| 5 Thomas is Ben's brother. | <input type="checkbox"/> |
| 6 Meg's Ben's university friend. | <input type="checkbox"/> |

5 Read the letter again. Find:

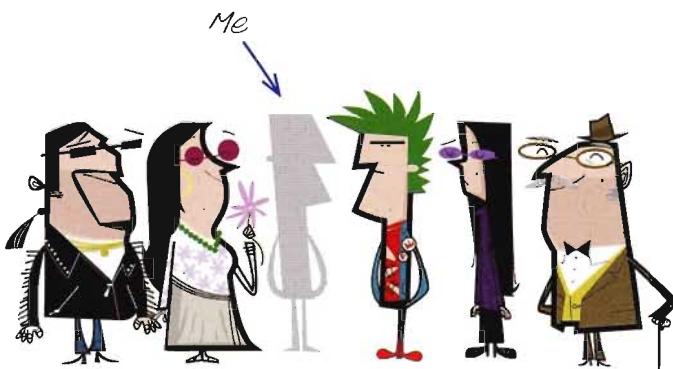
- 1 the plural forms of *man*, *woman* and *person*
- 2 six phrases with *in*
- 3 five phrases with *on*

6 Match the sentences about the photos. Then read the letter again and check your answers.

- | | | |
|------------------------|--------------------------|-----------------------|
| 1 In photo B, I'm with | <input type="checkbox"/> | a is with my brother. |
| 2 I'm not in | <input type="checkbox"/> | b two of my cousins. |
| 3 That's Ben | <input type="checkbox"/> | c the middle. |
| 4 My mum's with | <input type="checkbox"/> | d on my right. |
| 5 John | <input type="checkbox"/> | e photo A. |
| 6 I'm in | <input type="checkbox"/> | f Chris and his wife. |

7 This is a picture of your crazy family! Write notes to describe them. Use phrases from Exercise 7.

That's my brother. He's next to my sister.



8 Work in pairs.

Student A, describe your family to your partner. **Student B**, ask questions about your partner's family members. Ask about:

- their names: *What's ...*
- their age: *How old ...*
- the place (country/city) they are from: *Where ...*

A This is my mum.

B What's her name?

WRITING

1 Read the sentences. Find and correct the mistakes with capital letters.

1 My mother's name is marie.

2 my father is a teacher and i'm a Doctor.

3 My teacher's surname is smith.

4 today is tuesday – it's a beautiful day!

5 I'm from rome. I'm italian.

6 My favourite month is april.

2 Look at Train Your Brain and check your answers to Exercise 1. Then complete the second column.

TRAIN YOUR BRAIN | Writing skills

Capital letters

In English In your language

- | | | |
|----------------------------|-------------------------------------|--------------------------|
| 1 first names and surnames | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 cities and countries | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 nationalities | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 days of the week | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5 months | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 new sentence | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 I | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 jobs | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

3 Complete the sentences to make them true for you.

- 1 My best friend's name's _____ (name).
- 2 My birthday's in _____ (month).
- 3 _____ (day) is my favourite day of the week.
- 4 I'm from _____ (country).
- 5 My father is a/an _____ (job).
- 6 My favourite city is _____ (name of city).
- 7 My English teacher is _____ (nationality).

4 Now swap books with your partner. Tell the class about him/her.

Ania's best friend's name is Her birthday is ...

A day in the life ...

Read, listen and talk about routines.

Practise the Present Simple and frequency adverbs; dates and prepositions of time.

Focus on reading for the main ideas; talking about preferences.

Write cards for special days.

GRAMMAR AND VOCABULARY

1 Look at the photos and read what the people say about Carol, their new neighbour. Who do you think is right?

2 **CD 1.16** Listen to Carol. She talks about her three jobs. What are they?

1 song w _ i _ er

2 s _ n _ er

3 music t _ a _ _ er

3 **CD 1.16** Complete the sentences about Carol with words from the box. Then listen again and check.

songs shower early morning walk relax
like taxi lunch nine club news

1 I _____ my house.

2 I have a _____ and go for a _____.

3 I write _____ all morning. I have _____
at one and watch the _____ on TV.

4 I sing at a jazz _____. I start at _____
and finish at about one in the _____.

5 I get a _____ home.

6 On Saturdays and Sundays I _____.
I don't get up _____.

Well, she goes out on Friday and Saturday nights. She catches a bus at about 7p.m. and gets home at two or three in the morning – I hear the taxi. I think she works in a restaurant because she finishes work very late.



Mind the trap!

The verb *have* is irregular.

I/You/We/They **have** lunch at one.
He/She **has** lunch at one. (NOT **haves**)

- 5 Look at the texts again. Which two sentences below are true? Correct the other sentences.

- 1 Carol works in an office.
Carol doesn't work in an office.
- 2 Maureen and Stan live next door to Carol.
- 3 Carol doesn't have breakfast every day.
- 4 Carol catches a bus home from the club.
- 5 Young people watch TV in Carol's house.
- 6 Carol gets up late on Saturdays and Sundays.
- 7 Maureen and Stan don't see Carol on Saturdays.

- 6 CD 1.17 Listen and repeat the verbs. Write them in the correct column. Then listen and check.

- | | | |
|-----------|------------|------------|
| 1 writes | 6 gets | 11 thinks |
| 2 goes | 7 likes | 12 sees |
| 3 catches | 8 finishes | 13 wants |
| 4 works | 9 lives | 14 watches |
| 5 has | 10 relaxes | 15 reads |

/s/
writes

/z/
goes

/iz/
catches

We think she doesn't work because she's very rich – perhaps she comes from a famous family, and she lives here because she wants a quiet life.

- 7 Complete the expressions with verbs from the box.

get go to have have a go go for a

- 1 _____ shower/drink/coffee
- 2 _____ shopping/out/on holiday
- 3 _____ up/home/dressed
- 4 _____ breakfast/lunch/dinner
- 5 _____ walk/coffee
- 6 _____ bed/work/the cinema

- 8 Complete the sentences to make them true for *you*.

- 1 I get up at _____ at weekends.
- 2 My parents go shopping on _____.
- 3 I go to the cinema on _____.
- 4 We have dinner at _____ every day.
- 5 My dad doesn't go to work on _____.
- 6 I don't go out on _____.
- 7 I have a shower at _____.
- 8 I go to bed early on _____.

- 9 Now swap books with your partner. Tell the class about him/her.

Adam gets up at ... at weekends.

It's very strange. She doesn't go to work. Every morning she goes for a walk, then she has breakfast in her garden and relaxes in the sun. She reads or writes in her notebook – perhaps she's a student and studies at university? Or a writer – like JK Rowling? I don't know.



Yes, but every day different young people come and they listen to music for hours. I think she likes going to parties at the weekend, too – she gets up very late on Saturdays, and on Sundays we don't see her!



Are you an early bird or a night owl?



1 What time do you get up?

- a before 7a.m.
- b after 7a.m.

2 Does your alarm clock wake you up?

- a Yes, it does.
- b No, I don't hear it.

3 Do you eat a big breakfast?

- a No, I don't eat breakfast – no time!
- b Yes, I do.

4 Does your best friend phone you after 9p.m.?

- a Yes, he/she does.
- b No, he/she doesn't: I'm in bed.

5 When does your brain work best?

- a before lunch
- b after dinner

6 Do you go to bed after 11p.m.?

- a No, I don't.
- b Yes, I do.



GRAMMAR AND LISTENING

- 1 Look at the pictures in the questionnaire. Work in pairs and choose one correct ending for sentences 1 and 2 from phrases a–d.

1 A night owl ...
2 An early bird ...

- a sleeps a lot.
b gets up very early.
c arrives early all the time.
d goes to bed very late.

- 2 Are you an early bird or a night owl? Do the questionnaire and check on page 140. Tell your partner.

Work it out

- 3 Look at the questionnaire again. Complete the table with *do*, *don't*, *does* or *doesn't*.

Present Simple questions

Yes/No questions and short answers

1 _____ I/you/we/they **go** to bed after 11p.m.?
Yes, I/you/we/they **do**.
No, I/you/we/they **2** _____.

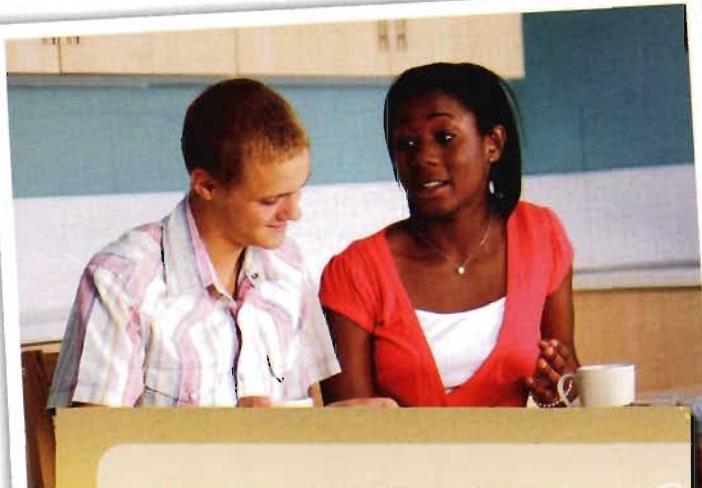
3 _____ he/she/it **wake** you **up**?
Yes, he/she/it **does**.
No, he/she/it **4** _____.

Wh- questions

What time **5** _____ you **get up**?
When **6** _____ your brain **work** best?

- 4 Work in pairs. Student A, look at page 142. Student B, look at page 143.

- 5 **CD 1.18** Listen to Jack and Shelley as they do the questionnaire. Mark their answers, J for Jack and S for Shelley. Who's an early bird? Who's a night owl?



- 1** What time do you get up?
a before 7a.m.
b after 7a.m.

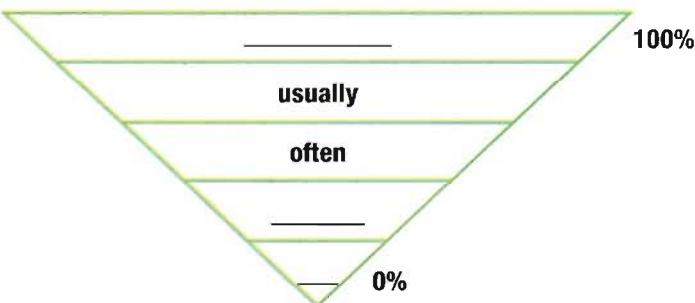
J S

- 6 **CD 1.18** Listen again. Who says these sentences? Write J for Jack and S for Shelley.

- 1 I love sleeping, so I **never** get up before 7.
2 My mum **usually** wakes me up.
3 I **sometimes** have a cup of tea, if I have time.
4 I **always** have breakfast. My mum cooks it for me every day.
5 Lucy **often** phones me at 10p.m.
6 Pete **sometimes** phones me after 9p.m.
7 I **usually** do my homework after dinner, but on Fridays I don't.
8 After dinner I'm **always** tired.
9 I'm **never** in bed before 11.
10 I don't **often** go to bed before midnight.

Work it out

- 7 Look at the adverbs in Exercise 6 and complete the triangle with *always*, *sometimes* and *never*.



- 8 Look at the sentences in Exercise 6 and circle the correct rules. Give an example for each rule.

You use adverbs of frequency:
1 *before* / *after* the main verb.
2 *before* / *after* the verb *to be*.

- 9 Put the words in the correct order to make sentences.

- 1 Sundays never on get We up early
2 shower in have the I a morning always
3 bed usually We to go late
4 usually classes He tired after is
5 to doesn't She parties go often
6 never late They school are for

- 10 Answer the questions for *you*. Then interview your partner. Write the answers in the table.

A Do you **play sport** at the weekend?
B Yes, I **always** play sport.

Weekend activities	You	Your partner
Do you ... at the weekend? <ul style="list-style-type: none"> • play sport • go for a walk • read books • go to the cinema • listen to the radio • chat on the Internet 	always	

- 11 Tell the class about your partner's answers.

READING

- 1 Look at the photos in the article. Tick the words you can find.

a beach a barbecue surfing a surfboard
sunny weather seafood bushwalking
a flat a school uniform

- 2 Read the article quickly. What is the main idea of the article: a, b or c? Don't worry about new words.

a Young people in Australia
b The Australian way of life
c Brad's family

- 3 Read the article again. In each paragraph, underline two or three words that show the main idea of the paragraph.

- 4 CD 1.19 Match the paragraphs in the article with the headings (A–E). Use your underlined words to help you. There is one extra heading. Then listen and check.

A Food D Shops
B Home and School E Free time
C Holidays

- 5 Look back at Exercises 2–4 and circle the correct words in **Train Your Brain**.

TRAIN YOUR BRAIN | Reading skills

Understanding the main ideas

It's helpful to understand the main idea of a text before you read it in detail.

- 1 Check / Don't check new words in a dictionary.
- 2 Underline / Check the important words in each paragraph.
- 3 Decide on the main idea of each sentence / paragraph.

lifestyle | real lives



1 _____

Brad lives in Sydney, Australia. He lives with his parents and two sisters in a big flat near the sea. Brad is 17 and he is in his final year at High School. School starts at 9 in the morning and finishes at 3.30 p.m. Brad wears a uniform to school: a shirt and a pair of shorts.

2 _____

The weather in Australia is usually good and Australians like the outdoor life. They often go bushwalking and they do a lot of sport. Brad and his sisters often go to the beach in the summer. Brad loves surfing: he goes every weekend and every day before school.

3 _____

In the summer, Brad, like all Australians always has barbecues at the weekend. They get together with their friends and family in the garden, in the park or on the beach. They cook meat or seafood. In the winter they often eat in restaurants. Thai food, Italian food and Greek food are very popular.

4 _____

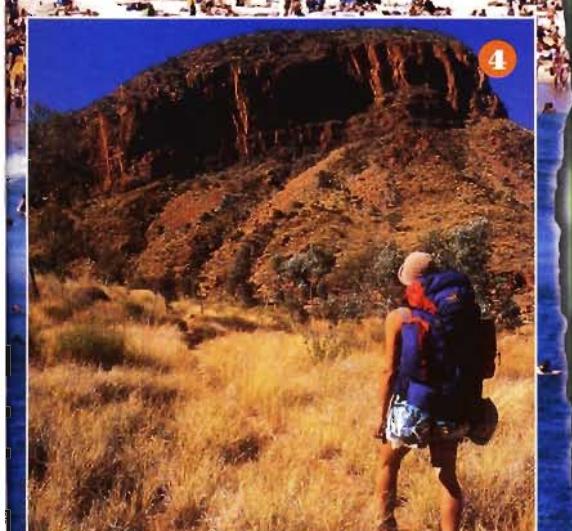
Brad says, 'The long school holidays are from December to January. That's summer in Australia and Christmas Day is always hot. Australian families usually stay at home for the holidays. They don't often go abroad.'

- 6 Work in pairs. Talk about your country. What is the same/different about Australia? Think about:

- where people live: *houses or flats? big or small?*
- school: *uniform? start and finish time?*
- free time: *weather? outdoor or indoor life? sport?*
- holidays: *when? go abroad or stay in your country?*

A We don't live in flats.

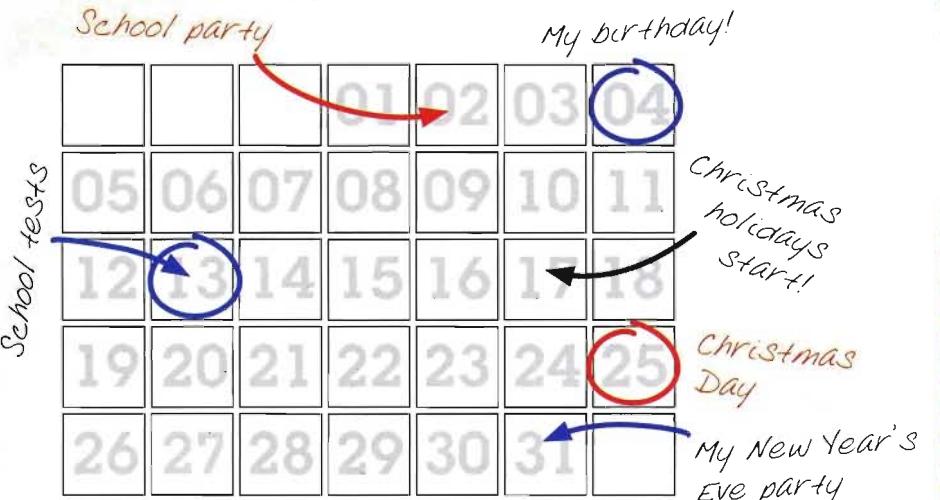
B No, we live in small houses.
And we ...



VOCABULARY

- 1 Look at Jill's notes on her calendar. Complete the sentences with the correct information.

- 1 The school party is on 2 December.
- 2 Jill's is on 4 December.
- 3 The are on 13 December.
- 4 Jill's start on 17 December.
- 5 is on 25 December.
- 6 Her is on 31 December.



Mind the trap!

Saying dates

We write	We say
2 May	May the second
31 June	June the thirty-first
	or or
	the second of May
	the thirty-first of June

- 2 Listen and write the dates.

1 3 December

- 3 Say the dates. Then listen and check.

- | | | |
|-------------|---------------|--------------|
| 1 4 July | 4 29 February | 7 17 April |
| 2 1 January | 5 30 August | 8 31 October |
| 3 15 May | 6 8 September | |

- 4 Complete the sentences with the prepositions of time *in*, *on* or *at*.

- 1 _____ 21 August/Monday/Sunday night
- 2 _____ 8 o'clock/the weekend/night
- 3 _____ January/2004/the morning/the summer

- 5 Complete the sentences with the correct preposition.

- 1 My birthday's _____ 4 April.
- 2 My family usually goes on holiday _____ August.
- 3 I always study _____ night.
- 4 My friends and I always go to clubs _____ Saturday night.
- 5 My dad never works _____ the weekend.
- 6 I sometimes watch TV _____ the evening.

- 6 Make the sentences in Exercise 5 true for you.

My birthday is on

- 7 Now swap books with your partner and tell the class about him/her.

Teresa's birthday's on 20 April.

SPEAKING AND LISTENING

1 Think Back! Which days do the photos show? Do you celebrate these days in your country?

- a Christmas Day
- b New Year's Eve
- c a birthday



2 **CD1.22** Listen to Renata, Marta and Tom. Which days do they talk about?

- 1 Renata _____ 3 Tom _____
2 Marta _____

3 **CD1.22** Listen again. Tick true and cross false.

- 1 Renata's favourite day is Christmas Day.
2 She goes to the beach before dinner.
3 Marta's birthday is on 15 August.
4 She opens her birthday cards after breakfast.
5 Tom enjoys Christmas Day.
6 His family open their presents after lunch.



4 **CD1.22** Study **Speak Out**. Then match the first part of the sentences (1–6) with the second part (a–f) below. Listen again and check.

SPEAK OUT | Preferences

I like/love/enjoy:

- dancing on the beach.
- helping my mother.
- going to bed late.
- singing 'Happy Birthday'.
- birthday cake.
- school holidays.

I don't like/hate:

- eating a lot.
- having a big breakfast.
- getting up early.
- Christmas lunch.
- hot weather.

- | | |
|-----------------------|---|
| 1 Renata loves | <input type="checkbox"/> a shopping for presents. |
| 2 Marta really enjoys | <input type="checkbox"/> b Christmas Day. |
| 3 She likes | <input type="checkbox"/> c watching TV all evening. |
| 4 Tom doesn't enjoy | <input type="checkbox"/> d her birthday. |
| 5 He doesn't like | <input type="checkbox"/> e watching the fireworks. |
| 6 He hates | <input type="checkbox"/> f opening her cards. |

5 Make notes about things you like/don't like doing. Use language from **Speak Out** and the clues below to help.

- the date/day: It's the (1) of (May), It's in (May), It's (my birthday) etc
- the things you do: meet friends, have cake/a party, open presents/cards etc
- the things you like/love/enjoy: going to the cinema/for a picnic, visiting the family etc
- the things you don't like/hate: waking up early, shopping, the noise, the crowds etc

6 In pairs, ask and answer questions from Exercise 5 about your day. Ask more questions.

A My day is 26 January.

B Why? What do you like doing on that day?

WRITING

- 1** Match the greetings cards (A–C) below with the messages (1–3). Then answer the questions.

- What special days do these cards celebrate?
- Do you send these cards in your country? If so, what do you write?

1

Dear Mr and Mrs White,
Merry Christmas and a Happy New Year!
 Best wishes,
 John and Celia Brooks

2

Dear Jack,
 Congratulations on passing your exam!
 With lots of love from mum and Dad

3

Dear Christina,
Good luck in your driving test!
 With love and best wishes
 from your classmates

A



B



- 2** Read **Train Your Brain**. Match the celebrations with the correct messages.

TRAIN YOUR BRAIN | Writing skills

Greetings cards

It's important to write correct messages in greetings cards.

- | | |
|-----------------------|---|
| 1 wedding anniversary | <input type="checkbox"/> a Well done for passing your test! |
| 2 birthday | <input type="checkbox"/> b Good luck in your exam! |
| 3 Mother's Day | <input type="checkbox"/> c Congratulations on your new baby girl. |
| 4 driving test | <input type="checkbox"/> d Many happy returns on your 40th. |
| 5 Valentine's Day | <input type="checkbox"/> e Happy anniversary! |
| 6 new baby | <input type="checkbox"/> f Be my Valentine! |
| 7 exam | <input type="checkbox"/> g Happy Mother's Day! |

- 3** Circle the correct words.

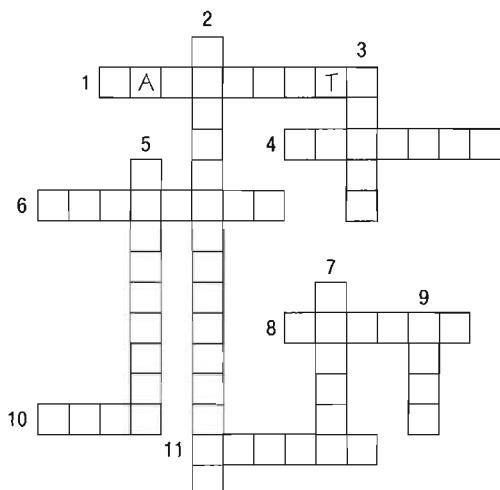
- 1 Good luck *in / on* your new job.
- 2 Well done *for / in* passing your exams.
- 3 Congratulations *on / in* your graduation.
- 4 *Have / Happy* a great birthday!
- 5 *Happy / Merry* Mother's Day.
- 6 Congratulations *on pass / passing* your driving test.

- 4** Write a greetings card to the people below. Use Exercises 1–3 to help you.

- a friend: driving test
- a relative: his/her birthday
- your teacher: a new baby

VOCABULARY AND GRAMMAR

- 1** Complete the crossword with words from Units 1 and 2.



ACROSS

- 1 My _____ singer is Sting. I love him!
- 4 Her first name's Amy and her _____ is Fox.
- 6 _____ is the second month of the year.
- 8 Are you married or _____?
- 10 Alison lives _____ door to Brian.
- 11 Your brother's son is your _____.

DOWN

- 2 _____ on passing your driving test!
- 3 My dad goes to bed very _____ – at 8p.m.
- 5 I don't have _____ before school. I hate eating in the morning.
- 7 In the photo, Tom is on my left, and this little girl in the _____ is my sister.
- 9 Good _____ in your exams, Lucy!

- 2** Match the verbs (1–7) with the nouns (a–g). Then write three sentences with the phrases.

1 go for	<input type="checkbox"/>	a a bus
2 play	<input type="checkbox"/>	b music
3 listen to	<input type="checkbox"/>	c a shower
4 read	<input type="checkbox"/>	d books
5 catch	<input type="checkbox"/>	e sport
6 eat	<input type="checkbox"/>	f a walk
7 have	<input type="checkbox"/>	g Italian food

My sister goes for a walk every morning.

- 3** Write questions. Then complete the answers with the correct forms of the verbs in brackets.

- 1 What/your parents/do on Sundays
They _____ (relax) in the garden.
- 2 How old/be/Mike
He _____ (be) eighteen.
- 3 What/you/like doing on Saturday nights
I _____ (like) dancing.
- 4 What time/you/finish work
We often _____ (finish) work at about 6p.m.
- 5 Who/be/the two girls over there
They _____ (be) new students in our class.
- 6 Where/Rebecca/come from
She _____ (come) from Rio de Janeiro.

- 4** Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- 1 I never get up before nine o'clock on Sundays.
always
I _____ nine o'clock on Sundays.
- 2 He is called Paulo and he's from Rome.
name
He's from Rome and _____ Paulo.
- 3 She is my aunt.
sister
She is my _____.
- 4 I always get to school early.
late
I _____ for school.
- 5 They've got two children called Rosie and Anna.
names
Their _____ are Rosie and Anna.

- 5** Read the email and circle the correct answers.

Hi Marek,

This is my ¹ week at the summer camp and I really love it. I'm here with people from Poland, Italy and Russia and we all enjoy ² English! ³ teachers are great – they're British university students on their summer holidays. We have classes ⁴ the mornings and after lunch we ⁵ for long walks or watch TV. I don't really like walking but I love ⁶ English films. At the ⁷, we visit famous places in Scotland. Edinburgh is a beautiful city. My roommate is a student from Italy and she ⁸ speak English very well, so I practise my Italian! We sometimes go out in the ⁹ with the other students and teachers. We go to a bar and relax!

That's all for now. Hope you're well. See you in ¹⁰ !

Ewa

- | | |
|----------------|---------------|
| 1 a three | b third |
| 2 a study | b studying |
| 3 a Our | b Their |
| 4 a in | b at |
| 5 a usually go | b go usually |
| 6 a watch | b watching |
| 7 a weekend | b Saturdays |
| 8 a don't | b doesn't |
| 9 a night | b evening |
| 10 a September | b September 4 |



Fiona's family

PRONUNCIATION

- 1 **Underline** the stressed syllable in each word. Is it the same for the country and its nationality? Write S (the same) or D (different).

1 Hungary	Hungarian	D
2 Poland	Polish	S
3 Spain	Spanish	
4 Germany	German	
5 China	Chinese	
6 Russia	Russian	
7 Italy	Italian	
8 Japan	Japanese	

- 2 **CD1.23** Listen and check. Then listen again and repeat the words.

LISTENING SKILLS

- 1 **CD1.24** Look at the picture above and guess who the people in Fiona's family are. Then listen to Fiona's conversation and check. Who *isn't* at the party?

I think Gordon is Fiona's grandfather.

- 2 **CD1.25** Listen to Fiona's phone call with Andrew. Match the people with questions 1–6.

A – Andrew D – David E – Elizabeth
S – Susie

- 1 Who wakes up very early?
 2 Who plays sport in the morning?
 3 Who doesn't often go to the cinema?
 4 Who gets home late every day?
 5 Who goes for a walk on Saturdays?
 6 Who never wakes up at night?

SPEAKING SKILLS

- 1 Put the telephone conversation in order.

- a No, hold on please?
- b Hello Ben, it's Jane. Do you want to go out for a coffee?
- c Hello, 55846 1
- d ... Hi. Ben here.
- e Yes please. Later at three o'clock?
- f Great. See you soon.
- g Hi, is that Ben?

- 2 Roleplay this conversation.

Student A

You are a student at an English school in Oxford. It's the first day of the course. You go to one of the students. You start the conversation.

- Say hello and your name, and ask about his/her name.
- Ask where he/she comes from.
- Say where you are from and ask what he/she likes doing in his/her free time.

Student B

You are a student at an English school in Oxford. It's the first day of the course. Another student comes to you.

- Give your name.
- Say where you are from and ask where he/she comes from.
- Describe what you like doing in your free time.

03

Same or different?

Read, listen and talk about appearance, personality and possessions.

Practise have got, a/an, the; possessions, adjectives of appearance and personality.

Focus on describing people; using linking words in writing.

GRAMMAR AND VOCABULARY

- 1 In pairs, look at the picture below and answer the questions.

- Where are Sam, Nick and Brenda?
- Why are they there?
- What do you think they like doing?

- 2 **CD 1.26** Match the objects with the words. Then listen and repeat the words.

a wallet	<input type="checkbox"/>	a dictionary	<input type="checkbox"/>
a CD player	<input type="checkbox"/>	a mobile phone	<input type="checkbox"/>
a magazine	<input type="checkbox"/>	a purse	<input type="checkbox"/>
a newspaper	<input type="checkbox"/>	trainers	<input type="checkbox"/>
a tennis ball	<input type="checkbox"/>		



- 3 What's in each person's bag? In pairs, make guesses and write S for Sam, N for Nick or B for Brenda next to the objects in Exercise 2.

- 4 **CD 1.27** Read the conversation and look at the picture of the Lost Property Office. Who's A? Who's B? Sam, Nick or Brenda?

Man Hello, can I help you?

A Yes, please. Have you got a black bag?

Man Yes, I have. I've got three black bags.

A OK, well my bag's got a mobile phone and a wallet in it ... oh, and my CD player.

Man Right. Wait a minute ... Has the mobile phone got a camera?

A No, it hasn't. It isn't an expensive phone.

Man OK. It isn't this one then. Let's see ... what about this one?

A Oh yes ... look! Those are my trainers – they've got red stripes. And that's my tennis ball.

Man OK, here you are.

A Thanks! That's great!

Man Now, what about you?

B Hi! My bag's black, too. Sorry, it hasn't got my name on it.

Man OK, what have you got in it?

B A mobile phone, a computer magazine, a newspaper ...

Man OK, OK ... Here you are. This is your bag.

B Thanks very much.



Work it out

- 5 Look at the underlined verbs in Exercise 4 and complete the table.

have got

We use *have got* to talk about possessions.

Affirmative

I/You/We/They **have ('ve) got** three bags.
He/She/It **has (¹) got** a mobile phone.

Negative

I/You/We/They **have not (haven't) got** a wallet.
He/She/It **has not (²) got** a camera.

Questions and short answers

3 you got a black bag? Yes, I ⁴ ./No, I **haven't**.
5 it **got** a camera? Yes, it **has**./No, it ⁶ .

Wh-questions

What ⁷ you **got** in your bag?
What **has she got** in her bag?



- 6 CD 1.28 Complete Brenda's conversation with the correct form of *have got*. Then listen and check.

Brenda ¹ (you) a black bag, please?

Man Yes, I ² just one. What ³ (you) in the bag?

Brenda Well, I ⁴ a magazine, a newspaper, a mobile phone and ...

Man Wait a minute ... ⁵ (the mobile phone) a camera?

Brenda Yes, it ⁶ !

Man OK. Here you are.

Brenda Thank you. Oh ... but this isn't my bag!

I ⁷ a wallet or a CD player in my bag – my CD player's at home. I ⁸ a purse, and a dictionary. ⁹ (you) another black bag?

Man No, I ¹⁰ . But see that boy by the door? I think he ¹¹ your bag.

- 7 Who's got Brenda's bag – Sam or Nick? Why?

Mind the trap!

We use *have got* and *have* for possessions but only *have* for actions.

I've got a phone. → **I have** a phone.

Have you got a phone? → **Do you have** a phone?

BUT

I have tea for lunch. NOT **I've get** tea for lunch.
Do you have tea for lunch? NOT **Have you get** tea for lunch?

- 8 Complete the sentences to make them true for *you*. Use the correct form of *have* for actions or *have got* for possessions.

1 I (always) tea for breakfast.

I always have tea for breakfast.

or I don't always have tea for breakfast.

2 I a computer in my bedroom.

3 My mum lunch at home every day.

4 My best friend (always) a shower in the mornings.

5 I a mobile phone.

6 We (often) barbecues in the summer.

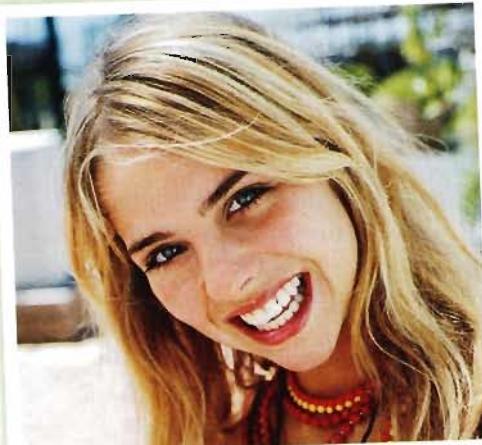
- 9 Write the sentences in Exercise 8 in the question form. Then ask and answer the questions in pairs.

A Do you always have tea for breakfast?

B Yes, I do./No, I don't.

VOCABULARY

- 1 CD 1.29 Look at the photos and find one mistake in each description. Then listen and check.



1 Lizzie



2 Margaret



3 Dan

1 Lizzie's young and very pretty. She's got blue eyes and long, black, wavy hair.

2 Margaret's middle-aged and attractive. She's tall and fat and she's got brown, straight hair.

3 Dan's middle-aged and good-looking. He's short and he's got dark, curly hair.

- 2 CD 1.30 Put the adjectives in the correct column. Then listen and repeat the words.

blue long hard working brown (x 2)
straight green lazy old tall dark (x 2)
wavy quiet grey (x 2) young black (x 2)
pretty middle-aged curly blond lively
confident fat good-looking thin
short (x 2) attractive easy-going bald
serious fair shy

Eyes	Hair	Appearance	Personality
blue brown	long brown	old	hard-working

- 3 Find opposites for these adjectives in Exercise 2.

straight long quiet young fair tall
confident easy-going thin lazy old

straight – curly/wavy

- 4 What is 's in each sentence?

1 Lizzie's young and very pretty.
2 She's got blue eyes and blond hair.

- 5 Write about Margaret and Dan from Exercise 1 with *is* and *has*.

- 6 Read **Mind the trap!** Then put the adjectives in brackets in the correct order.

Mind the trap!

For appearance use this order for adjectives:

Opinion	Length/Size	Age	Colour	Type
pretty	long/fat	old	black	curly

She's got long, black, curly hair.
He's an attractive, tall, middle-aged man.

- Dan's got (brown, big) eyes.
- My cousins have got (short, wavy, fair) hair.
- They're (young, attractive, tall) girls and they've got (green, small) eyes and (curly, long, fair) hair.
- Your sister has got (straight, dark, short) hair and (big, blue, beautiful) eyes.

- 7 Write four sentences about a classmate. In groups, read your descriptions. Who is it?

She's tall and She's got

SPEAKING AND LISTENING

- 1 Think Back!** In pairs, look at the photo and describe the people using words from the previous lesson.

A She is pretty and she's got
B Yes, she is also

- 2 CD 1.31** Listen and write the names next to the right people in the photo.

Robert Polly Kerry Joanna

- 3** Read **Speak Out**. Write your own sentences like the examples in **Speak Out**. Change the words in *italics*.

He's old and he's got long, dark, wavy hair and small, blue eyes.

SPEAK OUT | Describing people

Appearance

He's young and he's got **short, blond, straight** hair and **big, green** eyes.

He **looks like my dad**. They're both **tall** and **thin**.

He **doesn't look like his sister**.

Personality and Interests

He's **friendly** and **confident**.

He is **like my mum**. They're both **quiet**.

We both **love music** and **reading**.

She's very **good at sports**.

I **like reading** but she **doesn't**.

Mind the trap!

Both goes before the main verb but after *to be*/*to have*.

We **both** like tennis.

We've **both** got blue eyes.

They're **both** good-looking.

- 4 CD 1.31** What do you remember about the people in the photo? Complete the sentences. Use **Speak Out** to help you. Then listen again and check.

1 Robert doesn't _____ Joanna.

2 Robert _____ his dad. They're _____ tall and thin.

3 They've _____ got blond _____ and blue _____.

4 Polly and Joanna _____ like music.

5 Joanna likes dancing but Polly _____.

6 They're both _____ at tennis.

- 5** Complete the sentences about you and your best friend. Then read them to your partner.

1 My best friend is _____.

2 We're both _____. (use one adjective of appearance)

3 I'm _____ but he/she is _____. (use one adjective of appearance for each)

4 I look like _____ and he/she looks like _____.

5 I'm good at _____ and he/she's good at _____.

- 6** In groups, talk about your family. Think about:

- what/who they look like: *hair, eyes* etc
- what/who they're like: *personality, interests*

I look like my sister – we've both got curly hair.
I'm like my dad. We both love sport.

1 _____

2 _____

4 _____

3 _____

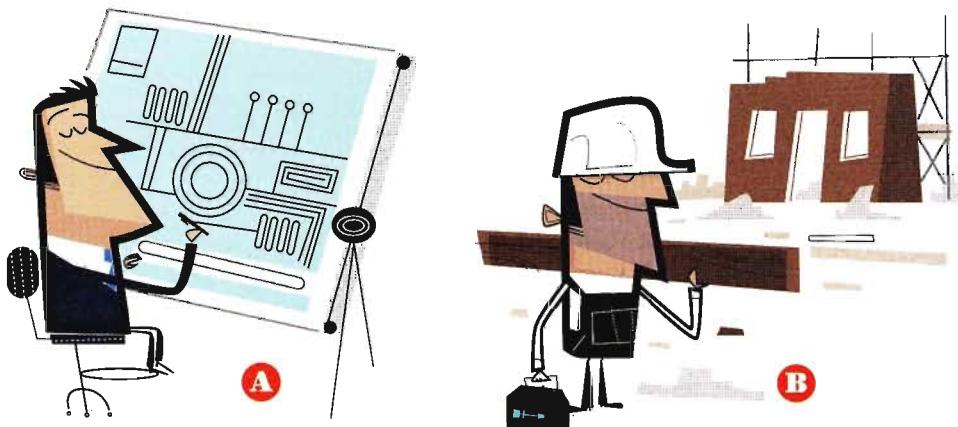
GRAMMAR

- 1 Look at the pictures and read the sentences about Arthur and Bill.

Who's got:

- 1 **a** sister in London? _____
2 **an** uncle in Oklahoma? _____

Why?



A

Arthur's **an** engineer.
He's got **an** apartment in Ipswich.
The apartment is enormous.

B

Bill's **a** builder.
He's got **a** house in Washington.
The house is very small.

Work it out

- 2 Underline the articles **a**, **an** and **the** in Exercise 1. Then complete the gaps in the table with the correct article.

Articles **a**, **an** and **the**

- 1 We use _____ before singular nouns with a consonant sound at the beginning and _____ before singular nouns with a vowel sound:
a house, **an** apartment, **an** umbrella BUT **a** university /ju:nɪ've:səti/
2 When we mention something for the first time we use _____ or _____.
3 When we mention something for the second/third time we use _____.
.....

- 3 **CD 1.32** Listen to the words and write the article **a** or **an** in front. Which word in each line has a different article? Why?

- 1 **an** umbrella **an** uncle **a** university
university starts with a **consonant** sound
2 _____ house _____ hour _____ hand
3 _____ apple _____ eye _____ unit
4 _____ European _____ Italian _____ American

- 4 Complete the sentences with **a**, **an** or **the**.

- 1 My favourite things are my bike and my trainers. _____ bike is red and _____ trainers are black.
2 My sister's got two children, _____ girl and _____ boy. _____ girl is very quiet, but _____ boy is very lively.
3 My brother's _____ actor. He's got _____ Egyptian wife, _____ German car and _____ French dog. _____ car is enormous but _____ dog is very small.
4 I've got _____ mobile phone and _____ apple in my bag. _____ phone is blue and it's got _____ camera. _____ apple is for my teacher!

LISTENING

- 1 In pairs, look at the photos and answer the questions.

- How old are Tim and Josh?
- What do they look like?
- Are they similar or different in character? Why?

- 2 **CD 1.33** Listen to Part 1 of the conversation and check your answers.

- 3 **CD 1.33** Listen to Part 1 again and circle the correct answers.

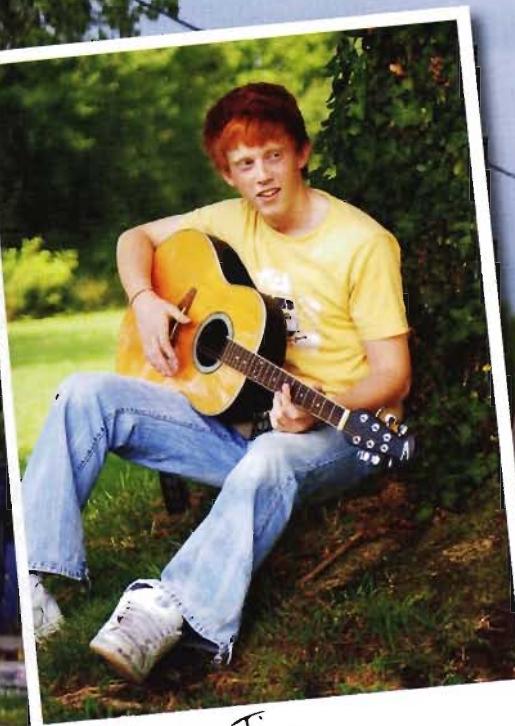
- 1 Roger's *in his office* / *at home*.
2 He's got a photo of his *children* / *wife* on his desk.
3 Tim's *short* / *tall*.
4 Josh looks like his *mum* / *dad*.
5 The boys *are* / *aren't* twins.
6 They've got *similar* / *different* personalities.

- 4 **CD 1.34** In pairs, guess which adjectives from the box describe Tim or Josh. Then listen to Part 2 and check your answers.

quiet confident lazy
easy-going serious
hard-working lively shy
.....

- 5 **CD 1.34** Put J for Josh, T for Tim or B for both Josh and Tim next to the words and phrases. Then listen again and check.

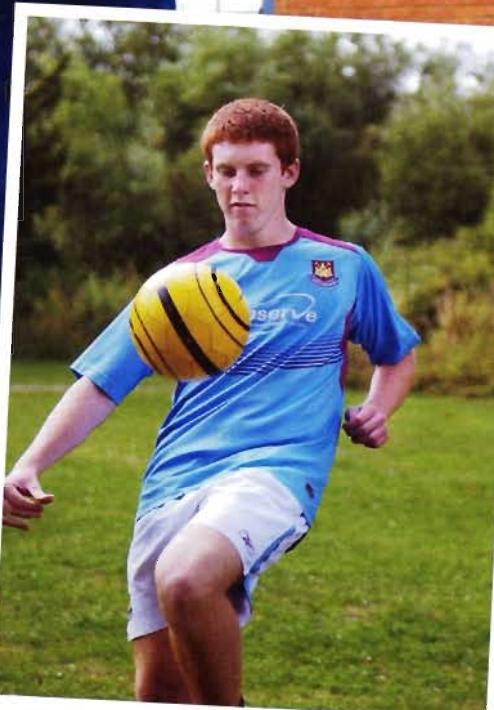
- 1 play football
2 read
3 like the Internet
4 go to rock concerts
5 study hard
6 want to study at university



Tim



Tim



Josh

- 6 **CD 1.34** Listen to Part 2 again and circle the correct answers.

1 It's easy for _____ to make friends.

- a Josh
- b Tim
- c both Josh and Tim

2 Tim prefers to do things

- a with his brother.
- b alone.
- c with his friends.

3 Tim and Josh

- a like doing different things.
- b have got the same interests.
- c love sports.

4 They both play

- a the piano.
- b the guitar.
- c football.

5 What is true about Tim?

- a He's lazy.
- b He doesn't get good marks at school.
- c He studies a lot.

6 Josh is good at painting like his

- a brother.
- b father.
- c mother.

7 What do you remember? In three minutes, write sentences about the twins.

Tim's tall and ...

Josh is easy-going and ...

They both play ...

8 Use the information from Exercise 7 and write a paragraph about Tim or Josh.

- Say what/who he looks like.
- Say what he likes/doesn't like/hates.
- Describe his personality.

Josh looks like his mum. He



READING

1 In pairs, discuss the questions.

- Which animals do you like?
- Have you got a pet in your family? If so, what is it? If not, what would you like?

We both like ...

2 CD 1.35 Read and match three of the photos (1–6) with the texts (A–C).

3 Match the sentences with the correct text (A–C) in the article.

- 1 The owner and the dog don't like relaxing at home.
- 2 They like quiet activities.
- 3 They've got happy faces.
- 4 The owner hasn't got long ears.
- 5 The owner is shy but the dog isn't.
- 6 The dog likes sleeping.
- 7 They don't look friendly but they are.
- 8 They know how to get what they want.

4 Read the article again and follow the instructions.

1 Underline four different adverbs of frequency.

2 Complete the phrases with the correct preposition.

- ____ winter
- look ____ those photos
- similar ____ character
- ____ home

3 Find the opposites of:

quiet (text A)	_____
lazy (text B)	_____
serious (text C)	_____
shy (text C)	_____

5 You want to enter an 'I Look Like My Dog' competition. Choose a photo from the article and write a short text. Describe:

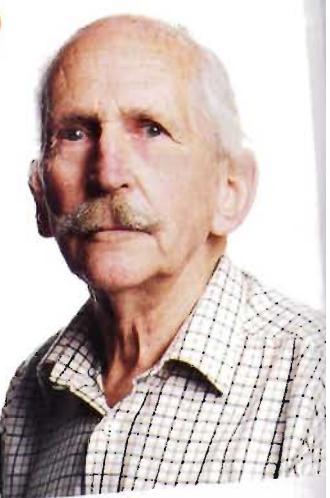
- the owner and the dog.
- how they are similar or different.
- what you think they like doing.

do you look like your dog?

A **People always say** that my dog looks like me. And it's true! We're both similar in character and he looks exactly like me – or I look like him! We're both quiet and a bit shy and we usually like relaxing at home or going for long walks. We don't like noisy places. In winter, I love reading in the evening and he usually sleeps next to me. We've both got long, brown, curly hair and soft brown eyes. But he's got a cold nose and long ears – and I haven't!

B **She always says** she doesn't look like the dog – but look at those photos! They've both got the same long, white hair and thin faces and they both smile a lot. And when they want something, they both look at me in the same way! They're similar in character too. They're both very nervous and energetic – they never sit down for more than ten minutes! They always want to be out in the garden or the park. My wife doesn't take the dog for a walk – the dog takes her!

C **This is me and my dog**, Winston. In this photo, I look exactly like him. We've both got the same eyes and noses, but my eyes are blue and his are dark brown. We're not very good-looking and we're both bald! We don't look very friendly in this photo but we're both really easy-going. Winston often goes to work with me – he doesn't like staying at home alone. We're both good at making new friends, too. But we are different in one way ... he's very confident and I'm not!



READERS' LIVES



WRITING

- 1 Read Penny's email. Find two reasons why Claire is a good flatmate.

New flatmate

From: pennylambert@hotmail.co.uk
To: emmajones@hotmail.co.uk
Subject: New flatmate

Hi Emma,

Guess what? I've got a new flatmate. Her name's Claire and we've got a lot in common. She studies French, like me. We often study together because she loves French and I don't. I'm very lazy – so she helps me! We both love disco music so we go to clubs together but she's not exactly like me. She hates watching TV but I watch TV every night because I love films!

Write soon and tell me about your flatmate.

Penny xxx

- 2 Study the underlined words in the email. Then complete **Train Your Brain** with *and, so, because* and *but*.

TRAIN YOUR BRAIN | Writing skills**Linking words: *and, but, so, because***

A text is not natural when all the sentences are very short. To link your ideas, use:

- | | |
|----------------------------|---------------------------------------|
| 1 ____ to add information. | 3 ____ to give different information. |
| 2 ____ to say why. | 4 ____ to talk about a result. |

- 3 Complete the sentences with the correct linking word.

- 1 Mike wants to be a doctor _____ he studies a lot.
- 2 Claire likes music _____ she doesn't like films.
- 3 She's very clever _____ she helps me.
- 4 We go to clubs _____ we like disco music.
- 5 They like music _____ reading.

- 4 Link the sentences using *and, but, so* or *because*.

- 1 I don't like going to parties. I'm a bit shy.
I don't like going to parties because I'm a bit shy.
- 2 I've got two cats. I don't want a flatmate with a dog.
- 3 I don't smoke. I don't like loud music.
- 4 I want to practise my Spanish. I want a Spanish flatmate.
- 5 I need a lively flatmate. I don't like quiet people.
- 6 I don't like studying Maths. I love studying English.
- 7 I play tennis. It's my favourite sport.

- 5 You are an exchange student. Write an email to a friend about your new flatmate. Use the email in Exercise 1 as an example.

- Tell your friend what your flatmate is like.
- Give reasons why you are happy/not happy with your flatmate.
- Ask your friend to write to you.

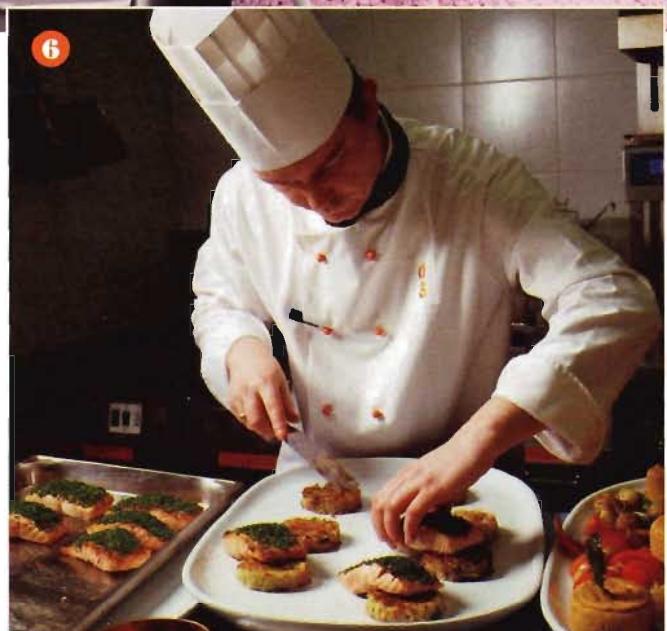
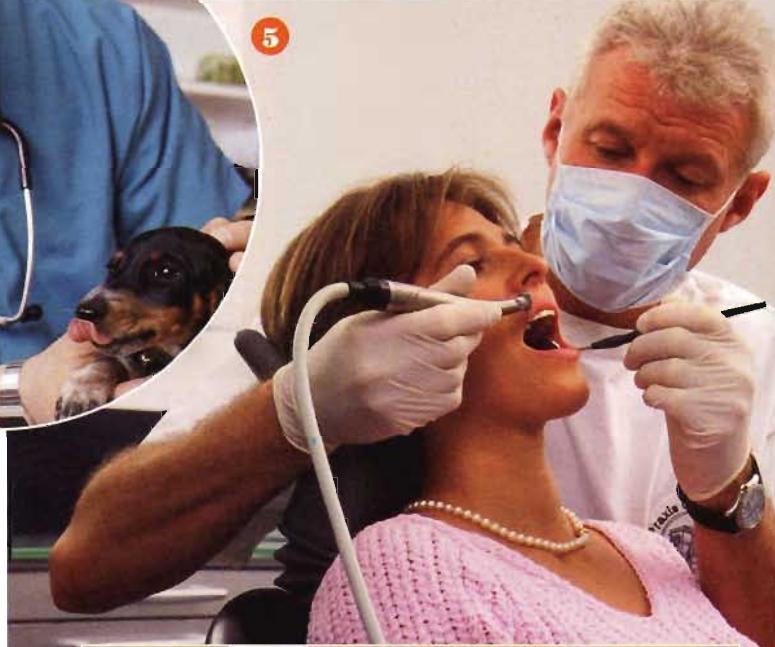
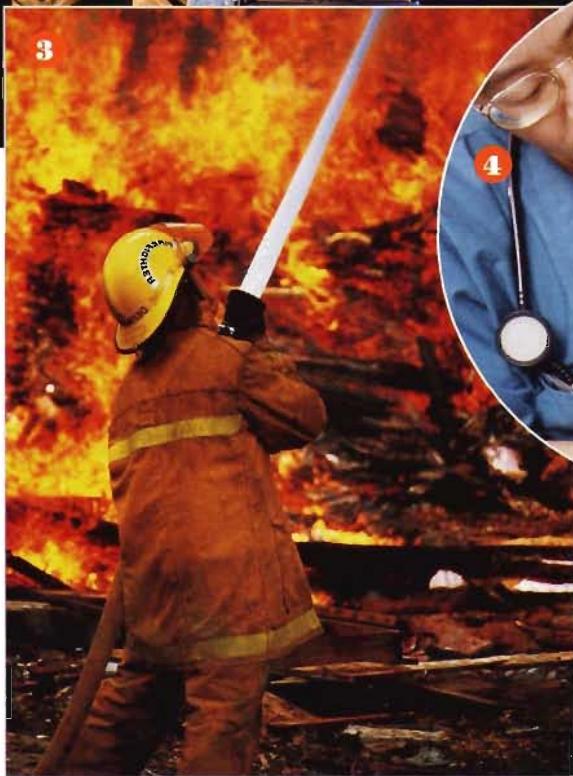
04 A job for life?

Read, listen and talk about jobs, obligations and abilities.

Practise have to for obligations; can/can't for ability; object pronouns.

Focus on dictionary skills; asking for and giving permission; listening for the main ideas.

Complete an application form.



GRAMMAR AND VOCABULARY

- 1 CD 1.36 Match the jobs with the photos. Which two jobs can't you see? Then listen and repeat the words.

- a cook a nurse a dentist
a vet a pilot a shop assistant
a fire-fighter a farmer

Mind the trap!

We use *a/an* to talk about a person's job:

He's **a** doctor. NOT He's **doctor**.



- 2** **CD 1.37** Read the interview. What do the people do? Do they like their jobs? Then listen and check.

What's your job, Jack?

I'm a _____. I work in a big bookshop on Oxford Street, in London.

Do you have to work hard?

Yes, I do. People think it's an easy job, but it isn't. I have to stand for a long time and I have to remember a lot of names of different books and authors! I have to work at weekends, too and sometimes I finish work very late because the shop closes at 11 in the evening. But I enjoy my job – and I don't have to get up early, because I start work at 2p.m.

What does your wife do?

Linda's a _____. She loves helping people but she doesn't like getting up early and she hates the uniform. She has to work very long hours, like me. She's happy at the moment because she doesn't have to go to work at weekends.

Where do you live?

With my parents. It's good because we don't have to pay rent and we want to save money for our own house.

Work it out

- 3** Underline all the forms of *have to* in the interview. What do they mean? Circle the correct answers.

- 1 *have to/has to*
 - a it's necessary b it's not necessary
- 2 *don't have to/doesn't have to*
 - a it's necessary b it's not necessary

Check it out

have to

We use **have to/has to** when something is *necessary*. We use **don't have to/doesn't have to** when something is *not necessary*.

Affirmative

I/You/We/They **have to** work at weekends.
He/She **has to** work long hours.

Negative

I/You/We/They **don't have to** get up early.
He/She **doesn't have to** go to work.

Questions and short answers

Do I/you/we/they **have to** work hard?
Yes, I/you/we/they **do**./No, I/you/we/they **don't**.
Does he/she **have to** work hard?
Yes, he/she **does**./No, he/she **doesn't**.

Wh- questions

What do you **have to** do?
When does she **have to** go?

- 4** Complete the sentences with *Jack, Linda or Jack and Linda*.

- 1 _____ has to work at weekends.
- 2 _____ has to wear a uniform.
- 3 _____ doesn't have to stand for a long time.
- 4 _____ have to work long hours.
- 5 _____ doesn't have to get up early.
- 6 _____ don't have to pay rent.

- 5** Complete the phrases with words or phrases from the box.

have work wear be good with

- 1 _____ inside/outside/long hours/at weekends/at night
- 2 _____ special clothes/a uniform
- 3 _____ children/people/money/animals/your hands
- 4 _____ special equipment/special qualifications

- 6** **CD 1.38** Complete the sentences with the correct form of *have to*. Then listen and repeat the sentences.

- 1 Cooks _____ be good with their hands.
- 2 A farmer _____ wear a uniform.
- 3 Teachers _____ work at weekends.
- 4 Doctors _____ have special qualifications.
- 5 A vet _____ be good with animals.
- 6 A dentist _____ work outside.

- 7** Work in pairs and follow the instructions.

Student A, think of a job and answer **Student B's** questions with short answers.

Student B, ask Yes/No questions and guess your partner's job.

B Do you have to work at night?

A Yes, I do.

B Do you have to wear a uniform?

A Yes, I do.

B Are you a nurse?

A Yes, I am.

- 8** In pairs, ask and answer questions about your family's jobs.

A What's your father's job?

B He's a dentist.

A What does he have to do?

VOCABULARY

- 1 Look at the poster about a dictionary. Match the words in *italics* with the grammar words.

1 noun _____ 4 adverb _____
 2 verb _____ 5 preposition _____
 3 adjective _____

- Quick and easy to use
- Clear, simple definitions
- 155,000 natural examples
- 1 million sentences from **books and magazines**
- Over 1500 words with photographs
- Find vocabulary quickly with the free CD-Rom

- 2 Read **Train Your Brain**. Then look at the dictionary entries and answer the questions (1–3).

TRAIN YOUR BRAIN | Dictionary skills

In a dictionary you can find:

- what part of speech a word is.
- how many meanings it has.
- the pronunciation and stress.

cook¹ /kuk/ *v* to prepare hot food: *My mother cooks for me.*

cook² /kuk/ *n* someone who prepares food as their job:
He works as a cook in a hotel.

afraid¹ /ə'freɪd/ *adj* **afraid of**, frightened of: *He's afraid of spiders.*

afraid² *adj* sorry: *I'm afraid I can't help you.*

near /nɪə/ *prep* a short distance from something: *I live near the park.*

slowly /sləʊli:/ *adv* not moving quickly: *The old man walks slowly.*

- 1 What are the symbols for *noun, verb, adjective, adverb* and *preposition*?
- 2 Which words have two meanings? Are they the same parts of speech?
- 3 How do you know the pronunciation and the stress?

- 4 Read the sentences and decide what part of speech completes each of them. Then complete the sentences with words from Exercise 2.

- 1 I hate going in the car with her. She drives really slowly. *adverb*
- 2 She never goes swimming – she's water.
- 3 I work in a restaurant. I have to for about fifty people.
- 4 I'm work. I can't come tonight. I have to work.
- 5 I live a disco. It's really noisy at night!
- 6 I like having lunch at my aunt's house. She's a great _____.

READING

- 1 Grant Evans works in a circus. Is a job in a circus a good job? Write sentences with the phrases from the box.

boring/interesting job? work with animals?
 dangerous/exciting job? work long hours?
 travel to different places? meet people?
 make a good living?

It's interesting because you travel to different places.

- 2 **CD 1.39** Read the article. What does Grant say about his job? What phrases from Exercise 1 does he use?

- 3 Read the article again. Tick true and cross false.

- 1 You see animals in the *Cirque du Soleil*.
- 2 The *Cirque du Soleil* employs 3,500 artists.
- 3 *Cirque* has shows in different countries.
- 4 Grant has to find famous performers.
- 5 He has to use a computer in his job.
- 6 All the people in *Cirque* speak English.
- 7 Grant says his job is always interesting.

- 4 In pairs, write questions. Use the correct form of *have to*. Then ask and answer the questions.

Student A

- 1 Grant/speak French
- 2 artists/be famous
- 3 Grant/travel a lot

Student B

- 1 Grant/speak English
- 2 artists/come from Canada
- 3 Grant/find new artists

A Does Grant have to speak French?
 B Yes, he does.

- 5 **Think Back!** Use a dictionary to check the meaning and pronunciation of the underlined words in the article. What parts of speech are they?

brilliant – *adjective*

- 6 Complete the sentences with the correct underlined words from the article.

- 1 His paintings are great. He's a very _____ artist.
- 2 That restaurant is always full! You have to phone and _____ a table.
- 3 She's the manager of the company. She's the _____.
- 4 My job is to help the manager. I'm her _____.
- 5 You have to buy their new CD. It's _____!
- 6 I've got two important _____ for new jobs.
- 7 My company is very small. It _____ ten people.

- 7 Discuss the questions in groups.

- Would you like to have Grant's job? Why?/Why not?
- What do/don't you like about it?
- Is it good that the circus hasn't got animals? Why?/Why not?

I would/wouldn't like his job because ...

A JOB OR AN ADVENTURE?

A circus with a difference!

This week in our series
• A job or an adventure?
• Grant Evans talks about
his life in the circus.



I've got a brilliant job. I work in a circus – but it isn't a traditional circus because it hasn't got animals. It's the *Cirque du Soleil*™. This means 'Circus of the Sun' in English. *Cirque* employs about 650 artists from 40 different countries but you don't have to be an artist to work for this company. It also employs about 3,500 people in its shows all over the world. They work in lots of different jobs – from carpenters to hairdressers.

My job is to help my boss, Joe, find new artists for the shows. He's called a talent scout – and I'm his assistant. We have to find talented new acrobats and clowns, so we travel a lot and meet a lot of people. The people we want don't have to be famous but they have to be excellent performers. I also organise the interviews with the performers and book their hotels. I plan their training and put their information on the computer. I have to speak good French, too, because the *Cirque du Soleil*™ is a French-speaking company from Montreal, Canada.

My job is never boring and I love it. I make a good living and it's very exciting to travel and work with people from many different countries. □



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PROFILE

Name:
Ben and Jo Sims

Age:
21

Occupation:
sports teachers

Interests:
We love sports and go swimming every day. Jo studies Spanish at evening school – she loves it.

Abilities:
We can both drive. I can't speak a foreign language but Jo can. We want to work part-time.



Can they do first aid?

PROFILE

Name:
Linda White

Age:
18

Occupation:
drama student

Interests:
I love dancing and I like animals. I've got a young sister. I often look after her and read stories to her.

Abilities:
I can speak French and ride a horse. I can swim. I haven't got a driving licence.



Can she look after two young children and a dog?

GRAMMAR AND SPEAKING

1 Read the ads and the profiles. Answer the questions.

- 1 What jobs are the ads for?
- 2 Are the jobs full-time or part-time?
- 3 Which job is good for Ben and Jo?
- 4 Which jobs are good for Linda?

A

CAN YOU DANCE?

We are a film company and we need film extras for club scenes. 18–25 years old. 5 hours a day.

Call us on 096 8736.

BPS

Bourton Park schools need part-time lifeguards for their children's swimming pools. Weekends and/or afternoons.

Call them on 639 0217.

C

CAN YOU SPEAK FRENCH?

I need a babysitter for my two lively kids and a dog! Two evenings a week and sometimes weekends.

Call me on

367 2895

Work it out

2 Find examples of *can/can't* in the ads and the profiles in Exercise 1 and complete the table.

can

We use *can* for ability.

Affirmative

I/You/He/She/It/We/They ¹ _____ dance.

Negative

I/You/He/She/It/We/They ² _____ drive.

Questions and short answers

³ _____ I/you/he/she/it/we/they sing?
Yes, I **can**./No, he ⁴ _____.

Wh- questions

What ⁵ _____ you do?



- 3 Complete the sentences about the people in Exercise 1. Use *can* or *can't*.

1 Linda _____ ride a horse.
2 Jo _____ speak a foreign language but Ben _____.
3 _____ Linda drive? No, she _____.
4 What language _____ Linda speak? French.
5 _____ Ben and Jo drive? Yes, they _____.
6 Linda _____ dance but she _____ drive.

- 4 CD 1.40 Listen and repeat.

I can **dance**. I **can't sing**.
Can you **drive**? Yes, I **can**./No, I **can't**.

Work it out

- 5 Read the example and look at the highlighted object pronouns on page 36. Then complete the table.

Call **us** on 096 8736.

Object pronouns

Subject pronouns	Object pronouns
I	1 _____
you	you
he	him
she	2 _____
it	3 _____
we	4 _____
they	5 _____

- 6 Complete the sentences with the correct object pronouns.

1 We like **horses** but we can't ride _____.
2 My dad's got a **car** but I can't drive _____.
3 I've got a **little sister**. I look after _____.
4 My sister's got a new **boyfriend** but I don't like _____.
5 **Ben and I** love going to clubs. Do you want to come with _____.
6 I love cats but cats don't like _____!

- 7 CD 1.41 Ben's friend Rob phones about one of the jobs in Exercise 1. Listen to the phone call and complete the chart. What's the problem?

Can he ...	Rob	Your partner
• dance? • sing? • swim? • speak French? • look after animals? • look after children?	Yes, he can.	

- 8 Work in pairs. Ask and answer the questions in Exercise 7. Complete the chart for your partner. Which job in Exercise 1 can your partner do? Why?

A Can you dance?
B Yes, I can./No, I can't.

SPEAKING AND LISTENING

- 1 CD 1.42 Jim asks four questions about the objects in the picture. Listen and tick the object if the answer is *yes* and cross it if the answer is *no*.



- 2 CD 1.42 Listen again and number the responses in Speak Out (1–4).

SPEAK OUT | Permission

Asking for permission

Can I sit here, please?
Could I use your phone, please?

Yes response

Yes, of course. No problem.
Yes, that's fine. Here you are.

No response + reason

Sorry, I'm afraid not. This is a non-smoking office.
No, I'm sorry. That seat's not free.

- 3 CD 1.42 Listen again and complete A's questions.

Write the correct response under each question. Then listen to the dialogues and repeat them.

1 A Can I _____, please?
B _____

2 A Could I borrow _____, please?
B _____

3 A Can I _____, please?
B _____

4 A Could I _____ your _____, please?
B _____

- 4 In pairs, write dialogues with *can* or *could*.

1 open/window?
Can I open the window, please? Sorry, ...

2 borrow/dictionary?

3 give you/my homework tomorrow?

4 borrow/mobile phone?

- 5 Practise your dialogues. Act them out to the class.

LISTENING

1 Match the jobs with the people in the picture.

- a postman/woman a police officer
 a taxi driver a window cleaner
 a gardener



2 In pairs, think of one positive and one negative thing about each job. Use *have to* and *can* and the phrases from the box.

get up early/late work long hours
 work outside wear a uniform/old clothes
 finish work early drive a lot meet people

A A postman/woman **has to get up** early.
 B Yes, but he **can finish** work early, too.

3 **CD 1.43** Listen to interviews with two people from the picture. Don't worry about new words. What jobs do they do?

1 _____ 2 _____

4 **CD 1.43** Listen again and circle the question the two speakers answer. Write words that help you decide which question it is.

- a What do you have to do in your job?
 b What do you like about your job?
 c Where do you work?

5 Read **Train Your Brain**. Look at Exercises 2–4 and tick the sentences that are true.

TRAIN YOUR BRAIN | Listening skills

Understanding the main ideas

- 1 Think what you know about the topic.
- 2 Try to understand every word.
- 3 Stop listening if you don't understand.
- 4 Listen for key words and phrases.
- 5 Look for new words in your dictionary while you listen.

6 **CD 1.44** Listen to an interview with another person from the picture and answer the questions. Use the advice in **Train Your Brain** to help you.

- 1 What's his job?
 2 Which question from Exercise 4 does he answer?

7 Work in pairs and follow the instructions.

Student A, think of a job from Exercise 1 and answer **Student B**'s question (don't say the job!).
Student B, ask one of the questions from Exercise 4 and guess what **Student A**'s job is.



WRITING

- 1 Read the application form and answer the questions.

- 1 What's the person's full name?
- 2 When was he born?
- 3 Has he got a job now?
- 4 What can he do?

APPLICATION FOR PART-TIME WORK

Please complete in black ink and return to Human Resources

PART A – Personal Information

Surname BROWN
 First names RICHARD ANTHONY
 Date of birth 16/04/1987
 Sex M F
 Nationality BRITISH
 Marital status SINGLE
 Address 57 PARK ROAD, OXFORD OX1 3BD
 Phone no 01856 86038
 Email address rabrown@aol.com
 Education OXFORD COLLEGE
 Current employment UNEMPLOYED

PART B – Experience and skills

Work experience BABYSITTER
 WAITER IN PIZZERIA
 Skills I CAN SPEAK FRENCH AND SPANISH.
 I'VE GOT A DRIVING LICENCE.
 I CAN LOOK AFTER ANIMALS AND CHILDREN
 Type of job required I WANT TO WORK OUTSIDE

- 3 Fill in Part A of the form. You can invent an identity!

APPLICATION FOR PART-TIME WORK

Please complete in black ink and return to Human Resources

PART A – Personal Information

Surname
 First names
 Date of birth
 Sex M F
 Nationality
 Marital status
 Address
 Phone no
 Email address
 Education
 Current employment

PART B – Experience and skills

Work experience
 Skills
 Type of job required

- 2 Read Train Your Brain and match the points (1–6) with the definitions (a–f).

TRAIN YOUR BRAIN | Writing skills

Completing application forms

Forms usually contain special words and abbreviations.

- | | | |
|------------------------|--------------------------|------------------------------|
| 1 Marital status | <input type="checkbox"/> | a the job you've got now |
| 2 Date of birth | <input type="checkbox"/> | b the job you want |
| 3 M / F | <input type="checkbox"/> | c the things you can do well |
| 4 Current employment | <input type="checkbox"/> | d your birthday |
| 5 Skills | <input type="checkbox"/> | e married or single |
| 6 Type of job required | <input type="checkbox"/> | f male or female |

- 4 Make notes about these questions. Then fill in Part B in the form above.

- What type of job do you want?
- What experience have you got?
- What skills have you got?

- 5 In pairs, swap your forms. Do you think your partner can get a job? Which job and why?

I think Bartek can work as a ... because ...

VOCABULARY AND GRAMMAR

- 1 Put the words into the four categories. Then add three more words from Units 3 and 4 to each group.

bald shy a purse easy-going a cook
trainers a vet tall

Possessions	Jobs	Personality	Appearance

- 2** Complete the sentences. Make new words from the words in capital letters.

- 1 Jeff's like his brother. They are both very _____.
 - 2 We are very different – I'm lazy and Tom is _____.
 - 3 I've got a radio and a CD _____ in my bedroom.
 - 4 Susan can sing very well. She is very _____.
 - 5 I'm very happy with my new _____ . We both like music.
 - 6 _____ have to work outside all the time.

- FRIEND
WORK
PLAY
TALENT
FLAT
FARM

- 3 Circle the correct words or phrases.

- 1 Mandy and Ally look very similar because / so I'm sure they're sisters.
 - 2 My friend's got green eyes and long, black, curly / curly, long, black hair.
 - 3 Tom wants to be a / an acrobat.
 - 4 We don't have to / haven't to go to bed early today. Tomorrow is Sunday!
 - 5 Karen's got two brothers and makes breakfast for us / them every morning.
 - 6 Sandy doesn't have to / can't swim but her sister is very good at swimming.

- 4 Complete the questions using the prompts in brackets. Then match them with the answers (a–f).

- 1 _____
(he/have got) any brothers or sisters?

2 What time _____
(they/have to) get up tomorrow?

3 _____
(she/can/speak) French?

4 What _____
(you/have got) in your bag?

5 _____
(he/have to) work long hours?

6 _____
(you/can/ride) a bike?

- a** No, I can't, but I can ride a horse and swim.
 - b** A dictionary and three books.
 - c** At 6a.m. They start school at 8.
 - d** No, he hasn't.
 - e** No, he doesn't. He always finishes at 4p.m.
 - f** No, she can't, but she can speak Spanish.

- 5 Complete the letters from Barbara and Stephanie to their mother. Put one word in each gap.

Dear Mum,

How are you and dad? I hope you're ¹ ____ well. I'm sorry but I ² ____ to write about Steph again. It's very difficult to share a flat with her and I don't know what to do. I ³ ____ full-time and I'm very tired after work but Steph thinks it's ⁴ ____ easy job: She never helps ⁵ ____ with the housework and she doesn't study much. She often goes to clubs with her friends and borrows my car but I don't think she ⁶ ____ drive very well. You know I'm good ⁷ ____ children but I'm not really sure how to look ⁸ ____ my own sister. I need your help!

Lots of love,
Barbara

Dear Mum,

Barb is terrible! I'm not ⁹ _____ child any more and she ¹⁰ _____ not have to tell me what to do. Please, tell ¹¹ _____ to stop!

Desperate Steph

PS Mum, ¹² I really have
¹³ be home before 11 p.m.? I've ¹⁴ a driving licence and I ¹⁵ drove very well!!!

PRONUNCIATION

- 1 Do you pronounce the underlined letters in these words with /ɪ/ or /i:/? Put them in the correct group.

..... sit green sleep thin magazine sister
seat twins big easy weekends
different dentist teacher

I	i:
sit	green

- 2** CD 1.45 Listen and check. Then listen again and repeat the words.

LISTENING SKILLS

- 1 **CD 1.46** How do they choose their friends? Listen to Emily's conversation with her brother. Tick true and cross false.

- 1 Emily thinks Martin is lazy.
2 Emily's friends have to be good-looking.
3 Lisa and Philip have got different personalities.
4 Emily can't ride a horse very well.
5 She likes Philip because he's rich.
6 Anna's confident and clever.
7 Martin likes Anna because she likes eating.
8 Lisa's and Martin's friends are very similar.

READING SKILLS

- 1 Match the jobs (a–f) with their descriptions (1–4). There are two extra jobs.

- a a shop assistant d a farmer
b a cook e a vet
c a teacher f a hairdresser

Career for you?

1

If you like working with people and are good with children, this is a job for you. You don't have to work at weekends and holidays are usually long! But it isn't an easy job – you often have to start before 9 a.m. and do a lot of preparation in the evenings.

2

This is a good job for somebody who enjoys working in the open air but it's a very difficult job. In the summer, you often have to get up very early and work long hours (weekends too!). It's not so busy in the winter but then you've often got your animals to look after.

3

It's perfect if you like working with people and talking to them. You have to be good with your hands, too. Unfortunately you often have to stand for a long time, but the salary is quite good – especially when your customers like the result and give you some extra money!

4

A good job for you if you are good with your hands and love experimenting in the kitchen. You don't meet your customers very often but the customers sometimes get angry with you when they don't like the result of your work.

SPEAKING SKILLS

- 1 What can you say in these situations? Write a different answer for each question.

1 Your best friend: Can I borrow your camera, please?

You say yes: Yes, of course. No problem.

2 Your teacher: Can I borrow your pen for a moment, please?

You say yes:

3 A man in a café: Can I sit here, please?

You say no:

4 A man in the street: Could I use your mobile phone, please?

You say yes:

5 Your brother/sister: Can I wear your trainers today?

You say no:

- 2 Roleplay this conversation.

Student A

You are at an international summer camp. Your friend tells you about her new boyfriend/his new girlfriend. You start the conversation. Ask about:

- his/her name and age.
- his/her personality and appearance.
- his/her interests.

You start the conversation.

Student B

You are at an international summer camp. You've got a new boyfriend/girlfriend. Talk to your friend and answer his/her questions about:

- your new boyfriend's/girlfriend's name and age.
- his/her personality and appearance.
- his/her interests.

05

Home sweet home

Read, listen and talk about houses, rooms, furniture, places outside.

Practise there is/there are; some/any; articles a/the/zero; prepositions of place; words connected with houses.

Focus on predicting in reading; asking for and giving directions; avoiding repetition in writing.

GRAMMAR AND VOCABULARY

- 1 Look at the photos. Which three rooms do they show?

a bedroom a kitchen a dining room
a bathroom a study a living room a hall

- 2 **CD 21** Match the words with the items (1–14) in the photos. Which room are the four extra words from? Then listen and repeat the words.

a bed	<input type="checkbox"/>	a wardrobe	<input type="checkbox"/>	a window	<input type="checkbox"/>
a bath	<input type="checkbox"/>	a sink	<input type="checkbox"/>	a drawer	<input type="checkbox"/>
a table	<input type="checkbox"/>	stairs	<input type="checkbox"/>	a sofa	<input type="checkbox"/>
an armchair	<input type="checkbox"/>	a toilet	<input type="checkbox"/>	a plant	<input type="checkbox"/>
a chair	<input type="checkbox"/>	a picture	<input type="checkbox"/>	a shower	<input type="checkbox"/>
a cupboard	<input type="checkbox"/>	a shelf	<input type="checkbox"/>	a basin	<input type="checkbox"/>

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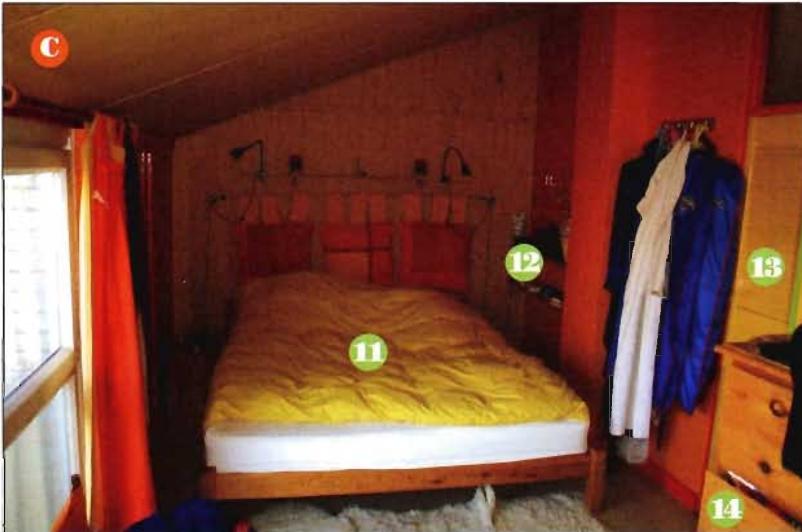
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Number of bedrooms	<input type="text" value="No Preference"/>
Furnished / Unfurnished	<input type="text" value="Furnished"/>
Minimum rent	<input type="text"/>
Maximum rent	<input type="text"/>

Start Search

- 3 CD 22 Read Michelle's email to her friend in Cambridge. Which rooms does she talk about?

Hi Pepa,

How's Cambridge? Are there any interesting people there? Have you got a job? I love my new summer job in Oxford and now I've got a place to live!

It's a room in a house with some great English people from work. The house is big but a bit crazy – there are stairs in the living room! But it's a pretty room. There is a sofa, a small table and a big red armchair but there isn't a TV! There are three big pictures, and there are books and plants everywhere! There are even books on the stairs! The kitchen's nice too, and there are some lovely blue cupboards and shelves. My bedroom's not bad. It's small but I've got a bed, a small yellow wardrobe, and there are some drawers – but there isn't a table and there aren't any chairs! I have to buy some.

The only problem is that there isn't a phone, so I have to use my mobile. Is there a phone in your flat? Send me your number and I can phone you.

Sorry, I have to stop now – it's time to go to work.
Write soon.

Love
Michelle

Work it out

- 4 Look at the underlined words in the email. Circle the correct answers.

1 You often use:

- a some / any in affirmative sentences.
- b some / any in negative sentences and questions.

2 You use:

- a a / some with singular nouns.
- b some when you know / don't know the exact number.

- 5 Complete the table with *is*, *are*, *isn't* and *aren't*. Find examples in the email to help you.

there is / there are + a / some / any

Affirmative	Singular There ¹ <u> </u> ('s) a sofa.	Plural There ² <u> </u> three pictures. There ³ <u> </u> some shelves.
Negative	There is not ⁽⁴⁾ <u> </u> a table.	There are not ⁽⁵⁾ <u> </u> any chairs.
Questions	6 <u> </u> there a phone?	7 <u> </u> there any interesting people?
Short answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

- 6 Complete the sentences with *a*, *some*, *any*, *there*, *is*, *isn't*, *are* or *aren't*.

- 1 There are _____ lovely houses in my street.
- 2 There's _____ big bathroom in Tom's flat.
- 3 Are there _____ drawers in your kitchen?
- 4 There are _____ chairs but there _____ a table.
- 5 A Is _____ a wardrobe in his bedroom?
B No, _____ isn't.
- 6 There _____ a big sofa in my room but there aren't _____ armchairs.
- 7 There _____ any plants in my room, but there _____ some books.

- 7 Look at the photos of the house again and correct the sentences.

- 1 There are some cupboards in the living room.
There aren't any cupboards in the living room.
There **are** some cupboards in the kitchen.
- 2 There's an armchair in the bedroom.
- 3 There aren't any plants in the living room.
- 4 There isn't a sink in the kitchen.
- 5 There are some drawers in the living room.
- 6 There's a plant on the stairs.

- 8 Write five questions about the photos. Use *Is there ... ?* and *Are there ... ?*

Is there a wardrobe in the living room?
Are there any books in the kitchen?

- 9 In pairs, answer your partner's questions.

- A Is there a wardrobe in the living room?
B No, there isn't. There's a wardrobe in the bedroom.

- 10 Complete the sentences about your home.

There are three rooms in my flat.

- 1 There _____ rooms in my flat/house.
- 2 There's _____ in the bathroom.
- 3 There aren't _____ in the kitchen.
- 4 There isn't _____ in the living room.
- 5 There aren't _____ in the _____.
- 6 There are _____ in the _____.

- 11 Now swap books with your partner. Tell the class about your partner's house.

There are three rooms in Jan's flat. There's ...

READING AND SPEAKING

1 You are going to read an extract from this book. Look at the cover and the title. What do you know about the book?

- Who's the girl?
How old is she?
- Where is she?
In the city
or the country?
- Is this a modern story?



2 Look at the picture opposite of the place where the story happens. Find these words.

trees the harbour
the stream the gate
the garden the village
the beach the lighthouse

3 Look at the picture and title again. In pairs, guess where Anne's house is. Use words from Exercise 2 with prepositions *in*, *on* and *next to*.

A I think it's *in* the village *next to* the harbour.
B No, I think it's ...

4 CD23 Read Part 1 of the story and check your predictions from Exercise 3. Where is Anne's house?

Part 1

A month before their wedding, Anne and Gilbert talk about their new home and their new life together.

'There's a house for rent in Four Winds, Anne.'

'Oh, where? It's not in the village, I hope.'

'No. There aren't any houses for rent there. This is a little white house by the beach, near Four Winds Point. It's about a mile from the village, but the position is beautiful. You can see the big blue Four Winds harbour and watch the sunset from the windows.'

'But the house, Gilbert – our first home. What's it like?'

5 Read Anne's last question in Part 1. Look at the picture again and guess Gilbert's answer. Think about:

- the size and age of the house: *big or small?* *new or old?* *how old?*
- the rooms: *how many?* *what rooms?*
- the view from the house: *what can you see?*
- the furniture: *what?* *where?* *modern or old-fashioned?*

A I think the house is big and new and it's got four rooms.

B No, I think it's ...

6 CD24 Read Part 2. Check your predictions from Exercise 5.

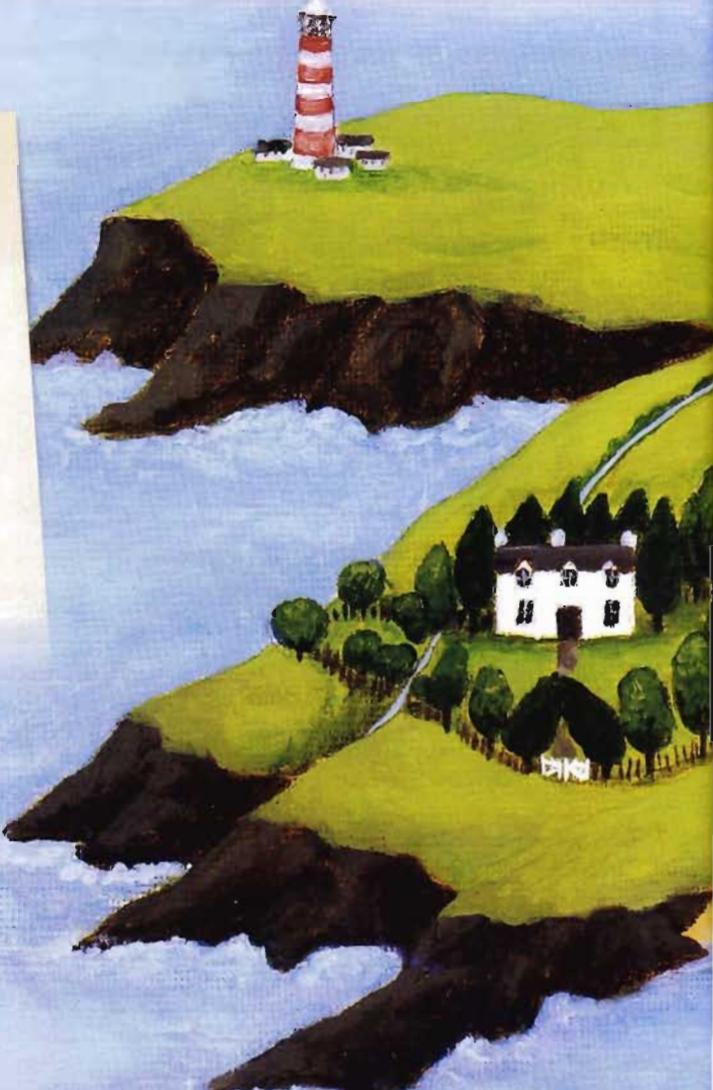
Part 2

'It's not very big but it's really cosy. It's about sixty years old. There's a small kitchen and a lovely living room with a fireplace downstairs. And upstairs, there are two bedrooms and a bathroom. You can see the harbour from the dining room, and there's a small room for my study. And the Four Winds lighthouse is beautiful. You can see the light from the living room windows at night.'

'And who's the owner of the house?'

'A very old lady called Miss Elizabeth Russell. She doesn't live there now – but there are some of her tables, chairs and other things in the house. They're a bit old-fashioned but they're very pretty. You have to see them, Anne.'

'Yes, of course. But Gilbert, furniture isn't important! There's one very important thing I need ... !'



- 7 Read the last sentence in Part 2 again. What could it be? Talk about your guesses in small groups. Use these ideas to help you.

- a kitchen
- a phone
- a view
- a stream
- trees
- your ideas
- a garden

A I think it's a kitchen.

B No, we know there's a kitchen in the house.
It's ...

- 8 CD25 Read Part 3 on page 140 and check your predictions from Exercise 7.

- 9 Read **Train Your Brain**. Which exercises (1–8) help you to predict? Match them to points (a–c).

TRAIN YOUR BRAIN | Reading skills

Predicting

We often know or can guess the content of a text. This helps us to understand it better.

Before you read, use the pictures and the title:
a to think about the topic and what you know about it.
b to predict what the text is about.

When you read:

c use the information in the text to guess what comes next.

- 10 What's your idea of a dream house? Tell your partner. Think about:

- the location: *by the sea, in the mountains, in the city, ...*
- the size: *number of rooms*
- the atmosphere: *cosy, big, ...*
- other: *garden, study, swimming pool, ...*

My dream house is *by the sea*. It's ...

Part 3



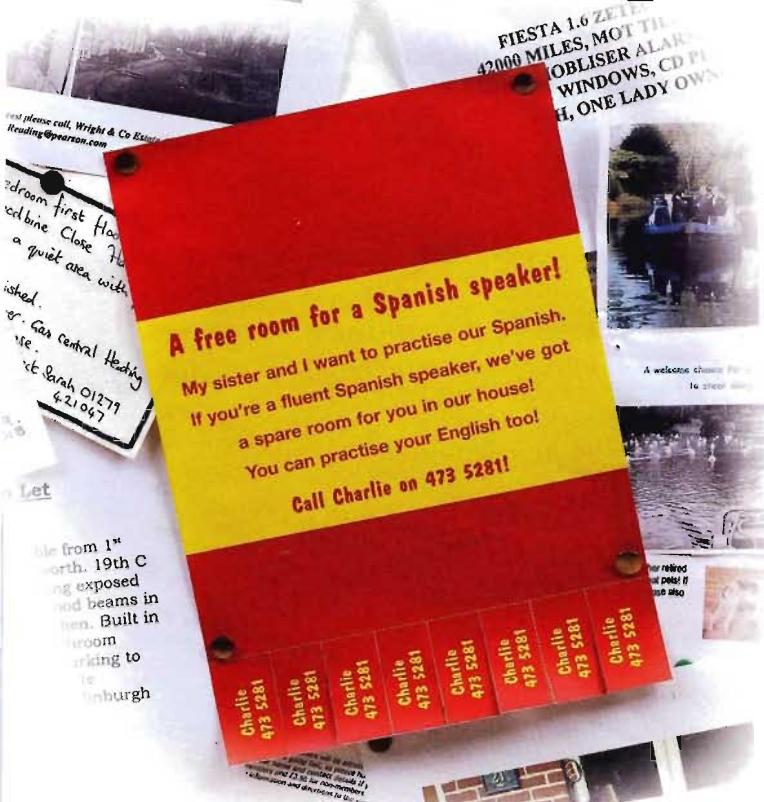
"A — Are there any houses around the house, Gilbert?"



GRAMMAR AND LISTENING

- 1 Read the advert. Tick true and cross false.

- 1 The room is expensive.
- 2 Charlie wants to speak Spanish.
- 3 Charlie doesn't live alone.
- 4 He lives in a flat.



- 2 Listen to the phone call and complete the conversation with *a*, *the* or no article.

Bianca Hello. My name's Bianca. It's about your ad.

Charlie Hi Bianca. Charlie here. Where are you from?

Bianca I'm from Argentina.

Charlie That's great! Do you want to come and see ¹ _____ room?

Bianca Yes, I do. What's ² _____ address?

Charlie 22 Park Street. It's near the train station. There's ³ _____ bus stop near us, too, and a supermarket.

Bianca Oh, good. And what's the room like?

Charlie Well, there's ⁴ _____ single bed and ⁵ _____ wardrobe. ⁶ _____ bed is new. And you can see our garden from ⁷ _____ windows in the room.

Bianca You've got a garden?! Fantastic! I love ⁸ _____ gardens!

Charlie And we've got ⁹ _____ dog. Do you like ¹⁰ _____ dogs, Bianca?

Bianca Yes, I do! So can I come this afternoon?

Charlie Yes, of course.

- 3 Think Back! Look back at the grammar in Unit 3 page 28 and read the sentences below. Why do we use *a* and *the* in these sentences?

There's *a* single bed and *a* wardrobe. *The* bed is new.

Work it out

- 4 Read the rules in the table and match the sentences (a–c) with the correct rule (1–3). Find one more example in Exercise 2 for each rule.

- a Do you like dogs?
b There's a bus stop near us, too.
c What's the address?

Articles *a/an*, *the*, no article

Indefinite article *a/an*

- 1 We use *a/an* with a singular noun when it is one of many things/people; it isn't important to know which one.

Definite article *the*

- 2 We use *the* before a singular or plural noun when you talk about specific things/people; there is only one.

No article

- 3 We use no article with plural nouns to talk about things/people in general.

- 5 Work in pairs. What's the difference in meaning?

- 1 a I love **flowers**.
flowers in general
b I love **the flowers** in your garden.
specific flowers

- 2 a Have you got **a dictionary**?
b Have you got **the dictionary**?

- 3 a It's on **a shelf** in my bedroom.
b It's on **the shelf** in my bedroom.

- 4 a My sister likes **cats**.
b My sister likes **the cat** in that picture.

- 6 Complete the sentences with *a*, *the* or no article.

- 1 A Excuse me. Have you got _____ book about London, please?

- B Yes, we have. They're on _____ shelves over there.

- 2 They've got a beautiful house but _____ bathroom is very small.

- 3 I love _____ pizzas but _____ pizzas in this restaurant are awful.

- 4 _____ mobile phones are expensive but _____ people usually love them.

- 5 A Where's my bag, Mum?
B It's on _____ kitchen table.

- 7 Does Bianca take the room? Listen and circle the correct answer.

- a Yes, because she loves the garden.
b No, because there's something in the house she doesn't like.

in front of



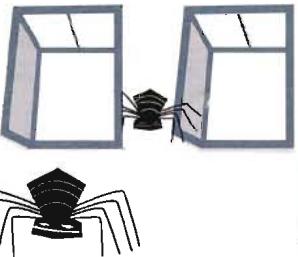
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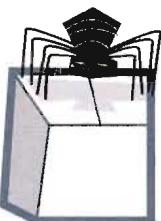
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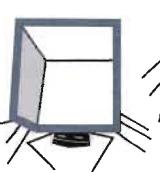
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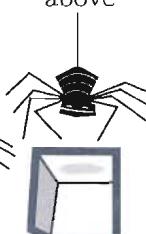
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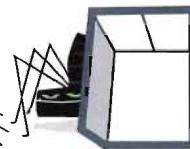
under



above



behind



VOCABULARY

- 1 Match the words with the objects (1–8) below.

fridge shelf drawer washing machine
cupboard microwave cooker sink

- 2 CD 2.8 Where are the spiders in the picture below? Use the prepositions at the top of the page to help you. Then listen and repeat the sentences.

There's a spider:

- 1 behind the microwave.
- 2 the fridge.
- 3 the sink.
- 4 the cupboard.
- 5 the washing machine.
- 6 the drawer.
- 7 a chair and the cooker.
- 8 a shelf.

- 3 Work in pairs. Look at page 140 and follow the instructions.

- 4 Complete the sentences about the picture of the kitchen with the correct preposition.

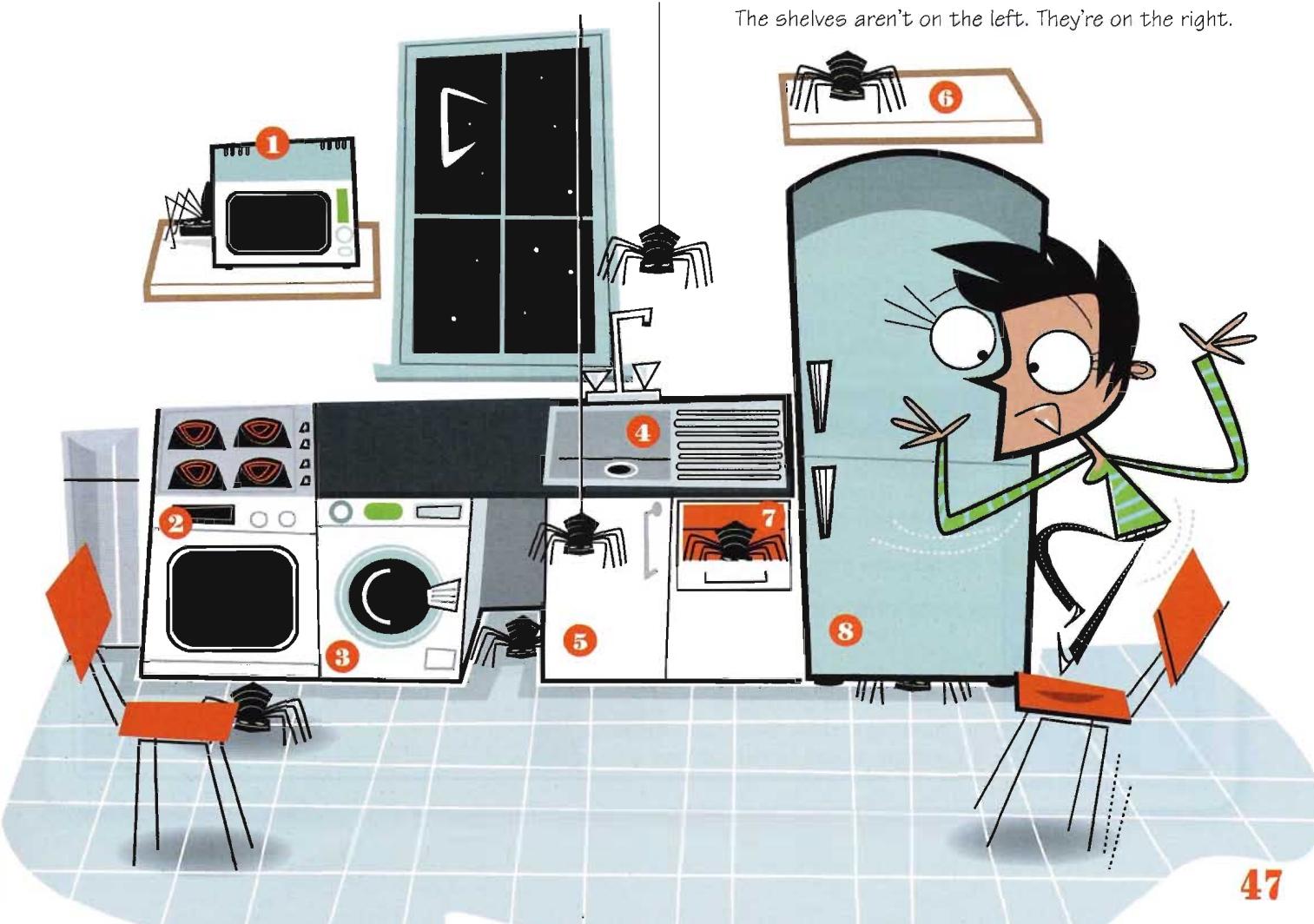
- 1 The fridge is _____ the sink.
- 2 The microwave is _____ a shelf.
- 3 The cupboard is _____ the sink.
- 4 There's a chair _____ the cooker.
- 5 There's a shelf _____ the fridge.
- 6 The washing machine is _____ the cooker and the sink.

- 5 Work in pairs. Draw a plan of your bedroom and describe it to your partner. Your partner draws your plan.

There's a bed on the left. There are some shelves next to the bed, on the right. There's ...

- 6 Now look at your partner's drawing and check it. Correct it if necessary.

The shelves aren't on the left. They're on the right.



SPEAKING AND LISTENING

1 Read the invitation and answer the questions.

- 1 Who's it from?
- 2 What's it for?
- 3 When is the party?
- 4 Where is it?



2 Work in pairs. Look at the places on Marcela's map and the words in the box. Where can you buy these things?

a stamp a newspaper some aspirin
a CD a painting a pizza

You can buy a stamp in a post office.

3 **CD 2.9** Listen to Part 1 of the phone call. What's Mike's problem? Circle the correct answer.

- a He hasn't got the map.
- b He doesn't know the address.
- c He can't understand the map.

4 **CD 2.10** Listen to Part 2 of the phone call. Tick the places you hear on the map. Where's Marcela's house?

5 **CD 2.10** Complete **Speak Out** with the words from the box. Use the map to help you. Then listen to Part 2 again and check.

get past turning opposite straight corner right traffic

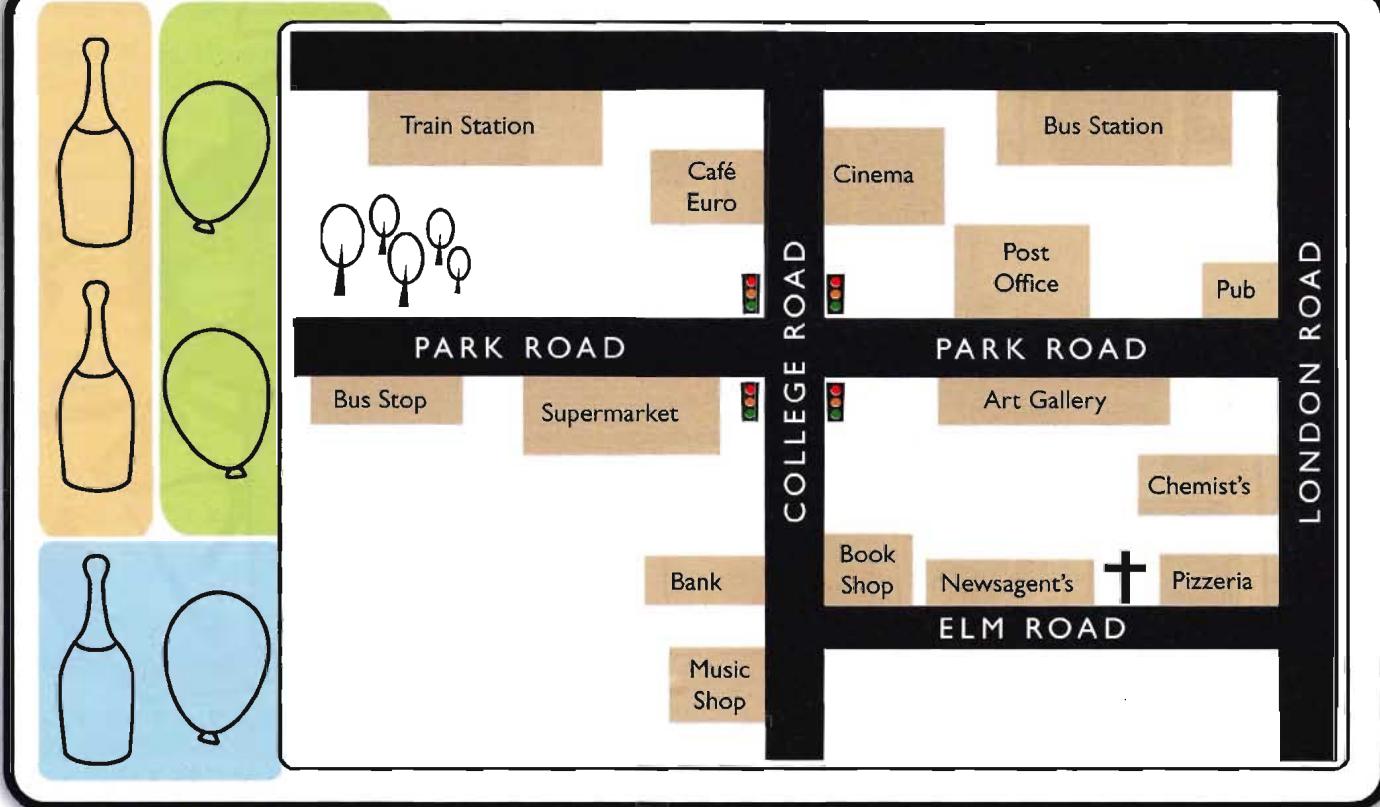
SPEAK OUT | Directions

Asking for directions

Excuse me, is there a newsagent's near here?
How do I ¹ _____ to your house?

Giving directions

Go ² _____ on.
Walk ³ _____ the supermarket.
Turn right at the ⁴ _____ lights.
Take the first ⁵ _____ on the left.
There's a book shop on the ⁶ _____.
My house is on the ⁷ _____.
It's ⁸ _____ the newsagent's.



- 6 CD 2.11 Maria is at the bus station. Use the map and **Speak Out** to complete the dialogue. Then listen and check.



Maria Excuse me. How do I ¹ _____ to Elm Road, please?

Man Go straight ² _____ and turn ³ _____ at London Road. Walk ⁴ _____ the pub and the chemist's. Take the ⁵ _____ turning on the right. There's a pizzeria ⁶ _____ the corner.

Maria Thank you.

7 In pairs, ask and give directions.

Student A

You're at the bus station. You want to go to:
a) the post office.
b) the chemist's.

Student B

You're at the train station. You want to go to the:
a) art gallery.
b) music shop.

8 Work in pairs. Choose two places on the map but don't tell your partner. Give your partner directions.

A You're at the pub. Walk along Park Road and turn right at the traffic lights. You're opposite Café Euro. Where are you?

B At the cinema.

WRITING

- 1 Read the two texts. Which text do you think is better? Why?

1

My home is not very big. I like my home. My favourite place is the kitchen. The kitchen is cosy. The kitchen's very warm. The kitchen's got a fireplace. We always eat in the kitchen in the winter. After dinner, I do my homework in the kitchen. I listen to music in the kitchen, too.

2

My home is not very big but I like it. My favourite place is the kitchen. It's cosy and warm because it's got a fireplace, so we always eat there in the winter. After dinner, I do my homework and listen to music there, too.

- 2 Look at text 2 again and follow the instructions.

- 1 Circle all the examples of *it*. Which nouns does *it* replace?
- 2 Underline all the linking words. Why do you use them?
- 3 Find the word that replaces the phrase *in the kitchen*.

- 3 Read **Train Your Brain** and use the ideas to make the text below more natural.

TRAIN YOUR BRAIN | Writing skills

Avoiding repetition

You can try to make your writing more natural.

- Use pronouns to replace repeated nouns: *it, them, ...*
- Use linking words: *and, but, so, because*.
- Use *there* to replace a phrase about a place.

My favourite place is the garden. The garden is beautiful. The garden is not very big. I love the garden. There are a lot of trees in the garden. I sit under the trees in the summer. My dog loves the garden, too. I play with my dog in the garden.

My favourite place is the garden because it's beautiful. It's ...

- 4 Use the ideas in **Train Your Brain**. Write about your favourite place at home. Answer the questions.

- What is it? (*your bedroom, the living room etc*)
- What's it like? (*big, cosy etc*)
- What do you like about it? (*it's private, warm etc*)
- What do you do there? (*read, watch TV etc*)

Eat to live ...

Read, listen and talk about food and drink.

Practise countable and uncountable nouns, quantifiers; amounts/containers and prices.

Focus on predicting in listening; buying food and drink.

Write an invitation.

GRAMMAR AND VOCABULARY

- 1 **CD 2.12** Match the words with the photos. Then listen and repeat the words.

a tomato	<input type="checkbox"/>	some milk	<input type="checkbox"/>	some chocolate	<input type="checkbox"/>
some butter	<input type="checkbox"/>	some sausages	<input type="checkbox"/>	a cake	<input type="checkbox"/>
some ham	<input type="checkbox"/>	some cola	<input type="checkbox"/>	some bread	<input type="checkbox"/>
a biscuit	<input type="checkbox"/>	some crisps	<input type="checkbox"/>	some coffee	<input type="checkbox"/>
some lettuce	<input type="checkbox"/>	some sugar	<input type="checkbox"/>	some cheese	<input type="checkbox"/>

- 2 **CD 2.13** Greg is at home on Saturday morning. Listen to his conversations and number them (1–3).

- a Greg's mum asks him to prepare food for his brother Jamie's birthday party.
 b Greg's friend comes to talk about a problem.
 c Greg's friend invites him to a picnic.



- 3 **CD 2.13** Listen again and circle the things in Exercise 1 that Greg has got.

- 4 Look at the circled items in Exercise 1 again. Tick true and cross false.

- 1 There are some sausages in the fridge.
- 2 There's some ham in the fridge.
- 3 Greg has got a tomato.
- 4 Greg can find some crisps.
- 5 Greg has got some bread and butter.
- 6 Greg can find a birthday cake.
- 7 There are some biscuits.
- 8 Greg has got some chocolate.



Work it out

- 5 Look at the things in Exercise 1 that Greg has got. What is the same about them?
- We can count them. (They are countable.)
 - We can't count them. (They are uncountable.)
- 6 Look at Exercise 4 and circle the correct words in the sentences below.
- We use *a / some* with singular countable nouns.
 - We use *a / some* with plural countable nouns.
 - We use *a / some* with uncountable nouns.
- 7 Read the dialogue and complete the rule for *any* with *plural* and *negative*.

We use *any* in questions and in _____ sentences both for uncountable nouns and _____ countable nouns.

Andy Have you got any sausages?

Greg No, there aren't any sausages, but there's some ham.

Andy OK, great – and what about a salad? Have you got any lettuce and tomatoes?

Greg Yes, I've got some lettuce, but I haven't got any tomatoes.

Check it out

Countable and uncountable nouns

	Countable	Uncountable
Affirmative	I've got a tomato. There are some crisps.	There's some sugar.
Negative	I haven't got a tomato. He hasn't got any biscuits.	We haven't got any milk.
Questions	Have you got a tomato? Are there any sausages?	Is there any butter?

Mind the trap!

We don't use *a* with uncountable nouns:

I've got **some** bread. NOT I've got **a** bread.

- 8 CD 2.14 Write *a*, *an* or *some*. Then listen, check and repeat the words. Pay attention to the pronunciation of *a/ə/*, *an/ən/* and *some/səm/*.

1	banana	4	potato	7	vegetables
2	egg	5	meat	8	apple
3	oil	6	chips		

- 9 CD 2.15 Complete the gaps with *some* or *any*. What can they make? Tick the picture. Then listen and check.



egg and chips a ham omelette ham sandwiches

Gina I'm hungry.

Carrie Me too. What can we make to eat?

Gina Well, we've got ¹ _____ ham, and there are ² _____ potatoes.

Carrie Have we got ³ _____ eggs? I love fried egg and chips!

Gina No, we haven't got ⁴ _____ – and we can't cook chips because we haven't got ⁵ _____ oil!

Carrie Oh – well, what about butter? Can you find ⁶ _____ butter?

Gina Yes, there's ⁷ _____ butter in the fridge.

Carrie And have we got ⁸ _____ bread?

Gina Yes, there's ⁹ _____ bread on the table in front of you!

Carrie Good, we can make ...

- 10 Do you know what's in your fridge at home? Student A, tell your partner. Student B, ask extra questions.

A There's **some** milk.

B Are there **any** eggs?

A No, there aren't.



LISTENING AND SPEAKING

- 1 Read about the radio show and think about possible questions that people could ask the expert.

Pick of the day

Talk About It is a radio phone-in show. An expert in the studio answers people's questions on the telephone. Today it is an expert on food.

- 2 Work in pairs. Complete the questions with your ideas.

- 1 Is it true that _____ is good for you?
- 2 Why doesn't my daughter eat _____?
- 3 What can I cook for _____?
- 4 Is it OK to eat _____ late at night?
- 5 Is it possible to be allergic to _____?
- 6 Is it true that _____ gives you spots?

- 3 **CD216** Listen to three dialogues from the radio show and tick the questions that the people ask.

- 1 Is it true that chocolate gives you spots?
- 2 Is it true that lettuce is good for you?
- 3 Is it OK to eat bread late at night?
- 4 What can I cook for dinner?
- 5 Is it possible to be allergic to red food?
- 6 Why doesn't my daughter eat cheese?

- 4 **CD217** Listen again to each dialogue and when you hear BEEP! try to predict which answer the expert gives. After the BEEP! listen to the rest of each dialogue and check if you are right.

First caller – Stella

- a No, it's not true.
b Yes, it's true.

Second caller – Antony

- a Go and get a takeaway instead.
b Go and buy a cookbook.

Third caller – Jodie

- a Take her to see a doctor.
b Don't worry about it.

- 5 Complete **Train Your Brain**. Write the advice (a–c) next to the correct number (1–3). Look at Exercises 1–4 to help you.

TRAIN YOUR BRAIN | Listening skills

Predicting

- a Try to predict some things that the people talk about.
- b Try to predict what the person says next.
- c Think about the topic of the conversation(s) and what you know about it.

Before you listen:

- 1
- 2

While you listen:

- 3

- 6 **CD217** Listen again and complete the sentences. Put one word in each gap.

- 1 Myra says chocolate can make you _____ but it doesn't give you spots.
- 2 Stella's mum wants her to eat healthy food, like _____.
- 3 Antony can't boil an _____ but he can make a sandwich.
- 4 Myra tells Antony to cook _____ and chips for his girlfriend.
- 5 Jodie's daughter says she is allergic to _____ food.
- 6 Two examples of 'red' food are _____ and red meat.

- 7 Complete the sentences to make them true for *you*. Then compare them in groups of three.

- 1 I think _____ is/are bad for you.
- 2 I'm allergic to _____.
- 3 I think _____ is/are good for your skin.
- 4 An example of a healthy meal is _____.
- 5 I think it's bad to eat _____ late at night.
- 6 I can cook _____ but I can't cook _____.

A I think sweets are bad for you.

B Yes, I agree.

C I don't agree. I think lemonade is bad for you.



READING AND VOCABULARY

1 What do you know about fortune cookies? Before you read the article, circle the answers to the questions (1–6).

1 Fortune cookies are common

- a all over the world.
- b in China.
- c in the USA and Europe.

2 People eat fortune cookies in Chinese restaurants

- a at the end of the meal.
- b at the beginning of the meal.
- c before the meal.

3 Fortune cookies are

- a nearly 50 years old.
- b nearly 100 years old.
- c nearly 200 years old.

4 Fortune cookies come from

- a China. b Japan. c the USA.

5 Fortune cookies are popular because

- a they have messages inside.
- b they taste good.
- c they are cheap.

6 Guests at special occasions often

- a give people fortune cookies.
- b get free fortune cookies.
- c write messages for fortune cookies.

2 CD 2.18 Read the article and check your answers.

3 Find the opposites of these words in the article.

1 outside (para. A) _____

2 rare (para. A) _____

3 soft (para. B) _____

4 boring (para. B) _____

5 similar (para. C) _____

6 ordinary (para. C) _____

4 What is your fortune? Follow the instructions. Take turns.

Student A, choose a fortune cookie from the photo and tell your partner the number.

Student B, find your partner's fortune on page 143 and read it to him/her.

Are you happy with your fortune? Why?/Why not?

5 Discuss these questions in small groups.

1 Do you have fortune cookies in your country?

2 If so, where can you get them?

3 If not, would you like to try them?

Why?/Why not?



the supplement | lifestyle

food

Try your fortune

A **'Your future looks bright.'** This is the message on the small piece of paper inside my fortune cookie. I am at The Golden Dragon, a Chinese restaurant in New York. In a lot of Chinese restaurants in the USA and Europe, it is common for the waiter to bring fortune cookies when you finish your meal. So most people think the home of these special biscuits is China. But they are wrong.

B The story of fortune cookies goes back to 1915, and the clever idea of Makoto Hagiwara, a Japanese American from San Francisco. You can find fortune cookies in China, but only in the last few years – since 1993, in fact. Tourists like them, but they are not popular with Chinese people because there is a lot of sugar in them. In fact, not many people like the taste of fortune cookies. 'They're very dry and hard' is a common opinion! People like them because it is fun to break them and read the message inside.

C **Fortune cookies** are free when the waiter brings them with your bill, but you can also buy them from supermarkets or order them on the Internet. If you go to a fortune cookie website, you can write your own messages to go in the cookies, and you can choose from different colours and sizes. People buy fortune cookies to give to guests at birthday parties, weddings and other special occasions.

GRAMMAR AND SPEAKING

- 1 This is Natalie. She likes chocolate, but is she a chocoholic? Look at her answers to the questionnaire.



ARE YOU A CHOCOHOLIC?

1 How many bars of chocolate do you eat every week?

- a Not many – maybe one a week.
- b Two or three a week.
- c About ten.

2 How much chocolate have you got in your pocket/bag?

- a I haven't got any.
- b Not much – maybe half a bar.
- c I've got three bars of chocolate.

3 How much money do you spend on chocolate every month?

- a A lot – about £50 a month.
- b I don't know.
- c I don't spend much – about £5 a month.

4 If you are stressed, what do you do?

- a I drink a lot of coffee.
- b I eat a lot of chocolate.
- c I don't eat.

5 Do you have a lot of dreams about chocolate?

- a No, I never have dreams about chocolate.
- b I don't have many.
- c Yes, I do!

6 Is it OK to eat a lot of chocolate?

- a Yes, why not? It makes you happy.
- b It's OK to eat some chocolate.
- c No, it's got a lot of calories.

Work it out

- 2 Look at the questionnaire again. Complete the rules below with *countable* or *uncountable*.

1 To ask about quantity, we use *how much* with _____ nouns and *how many* with _____ nouns.

2 To talk about a **small** quantity, we use *not much* with _____ nouns, and *not many* with _____ nouns.

3 To talk about a **big** quantity, we use *a lot of* with _____ and _____ nouns.

Check it out

How much? How many?

Countable nouns – negative and questions

How many bars of chocolate do you eat?
I don't eat **many./Not many.**

Uncountable nouns – negative and questions

How much chocolate have you got?
I haven't got **much./Not much.**

Countable and uncountable nouns – affirmative

I have **a lot of** dreams about chocolate./I have **a lot.**

I think it's OK to eat **a lot of** chocolate./I think it's OK to eat **a lot.**



- 3 Complete the sentences with *How much*, *How many*, *a lot of*, *much* or *many*.

- 1 _____ eggs do we need for the cake?
- 2 My brother eats _____ biscuits and cakes, but he's not fat.
- 3 There aren't _____ calories in a tomato.
- 4 _____ ham do you want in your sandwich?
- 5 There's _____ chocolate in this cake – it's delicious!
- 6 There's some cheese in the fridge, but not _____.

- 4 In pairs, ask and answer the questions in the questionnaire. Then look at page 140 to find your partner's score.

- 5 Look at the list of things that you can do to be healthy. Complete the gaps with *a lot of*, *much* or *many*. Then write a list of things that unhealthy people do.

Healthy people

- 1 do a lot of exercise.
- 2 don't eat _____ fast food.
- 3 eat _____ vegetables.
- 4 drink _____ water.
- 5 don't eat _____ sweets.

Unhealthy people

- 1 don't do much exercise.

- 6 Write questions with *How much* or *How many*.

- 1 water/every day
- 2 vegetables/every day
- 3 exercise/every week
- 4 sweets/every week
- 5 fast food/every month

- 7 Ask your partner the questions in Exercise 6. Answer your partner's questions with *a lot*, *not much* or *not many*.

- A How much water do you drink every day?
B Not much./A lot.

VOCABULARY

- 1 **CD 2.19** Complete the gaps with the phrases from the box. Then listen and check.

a packet of a bottle of a jar of a carton of a bag of a tin of
a box of a kilo of



1 _____ tuna



2 _____ water



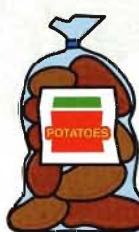
3 _____ crisps



4 _____ orange juice



5 _____ cereal



6 _____ potatoes



7 _____ jam



8 _____ flour

- 2 **CD 2.19** Listen again and repeat the phrases. Pay attention to how you pronounce *of /əv/*.

- 3 Work in pairs. Which countries use: euros?, dollars?, pounds?

- 4 Match the prices with how you write them.

- | | | |
|-----------------------------|--------------------------|----------|
| 1 four pounds fifteen | <input type="checkbox"/> | a \$1.50 |
| 2 three dollars ninety-five | <input type="checkbox"/> | b 20p |
| 3 one pound fifty | <input type="checkbox"/> | c \$3.95 |
| 4 two euros thirty | <input type="checkbox"/> | d 35c |
| 5 thirty-five cents | <input type="checkbox"/> | e €2.30 |
| 6 twenty pence | <input type="checkbox"/> | f £4.15 |

- 5 **CD 2.20** Listen to the prices of the food in Exercise 1. Write the numbers from Exercise 1 in the gaps. Then listen again and repeat the prices.

\$ dollars and cents \$
90c ____ \$2.20 ____ \$1.70 ____

£ pounds and pence £
£1.25 ____ 85p ____ £1.10 ____

€ euros and cents €
75c ____ €1.50 ____

- 6 **CD 2.21** How do you say these prices? Practise in pairs. Then listen and check.

1 \$1.30 2 99p 3 €1.55 4 80c
5 \$3.25 6 £2.75 7 25c 8 €4.15

- 7 Work in groups of three.

Student A, look at page 142.
Student B, look at page 143.
Student C, look at page 143.



SPEAKING AND LISTENING

- 1 Think Back!** In pairs, look at the photos and think of two things that you can buy in each place.

You can buy apples and lettuce in a greengrocer's.

- 2 CD 2.22** Listen to a dialogue in each place and complete the table.

What does the person buy?	How much do they pay?
1 a kilo of tomatoes and a _____	£ _____
2 a ham sandwich and a _____ with _____	£ _____
3 a cheeseburger with chips and a _____	£ _____

- 3 CD 2.22** Study **Speak Out** and complete the dialogues. Then listen again and check.

SPEAK OUT | Buying food and drink

The customer says:

- Can I have a bottle of water, please?
- Have you got any crisps?
- I'd like chips, please.
- How much is that?
- That's all, thank you.
- Here you are.

The shop assistant says:

- Can I help you?
- Certainly. Anything else?
- There's one left.
- There are (two) left.
- That's (£3.50) altogether, please.
- Here you are.

1

A Hello there, how are you?
B Fine, thanks. ¹ Can I have a kilo of tomatoes, please?

A Certainly. ² _____ ?

B Um ... oh yes, a box of eggs.

A OK, ³ _____ £2.75 ⁴ _____ , please.

B ⁵ _____ .

A Thank you.

2

A Good morning. ⁶ _____ ?

B Yes, ⁷ _____ any ham sandwiches?

A Um ... yes, ⁸ _____ one ⁹ _____ .

B Oh good, and ¹⁰ _____ a coffee with milk, too, please?

A Certainly.

B ¹¹ _____ ?

A That's £4.20 altogether, please.

B Here you are. Thanks.

A Thank you.

3

A Hi, what can I get you?

B ¹² _____ a cheeseburger with chips and a cola, please.

A OK ... there's the burger and chips ... and the cola. ¹³ _____ ?

B No, ¹⁴ _____ , thanks.

A That's £3.95.

B OK, just a second ...

- 4 CD 2.23** Listen to some phrases from the dialogues and repeat them. Pay attention to the polite intonation.

- 5** Work in pairs. Choose one of the places in the photos. Prepare a dialogue and act it out to the class. Use **Speak Out** and the three dialogues above.



WRITING

- 1 Look at the two invitations to a party and answer the questions.

- 1 Which invitation tells you
- a the date and time of the party?
 - b exactly where the party is?
 - c the reason for the party?
 - d what to bring to the party?
 - e how to contact Jake?
- 2 Which invitation do you think is better? Why?

A

Hi everyone,

Come to a party in the park on Sunday.

Bring your friends and some food, if you want.

See you there,

Jake

B

A birthday party!

Come to a party in Elizabeth Park on Sunday 12 May, from 2p.m.–6p.m.

Join me near the river for party games and lots of birthday cake! Friends welcome.

You don't need to bring any food, but bring something to drink.

Call me on 0405423814 if you can come.

Jake

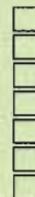
- 2 Read **Train Your Brain**. It gives a list of things to remember for a good invitation. Put a cross next to the things that are NOT true about invitation A.

TRAIN YOUR BRAIN | Writing skills

Invitations

A good invitation:

- 1 has a title
- 2 is short, but clear
- 3 gives a reason
- 4 gives a date and time
- 5 gives a place
- 6 (sometimes) asks people to bring things
- 7 gives contact details



- 3 Complete the invitation with phrases from the box.

8p.m. Patti and Nicola comfortable shoes
Do you like dancing to hear Where

1 _____ ?

Come and learn Scottish country dancing with us!

When?

Friday 25 June at 2 _____

3 _____ ?

The School Hall

Don't miss this chance 4 _____ traditional Scottish bagpipes!

Wear 5 _____ and casual clothes.

For information contact 6 _____ on 0414555634.
See you there!

- 4 You are on an English course in Britain and you want to organise an international party. Work in pairs and write your invitation. Use **Train Your Brain** to help you.

Think about:

- the date and time of the party and where it is.
- what people can do at the party: *meet people, eat food, listen to music (from which countries?)*.
- what to bring.
- how people can contact you.

VOCABULARY AND GRAMMAR

1 Complete the sentences with one word in each gap. You can see the first letter of each word.

- 1 We've got a television in the **I**_____ **r**_____.
- 2 After dinner Matt loves sitting in his **s**_____ and reading books.
- 3 Our new kitchen is great. We've got a new cooker and cupboards, and we just need to buy a new **f**_____.
- 4 I can never use the **b**_____ in the morning because my sister has a shower for about an hour!
- 5 Your school uniform? It's in the **w**_____ in your bedroom.
- 6 We need two **t**_____ of tuna for this salad.
- 7 Have more salad. **V**_____ are good for you.
- 8 Can we open a new **j**_____ of jam, please?
- 9 No, thank you. I'm a vegetarian, so I don't eat **m**_____.
- 10 Can you buy three **c**_____ of apple juice, please?

2 Complete the sentences with the prepositions from the box.

in to between on (x3) under above

- 1 The book is _____ the shelf in the bedroom.
- 2 I think your wallet is _____ the drawer.
- 3 My two best friends live next door to me. My house is _____ Tom's house and Jo's house.
- 4 Look! There's something on the floor _____ the table.
- 5 There aren't many great restaurants here but 'The Chinese Garden' next _____ the train station is really good.
- 6 It's impossible to get lost. My house is opposite the bookshop and the bookshop is _____ the corner.
- 7 It's a great photo. Put it on the wall _____ your bed.
- 8 Turn right at the traffic lights and my house is _____ the left.

3 Put the nouns into the correct groups. Then add three more nouns from Units 5 and 6 to each group.

tomato oil plant bread money
sandwich basin sofa ham butter
sausage water

Countable

Uncountable

4 Write the questions using the prompts and the correct forms of *there is/there are*. Then circle the correct answers.

- 1 A newsagent's near here
B Yes, there are two. *The / – newsagent's* on the corner is very good.
- 2 A flowers in your house
B No, there aren't any. I hate *the / – plants*!
- 3 A Internet café near your house
B Yes, there is. But I prefer *an / the Internet* café near my school.
- 4 A books in your bedroom
B Yes, there are. I love *the / – books*.
- 5 A good films on TV tonight
B Yes, there is *a / the western* and *a / the* comedy.
- 6 A bus stop near your school
B Yes, there is. But *a / the bus* that goes from there doesn't go to my house.

5 Complete the dialogue with one word in each gap.



- A So what do we need to make Tiramisu?
B First we need ¹ _____ eggs.
A How ² _____?
B Just three. Then ³ _____ cheese ...
A Have we got ⁴ _____ at home?
B No, we haven't. We have to buy some.
A How ⁵ _____ do we need?
B Not ⁶ _____ – 250 grams. And then ⁷ _____ sugar, black coffee and ⁸ _____ alcohol.
A We haven't got ⁹ _____ alcohol, I'm afraid.
B So we need to buy ¹⁰ _____ bottle of Vermouth. We also need ¹¹ _____ biscuits and ¹² _____ chocolate.
A We've got a ¹³ _____ of biscuits so we don't have to buy ¹⁴ _____. And how ¹⁵ _____ time does it take to make Tiramisu?
B About 30 minutes.

PRONUNCIATION

1 We can pronounce the letter *a* in different ways. Put the words from the box in the correct columns.

gate apple water armchair drawer
cake basin wardrobe sandwich jar
carton bag

/a:/	/ɔ:/	/eɪ/	/æ/
bathroom	hall	table	ham

2 CD224 Listen and check. Then listen again and repeat the words.

READING SKILLS

- 1 Read the ads and decide which place is good for the people below. You can match some places to more than one person.

A

TO RENT

Large furnished double room

Shared house in Victoria Street with 3 other students, 18–22. 3 bathrooms, kitchen, garage, near town centre.

No smokers, please.
£350 per month plus bills.
Minimum of 6 months.

Contact Emily on
0771 8551 3345

Room for rent in Shurley

Single room to rent in large 4-bedroom house. Furnished with single bed, wardrobe, large desk, 2 chairs, drawers, shelves and TV. Big kitchen and nice living room. Very friendly, easy-going housemates (all students). Available from 28th June to end of August. £80 a week plus bills. Call David on 0770 9885301

B

ROOMMATE NEEDED!

3-bedroom Oxford apartment from January 1. Large living room and garden for smokers :-). Great location: 1 min walk to supermarket, 15 min walk to city centre, on bus route (#13), quiet street.

Rent: £550 a month.

Are you quiet, clean and easy-going? Then it's certainly the place for you!

Phone 7344596753

C

New modern apartment to rent near Colney Hatch Lane

- 10 minutes by bike from the city centre and only five minutes away from supermarket.
- Lovely, large room with balcony.
- New wardrobe, new desk and chair, double bed.
- Bathroom with shower and bath.
- Share with 2 other students.
- £80 per week.

Call 08972670428

HOUSE to share with 5 lively, easy-going housemates. 10 mins walk from university. Modern, clean, kitchen (with microwave, fridge, dishwasher and cooker), living room and 3 big bedrooms – each for two people. 2 separate toilets, shower and bath. Use of Internet. Rent £420 + deposit £420. Ready to move in from the beginning of August? Prepared to stay for a year at least? Call 0117 8390086 and ask for Caroline.

SPEAKING SKILLS

- 1 In pairs, put the dialogue in the right order and then practise it.

Student A, look only at your part of the dialogue. You start with sentence d.

Student B, look only at your part of the dialogue. Student A starts the dialogue.

Student A

a That's €5.5 altogether, please.

b Thank you.

c Certainly. Anything else?

d Good afternoon. Can I help you?

e I'm sorry, there's only one kilo left.

f Orange or apple?

Student B

g Orange, please. How much is that?

h Um ... yes. Two kilos of bananas, please.

i Yes. Can I have a kilo of apples, please?

j Here you are. Thanks.

k That's fine. One kilo then. And two cartons of juice, please.

- 2 Roleplay this conversation.

Student A

Your friend invites you to a party at his/her house. You don't know his/her address. You live next to your school. You start the conversation.

- Ask your friend for his/her address.
- Ask how to get from school to his/her house.
- Repeat the directions to check if you know the way now.

Student B

You invite your friend to a party at your house. He/she doesn't know your address. He/she lives next to your school.

- Tell him/her your address.
- Tell him/her how to get from school to your house.
- Listen to your friend repeating the directions and say if they are correct.

Which place is good for somebody who
1 doesn't want to pay more than £320 a month?

2 has got a car?

3 wants a room of his/her own?

4 needs a room only for the summer?

5 needs a place for twelve months at least?

6 is ready to pay twice the price at the beginning?

Now and then

Read, listen and talk about past and present; schooldays.

Practise the Past Simple of *to be* and *can*; school subjects and collocations.

Focus on giving and receiving news.

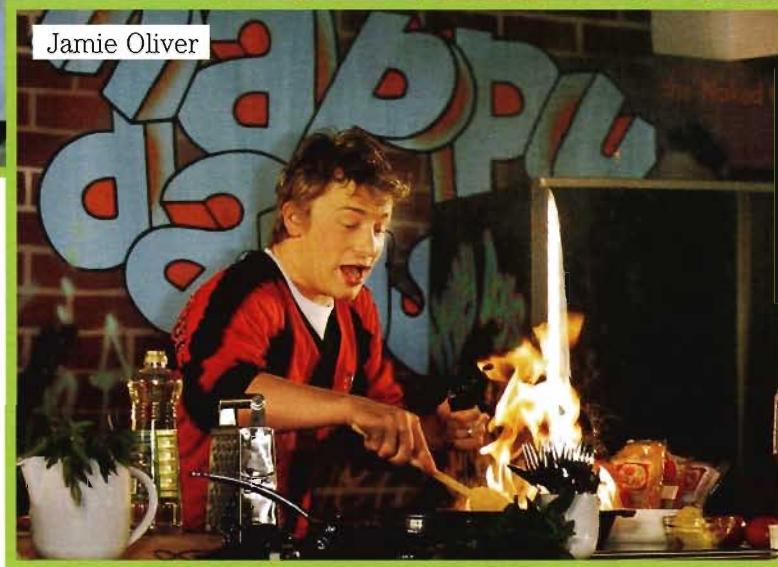
Write an email to apologise.



Kylie Minogue



Venus and Serena Williams



Jamie Oliver

GRAMMAR AND LISTENING

- 1 In pairs, look at the three photos of the celebrities and answer the questions. Use the adjectives and verb phrases below.

- What are the people like?
- What can they do?

Adjectives:

good-looking, confident, clever, rich, funny, poor, hard-working, shy

Can:

cook, play tennis, dance, sing, play an instrument, speak a foreign language

Jamie is good-looking and he can cook.

- 2 **CD 2.25** What about their schooldays? Guess and circle the correct answers. Then listen to two students reading about these celebrities and check your answers.

- 1 Kylie was *confident / shy* at school.
- 2 She could sing and play *two / three* instruments when she was 13.
- 3 Jamie wasn't *confident / shy* at school.
- 4 He couldn't do *Maths / French* but he could play the *piano / drums*.
- 5 He could cook when he was 18 / 8.
- 6 Venus and Serena weren't *poor / rich* and couldn't buy tennis *shoes / balls*.
- 7 They could play tennis when they were 4 / 14.
- 8 They were 'A' / 'F' students.



Work it out

3 Answer the questions about the sentences in Exercise 2.

- 1 What are the two affirmative forms of the verb *to be* in the past? Find one example of each.
- 2 What verb do you use to talk about ability in the past? Find two examples.

4 Think Back! How do you make a negative and a question with *to be* and *can* in the present? Write these sentences in the negative and the question forms.

1 He **is** confident.
N: _____ . Q: _____ ?

2 She **can** sing.
N: _____ . Q: _____ ?

Now do the same with the past of *to be* and *can*.

1 She **was** shy.
N: _____ . Q: _____ ?

2 They **could** play tennis.
N: _____ . Q: _____ ?

Check it out

Past Simple *to be* and *can*

to be	
I/He/She/It	was was not (wasn't)
You/We/They	were were not (weren't)
	shy. rich.

Was I/he/she/it confident?

Yes, I/he/she/it **was**./No, I/he/she/it **wasn't**.

Were you/we/they poor?

Yes, you/we/they **were**./No, you/we/they **weren't**.

can

She **could** sing.

He **could not (couldn't)** do Maths.

Could they play tennis? Yes, they **could**.
buy tennis balls? No, they **couldn't**.

5 Complete the sentences with *was*, *wasn't*, *were*, *weren't*, *could* or *couldn't*.

- 1 Venus and Serena _____ poor when they _____ children.
- 2 Kylie and Jamie _____ play musical instruments when they _____ young.
- 3 A _____ Kylie shy at school?
B Yes, she _____.
- 4 Jamie _____ an 'A' student at school.
- 5 A _____ Jamie do English at school?
B No, he _____.
- 6 A _____ Venus and Serena 'F' students?
B No, they _____.

6 CD226 Complete line A of each dialogue with questions a–e. Complete the gaps in line B with *was*, *wasn't*, *were*, *weren't*, *could* or *couldn't*. Then listen and check.

- a Were you at home last night?
- b Could you use a computer when you were at primary school?
- c How was your exam today?
- d Was Simon at school yesterday?
- e Could Tom play an instrument when he was young?

1 A Was Simon at school yesterday?
B No, he _____ because he _____ ill.

2 A
B It _____ OK, but I _____ answer two questions.

3 A
B Yes, he _____ play the piano when he _____ five.

4 A
B No, we _____ at our grandparents' house.

5 A
B No, I _____. There _____ any computers at my primary school!

7 Complete the first gap in each sentence with *I was* or *I could*. Add one more word/phrase to each group.

- 1 I could swim, speak English, ride a bike
- 2 _____ quiet, lively, clever, confident, _____
- 3 _____ make a cake/a sandwich, _____
- 4 _____ afraid of spiders/the dark, _____
- 5 _____ good at Maths/sport, _____
- 6 _____ play football/the guitar, _____

8 Look at the examples and write three questions with *Were you ...?* and three with *Could you ...?* Use Exercise 7 to help you. Then, ask two students your questions and write their answers in the columns.

	Name:	Name:
Were you confident when you were at primary school? Were you? Were you? Were you? Could you swim when you were five? Could you? Could you? Could you?	Yes, I was. No, I couldn't.	No, I wasn't. Yes, I could.

9 Write five sentences about the two students – four true and one false. The other students guess which sentence is false.

A Maria could swim when she was five.

B I think that's true.

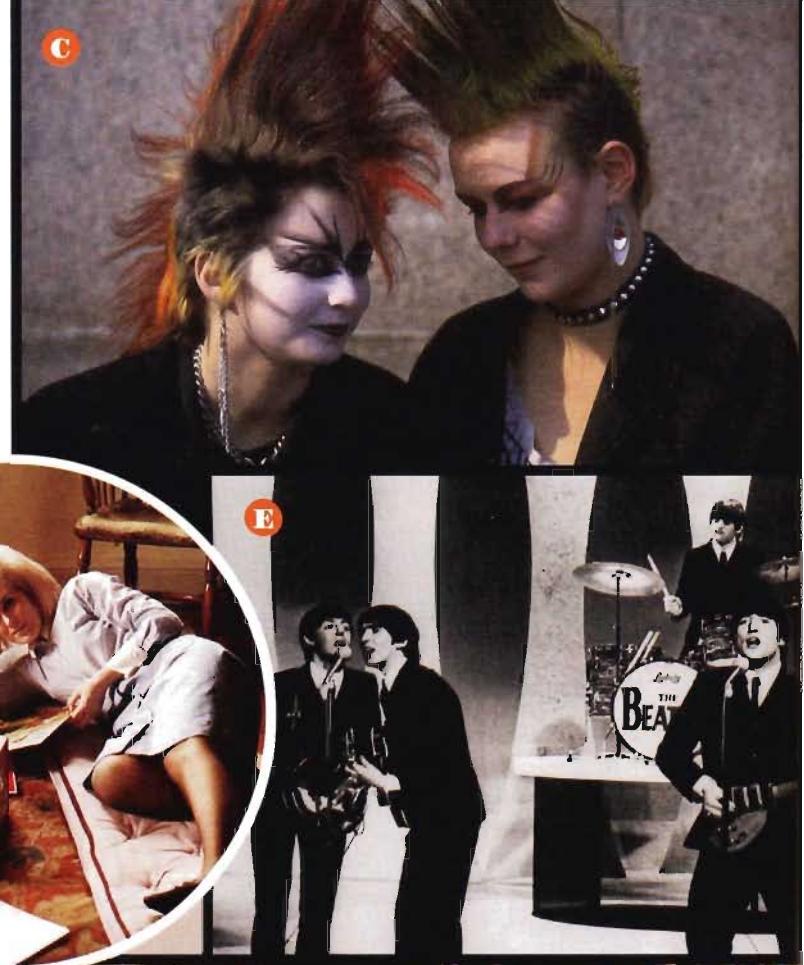
A No, it's false!

GRAMMAR AND READING

- 1 What do you know about the 1940s, 1960s, 1980s?
Match two photos (A–F) with each decade.

1 1940s
2 1960s
3 1980s

- 2 CD 2.27 Read the texts and check your answers to Exercise 1.



1
I was quite young in the 1980s but I remember them because the *Star Wars* films started and my big brother was a punk: he had green hair! I hated his loud music and his strange clothes, but he thought they were great. He played the guitar in a band – *The Hellboys* – they were terrible! He left school when he was fifteen – my parents were very unhappy about that at the time, and I think he's sorry too now.

2

Well, I was a teenager in the 1940s and it was very different. It was just after the war and it was difficult to buy some things, like bananas or chocolate. I was lucky because my mum worked in a chocolate factory! In the evenings we listened to the radio at home – some people had a television, but not many. The cinema was popular then: I went every week, usually on a Saturday afternoon. My parents often watched the news at a news theatre – it was like a cinema, really.



3

I did a lot of things for the first time in the 1960s. I bought my first record player in 1963 when I was sixteen: my first record was by *The Beatles*. I loved *The Beatles*. I remember I went to London for the first time in 1964 and saw *The Beatles'* first concert. It was fantastic! We lived in the country then and London was very big, new and exciting. Then I got my first job in 1969 as an English teacher in Turkey. What a busy ten years!





Work it out

3 Answer the questions (1–3) about the sentences (a–d).

- a I **bought** my first record player in 1963.
- b He **played** the guitar in a band.
- c I **loved** The Beatles.
- d I **went** to London for the first time in 1964.

- 1 Are the sentences about the present or the past?
- 2 Look at the verbs. What is the present form of each verb?
- 3 Which two verbs have regular past forms? What do you add to a regular verb to make it past?

4 Find twelve more past verbs in the texts in Exercise 2 and write them in the correct column.

Regular verbs	Irregular verbs
played	bought
loved	went

Check it out

Past Simple affirmative

We use the Past Simple to talk about actions and situations that started and finished in the past.

Regular verbs

Present

He **plays** in a band.

I **love** The Beatles.

Past

He **played** in a band two years ago.

I **loved** The Beatles in the 1960s.

Irregular verbs

Present

I often **go** to the cinema.

She **buys** a CD every day.

Past

I **went** to the cinema last week.

I **bought** my first record in 1963.

Time expressions:

yesterday, in (June, 1995, the 1980s), last (night, month, weekend, Thursday, year), (a week, two days) ago

5 Complete the sentences. Use the verbs from the box in the Past Simple.

leave love hate go listen get

- 1 Justin **_____** his brother's music.
- 2 Justin's brother is sorry that he **_____** school when he was fifteen.
- 3 Eileen's mother **_____** chocolate for her from the factory.
- 4 Eileen's family **_____** to the radio in the 1940s.
- 5 Ann **_____** going to London for the first time.
- 6 Ann **_____** to Turkey in 1969.

6 CD 2.28 Listen and repeat the verbs. Write them in the correct column. Then listen and check.

lived watched played started listened
loved hated worked

/t/

/d/
lived

/ɪd/

7 Complete the sentences. Use the past verbs from the texts in Exercise 2.

- 1 I **_____** up very late yesterday and I was late for school.
- 2 We **_____** lunch at my cousin's house last Sunday, then we **_____** tennis in the afternoon.
- 3 I **_____** some great shoes in the shop last Saturday and I **_____** a pair.
- 4 Because Tim **_____** football on TV last night, he **_____** his homework on the bus to school.
- 5 My dad **_____** home at six o'clock last night, then **_____** in the garden for two hours.
- 6 Darren and I **_____** to a jazz concert on Friday: he **_____** it, but I **_____** it was great.

Mind the trap!

We say **last night**, but **yesterday morning/afternoon/evening**.

We do not need a preposition before **last** or **yesterday**.
We went out **last** night. NOT We went out **on** last night.
I stayed in **yesterday**. NOT I stayed in **on** yesterday.

8 Complete the sentences to make them true for *you*. Use a different time expression in each.

- 1 I **drank** **_____**.
I drank four cups of coffee yesterday.
- 2 I **read** **_____**.
- 3 I **wrote** **_____**.
- 4 I **wanted** to **_____**.
- 5 I **ate** **_____**.
- 6 I **stayed** **_____**.

9 Now swap books with your partner and tell the class about him/her.

Martha drank four cups of coffee yesterday. She ...

10 Write a short paragraph about the 1990s. Say:

- why you remember the 1990s.
- what you/your friends and family did.
- what you loved/hated about the 1990s.

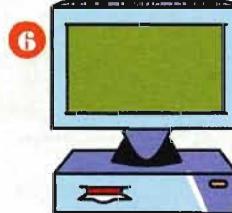
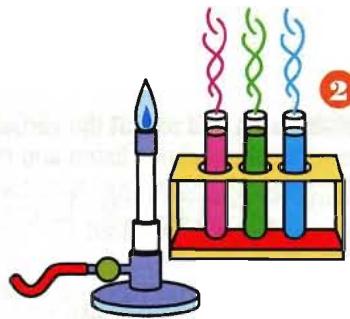
I remember the 1990s because ... I had long hair and I listened to

1

$$\cos \theta = \frac{1}{2}(\cos 2\theta - 1)$$

$$\sin \theta = \frac{1}{2}(1 - \cos 2\theta)$$

$$\frac{m_R}{4} - \frac{m}{4} = \frac{0.235}{0.192}$$



5 Circle the correct answers.

1 Sally got a _____ for her History homework yesterday.
a degree b good grade c certificate

2 My father _____ school when he was seventeen and got a job in a bank.
a started b went to c left

3 I liked Science at school, but I _____ all my Science exams.
a took b passed c failed

4 Daniel got a Geography _____ from York University.
a degree b grade c course

5 My sister _____ school in 2003 when she was five.
a left b started c went

6 I want to take an Art _____ on Wednesday evenings this year.
a course b exam c school

6 Complete the sentences to make them true for *you*. Then compare them with your partner's sentences. Which answers are the same for both of you?

- 1 I started school in _____.
- 2 I took my last English test _____ ago.
- 3 I got a good grade for _____ yesterday/last week.
- 4 I passed my _____ exam last _____.
- 5 I want to take _____ lessons this year.

7 You are going to listen to *Wonderful World*, a song by Sam Cooke. First, complete the sentences with the correct school subject.

- 1 French and Spanish are examples of _____.
- 2 Biology and Chemistry are examples of _____.

- 3 You can study Algebra and Trigonometry in _____ lessons.
- 4 People used a slide rule in _____ lessons.

8 CD 230 Song. Now listen to the song and write the names of all the school subjects you hear.

VOCABULARY

1 Think Back! Work in pairs. How many names of school subjects can you remember?

2 CD 229 Look at the pictures of school subjects above and match them with the words from the box. Then listen and repeat the words.

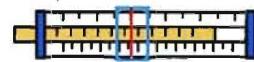
- Art Information Technology (IT)
 History Physical Education (PE)
 Music Languages Maths
 Literature Science Geography

3 Tell your partner which subjects you like/don't like and why.

- A I like Languages because I want to travel.
 B I like ...

4 Cross out the verb or noun which does NOT belong in each group. Check new words in the dictionary.

- 1 take / pass / fail / make an exam
- 2 get a certificate / a (good/bad) grade / an exam / a degree (in)
- 3 take a test / a certificate / a course / lessons
- 4 start / go to / end / leave school or university





READING

1 Work in pairs. Look at the website below and answer the questions.

- What can you do on this website?
- Do you have anything like this in your country?
- Is it a good idea? Why?/Why not?

2 Read Jake's message. What does he want to do? Circle the correct answer.

- a go travelling
b find somebody
c get some advice

3 Match the people (1–6) with what they did (a–d).

- 1 Jake
2 Molly
3 Molly's sister
4 Prince William
5 Michael
6 Michael's father

- | | |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | a studied Geography at St Andrew's |
| <input type="checkbox"/> | b studies at Trinity College |
| <input type="checkbox"/> | c was at York High School |
| <input type="checkbox"/> | d studied at Trinity College |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

4 Find the past forms of these verbs in the text. Which of the verbs are regular and which irregular?

- 1 travel travelled – regular
- 2 suggest
- 3 tell
- 4 study
- 5 come
- 6 meet

5 In groups, discuss these questions. Then tell the class.

- Which university is best for Jake? Why? Think about the place, how many years you have to study, the subjects, other attractions.
- Which university would you like to go to? Why?

We think the best place for Jake is ... because ...

Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Edit

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www1.reUnite.com

Home Register Help Links

New to the site? Register free About us How it works Help / FAQs

Find old friends from Primary School Secondary School College University Work Team or club Neighbours

Success stories Add to favourites Link to us Contact us

added by Jake Brightman (20/05/2005)

Hello everybody! I was at York High School from 1999 to 2004. When I left school, I travelled around South America for eight months. It was fantastic! Now I'm back and I want to go to university in September to study English Literature and Spanish. Two universities offered me a place: St Andrew's University in Scotland and Trinity College in Dublin, but I can't decide where to go! Can you help?

[Refresh](#) [Message List](#) [Refresh Message](#) [Display Settings](#)

added by Molly McGrath (21/05/2005)

Hi Jake! Remember me? We were in the same Chemistry class. Well, my sister got her degree at St Andrew's. She was there at the same time as Prince William. In fact, she studied Geography, like him! The university's in a beautiful old city on the east coast and she loved it there. Anyway, she told me that the teachers in the European languages department are excellent. The only thing is, you have to study for four years for a degree in Scotland, not three years like English universities.

added by Michael Etchells (25/05/2005)

Hello Jake – we did English together, remember? Guess what? I'm at Trinity College! I started my English Literature course here last September. You know Dublin's famous for its writers? Well, a lot of them studied here, too: for example Bram Stoker, who wrote *Dracula*! Also, my father suggested it because he did his degree here, and I'm really glad I came. Dublin's a great place for students because it's a very lively city with lots to do. There are museums, art galleries and of course hundreds of Irish pubs. In fact, I met some really friendly Spanish students in a pub last weekend – they study English here. So it's a good place for you to practise your Spanish!

SPEAKING AND LISTENING

- 1 Match the sentences with the pictures. Then tick the good news and cross the bad news.

- | | |
|---|--------------------------|
| 1 <input checked="" type="checkbox"/> I missed the bus. | <input type="checkbox"/> |
| 2 <input type="checkbox"/> I passed my English exam. | <input type="checkbox"/> |
| 3 <input type="checkbox"/> I got a job. | <input type="checkbox"/> |
| 4 <input type="checkbox"/> I failed my driving test. | <input type="checkbox"/> |
| 5 <input type="checkbox"/> I lost my mobile phone. | <input type="checkbox"/> |
| 6 <input type="checkbox"/> I had an argument with my boyfriend. | <input type="checkbox"/> |



- 2 CD231 Listen to four conversations and match them with four of the pictures in Exercise 1.

1 2 3 4

- 3 CD231 Study **Speak Out** and complete the conversations. Then listen again and check.

SPEAK OUT | Giving and receiving news

Good news

- A You look happy!
B Yes, I passed my English exam!
- A How was your day?
B Great! I got a Saturday job!

Responses

- That's brilliant!
Well done!
Good for you!
How fantastic!

Bad news

- A What's up? You look sad.
B I failed my driving test again!
- A What's the matter?
B I lost my mobile phone today.

Responses

- Oh dear.
I'm so sorry.
Never mind.
It doesn't matter.
Forget about it.
Don't worry.

- 1 A Hi Auntie Eileen.

- B Hello Alan,¹ _____ ?
A It was ² _____ ! I got a Saturday job!
B Oh, ³ _____ you! When do you start?
A Tomorrow.

- 2 A What's up, Jason? You ⁴ _____ .
B Hmm, well, I am. I failed my driving test again!
A Oh, don't ⁵ _____. You can take it again next month.
B Yes, I suppose you're right.

- 3 A Lucy, ⁶ _____ ?

- B Nothing. It's just that ...
A What?
B I lost my new mobile phone today. I can't find it anywhere.
A Oh ⁷ _____. Never ⁸ _____ , I'm sure it's somewhere.
B I hope so.

- 4 A Hi Mum!

- B Hello dear – you ⁹ _____ !
A Yes – look! I passed my English exam with a grade A!
B ¹⁰ _____ ! You studied very hard for it.

- 4 CD232 Listen and repeat some of the phrases from **Speak Out**. Pay attention to the intonation.

- 5 In pairs, choose one situation from each section: A and B. Write the dialogues using phrases from **Speak Out**.

A

- you lost some money
- you had an argument with a friend
- you missed the bus for school

B

- you got a new computer for your birthday
- you got grade A in English

- 6 Now act out your dialogues to the class. The other students decide which situations you chose.

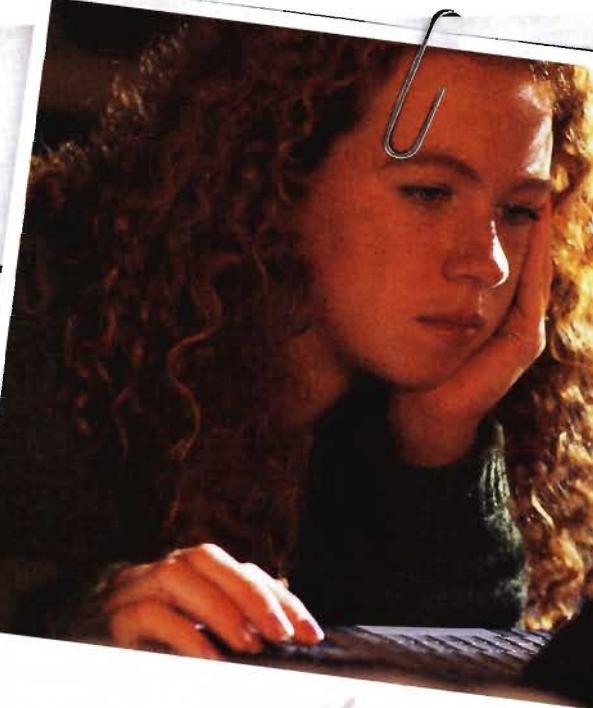
lyn101@primus.com

To: lyn101@primus.com
Subject: Sorry!

Hi Lyn,

- A** How are you? I hope you're not mad at me! I'm sorry I couldn't come to your school graduation party on Friday but I had a really bad day.
- B** ¹_____, I missed the bus and I was late for school. ²_____, I had an argument with Sally at lunchtime. ³_____, I had to look after my little brother because my mum was at work. ⁴_____, she came home late in a bad mood and said I couldn't go out!
- C** Anyway, I hope you had a great party – I was sad to miss it.
See you at netball practice on Wednesday?

Paula



WRITING

- 1** Look at the subject box in the email. What's the reason for this email?

- a to give good news
- b to apologise for something
- c to ask for something

- 2** Read the email. What information is there in each paragraph? Match the paragraphs to points 1–3.

- 1 conclusion: she makes friendly comments and she signs her name
- 2 introduction: she says hello and apologises
- 3 explanation: she gives reasons why she couldn't go to the party

- 3** Read paragraph B again. How many reasons does Paula give? Complete the gaps with the linkers from the box.

Finally Then First After that

- 4** Read **Train Your Brain** and match the points (a–c) with Exercises 1–3.

TRAIN YOUR BRAIN | Writing skills

An email to apologise

- a Organise your email into three paragraphs: introduction, explanation, conclusion.
- b In explanation, order your reasons using linkers: *First, Then, After that, Finally.*
- c Make the topic of the email clear in the subject box.

- 5** Jodie wasn't at the cinema at 6p.m. to meet her friend, Sarah. Look at Jodie's notes and write her email to apologise to Sarah. Use the ideas in **Train Your Brain**.

- *had to go to the supermarket for my mum after school*
- *had to do my Maths homework – very difficult*
- *missed the bus into town*
- *arrived at the cinema at 7p.m.*
- *hope Sarah enjoyed the film*

- 6** Choose one of the situations and think of reasons for what happened. Then write an email to apologise.

- You went out with friends, but you were in a bad mood and you went home early.
- You couldn't go to football practice on Saturday afternoon.
- You borrowed your friend's CD player and you lost it.

Remember to:

- say you are sorry about what happened.
- give the reasons, using linkers.
- finish with a friendly comment (*I hope you / See you on ...*).

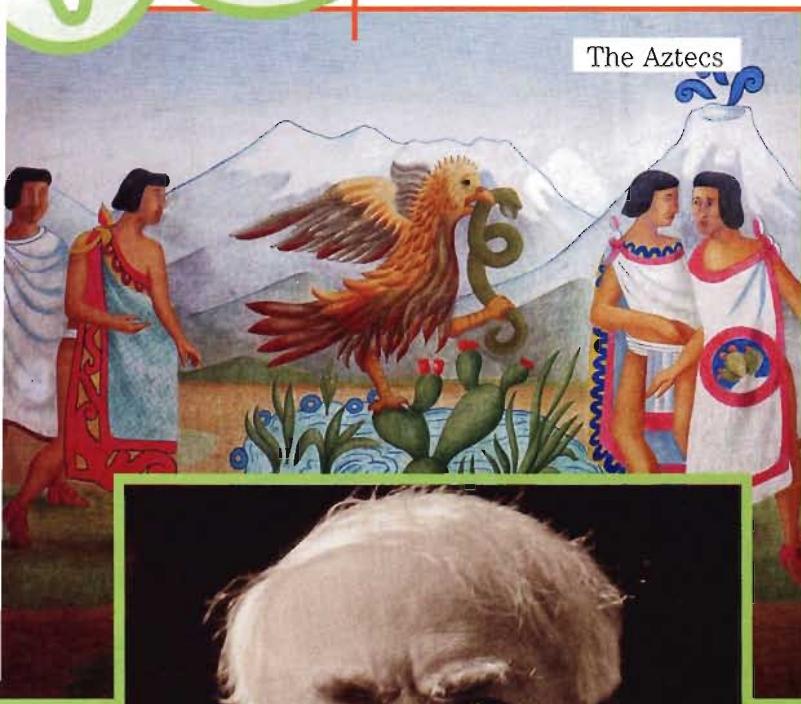
Make a difference

Read, listen and talk about people and things that have influenced our lives.

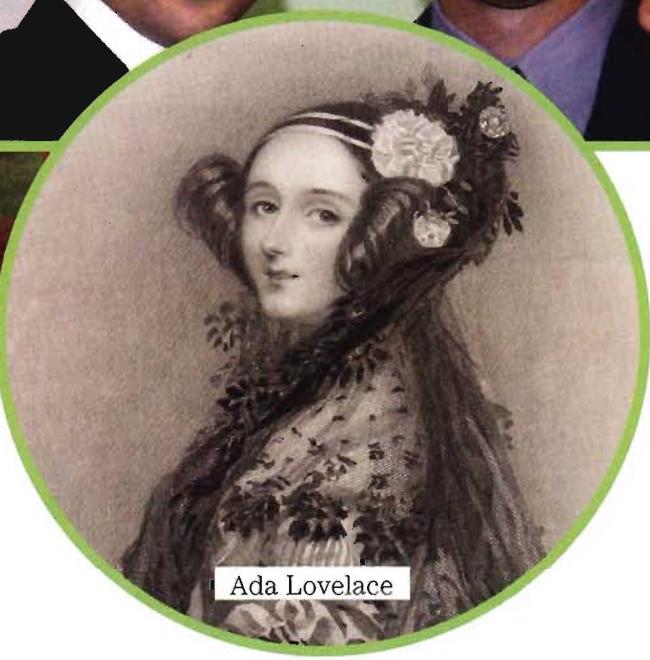
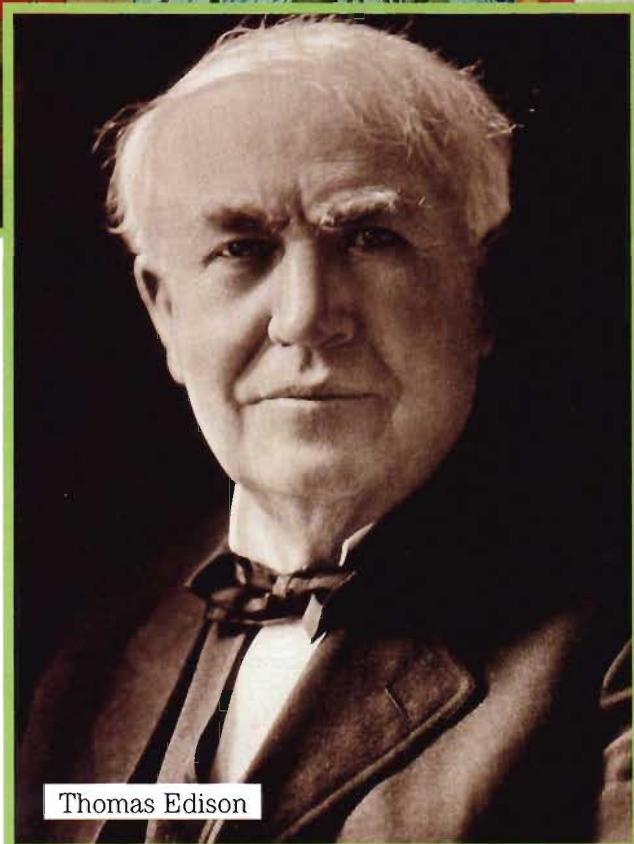
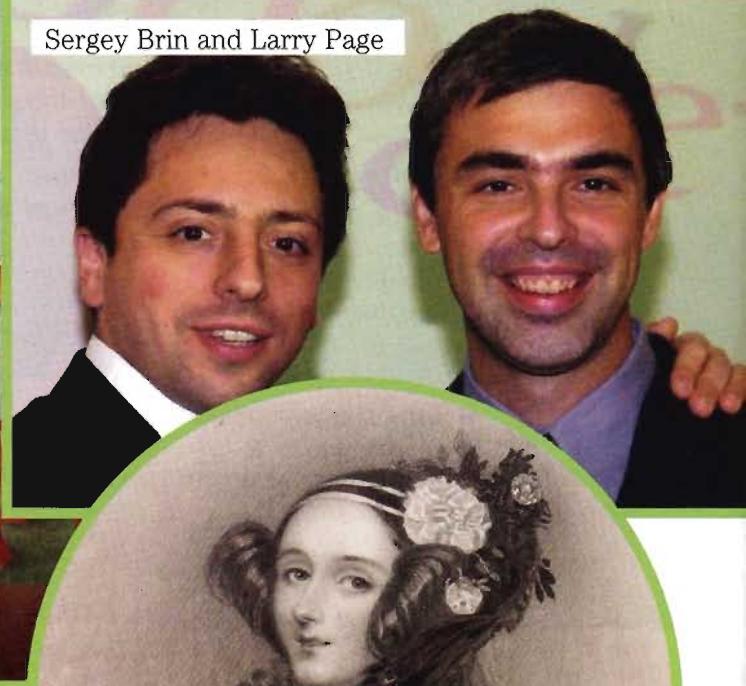
Practise the Past Simple question and negative forms; indefinite pronouns; compound nouns.

Focus on asking for information.

Write a biography.



Sergey Brin and Larry Page



GRAMMAR AND LISTENING

- 1 Look at the photos. What are the people famous for? Guess and complete the sentences with ideas from the box.

blue jeans bicycle chocolate Google
computer program light bulb books
telephone car

- 1 Thomas Edison invented the _____.
- 2 The Aztecs invented _____.
- 3 Sergey Brin and Larry Page invented _____.
- 4 Ada Lovelace wrote the first _____.

- 2 CD 2.33 Read the extract from the quiz programme *What did they do for us?* Check your answers to Exercise 1.

Chris OK, the next question is for you, Sarah. Did Thomas Edison invent the telephone?

Sarah No, he didn't invent the telephone. He invented the light bulb.

Chris Right Sarah! Good. Now John, here's your question. Did the Aztecs invent chocolate?

John Yes, they did.

Chris Well done! Now Sarah's question. What did Larry Page and Sergey Brin invent?

Sarah Oh, that's easy! They invented Google – the Internet search engine.

Chris Right Sarah. OK, John. Here's an easy question for you. It's about Ada Lovelace. What did she write? Books or a computer program?

John I don't know. This is a guess ... she wrote books.

Chris Sorry John – she didn't write books. She wrote the first computer program! OK, so the score now is ...



Work it out

3 Think Back! What do you remember about the Past Simple?

1 Find one regular and one irregular verb in the quiz.

2 What are the infinitives of these verbs?

4 Complete the question and negative forms of these sentences. Find them in the dialogue in Exercise 2. Then complete rules a and b below.

1 He invented the light bulb.

N: He _____ the telephone.

Q: _____ Thomas Edison _____ the telephone?

2 She wrote books.

N: She _____ books.

Q: What _____ she _____?

a To make negative sentences in the Past Simple we use _____ + infinitive.

b To make questions in the Past Simple we use _____ + I/you/he/she/we/they + infinitive.

Check it out

Past Simple negative and questions

The question and negative forms are the same for regular and irregular verbs in all persons.

Affirmative

They **invented** chocolate. She **wrote** books.

Negative

They **didn't invent** chocolate. She **didn't write** books.

Questions and short answers

Did they invent chocolate?

Yes, they **did**. / No, they **didn't**.

Did she write books?

Yes, she **did**. / No, she **didn't**.

Wh- questions

What did they invent? **What did she write?**

5 CD 2.34 Write the questions in the Past Simple. Then listen to the next part of the quiz and circle the correct answers to the questions.

1 When/Thomas Edison/invent the light bulb?

a in 1925 b in 1879

2 the Aztecs/live in Peru?

a Yes, they did. b No, they didn't.

3 What/the Aztecs/do/with chocolate?

a They drank it. b They ate it.

4 When/Google/go online?

a in 1988 b in 1998

5 Sergey Brin/leave Russia in 1979?

a Yes, he did. b No, he didn't.

6 Where/Ada Lovelace/come from?

a England b the USA

6 Complete the sentences with the correct form of the verbs from Exercise 5.

1 The Aztecs **didn't eat** chocolate. They _____ it.

2 Thomas Edison _____ the telephone. He _____ the light bulb.

3 Ada Lovelace _____ from the USA. She _____ from England.

4 Google _____ online in 1998. It _____ online in 1988.

5 The Aztecs _____ in Mexico. They _____ in Peru.

6 Sergey Brin _____ Russia in 1969. He _____ Russia in 1979.

7 In pairs, write five questions about important people or events in the last ten years. Then work with another pair and ask your questions.

A Did Brazil win the last World Cup?

B No, they didn't. When did Nelson Mandela become President of South Africa?

8 Complete the questions with the correct forms of the verbs from the box.

do eat watch read go listen to

1 What TV programme _____ (you) when you were ten?

2 Where _____ (you) on holiday last year?

3 What kind of food _____ (you) when you were a child?

4 What books _____ (you) last year?

5 What music _____ (you) when you were fourteen?

6 What _____ (you) last night?

9 Complete the first column with your answers to the questions in Exercise 8. Then ask your partner and complete the second column.

A What TV programme did you watch when you were ten?

B I watched *The Flintstones*.

Me	My partner
1 <i>The Simpsons</i>	<i>The Flintstones</i>
2	
3	
4	
5	
6	

10 Tell the class about your partner.

Adam watched *The Flintstones* when he was ten.
He ...

READING AND VOCABULARY

- 1 In pairs, match the photos with the people. Why are they famous? Write two sentences about each person.

1 Pavarotti	<input type="checkbox"/>	4 Angelina Jolie	<input type="checkbox"/>
2 Sting	<input type="checkbox"/>	5 Ronaldo	<input type="checkbox"/>
3 Shakira	<input type="checkbox"/>		

Angelina Jolie's a famous actress. She was in the film *Alexander*.

- 2 Read the introduction to the article and then check these words. What do you think the article is about?

charity events developing countries celebrity
to raise money to donate money refugees

- 3 Read the article quickly and check your answer to Exercise 2. Then choose the best title for it a, b or c.

- a The UN makes a difference
- b The exciting lives of celebrities
- c UN celebrities make a difference

- 4 **CD 2.35** Read the article again. Put the sentences (a–e) into the correct gaps (1–5). Then listen and check.

- a She went to many different countries and talked to refugees.
- b Then they gave the money to the UN to help the world's poor people.
- c But did you know about their UN charity work?
- d These concerts made millions of dollars for the UN.
- e Now I want to help.

- 5 Write questions for the answers below. Use the article to help you.

- 1 Because they wanted to help people in developing countries.
Why did these celebrities work for the UN?
- 2 In 2003. When _____?
- 3 In Switzerland. Where _____?
- 4 About 120 million. How many _____?
- 5 In 2004. When _____?
- 6 A book called *Notes from My Travels*. What _____?

- 6 Find words in the text to match these definitions.

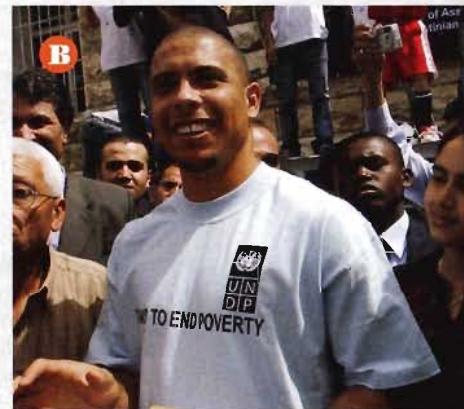
- 1 the synonym of *ill* (para. A) _____
- 2 you feel this way when you don't have enough food (para. A) _____

- 3 the synonym of *famous* (para. C) _____
- 4 the level of education you need to read, write and do simple Maths (para. C) _____
- 5 you get this when you win a competition (para. E) _____
- 6 the opposite of *war* (para. E) _____

- 7 In groups, talk about your country. Then compare your answers with other groups.

- 1 Tick the charity events that you have.
sports events, school fund raising projects, concerts, street collections, collections in supermarkets, telethons
- 2 Which celebrities raise money for charity? Think of actors, musicians, sportspeople
- 3 What do you and people in your country do to help others?
donate money, go on charity walks, run marathons, donate old clothes, donate money by sending text messages, other?

The charity events we have are





This week's article in our series **The Rich and Famous** gives you some surprising facts about our favourite stars. Their lives are not just about parties, expensive clothes and big houses. Many of them work very hard to give something back to the world.

A We all know about the work of the United Nations Organisation (the UN) and its agencies like UNICEF. We also know the famous celebrities in the photos.¹ _____ They didn't earn any money for their work and they didn't do it to become more famous. They just wanted to help the millions of poor, sick and hungry people in developing countries.

B Many UN celebrities come from the world of sport, films and music. In 2003, football stars Ronaldo and Zidane organised a charity game in Switzerland to raise money.² _____ Ronaldo said, 'When I was a child, I was often hungry.'³ _____

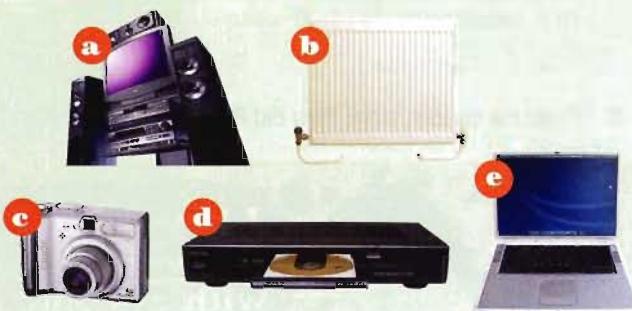
C Famous musicians also organise charity events. Luciano Pavarotti is well-known for his *Pavarotti and Friends* concerts in Italy where U2, Sting and Ricky Martin were some of the performers.⁴ _____ The Colombian singer Shakira is another UN celebrity. About 120 million children in the world don't go to school and UNICEF wants to give them a basic education. In 2004, Shakira visited many developing countries to help UNICEF with this plan.

D The American actress Angelina Jolie is one of the many film stars who also helped the UN.⁵ _____ Then she wrote a book about her experiences called *Notes from My Travels*. She earned a lot of money from the book and donated it all to the UN refugee agency.

E In 2001, the UN and its Secretary General, Kofi Annan, won the Nobel Peace Prize. These celebrities all helped the UN to make a difference.

VOCABULARY

- 1** Make compound nouns with one word from A and one from B and match them with the pictures. Then make five more compound nouns.



A

home central laptop washing digital microwave mobile compact DVD computer

B

oven player game computer machine phone disc camera heating cinema

- 2** Read the rule. Then put the compound nouns from Exercise 1 in the correct group.

You make compound nouns with a noun + noun or an adjective + noun.

Noun + noun: home cinema, ...

Adjective + noun: central heating, ...

- 3** Complete the sentences with the correct compound nouns from Exercise 1. Then write your own sentences with the other three compound nouns.

- 1 I couldn't phone you because I lost my _____.
- 2 I took my _____ on holiday because I wanted to check my emails.
- 3 It's cold here. Turn on the _____.
- 4 My parents gave me a _____ for my birthday so I can take lots of photos.
- 5 My mum's got a new _____, so she can heat and cook food really quickly.
- 6 I love watching films on our _____. We've got a new _____, so the living room feels like a real cinema.

- 4** Change a word in each compound noun to make new compound nouns. How many new phrases can you make?

post office – lost property office

- | | |
|----------------|-------------------|
| 1 dining room | 4 sports magazine |
| 2 pop music | 5 film star |
| 3 charity shop | |

- 5** Put the things in Exercise 1 in the correct column for you. In groups, compare your lists and give reasons.

A mobile phone is very important for me because I call my friends every day.

Very important
mobile phone

Important

Not important

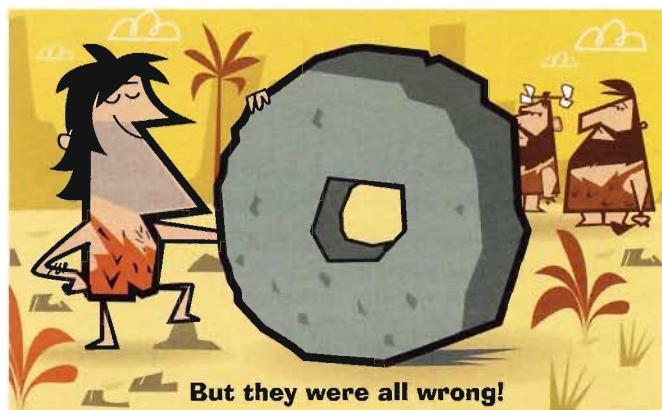
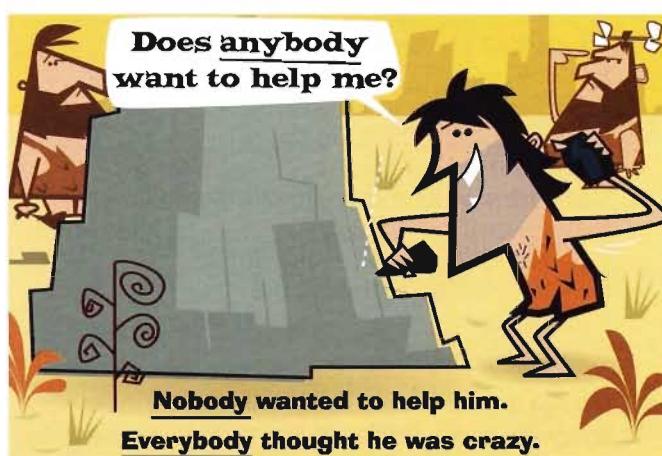
GRAMMAR AND SPEAKING

- 1 What was man's first important discovery? In pairs, choose from the things in the box.

language metal the wheel painting
fire writing

It was ... because ...

- 2 Read the cartoon story. How did Rocky change the world?



Work it out

- 3 Look at the underlined words in the cartoon and answer the questions.

Which words do we use:

1 for people? **anybody**, ...

2 for things?

3 in affirmative sentences?

4 in negative sentences and questions?

Check it out

Indefinite pronouns

We use **everybody**, **somebody**, **nobody**, **anybody** for people and **everything**, **something**, **nothing**, **anything** for things.

Affirmative

I have to do **something** with my life.
Everybody thought he was crazy.

Negative

He **didn't** have **anything** to do./He had **nothing** to do.
He **didn't** have **anybody** to help him./He had **nobody** to help him./**Nobody** wanted to help him.

Questions

Does **anybody** want to help me?
Did **anything** happen?

- 4 CD 2.36 Read the story and circle the correct answers. Then listen and check.

I saw ¹ **nobody** / **everybody** in the street. It was empty. When I got home, I knew ² **something** / **anything** was wrong. I walked into the house but I couldn't see ³ **nothing** / **anything** wrong. I went into the kitchen but ⁴ **nothing** / **nobody** was there. Then I heard ⁵ **anything** / **something** – a noise upstairs. ⁶ **Somebody** / **Anybody** was in the house.

Mind the trap!

Always use the 3rd person singular verb with indefinite pronouns.

Nobody likes him. Does **anybody know** her?
Everybody loves films.

- 5 Work in groups and write the end of the story from Exercise 4. Use **five** different words from Check it out.

I went into the living room. Nobody was there. Then ...

- 6 Work in groups. Are these sentences true for your group? Ask questions to find out.

A Does **anybody** like reading?

B Yes, I do. I love it./No, I hate it. . .

1 Nobody likes reading.

2 Everybody wants to travel.

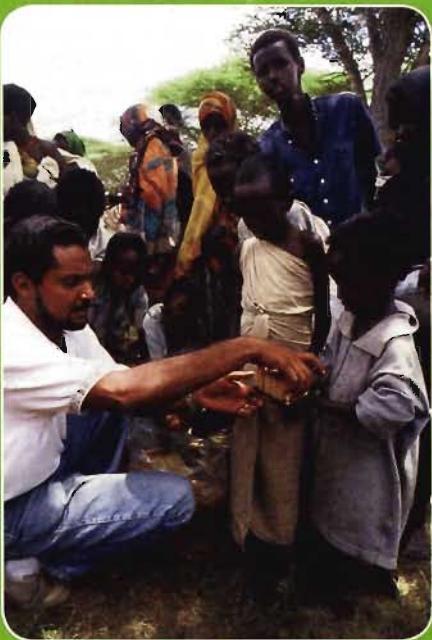
3 Everybody has got a car.

4 Somebody can play the guitar.

5 Everybody wants to be rich.



From Manchester...



...to Malawi

About Oxfam | What we do

Oxfam is a very well-known charity organisation from Oxford. It raises money to help people in developing countries – especially in famine areas in Africa and Asia. Its name comes from joining the two words: Oxford and famine. It also gives people advice about charity projects they can organise.



LISTENING AND SPEAKING

- 1** Look at the photos and read about Oxfam. What do you think the listening is about? Work in pairs and choose five phrases from the list.

- going on a charity walk
- hungry people in Africa
- doing a school charity project
- organising a fashion show
- buying expensive clothes
- making cheap clothes
- working in a group
- raising money for Oxfam

- 2** **CD 2.37** Listen to the three students and check your answers to Exercise 1.

- 3** **CD 2.37** Listen again. Put *Jack*, *Emma* or *Sam* next to the question that they answer.

- 1 What did you learn? _____
- 2 How did the project start? _____
- 3 What was the fashion show like? _____

- 4** **CD 2.37** Listen again and circle the correct answers.

- 1 What do students do for charity in England?
 - a work for Oxfam
 - b do charity walks
 - c give money to old people
- 2 The students decided to do a fashion show because
 - a they love clothes and want to be models.
 - b they want to go to Africa.
 - c they wanted to raise money.
- 3 The students came for the fashion show early because
 - a they had to practise walking and dancing.
 - b the boys didn't know how to dance.
 - c they were very excited.
- 4 Emma didn't spend much money because
 - a she borrowed the jacket.
 - b she bought some jeans in a charity shop.
 - c she made some jeans with plastic bags.
- 5 Sam enjoyed the fashion show because
 - a he likes working alone.
 - b he learnt about working in a group.
 - c he earned £500.
- 6 The fashion show was important because
 - a some people from Oxfam went to the show.
 - b they made some cheap clothes.
 - c they all learnt something.

- 5** In groups, plan a project to raise money for charity.

Decide:

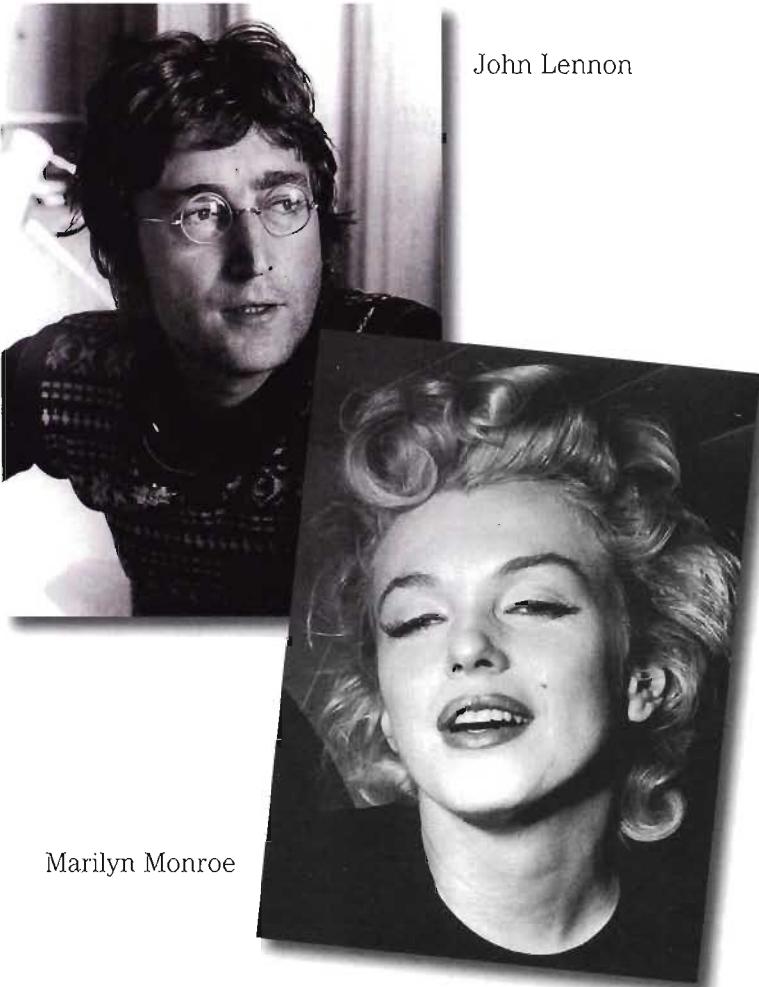
- who it is for: *old people, children, animals, hungry people*
- what you want to do: *a fashion show, a charity walk, sell your old clothes*
- what you have to do: *make posters, sell tickets, collect money*

- 6** Tell the class about your charity project.

Our project is to raise money for
We want to

SPEAKING AND LISTENING

- 1 Work in pairs. What influence did the people below have in people's lives?



We think John Lennon was a great influence because ...

- 2 Read the list of people in the box. In pairs, answer the questions.

a friend a teacher a writer a celebrity
a relative a musician somebody else – who?

- Who was an important influence in your life?
- Why were they important? What did they do?

Nelson Mandela was an important person for me because he believed in freedom. I'd like to be like him.

- 3 **CD 2.38** Listen to Helen's conversation about an important person in her life. Tick true and cross false.

- 1 Mrs Mariani is Helen's new History teacher.
- 2 She moved to England thirteen years ago.
- 3 She wrote books about Napoleon and Queen Elizabeth I.
- 4 She didn't treat her students like children.
- 5 Helen wanted to be a History teacher when she was a child.
- 6 Mrs Mariani retired from her job a year ago.

- 4 Study **Speak Out** and complete the questions about Mrs Mariani with the correct questions from the box.

SPEAK OUT | Asking for information

Who was he/she?

How old was he/she?

Where was he/she from?

Where/When/How did you meet him/her?

What did he/she do?

How did he/she do that?

What else did he/she do?

How did he/she influence you?

- 1 A _____?

B Italy.

- 2 A _____ do?

B She taught me to love History.

- 3 A _____ that?

B Her lessons were always interesting.

- 4 A _____ else _____ do?

B She always answered our questions.

- 5 A _____ you?

B Now I want to be a History teacher!

- 6 A _____ when she retired?

B Sixty, I think.

- 5 **CD 2.39** Listen and repeat the questions from **Speak Out**.

- 6 **CD 2.40** Read the conversation and complete the questions. Then listen and check.

A Mike Jones was a terrific guy.

B Mike Jones? Who¹ _____?

A He was a musician. He played in a band, I think.

B How² _____ him?

A He lived next door to us when I was about ten.
I always remember him.

B Why? What³ _____?

A He was a fantastic piano player.

B Cool! ⁴ _____ else ⁵ _____?

A Well, he wrote a song for my birthday once.
He had a big influence on me, in fact.

B How⁶ _____?

A He taught me to love all kinds of music. He said, 'There's no life without music.'

B Yes, that's true.

- 7 Work in pairs. Use **Speak Out** to roleplay a conversation. Take turns to be A and B.

Student A, you want to find out about an important person in your English friend's past. Ask your friend:

- who the person was.
- how you met/knew this person.
- why he/she was important.

Student B, answer your friend's questions.

- who: *parent, uncle, friend, celebrity*
- how: *at home, at school, saw on the TV, listened to music*
- why: *helped you, taught you something, you learnt something*



WRITING

- 1** Think Back! What can you remember about Ada? Answer the questions in pairs.

- 1 Who was she?
- 2 Where did she come from?
- 3 What did she invent?

- 2** Read the text and put the paragraphs (A–D) in chronological order (1–4).

- 3** Read the text again and complete the Quick Facts about Ada's life.

- 4** Read the text again and follow the instructions.

- 1 Circle the linking words: *and, but, so, because*.
- 2 Underline the time phrases with: *on (+ day), in (+ year), when (+ sentence), (how many days/weeks) later, after that, then*.

- 5** Complete the paragraph with linking words or time phrases.

Thomas Alva Edison was born ¹ _____ 1847 and started work thirteen years ² _____. He went to school when he was seven ³ _____ left after three months ⁴ _____ he had problems with his teacher. His mother wanted him to have a good education ⁵ _____ she taught him at home. ⁶ _____ he was thirty-two, he invented the light bulb. ⁷ _____ that, he invented more than 1,300 other things. He died ⁸ _____ 18 October, 1931.

- 6** Read Train Your Brain and match the sentences (1–3) with the examples (a–c).

TRAIN YOUR BRAIN | Writing skills

A biography

1 Write the facts in chronological order. Use different paragraphs for each topic.

2 Use time phrases to say when things happened.

3 Don't forget to use linkers to join your ideas.

a *in 1843, two years later, when she was 18, then, after that*

b *family, education, marriage, work*

c *and, but, so, because*

- 7** Write a biography of a person who was important in your life/country. Use the ideas in Train Your Brain. Write about:

- who he/she was.
- what he/she did.
- how he/she influenced you/your country.

TECHNOFACTS

ADA LOVELACE (1815–1852)

THE LIFE OF ADA LOVELACE

A

Ada had an important influence on computer history because she predicted the modern computer. In 1980, when American scientists invented a new computer language, they called it ADA. Ada died on 27 November, 1852, at the age of 36.

B

Ada married Lord Lovelace in 1835 and they had three children. After that, she worked with Babbage on his new calculating machine. In 1843, she wrote an article about it with a plan for calculating numbers. This plan was the first computer program.

C 1

Ada Byron was born in London on 10 December, 1815. She was the daughter of the famous British poet, Lord Byron and his wife, Annabella. Five weeks later, her parents separated. Her mother didn't want Ada to be a poet like her father, so she taught her Maths and Science. Ada was a Maths genius but she also had her father's imagination.

D

In 1828, when she was only thirteen, Ada designed a flying machine. Then, when she was eighteen, Ada met the inventor, Charles Babbage. She helped him with his work and he had a big influence on her life.

computerworld 020
TECHNOFACTS



QUICKFACTS

Birthdate/place

10 December, 1815 in London

Parents

Education

Married to

Children

Died

Famous for

the first computer program

VOCABULARY AND GRAMMAR

1 Complete the sentences with one word in each gap.

- 1 Next year I would like to take an Art _____ in Paris.
- 2 The only school _____ I really like is Languages.
- 3 Chloe doesn't really like _____. She hates maps and can't remember the names of many capital cities.
- 4 My brother got a _____ in History from Oxford University.
- 5 When I was fourteen I loved playing computer _____.
- 6 My favourite subject is Physical _____. I just love sport.
- 7 When I travel by train I like listening to my _____ discs or reading books.
- 8 It's not difficult to _____ your exams when you study a lot.

2 Match 1–5 with a–e in each group to make collocations and compound nouns.

A

- | | | |
|----------|--------------------------|------------------|
| 1 get | <input type="checkbox"/> | a the light bulb |
| 2 invent | <input type="checkbox"/> | b an exam |
| 3 fail | <input type="checkbox"/> | c text messages |
| 4 leave | <input type="checkbox"/> | d a certificate |
| 5 send | <input type="checkbox"/> | e university |

B

- | | | |
|-------------|--------------------------|-----------|
| 1 digital | <input type="checkbox"/> | a cinema |
| 2 central | <input type="checkbox"/> | b machine |
| 3 washing | <input type="checkbox"/> | c camera |
| 4 microwave | <input type="checkbox"/> | d heating |
| 5 home | <input type="checkbox"/> | e oven |

3 Complete the text with the correct forms of the verbs in brackets.

The Internet sometimes makes homework very easy to do! Last week our teacher ¹ _____ (ask) us to write about an important decade in the 20th century, so I ² _____ (decide) to look for something online. I ³ _____ (find) a great website called 'The best ten years of my life'. Lots of people ⁴ _____ (talk) about their favourite decade and why they ⁵ _____ (choose) it. They ⁶ _____ (write) about a lot of interesting things like how they ⁷ _____ (meet) their future partners, the clothes they ⁸ _____ (wear) in those days, and what kinds of music ⁹ _____ (be) popular then. It ¹⁰ _____ (be) fascinating because many people ¹¹ _____ (describe) the 1960s (and the hippies) or the 1980s (and the punks), and I ¹² _____ (not know) much about those times. I ¹³ _____ (not have) to spend much time online and I ¹⁴ _____ (finish) my homework in one hour. And then I ¹⁵ _____ (get) an A. I ¹⁶ _____ (cannot) believe it!

4 Make questions in the Past Simple. Then match the questions with the answers.

- 1 What/you/do/last weekend
- 2 Jenny/be/confident/when/she/be/a child
- 3 Where/you/go/on holiday last summer
- 4 you/can/play the piano/when/you/be/ten
- 5 What/your friend/give you for your last birthday
- 6 How old/you/be/when/your parents/buy you your first bicycle

- a No, I couldn't.
- b I was three.
- c No, she wasn't.
- d An English–Spanish dictionary.
- e I went to the cinema.
- f To Italy.

5 Circle the correct pronouns.

- 1 Does *somebody / anybody / nobody* know the answer to this question?
- 2 I waited for twenty minutes but *somebody / anybody / nobody* came.
- 3 Frank was very nervous and he didn't say *something / anything / nothing*.
- 4 I can't help you, I know *anything / nothing / everything* about the history of France.
- 5 I think I can hear a noise. There's *somebody / anybody / everybody* at the door.
- 6 You looked very serious yesterday. Was *something / anything / everything* wrong?
- 7 *Somebody / Anybody / Everybody* likes sweets but they aren't good for your teeth.

PRONUNCIATION

1 How do you pronounce the -ed ending of these verbs? Circle the verb that is different in each group.

- | | | | |
|------------|-----------|---------|---------|
| 1 worked | watched | played | cooked |
| 2 listened | smoked | loved | stayed |
| 3 passed | wanted | needed | hated |
| 4 liked | studied | talked | laughed |
| 5 started | suggested | died | donated |
| 6 opened | smiled | offered | walked |

2 **CD 241** Listen and check. Then listen again and repeat the verbs.

LISTENING SKILLS

- 1 **CD 2.42** Listen to part of a radio phone-in and circle the correct answers.

- 1 Peter was Samantha's first love because
a she liked the colour of his eyes.
b he was very tall.
c he taught her to swim.
- 2 Samantha didn't see Peter for many years because
a he got married.
b he moved to Brighton.
c he studied History in London.
- 3 Blake and Jessie
a were both very good students at school.
b had similar interests.
c were both ten years old when they first met.
- 4 Blake decided to talk to Jessie
a when she passed a difficult test.
b because she had a very pretty smile.
c because she looked at him.

READING SKILLS

- 1 Complete the text with the sentences (a–f).

At the end of the 1960s, Bob Geldof was a music journalist for a magazine in Vancouver, Canada. But in the mid-1970s, he became famous as the leader of *The Boomtown Rats*, a punk rock group.¹ Soon Geldof was a colourful figure in the world of music.



In November 1984, Geldof saw a BBC news report on the famine in Ethiopia and decided to do something about it. He called Midge Ure from *Ultravox*.² Geldof then invited some of the most famous British and Irish rock and pop musicians to form a group and record the song.³ They recorded the single just before Christmas 1984.⁴ But the song raised much more, millions of pounds, and sold more copies in the UK than any other record until 1997. Michael Jackson and Lionel Richie copied the idea in the States a few months later, and wrote the song *We Are The World*.⁵ Following the success of the Band Aid single, in June 1985 Geldof organised the massive charity concert Live Aid.⁶ Twenty years later, on 2 July, he organised another huge concert, Live 8, in ten different places around the world at the same time. Once again, the money went to Africa and Geldof got nominated for the 2006 Nobel Peace Prize.

- a They invited Geldof to sing at the end of the song with the other American musicians.
b It raised even more money for the people in Africa.
c He called this group *Band Aid*.
d Together they wrote the song, *Do They Know It's Christmas?*.
e In 1978, *The Boomtown Rats* had their first Number 1 single with *Rat Trap*.
f Geldof hoped to raise about £70,000 for Ethiopia with this single.

SPEAKING SKILLS

- 1 Put the lines below in the right order to make two dialogues. Then take turns to read out the dialogues with your partner.

Dialogue 1 starts with:

What's up, Christine? You look sad.

- a Good for you! Was it difficult?
b Yes, I passed my Spanish exam!
c I hope so.
d Hi, Thomas. You look very happy.
e What's up, Christine? You look sad.
f Well done! You studied very hard for it.
g Oh, don't worry. I'm sure he's very sorry now.
h Well, it certainly wasn't easy. And I got a very good grade.
i Yes, I had an argument with Paul this morning and he was awful to me.

- 2 Roleplay this conversation.

Student A

You talk to your friend about his/her early school days. You want to find out about an important teacher for your friend at his/her primary school. You start the conversation. Ask your friend:

- what kind of person his/her favourite teacher was.
- why he/she liked this teacher.
- what influence the teacher had on your friend's interests/education/life.

Student B

You talk to your friend about your early school days. Your friend wants to find out about an important teacher for you at your primary school. Answer your friend's questions about:

- what kind of person your favourite teacher was.
- why you liked this teacher.
- what influence the teacher had on your interests/education/life.

Following fashion

Read, listen and talk about clothes and fashion.

Practise the Present Continuous and the Present Simple; phrasal verbs, clothes vocabulary.

Focus on reading for specific information; asking for and checking information.

Write a message.



GRAMMAR AND VOCABULARY

- 1 **CD 3.1** Look at the picture – where are the people? In pairs, match the clothes in the box with the pictures. Then listen and repeat the words.

a jacket	<input type="checkbox"/>	jeans	<input type="checkbox"/>	a shirt	<input type="checkbox"/>
trainers	<input type="checkbox"/>	a skirt	<input type="checkbox"/>	a coat	<input type="checkbox"/>
trousers	<input type="checkbox"/>	boots	<input type="checkbox"/>	a dress	<input type="checkbox"/>
a T-shirt	<input type="checkbox"/>	a hat	<input type="checkbox"/>	a suit	<input type="checkbox"/>
a sweater	<input type="checkbox"/>	shorts	<input type="checkbox"/>	a tie	<input type="checkbox"/>
sunglasses	<input type="checkbox"/>				

- 2 **CD 3.2** Matt has a new job as a store detective. It's his first day in the job. Listen to his conversation with his boss and answer the questions.

- 1 Which person in the picture do they talk about?
2 Is he/she a thief? If not, who is he/she?

Work it out

- 3 Read part of the dialogue and underline all the verbs in the Present Continuous (*be + verb + -ing*). Then circle the correct rule a or b.

Matt There's a woman in the clothes department and I think she's stealing things.

Boss Really? Is she stealing anything right now?

Matt No, she isn't. At the moment she's coming over to the T-shirts. Now she's picking one up, ... now she's putting it down again ... Now she's walking over to the dresses.

Boss What are you doing?

Matt I'm following her.

Boss Well, be careful. Don't go too close!

Matt I'm not going too close ... Oh, now her mobile phone's ringing and she's answering it – no, no, she isn't answering it, I think she's putting something in her bag!

Boss Are you sure?

Matt Well, I think so. And she's wearing sunglasses and a hat ... in the shop. That's very strange. I'm going over to her ...

We use the Present Continuous to talk about a regular activities.

b things that are happening now.

- 4 Find the *-ing* form of these verbs in the dialogue.

walk _____ come _____ put _____



- 5 Complete the table with *am ('m), is ('s), am not ('m not), is not (isn't) and are.*

Present Continuous

We use the Present Continuous for actions that are happening **now, at the moment** of speaking.

Affirmative

I¹ **following** her.
He/She² **coming** over to the T-shirts.
You/We/They **are ('re)** **buying** clothes.

Negative

I³ **going** too close.
He/She⁴ **answering** the phone.
You/We/They **are not (aren't)** **stealing** anything.

Questions and short answers

Are you following her? Yes, I **am**./No, I'm **not**.
Is she stealing anything? Yes, she **is**./No, she **isn't**.

Wh- questions

What⁵ **you doing?**
What **she wearing?**

- 6 Complete the sentences about the picture with the correct Present Continuous form of the verbs in brackets.

- 1 Matt isn't talking (talk) to the sales assistant.
- 2 The sales assistant _____ (write) in his notebook.
- 3 The children _____ (do) the same things: one _____ (sleep) and the other _____ (cry).
- 4 Four people _____ (shop) in the clothes department.
- 5 Matt _____ (wear) a jacket.
- 6 A woman _____ (go) to the changing room.
- 7 The children _____ (buy) clothes.
- 8 The woman with the sunglasses _____ (put) the T-shirt down.

- 7 Complete the sentences about people in your classroom now. Use the words and phrases from the box.

laugh think about English grammar
work hard write on the board speak English
look out of the window ask a question
listen to music wear summer clothes talk

- 1 Everybody _____ .
- 2 Some people _____ .
- 3 I _____ .
- 4 Our teacher _____ .
- 5 One person _____ .
- 6 Nobody _____ .

Everybody is speaking English.
I'm not listening to music.

- 8 **cd33** Put the words in the correct order to make questions. Then listen and repeat the questions.

- 1 teacher What the doing 's
- 2 laughing Is anybody
- 3 asking many are How people questions
- 4 near window 's Who the sitting
- 5 me you listening to Are
- 6 wearing How are people trousers many

- 9 Work in pairs. Take turns to ask and answer the questions from Exercise 8.

A What's the teacher doing?
B He/She is writing on the board.

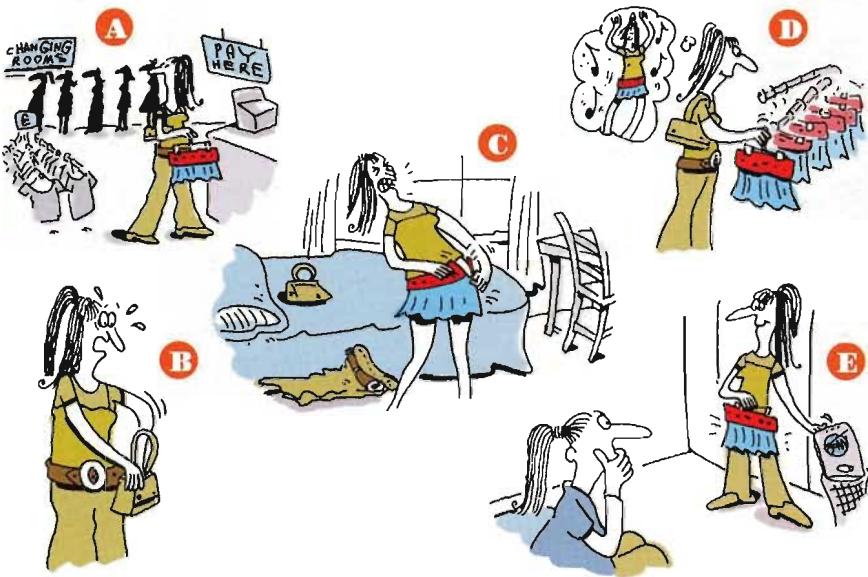
- 10 Read the dialogue. Which person in the picture of the clothes department is B thinking about?

A Is it a woman?
B Yes, it is.
A Is she wearing jeans?
B No, she isn't.
A OK – is she looking at trousers?
B Yes, she is.
A OK, it's this woman.
B That's right!

- 11 Now work in pairs. Student A, think about a person in the picture. Student B, ask questions and guess the person. Take turns. Use the dialogue above as an example.

VOCABULARY

- 1 Read Andrea's story. Match the pictures (A–E) to the sentences (1–5).



- 1 Andrea wanted something new to wear to a party.
She went to her favourite clothes shop and **picked up** a fantastic mini skirt.
- 2 It was late and the changing rooms were full,
so Andrea didn't **try** the skirt **on**.
- 3 At home, she **threw away** the carrier bag and showed her sister the skirt.
- 4 In her bedroom, she **took off** her jeans and **put on** the skirt but ... oh, no ... she couldn't **do it up!**
- 5 Andrea was very upset. She had to wear an old skirt to the party and she couldn't **take** the new skirt **back** because she couldn't find the receipt!

What did Andrea do with the receipt? Make guesses.

- 2 Complete the sentences with the correct forms of the phrasal verbs from Exercise 1.

- 1 Please **take off** your shoes before you walk on the clean floor.
2 I bought this shirt six months ago and now I can't **put on** the buttons!
3 Jack's really lazy. He never **puts away** his clothes from the bathroom floor after a shower.
4 I **brought back** a sweater because it was very cold in the cinema.
5 I'm **tiring out** all these old clothes because I never wear them.
6 My new watch stopped, so I **took back** it **to** the shop.
7 I hate **throwing away** clothes in the shop – the changing room is always so crowded.

- 3 Write your ideas for numbers 1–6. Compare them with your partner. Then, in pairs, choose the best ideas to tell the class.

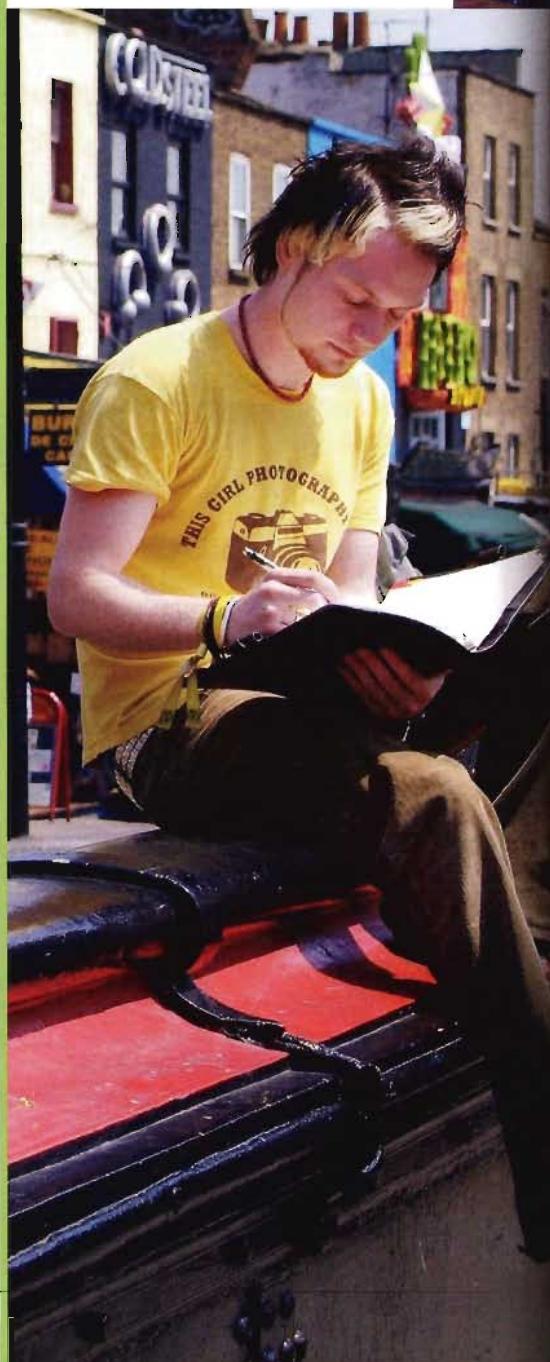
- 1 a reason why you take something back to the shop
2 something you put on when the weather's hot
3 something people never throw away
4 something you take off when you arrive home
5 something you don't need to try on before you buy
6 two types of clothing that you do up
- 1 You take something back to the shop when it's broken.

READING

- 1 In pairs, look at the photo of Camden Market in London and answer the questions.

- 1 What can you buy at Camden Market?
2 Do you like buying clothes at markets like this and why? Use these words: *cheap/expensive, good atmosphere, too many people, (not) many things to choose from*
3 Do you like the clothes in the photo and why? Use these words: *different, strange, stupid, interesting, modern*

You can buy ...





The Style Collector

This week, in our series about teenagers' plans and ambitions Adrian Tolson talks to Nathan Bradshaw from London.

It's ten o'clock on Sunday morning and Nathan Bradshaw is sitting in front of a clothes stall in Camden Market. But he isn't buying anything – he's drawing pictures in a notebook. 'I'm watching the people. I want to see what they are wearing and what they are buying.' Nathan collects styles. He comes to Camden every Sunday and spends hours drawing the clothes he sees there. 'Camden is a great place because a lot of the people who come here wear really unusual things: they mix different styles and colours, and the results are often fantastic.'

When did Nathan first get interested in fashion? 'When I was fifteen, I had a Saturday job in the clothes department of a big store and I helped at a fashion show for the customers. After that I got bored with selling clothes and I decided that I wanted to become a fashion designer.' Does he want to be another Calvin Klein or Stella McCartney? He laughs. 'Of course I'd like to be rich and famous, but there are only a few designers who are on TV and in magazines. There are a lot more who nobody knows: they work long hours and don't earn much money. I think the job is exciting and creative, but it's certainly not glamorous.'

Does Nathan plan to do a course in clothes design? 'Oh yes, when I finish school. I'm reading about the fashion industry on the Internet at the moment, and all the articles say you need to go to fashion school and learn to cut fabric and make clothes if you want to be successful. It's not enough to be a good artist.'

- 2 You are going to read a magazine article about Nathan Bradshaw. First, look at the photograph and think about these questions.

- 1 Why is Nathan at Camden Market?
- 2 What does he think of the people's clothes?
- 3 What is his ambition?
- 4 What does he plan to do?

- 3 Read the article quickly and find the answers to the questions in Exercise 2.

- 4 Look at Exercises 1–3 again and complete **Train Your Brain** with the words from the box.

read decide think

TRAIN YOUR BRAIN | Reading skills

Finding specific information

When you're looking for specific information in a text:

- 1 _____ about the topic of the text before you read.
- 2 _____ what information you want to find.
- 3 _____ the text quickly. Just look for the information you want.

- 5 CD 3.4 Read the article again. Tick true and cross false.

- 1 Nathan goes shopping at Camden Market every weekend.
- 2 He thinks it's a good idea to mix different colours and styles.
- 3 Nathan sold clothes when he was fifteen.
- 4 He thinks it's easy to become rich and famous.
- 5 Nathan is learning about the fashion industry from magazine articles.
- 6 He can draw pictures, but he can't cut fabric or make clothes.

- 6 Complete the sentences. Make adjectives from the words in capital letters. All the adjectives are in the article.

- | | |
|---|----------|
| 1 Nathan has an _____ hobby. | USUAL |
| 2 My brother isn't very _____ in clothes and fashion. | INTEREST |
| 3 There aren't any really _____ people in this film. | FAME |
| 4 I think London is a very _____ place to visit. | EXCITE |
| 5 I'd like to have a more _____ job. | CREATE |
| 6 It isn't very easy to be _____ in Hollywood. | SUCCESS |

- 7 Discuss these questions in small groups.

- What kind of person makes a good fashion designer?
- Would you like to work in the fashion industry? Why?/Why not?
- What clothes do young people wear in your country?

GRAMMAR AND READING

- 1 Work in pairs. Look at the five courses at Manchester College of Art and Design. Which course would you like to do and why?

Think about:

- why you want to do it: *I'm interested in ... , I need to learn about ...*
- when the course takes place: *at weekends, on weekdays, in the evenings*
- how long the course is: *it takes ... weeks, it's very long/short*

I'd like to do the ... course because I'm interested in ... The course is ...

- 2 Match the three students Mark, Janine and Kyra with the courses they're doing at Manchester College.

Work it out

- 3 Underline the verbs in these sentences (a–c) from the text. What is the tense in each sentence?

- a In the afternoons I work on my project.
- b I'm learning a lot about computers.
- c I'm waiting here for the other students.

- 4 Match the sentences (a–c) from Exercise 3 with the rules (1–3).

- 1 something that is happening at the moment of speaking
- 2 something that happens regularly
- 3 something happening 'around' now, but maybe not at the moment of speaking

Manchester College

Courses in Art & Design



Fashion design

36 weeks, weekends, 9.00–4.30p.m.

- design theory and history of fashion
- drawing and pattern making
- choosing fabrics



Painting

6 weeks, Thursdays, 4.30–6.30p.m.

Where can your imagination take you?
Learn to use pen and ink, watercolours
and oil paints.



Photography for beginners

10 weeks, Saturdays, 2.00–5.00p.m.

Do you really know your camera?
Come and learn basic, practical techniques.



Website design

12 weeks, Mondays, 5.30–7.30p.m.

Plan, organise and create a website
from start to finish.



History of Art

12 weeks, Saturdays, 10.00–4.00p.m.

- European painting
- 20th-Century Art
- the Art of Michelangelo

1 Mark, 18

I'm doing this course because my teacher at school suggested it and this is what I want to study in the future. I'm enjoying the course because it's very different from what I usually do at school. It's very creative – you can use your imagination – and I'm learning a lot about computers.



2 Janine, 20

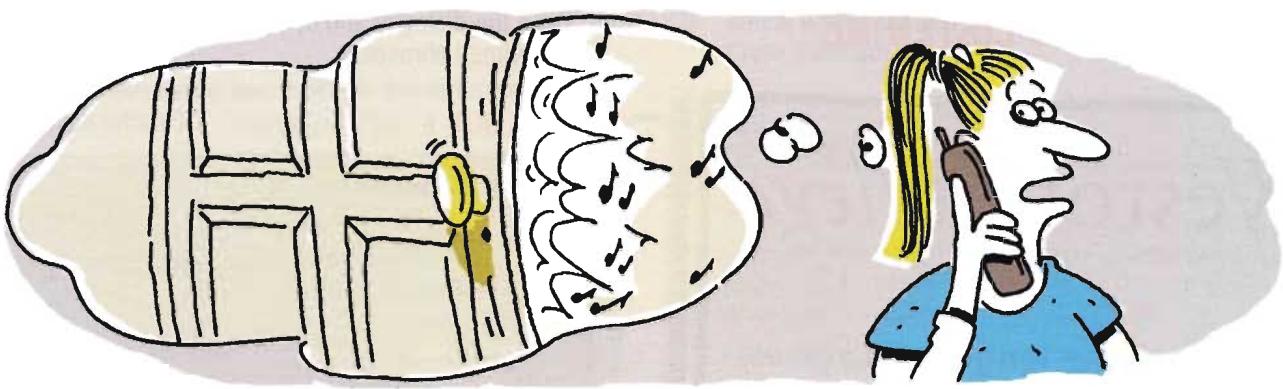
We always have theory lessons in the mornings, then in the afternoons I work on my project. I'm making an evening dress for the end of term fashion show. This is the design on the computer. Right now I'm checking the design before I cut the fabric – it was very expensive!



3 Kyra, 17

We're studying the 18th Century at the moment. It's really interesting. We visit a different gallery every month and this afternoon we're at the Tate Modern. I was early, so I'm waiting here for the other students to arrive.





Check it out

Present Simple and Present Continuous

We use the Present Simple for something that happens regularly.
We always **have** theory lessons in the mornings.

Time expressions:
always, usually, never, often, sometimes, normally,
every day/week

We use the Present Continuous for something that is happening:

- at the moment of speaking.
Right now I'm **checking** the design on the computer.
- 'around' now but maybe not at the time of speaking.
We're **studying** the eighteenth century at the moment.

Time expressions:
at the moment, (right) now, today, this morning/afternoon

5 Which sentence is correct in each situation?

- 1 a girl in a changing room in a shop
 - a I try on some jeans.
 - b I'm trying on some jeans.
- 2 a boy talking about a Christmas project at school
 - a We collect old clothes for Oxfam.
 - b We're collecting old clothes for Oxfam.
- 3 a fashion designer talking about his job
 - a I design clothes.
 - b I'm designing clothes.
- 4 two people at a fashion show
 - a We have a great time.
 - b We're having a great time.
- 5 a student during the summer holidays
 - a I work in a clothes shop.
 - b I'm working in a clothes shop.
- 6 a model explaining why her skin is so good
 - a I drink a lot of water and I don't eat sweets.
 - b I'm drinking a lot of water and I'm not eating sweets.

6 CD35 Complete the dialogue with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.

Gran Hello Jodie, it's Gran. Can I speak to Mum?
Jodie Oh, she's not here. She ¹ _____ (go) to school on Saturday afternoons.

Gran School?

Jodie Well, college. She ² _____ (do) a photography course.

Gran Why ³ _____ (she/do) that? She hasn't got a camera!

Jodie She has. Dad gave it to her for Christmas, so now she ⁴ _____ (learn) how to use it.

Gran Oh! Well, can you get your dad, then?

Jodie No, he's at college too. He ⁵ _____ (teach) a History of Art class.

Gran But he ⁶ _____ (not/usually/teach) on Saturdays!

Jodie No, but the other teacher's sick, so ...

Gran I see. Well, what time ⁷ _____ (they/usually/get) home?

Jodie Um, I'm not sure.

Gran OK, I can call them later. So, what ⁸ _____ (you and Lucy/do) at home all alone?

Jodie Oh, I ⁹ _____ (help) Lucy with her French homework.

Gran But you ¹⁰ _____ (never/help) her!

Jodie No, but we ¹¹ _____ (study) for our exams at the moment, so ...

Gran That's good. Tell Mum I called.

Jodie OK. Bye Gran.

7 Did Jodie tell the truth? What is she doing?

8 Work in groups. Complete the sentences with your friends' names. Then ask questions with the Present Simple or the Present Continuous.

A Anna, are you wearing anything new today?

B Yes, I am. New jeans.

1 Anna is wearing something new today.

2 plays sport every weekend.

3 is saving money to buy something.

4 doesn't often eat meat.

5 is enjoying this lesson.

6 isn't feeling well today.

7 often goes to the cinema.

8 is doing an evening course now.

SPEAKING AND LISTENING



New part-time language courses:

Greek, Portuguese, Japanese, Chinese

We're enrolling now!

Call us on 3224 6785



- 1 Look at the ad. You want to phone the college to ask about one of the language courses. Write the questions.

- 1 What/are/the course dates?
What are the course dates?
- 2 What time/the class/start and finish?
- 3 How many students/be/in the class?
- 4 What/be/the level of the class?
- 5 How much/the course/cost?
- 6 What course book/they/use?

- 2 CD 36 Listen to the conversation. Which two things in Exercise 1 does the caller not ask about?

- 3 CD 36 Listen again and circle the correct answers.

- 1 The Japanese course starts / finishes in September.
- 2 It's on Thursday mornings / evenings.
- 3 The receptionist knows / doesn't know what course book they use.
- 4 The class is at a low / high level.
- 5 The caller would like a website address / brochure.
- 6 The caller hears / doesn't hear the website address correctly.

- 4 Read the dialogue and complete **Speak Out** with the underlined phrases.

SPEAK OUT | Information

Asking for information

-
-

Offering help

- How can I help?
-
-

Checking information

-
-

Operator Good morning, Weston College,
Sue speaking.

Caller Ah hello. I'm phoning about your new
language courses.

Operator Oh yes, how can I help?

Caller Could you tell me the dates and times
of the Japanese course?

Operator Of course. It's from 3 September to
15 December, on Thursday evenings
between six and eight.

Caller I see. And can you give me some
information about the level and the
course book they use?

Operator Well, I don't know about the course
book, but I know it's a low level course.

Caller Um, what do you mean by low? Is it
elementary or beginner?

Operator I'm afraid I don't know. Shall I send you
our brochure? That has more information.

Caller Do you have a website?

Operator Oh yes, I can give you the address,
if you like. It's www.westoncoll.ac.uk.

Caller Sorry, did you say dot ak dot uk?

Operator No, it's dot ac dot uk.

Caller OK. Thanks for your help.

- 5 Work in pairs. What do you say in these situations?
Write sentences. Use **Speak Out** to help you.

A You phone the cinema.

- 1 You want to know the film times on Saturday.
- 2 You think the receptionist said 4.30 and
6.50 but you're not sure.

B You phone the train station.

- 1 You want to know the time of the next train
to York.
- 2 The operator says it's delayed but you
don't understand what that means.

C You work at the gym. Someone phones and
asks for the times of the exercise classes.
Offer to send him/her a timetable.

- 6 In pairs, choose one situation from Exercise 5 and
write a complete dialogue. Use **Speak Out** to help you.
Then act out your dialogue to the class.



WRITING

- 1 Read messages A and B. Which one is formal and which informal?

A Evan,

College phoned about website design class tonight - teacher sick and class cancelled.

Going to supermarket now.
Sandwich in fridge if you're hungry

Mum

B

Dear Mr Lewis,

Evan needs to leave school early today. He has to go to the dentist's at 2.30p.m. I'm sorry that the appointment is in school time, but it's an emergency.

Thank you.

Mrs Reid

- 2 Read the messages again. Tick true and cross false.

- 1 You use *Dear* and *Mr/Mrs/Ms* in an informal message.
- 2 You can leave out some words in an informal message.
- 3 You cannot use contractions (*I'm*, *it's*) in a formal message.

- 3 What kinds of words are missing in message A? Put the words below into the correct place in the message.

the (x 6) There's is (x 2) a I'm

The college phoned about ...

- 4 Look at message A again and in **Train Your Brain** tick the kinds of words that you can leave out in informal messages.

TRAIN YOUR BRAIN | Writing skills

Leaving out words in messages

When you write an informal message, you can leave out some words. Which ones?

- nouns (*college, teacher*)
- adjectives (*sick, hungry*)
- articles (*a, an, the*)
- subject pronouns (*I, you*)
- prepositions (*to, in*)
- *there's, there are*
- the verb *to be* (*am, is, are*)
- main verbs (*phoned, going*)

- 5 Which words can you leave out in message C? Cross them out.



Message Pad

C

Martin

Ted phoned - he wants to borrow a tennis racquet. There's an important tennis match tonight and his racquet is broken. Please phone him - the number is 0411334678.

I'm going to the gym with Sonia - are you coming?

Ruth

- 6 Read the phone conversation and write a short informal message from Paula to Chris.

Tell Chris:

- who phoned.
- about the place on the course.
- about the deposit.
- when the course starts.

Paula Hello, 4545891.

Caller Oh, hello, could I speak to Chris Knight, please?

Paula Oh, I'm sorry, he's not here. Can I take a message?

Caller Yes, please. This is Greystones College. Please could you tell Chris that there is a place for him on the fashion design course?

Paula Oh, that's great!

Caller Could you also tell him to send us a deposit of £15 as soon as possible?

Paula Yes, sure ... and when does the course start?

Caller Next Thursday, at 7p.m.

Paula OK, thanks very much. Goodbye.



"MUM LEFT ME A MESSAGE,
BUT I CAN'T FIND IT."

10 stuff dot com

Read, listen and talk about technology.

Practise comparative and superlative adjectives, possessive pronouns; technology vocabulary.

Focus on listening for specific information, describing objects.

Write a *Lost!* notice.



50% off!

Easydial – special offer!

Cheap and easy to use –
big keypad. Very good price.

Was £60 – now £30!



New Nokit 1673!

Modern style – slim and light.
Five attractive colours
and twenty new ring tones!

Only £60!



GRAMMAR

1 Work in pairs and answer the questions.

- Have you got a mobile?
- If you have, how often do you use your mobile and who do you usually call?
- If you haven't, would you like to have a mobile? Why?/Why not?

2 CD 3.7 Read the ads and the dialogue and answer the questions.

- 1 Why does Polly need a new mobile?
2 Does she buy one? Why?/Why not?

Polly Hey, Liz. Look at this. A mobile for £30!

Liz So? We've both got mobile phones.

Polly You have! But I lost mine yesterday.

Liz Oh, that's a shame. But look, this £30 one is black and boring, and the keypad is really ugly and old-fashioned. Yours was nicer than this.

Polly Yes, I know. It was slimmer, lighter and more modern ...

Liz Yes, like this red phone here.

Polly But the red one's more expensive!

Liz Well, it isn't cheap but it's more attractive and it's got newer ring tones ...

Polly You're right ... but the black one's easier to use, and it is much cheaper.

Liz Hang on! I think my sister bought a red phone like this last week. But hers has got a camera, and it cost £60 too!

Polly What? So it's better than the red one here – for the same price! Where did she buy it?

Liz In the shopping centre, I think.

Polly OK, let's go! Liz ... can you lend me £30?

Work it out

- 3 Find the comparative forms of these adjectives in the dialogue in Exercise 2.

1 nice _____	6 attractive _____
2 slim _____	7 new _____
3 light _____	8 easy _____
4 modern _____	9 cheap _____
5 expensive _____	10 good _____

- 4 Complete the rules for comparative adjectives. Match 1–5 with a–e below.

- | | |
|---|--------------------------|
| 1 We add <i>-er</i> | <input type="checkbox"/> |
| 2 If a one-syllable adjective ends with <i>-e</i> , | <input type="checkbox"/> |
| 3 We put <i>more</i> in front of | <input type="checkbox"/> |
| 4 We change <i>y</i> to <i>i</i> and add <i>-er</i> | <input type="checkbox"/> |
| 5 We double the final consonant and add <i>-er</i> | <input type="checkbox"/> |

- a to two-syllable adjectives ending in *-y*.
- b adjectives with two syllables or more.
- c to one-syllable adjectives.
- d we only add *-r*.
- e to short adjectives ending with one vowel and a consonant.

- 5 Give an example for each rule using the adjectives in Exercise 3. Which adjective is irregular?

Check it out

Comparative adjectives		
	Adjective	Comparative
One syllable	cheap nice	cheaper nicer
One syllable ending vowel + consonant	slim	slimmer
Two syllables ending in <i>-y</i>	easy	easier
Two or more syllables	expensive	more expensive
Irregular	good bad	better worse

Mind the trap!

We don't double the final consonant in short adjectives ending *-w*.

new → **newer**
slow → **slower**

- 6 Write the comparative form of these adjectives.

1 fat _____	6 old-fashioned _____
2 heavy _____	7 old _____
3 difficult _____	8 bad _____
4 ugly _____	9 thin _____
5 big _____	10 young _____

- 7 Correct these sentences about the two phones in the ads.

- The red phone is cheaper than the black one.
The red phone is more expensive than the black one.
- It's heavier than the black one.
- It's uglier than the black one.
- The black phone's got newer ring tones than the red one.
- It's more difficult to use than the red one.
- It's better than the red phone.

Work it out

- 8 Find sentences in Exercise 2 with the same meaning as sentences 1–3 below. Which words in the dialogue replace the underlined phrases?

- I lost my phone yesterday.
- Your phone was nicer than this.
- Her phone has got a camera.

- 9 Complete the table with the correct possessive pronouns.

Possessive pronouns

We use possessive adjectives with nouns (*it's my phone*) and possessive pronouns without nouns (*it's mine*).

Adjectives	Pronouns
my	1 _____
your	2 _____
his	his
her	3 _____
our	ours
their	theirs

- 10 Circle the correct words.

- My / Mine* mobile is smaller than *you / yours*.
- Is this *your camera*? No, it's *her / hers*.
- Is this *their / theirs* CD? No, it's *our / ours*.
- Her / Hers* MP3 player was more expensive than *my / mine*.
- Is that *your / yours* video? No, it's *his / her*.
- Our / Ours* phones are more modern than *mine / theirs*.
- Are these shoes *your / yours*? No, *my / mine* are nicer.

- 11 Think of one boy and one girl in your class and complete the sentences. Then read your sentences to the class. Can the class guess who you chose?

My hair's longer than hers.

- My hair's _____ than _____.
- My bag is _____ than _____.
- My mobile's _____ than _____.
- My notebook is _____ than _____.
- My shoes are _____ than _____.



The best 'texter' in the world is James Trusler. On ¹ _____ 2000, he typed the fastest message on his mobile phone in sixty-seven seconds. It had ² _____ letters and lots of difficult words. James is English but he now lives in Sydney, Australia and writes about 100 texts a day!



The most popular portable cassette player ever is the Sony Walkman®. Akio Morita, a founder of the ³ _____ company Sony, invented it in 1979. Sony sold over ⁴ _____ players in the 1980s and 1990s. The Sony Walkman became the most successful portable cassette player because it was the easiest way to listen to music wherever you went. Morita invented the name Walkman and this word is now in dictionaries everywhere.



Jan Piotr Krutewicz, a Polish-born inventor, created the smallest telephone in history on 16 September 1996 in the USA. It was only ⁵ _____ long. The most difficult thing was to find very small parts for it, so Jan had to order them from special companies.

GRAMMAR AND SPEAKING

- 1 CD 3.8 Read and complete the article with the correct information from the box. Then listen and check.

1989 24 September 40% 160 47.5 mm
Japanese 200 million

Work it out

- 2 **Think Back!** How do we make comparative adjectives?

- 3 Underline the superlative adjectives in the article and complete the table.

Superlative adjectives			
	Adjective	Comparative	Superlative
One syllable	fast small	faster smaller	the ¹ _____ the ² _____
One syllable ending vowel + consonant	big	bigger	the ³ _____
Two syllables ending in -y	easy	easier	the ⁴ _____
Two or more syllables	difficult successful	more difficult more successful	the ⁵ _____ the ⁶ _____
Irregular	good bad	better worse	the ⁷ _____ the worst

- 4 Complete the sentences. Use the correct superlative form of the adjectives from the box.

bad rich ugly useful
thin important cheap

1 I hate television. It's _____ invention in history.

2 My electronic English dictionary is _____ gadget I have. I use it all the time.

3 My new digital camera only cost £50. It was _____ camera in the shop.

4 In 2005, the Motorola V3 Razr was _____ mobile phone.

5 That's _____ car in the world! The shape and colours are awful.

6 I think that the wheel was _____ discovery of all. It changed people's lives completely.

7 Bill Gates, the owner of Microsoft, is one of _____ men in the world.



The Nintendo Game Boy® first came out in **6** _____ and was the most famous portable video game system for a long time. The company sold 100 million Game Boys between 1989 and 2000 – about 1,000 an hour. In the USA, over **7** _____ of families have a Game Boy at home – the biggest number in any country.

5 In small groups, answer the questions. Choose ideas from the box or use your own.

- an iPod a digital camera
computer games
a Game Boy a DVD
a video recorder
a remote control

Which is:

- the most important to you?
- the most useful?
- the most fun?
- the cheapest?
- the most popular?
- the biggest waste of time?
- the most boring?
- the most exciting?

We think an iPod is the most exciting because we love listening to music.

VOCABULARY



1 Match the pictures with the phrases.

- | | | | |
|--------------------------|--------------------------|-------------------------|--------------------------|
| 1 turn on the DVD player | <input type="checkbox"/> | 4 put on the headphones | <input type="checkbox"/> |
| 2 download the music | <input type="checkbox"/> | 5 print out the photo | <input type="checkbox"/> |
| 3 click on the icon | <input type="checkbox"/> | 6 put in the CD | <input type="checkbox"/> |

2 Which phrasal verbs in Exercise 1 are the opposites of 1–3 below?

- 1 take out 2 take off 3 turn off

3 Cross out the word or phrase that does *not* belong in each group. Check new words in a dictionary.

- 1 turn off the TV / the door / the light
2 download an icon / music / some information
3 put on a hat / a photo / some headphones
4 print out a letter / your homework / a CD
5 click on the print button / a printer / an icon
6 take out a video / a CD / the TV

4 Complete the sentences with the correct forms of the verbs from the box.

- print out click on put in download turn off take out

- 1 When the film ends, please _____ the DVD player.
- 2 Can I use your printer, please? I need to _____ this letter.
- 3 I _____ U2's new single from the Internet last night. It only cost 99p.
- 4 If you want to keep the document, _____ Save.
- 5 If you want to listen to your CD, first _____ the one in the player, then _____ the one you want to play.

5 Read about what Paul did last night and complete the sentences with the correct verbs. Then describe what Paul did when he finished listening.

Paul went into his room and ¹_____ the light. First, he ²_____ the computer. Then, he ³_____ a CD ⁴_____ the computer. Next, he ⁵_____ his headphones. After that, he ⁶_____ the CD icon to start the music. Finally, he listened to his favourite music.

He clicked on the Stop icon to turn off the music. Then, he ...

6 Work in pairs. Describe what you do in these situations.

What do you do when you want to:

- watch a DVD?
- listen to a CD?
- print out a photo?

When I want to watch a DVD, I turn on the DVD player. Then I ...

LISTENING

- 1 In pairs, look at the photos and answer the questions.

- 1 Who are the people?
2 Where are they?
3 What are they talking about?
- 2 CD 3.9 You will hear Alan talking to his grandmother. Listen to Part 1 of the phone call. Tick true and cross false.

- 1 Alan phoned his gran because his friend's got a problem.
2 Alan forgot to record something for Tom.
3 Alan's parents are at home.
4 His gran knows how to record a video.
- 3 Alan told his gran how to record the programme. She wrote some notes, but didn't include everything. Look at her notes. What did she forget to write?

Programme: Click ¹ _____
Starts at ² _____ on Channel ³ _____

What to do:

- turn on the video and put in the ⁴ _____
- press the ⁵ _____ button to start recording
- turn it off at ⁶ _____

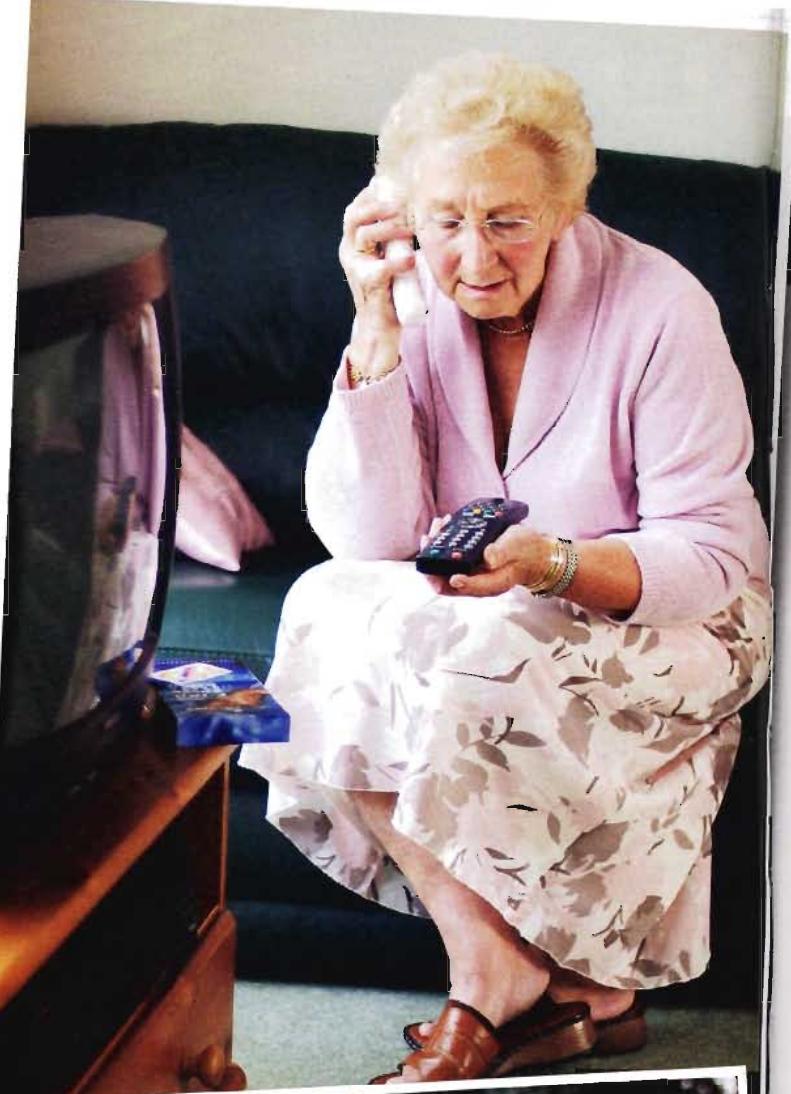
- 1 The name of the programme
- 4 CD 3.10 Listen to Part 2 and complete the information in Exercise 3. Don't worry about new words. Listen for the information you need.
- 5 Read Train Your Brain. Which of the exercises (1–4) helped you with each piece of advice (a–c). Match the exercises with the correct advice.

TRAIN YOUR BRAIN | Listening skills

Finding specific information

- a Don't try to understand every word, just listen for the information you need.
b Decide what information you want to know.
c Think about the topic and the context before you listen.

- 6 CD 3.11 Tom phones Alan about the recorded programme. Listen and answer the questions.
- 1 Why was Tom angry?
2 What was the mistake?
3 Who do you think made the mistake? Why?



READING AND VOCABULARY

1 Look at the webpage below and answer the questions.

- What information can you find on this webpage?
- Do you use message boards? Why?/Why not?

2 Read the posted messages below. Which thread are they talking about?

3 Read the messages again and match the speakers to their opinions. Put A for AntiTech and P for ProTech.

Who:

- 1 likes technology because it makes communication easier?
- 2 thinks there are other important things in life, too?
- 3 feels technology can become an addiction?
- 4 enjoys not having to pay for songs he/she doesn't like?



4 Read the messages again and circle the correct answers.

- 1 TopGeek says that technology is
- a not good for people.
 - b a good thing for him/her.
 - c more dangerous than in the past.

- 2 AntiTech doesn't like
- a going out with friends.
 - b mobile phones.
 - c people who don't talk to him/her when they are with him/her.

- 3 ProTech says that the Internet is good because
- a you don't have to pay for CDs.
 - b it can save you time and money.
 - c you can use it to take cheap photos.

- 5 Find the words from the box in the text. Then complete the sentences.
- ignored upgrade efficient tracks convenient waste
- 1 My computer's really old. I need to _____ it.
- 2 They just walked by and didn't say hello. They completely _____ me!
- 3 I love their latest CD – all the _____ are fantastic.
- 4 We've got a new supermarket near us. It's very _____. I can walk there in five minutes.
- 5 Shopping online is the most _____ way to do your shopping. It's very quick.
- 6 Don't _____ your money going to the cinema. It's cheaper to rent a DVD.
- 6 Are you a gadget addict? In pairs, do the quiz on page 140.

Teenstuff . . . stuff for teens

Address: [@ www1.teenstuff.com/messageboards/Crazyabouttechnology.htm](http://www1.teenstuff.com/messageboards/Crazyabouttechnology.htm)

Favorites History Search Scrapbook Page Holder

Teenstuff.com > Message boards > Threads

How to send photos MP3s Crazy about technology? Downloads

Originally posted by TopGeek

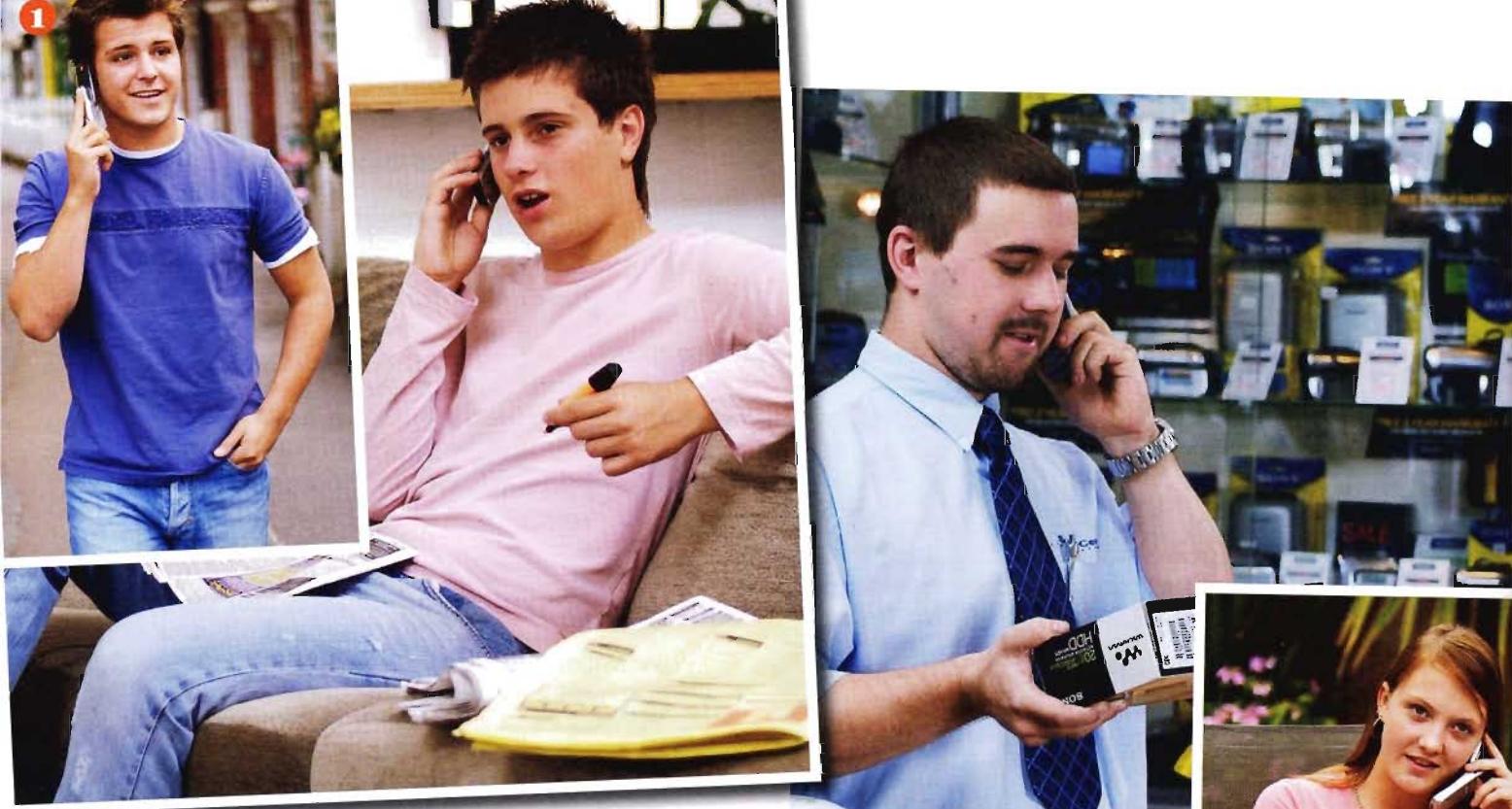
Nowadays a lot of people say that technology is dangerous. It's true that technology plays an important part in our lives – but is it bad for us? I think technology's really cool. What does everybody out there think? [Post reply](#)

AntiTech posted 13-11-2005 7.45 PM

Well, we live in a world of technology and you have to know how things work. Even my grandmother plays computer games now! I really like using my computer and stuff like that, but it's not the most important thing in life. The thing I hate most is when you go out with a friend and they talk on their mobiles all the time, and completely ignore you! It's not just boring – it's really rude. And yes, technology can be a bit dangerous. Some people get more obsessed with gadgets than others – like my friend Tom. He replaces his mobile every six months and never stops talking about it. His mobile is always the latest, most fashionable, most expensive one. Why do people want to upgrade their gadgets all the time? It's healthier and much more interesting to read, listen to music or go out with friends. It's more fun, too. [Quote](#)

ProTech posted 14-11-2005 9.25 PM

Technology isn't bad for us – it's the best thing in the world! It makes everything faster and more efficient – so much easier than in the past. For example, letters can take weeks to arrive, but now you can email or text somebody on the other side of the world in just a few seconds! You can contact people anywhere and it's often free. You can download music from the Internet and it's cheaper than in the shops. You don't have to buy whole CDs, either – just the tracks you like. And you can buy videos, books or rent DVDs through the Internet and they send them to your house. It's very convenient. But my favourite gadget is my digital camera. It's brilliant! I don't have to waste money on photos I don't want. I can take the same shot a hundred times until I get it right.



SPEAKING AND LISTENING

- 1 CD 3.12 Look at the photos. What are the people talking about? Listen and circle the correct thing(s).

a CD player pocket PCs a laptop computer
a digital camera MP3 players mobiles

- 2 CD 3.13 Read **Speak Out** and complete the phone call below. Then listen and check.

SPEAK OUT | Describing objects

What does it look like?	It's grey and in good condition.
How big is it? What size is it?	It's quite small/not very big. It's smaller than a radio. It's 35 by 27 centimetres/metres.
How long/wide/ high/thick is it?	It's 20 centimetres long/ wide/high/thick.
How heavy is it? What make is it? How much is it?	It weighs 2 kilos/500 grams. It's a Mikro/an Anwa. It's £200.

Adam Hello, my name's Adam. I'm phoning about the laptop in the ad.
Will Oh, right. I'm Will, by the way.
Adam Hi, Will. So what ¹_____ is it?
Will A Mikro. I bought it in 2002.
Adam A Mikro? Great! What ²_____ is it?
Will It's 35 centimetres ³_____ and 27 centimetres ⁴_____.
Adam 35 by 27 – that's not bad. How ⁵_____ is it?
Will It ⁶_____ about 2 kilos.
Adam Oh, good. And what does it ⁷_____?
Will It's grey and in good condition.
Adam It sounds good. How ⁸_____ is it?
Will £200. That's a good price.
Adam Yeah, not bad. So can I see it then?



- 3 CD 3.14 Use **Speak Out** to write questions for these answers. Then listen and check.

- 1 How _____?
It's £45.
- 2 How _____?
It's 5 cm wide, 2 cm thick, and 8 cm long.
- 3 What _____?
It's an Anwa 500.
- 4 How _____?
It weighs 200 grams.
- 5 What _____?
It's bigger than the Sonix.
- 6 What _____?
It's much more attractive than the Sonix.

- 4 Make notes about your favourite gadget.

Write:

- what it looks like: colour, appearance, size
- other information: make, weight, price

- 5 In pairs, ask your partner questions from **Speak Out** about his/her gadget and guess what it is.

- A What size is it?
B It's smaller than a radio.
A How heavy is it?

- 6 Work in pairs and roleplay a conversation. Student A, look at page 142. Student B, look at page 143.

WRITING

- 1 Read notice A and answer the questions.

- 1 What did Karen lose?
- 2 What's it like?
- 3 Where did she lose it?
- 4 When did she lose it?
- 5 How can you contact her?

LOST! POCKET COMPUTER

- slim, grey Holdit X15 pocket computer with silver buttons
- small: 10 x 15 cm
- left in Bruno's Café last Wednesday afternoon, 20 November

If you've got it,
please phone Karen on:

Tel: 020 7341 785

Mob: 01795 63842

REWARD - £20!



A

- 2 Read notices A and B. Which notice is better? Why?

- 3 Read **Train Your Brain** and check your answers to Exercise 2. Then underline an example of each point from **Train Your Brain** in notice A.

TRAIN YOUR BRAIN | Writing skills

A Lost! notice

A good notice needs to attract people's attention. It also needs to be clear and easy to read.

Layout

- Write a big heading.
- Use bullet points to make the notice clearer.
- If possible, add a photo or drawing.

Content

- Include information on *what, where and when*.
- Write a simple description in note form.
- Give your name and phone numbers.
- Offer a reward!

Pocket computer

I lost my pocket computer last Wednesday afternoon, 20 November. I left it in Bruno's Café. It's a slim, grey Holdit X15 computer and it's got silver buttons. It's very small and measures 10 x 15 cm.

If you've got it, please phone me. My name's Karen. My phone number is 020 7341 785 and my mobile number is 01795 63842.

- 4 Rewrite this notice. Put the information in the correct order and change it to make it clearer and more attractive. Use **Train Your Brain** to help you.

Lost!

- Mobile phone: 07764 31428.
- If you know anything about it, please phone me.
- Reward £10.
- I left it under a chair in the school library last Friday, 2 June.
- Phone number: 020 8359 445.
- It's a Sonit. It's red and black with a small pair of headphones.
- Name: Jonathan
- CD player!

- 5 You are on a summer language course in the UK. Yesterday you lost something that was very important to you. Write a notice to put on the school noticeboard.
- Write what it is, where and when you lost it.
 - Describe it.
 - Say how to contact you.
 - Include information about a reward.

VOCABULARY AND GRAMMAR

- 1** Circle the correct words or phrases. Then complete the categories with three more words from Units 9 and 10 for each group.

- 1 Put on a *sweater / dress*, it's very cold outside.
- 2 Could you take off your *trousers / trainers*, please? I washed the floor yesterday.
- 3 You don't have to take a *coat / suit* with you. It's a holiday, not a business meeting.
- 4 Can I have the *remote control / headphones* for a second? I want to change the channel.
- 5 I haven't got an MP3 player but you can listen to my *Walkman / video recorder* if you like.
- 6 I couldn't find that CD in the shops, so I *clicked on / downloaded* some of the tracks from the Internet.

Clothes	Gadgets	Technology verbs

- 2** Complete the sentences with one word in each gap to form phrasal verbs.

- 1 Before I buy these shorts, I need to put them on. Where are the changing rooms?
- 2 I can't print up this document. What do I have to do?
- 3 If you don't like these sunglasses, you can take them off to the shop.
- 4 Turn off the radio, please! I'm studying.
- 5 Of course, you can't turn up the buttons. Those jeans aren't yours!
- 6 Why did you throw away my shoes?
They were old but they were very comfortable.
- 7 Please, tidy up your clothes and put them in the wardrobe.

- 3** Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- 1 Can you remove the CD from the machine?
take
Can you remove the CD from the machine?
- 2 Other students are worse than Dan.
the
Dan isn't better than the class.
- 3 I find Maths easy but English is more difficult.
than
I think Maths isn't as easy as English.
- 4 Look at this skirt I bought today.
up
Look at this skirt I bought today.
- 5 What is the price of this laptop?
cost
How much does it cost?

- 4** Complete the sentences with the correct forms of the verbs in the Present Simple or Continuous.

- 1 This is a beautiful place for a holiday and we are having a great time here.
- 2 It's simple – I've got money for a holiday because I haven't bought unnecessary things.
- 3 Come in, please. I haven't done anything important at the moment.
- 4 Jane is a really good friend. She always helps me when I'm in trouble.
- 5 We hate shopping. We hate going shopping only when we have to.
- 6 Look! Sophie is wearing a new jacket today. Isn't it great?
- 7 The problem with Joe is that he's lazy and he doesn't study enough.
- 8 Oh, come on, Alice! You can come out with us – I know you aren't working today.

- 5** Complete the ad with the correct forms of the adjectives in brackets.

Do you always take a computer with you when you travel?

All you need is a good palmtop – ¹ small (small) of all computers. It's ² light (light) and ³ slim (slim) than a laptop or a regular PC. ⁴ Light (light) model we've got weighs just over a pound! And you can make it ⁵ practical (practical) if you buy one with a dictionary and Internet browser.

If you think palmtops are ⁶ difficult (difficult) to use and ⁷ expensive (expensive) than other types of computers, you're wrong! There's 50% off most models this month and some of them are ⁸ cheap (cheap) than laptops.

Interested? Visit our website at www.toppalmtops.com

We've got ⁹ good (good) prices and ¹⁰ modern (modern) designs!



PRONUNCIATION

- 1** Look at the words in the box. Is the stress on the first or the second syllable? Put them in the right group.

popular unusual difficult attractive
interested digital recorder industry
computer portable designer successful

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
popular	unusual

- 2** **CD 3.15** Listen and check. Then listen again and repeat the words.

READING SKILLS

- 1 Read the article about buying clothes online. Tick true and cross false.



Do you need a new jacket or jeans? Are you looking for something special for a party or some clothes for your next holiday? Then turn on your computer and go surfing!

Nowadays more and more people are buying their clothes on the Internet. But is it better than going to a clothes shop? Is online shopping really faster, more convenient and cheaper? We asked Katie Douglas, a 21-year-old student from Birmingham who buys all her clothes online.

'I think it's really the best way to do your shopping nowadays. You're at home and you can find anything you want. And you can see all the clothes on your computer screen very clearly or ... just click on something you like and print it out. It's that simple! And if you order something that is the wrong size, you can always send it back and ask for your size.'

Does Katie see any problems with shopping on the web?

'Well, it takes time to find a good site and it's important to be very sure about what you're looking for. So, I guess, it can take a long time at first. Plus you have to wait for your order. Last time I bought a coat online and it came in four days. Another thing is that you have to pay for the postage and if you buy from abroad also for import tax. So it sometimes means that online shopping can be more expensive than regular shopping. But I still like it this way!'

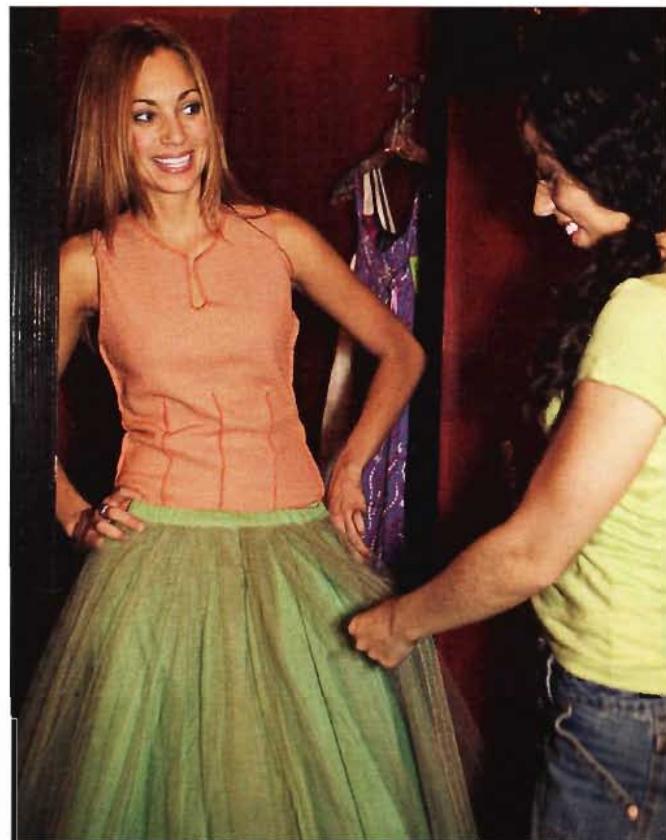
So is it a good idea to buy clothes online? The best answer probably is: buy one item of clothing on the web and then decide for yourself!

- 1 Katie doesn't go shopping for clothes in clothes shops.
- 2 Katie thinks it's difficult to change clothes at an Internet shop.
- 3 Katie believes that online shopping is always very fast.
- 4 Last time Katie waited less than a week for her order.
- 5 The extra cost of buying clothes online is not a big problem for Katie.
- 6 The writer tells us not to buy more than one item of clothing on the web.

SPEAKING SKILLS

- 1 Describe the photo by answering the questions.

- 1 Who are the people?
- 2 Where are they?
- 3 What are they doing?



- 2 Roleplay this conversation.

Student A

You are on holiday in Ireland. You've got a part-time job in an Irish Dance school. You answer the phone and give information about the dancing courses in the school.

Someone calls to ask for information. You start the conversation.

- Give the name of your school, introduce yourself and ask how you can help.
- Give the information about the dates and times of the course for beginners.
- Say that you don't know about the teacher but the brochure has this information. Offer to send the brochure.

Student B

You are a student at an English school in Ireland. You read an advert about Irish dance courses. You call the dance school.

- Say what you're phoning about and ask for the dates and times of the course for beginners.
- Ask for some information about the teacher/instructor.
- Ask for the brochure and thank the operator for his/her help.

Time for a break!

Read, listen and talk about holidays and travelling.

Practise going to; should, shouldn't, must, mustn't, don't have to; collocations to talk about holidays.

Focus on asking for, making and responding to suggestions.

Write a postcard.

LIVE

International airport



**TFN
NEWS**

12.08

HEADLINES

AIRPORT STRIKE

Long delays still expected

PORT STRIKE LATEST – SEVERE DELAYS EXPECTED ON ALL FLIGHTS INTO AND OUT OF THE INTERN

GRAMMAR AND LISTENING

1 Work in pairs and answer the questions.

- Where is the nearest airport to your house?
- What are the most common problems at an airport? Choose two from the box.

lost luggage lost relatives delayed flights
crowds workers on strike lost passports

2 **CD 3.16** Listen to the airport announcement and answer the questions.

- 1 What is the problem?
- 2 What time is the next flight from the airport?

- 3** **CD 3.17** Listen to the news reporter and correct the five mistakes in the dialogue.

Reporter Hello. This is Mike Blackwell reporting on the airport strike. I'm going to talk to some people about their plans. Excuse me ... It's a long time until six in the morning. Are you going to change your plans?

Melanie Yes, we are. We aren't going to stay here. We only have five days for our holiday and we don't want to wait for the end of the strike. We don't have enough time to go to Spain now.

Reporter So what are you going to do?

Jackie We talked to our travel agent and he's going to send a car to take us to the station. Then we're going to take a train to the south coast and look for somewhere nice to stay.

Reporter Is the travel agent going to pay?

Melanie No, he isn't ... unfortunately!

Reporter I hope it's not very expensive. So, then you're going to relax, I imagine.

Jackie Yes, I am. I'm going to sit on the beach and read a book.

Melanie Well, I'm not going to relax, I'm going to walk every day. I hate relaxing!

Work it out

- 4** Underline all the verb phrases with *going to* in the dialogue. Then choose the correct definition below.

We use (*be*) *going to* + verb to talk about
a something we are doing now.
b something we plan to do in the future.

- 5** Find an example of a question and a negative with *going to* in the dialogue.

Check it out

going to

We use (*be*) *going to* + infinitive to talk about future plans or intentions.

Affirmative

I'm

He's/She's/It's
You're/We're/They're

going to

take a train.

Negative

I'm not

He/She/It isn't
You/We/They aren't

going to

stay here.

Questions and short answers

Are you going to change your plans?

Yes, we are./No, we aren't.

Is the travel agent going to pay?

Yes, he is./No, he isn't.

Wh-questions

What are you going to do?

- 6** **CD 3.18** Now the reporter is interviewing a man and two teenagers. Complete the dialogues with the correct forms of *going to*. Then listen and check.

1

Reporter Excuse me, can I ask you about this situation? What ¹ _____ (you/do)?

Mark Well, I ² _____ (not change) my plans. I ³ _____ (stay) with some friends in Rome. I last saw them five years ago, so I really want to go.

Reporter ⁴ _____ (you/stay) here at the airport?

Mark No, I ⁵ _____. My brother lives in Bristol, so I ⁶ _____ (catch) a bus into the city and we ⁷ _____ (have) dinner together. Then I ⁸ _____ (sleep) at the airport, so I can be here really early in the morning. I want to be on the first plane to Italy!

Reporter Of course. ⁹ _____ (your brother/sleep) at the airport, too?

Mark No, he ¹⁰ _____. He's got a nice comfortable bed to sleep in!

2

Reporter What about you? ¹ _____ (you/wait) here until tomorrow?

Steve No, we ² _____. We're very tired, so we ³ _____ (stay) at a youth hostel near the airport.

Reporter I see. ⁴ _____ (the travel company/find) the hostel for you?

Steve Yes, it ⁵ _____. The representative ⁶ _____ (phone) us later with more information.

Beth One thing we're sure about – we ⁷ _____ (not fly) from this airport again. This is the third strike in three years! When ⁸ _____ (they/stop)?

- 7** In pairs, ask and answer questions. Finish your questions with time phrases from the box.

after school today tomorrow evening
next weekend next month next year
in (five/ten) years' time

Are you going to:

- go on holiday?
- get a degree?
- watch a DVD?
- have a big family?
- find a job?
- live in another country?
- go shopping?
- send some emails?
- write a book?
- earn a lot of money?

A Are you going to write a book in five years' time?

B Yes, I am./No, I'm not. What are you going to do tomorrow evening?

A I'm going to ...

6 Great holidays in Europe!

A



Do you like the beach but want a bit more?

Then come on an *Active Beach* holiday at one of our centres in Greece, Turkey or Croatia.¹ All the centres are near beautiful beaches and all offer sailing, windsurfing or waterskiing with our qualified instructors. For a change from the water, you can also book an excursion to a nearby village and visit the colourful markets or eat in a local restaurant. At the end of the day, relax in your hotel room or dance the night away at one of our open-air clubs.

Who was King Arthur? Where did he live? Come and see!

Join us on a five-day tour of the west of England. Imagine life hundreds of years ago as we visit ancient Stonehenge, Roman Bath and Tintagel Castle, the home of King Arthur. Learn the history of these amazing places from your guide as you travel in comfort in one of our famous blue coaches. In the evenings we stop at some of the best youth hostels in the country.² – you don't even need to pack a sleeping bag!

B



C



Are you bored with the usual holidays?
Do you want to do something you really enjoy?

Then *Fame Camp* is for you! Spend a week at Hightree House in Yorkshire and learn how to act, sing, dance, or even be a DJ! Bring your tent and stay at a campsite near the house.³ and at the end of the week try your new skills in a live performance.

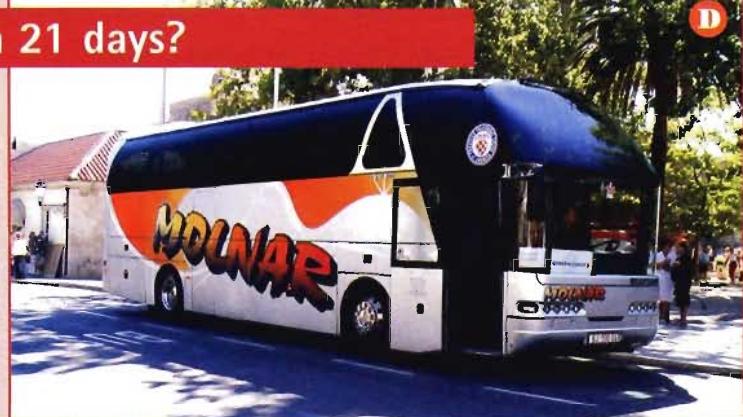
'I had fun and made lots of new friends.' (Sam, 17)

'I was nervous about the performance, but I'm very glad I did it.' (Tessa, 18)

D

How many countries can you see in 21 days?

On our *Explore Europe* holiday, you can see ten! Watch them go past from the window of a luxury air-conditioned coach and stay at some of Europe's top campsites on the way.⁴ but we always have time to do the important things such as visit the Eiffel Tower in Paris, the historic Sistine Chapel in the Vatican and eat apple strudel in Vienna.



READING AND VOCABULARY

1 In small groups, answer the questions.

- Where do you prefer to go on holiday: somewhere in your country or abroad? Why?
- What kind of holiday do you prefer: a beach holiday, an activity holiday, a camping holiday or a touring holiday? Why?

2 Read the holiday ads (A–D) and match them with the questions (1–3).

Which holidays are:

- in England?
- touring holidays?
- activity holidays?

3 CD 3.19 Complete the ads with a–d below. Then listen and check.

- Learn with professionals from the entertainment industry
- We are the activity holiday experts.
- We travel hundreds of kilometres
- They have everything you need

4 Match the ads (A–D) with the questions (1–6).

On which holiday do you:

- learn to do something?
- stay at (a) campsite(s)?
- go sightseeing?
- try the local food?
- travel by coach?
- learn something about the past?

5 Look at the underlined words in the ads. Guess the part of speech and complete the sentences with the correct words.

- I don't think Tom has the _____ to do this job. He doesn't know about computers.
- We visited some _____ temples in India. They were thousands of years old.
- It's really cold today. I'm _____. I'm wearing a jumper!
- Buckingham Palace is one of London's _____ tourist attractions.
- I'm doing a skiing course at the moment. The _____ are very good – and very patient!
- When we were in Venice we went on an _____ to a glass factory.

6 In pairs, choose the best holiday for each of these people. Give a reason.

- 'I want to meet lots of people and see lots of different places.' Vera, from Argentina
- 'I don't like beach holidays and I'm interested in English history.' Tom, from Poland
- 'I love swimming and sailing and I want to visit Europe.' Mel, from Australia
- 'I want to do something different but I don't like going abroad.' Kelly, from England

The best holiday for Vera is ... because ...

7 Which holiday do you prefer? Why? Tell your partner.

VOCABULARY

1 Think Back! Look at the examples and complete 1–5 with words and phrases from the box.

activity youth hostel coach camping
a flight car a sleeping bag campsite
an excursion train touring hotel
plane beach warm clothes a room

1 stay at a  guesthouse

2 go on a/an  holiday

3 travel by  _____

4 book  a seat (on the coach)

5 pack  a guidebook
a swimsuit

2 Work in pairs. Take turns and follow the instructions.

Student A, cover the phrases in Exercise 1.

Student B, say a noun/noun phrase from the box in Exercise 1.

Student A, say the complete phrase.

B a sleeping bag

A pack a sleeping bag

3 Work in small groups and answer the questions.

- What do you always forget to pack?
- Do you prefer to travel by coach or by train? Why?
- Is it easier to book a flight on the Internet or on the phone (in English)?
- Which is the most expensive: staying at a guesthouse, a hotel, a campsite or a youth hostel?

4 Work in pairs. Take turns to be A and B.

Student A, choose one of the holidays on page 98.
Student B, ask the questions below and guess which holiday A chose.

- What are you going to pack?
- How are you going to travel?
- Where are you going to stay?
- What are you going to do on this holiday?

A

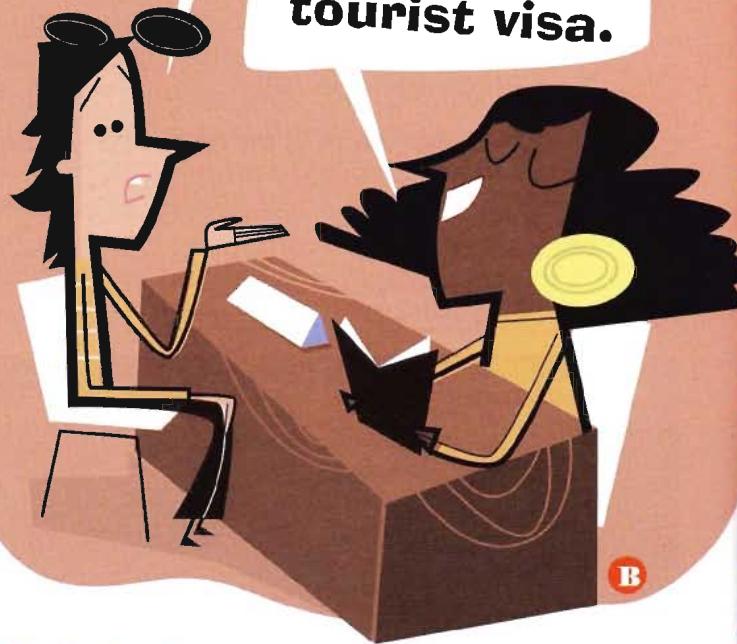
You haven't
got a visa.
You can't come
into the USA.

What!
But I didn't
know ...
but ...



Can I get a job?

No, this is a tourist visa.

**B**

GRAMMAR

- 1** Your friend wants to go to New York for a holiday. How many of her questions can you answer?

- When is a good time to visit?
- Do I need a visa?
- What are the important places to see in New York?
- Can I get a job there?

- 2** Match the pictures (A–D) with the sentences (1–4).

- | | |
|--|--------------------------|
| 1 You should visit the Empire State Building. | <input type="checkbox"/> |
| 2 You must have a visa. | <input type="checkbox"/> |
| 3 You shouldn't visit New York in July. | <input type="checkbox"/> |
| 4 You mustn't work in the USA with a tourist visa. | <input type="checkbox"/> |

Work it out

- 3** Write **must**, **mustn't**, **should** and **shouldn't** next to their meanings (a–d). Use Exercise 2 to help you.

- a It's a good idea to do this. _____
- b Don't do this. _____
- c It's necessary to do this. _____
- d It isn't a good idea to do this. _____

Check it out

must, mustn't, should, shouldn't

We use **must** to say what it is necessary to do.
I/You/He/She/It/We/They **must** get a visa.

We use **mustn't** to say what you can't do.
I/You/He/She/It/We/They **mustn't** work in the USA with a tourist visa.

We use **should** to say what is a good idea.
I/You/He/She/It/We/They **should** visit the Empire State Building.

We use **shouldn't** to say what isn't a good idea.
I/You/He/She/It/We/They **shouldn't** visit in July.

- 4** Read the sentences. Which information did you know? Rewrite the sentences using **should**, **shouldn't**, **must** or **mustn't**.

- 1 In England it's necessary to drive on the left side of the road.
- 2 In Ireland it's a good idea to find a pub where they play traditional Irish music.
- 3 It isn't a good idea to visit Scotland in the winter because it gets dark at 4 p.m.
- 4 To get a working holiday visa for Australia it's necessary to be between 18 and 30 years old.
- 5 In England you can't buy alcohol if you are under 18 years old.
- 6 In Scotland it's a good idea to visit some of the beautiful castles.
- 7 In Ireland it's illegal to take photos of police buildings.
- 8 In Australia it isn't a good idea to go out in the sun between 12 and 4 p.m.

Is it a good idea to visit the Empire State Building?

**Why did we
come in July?
It's so hot!**

**Yes, next time
I'm going
to come in
September.**

**Oh yes,
it's a very
important
place.**

- 6 For each situation, complete the sentences with words and phrases from the box.

stop for a rest when you need it
buy a lot of souvenirs stay awake
follow the flight attendants' instructions
talk on your mobile stay at campsites
stay in your seat all the time
stay in your own country smoke

- 1 To have a cheap holiday:

a you should _____.
b you shouldn't _____.
c you don't have to _____.

- 2 When you are driving a car:

a you must _____.
b you mustn't _____.
c you should _____.

- 3 When you are on a plane:

a you must _____.
b you mustn't _____.
c you don't have to _____.

- 7 Work in pairs. Write six sentences for visitors to your country. Use *must*, *mustn't*, *should*, *shouldn't* and *don't have to*.

Write about:

- when to visit/not to visit,
- passports and visas,
- bringing things into the country,
- travelling in the country,
- things to do and places to see,
- souvenirs to buy.

You should come to ... in summer because ...

Mind the trap!

You **mustn't** do it. ➔ don't do it
You **mustn't** use a dictionary in the exam.

BUT

You **don't have to** do it. ➔ you can do it, but it's not necessary
You **don't have to** use a dictionary in class, you can ask the teacher about new words.

- 5 Complete the sentences with *mustn't* or *don't have to*.

- 1 You _____ touch that. It's very dangerous.
- 2 I _____ forget to buy a birthday present for Sam.
- 3 You _____ pay for the concert. It's free.
- 4 We _____ be late for school today.
There's an English test.
- 5 It's a holiday today. We _____ go to school.
- 6 I _____ catch a bus to the station. I've got time to walk.

D

C



SPEAKING AND LISTENING

- 1 Which souvenirs can you see in the photos? Choose from the box. Then think of three souvenirs that visitors to your country buy.

a key ring jewellery (earrings) a T-shirt
traditional food a CD a baseball cap
a mug a toy (a doll or a teddy bear)

- 2 **CD 3.20** Dan is going to buy some souvenirs. Listen to the dialogue and match the souvenirs to the people.

1 mum _____ 3 gran _____
2 dad _____ 4 girlfriend _____

- 3 **CD 3.21** Listen to part of the dialogue again and complete the gaps.

Dan So, the most important is my gran. She loves getting souvenirs. What should I ¹ _____ for her?
Carrie Well, if she likes souvenirs, you could ² _____ one of those mugs. Look, they've got the Tube map on them.
Dan Mm, that's a ³ _____ idea. My gran drinks a lot of tea! OK, then what ⁴ _____ I get for my dad? He's more difficult.
Carrie Well, ⁵ _____ about one of these key rings? It's something he can use every day.
Dan Yes, why ⁶ _____? Maybe the one in the shape of a London bus. Now there's my mum and my girlfriend. What ⁷ _____ you suggest?
Carrie Hmm. Why don't ⁸ _____ get a box of biscuits for your mum – these are traditional shortbread – and some earrings for your girlfriend? These are very pretty.
Dan Hmm, I don't think ⁹ _____. My mum's always on a diet and my girlfriend hates earrings.

- 4 Study **Speak Out** and check your answers to Exercise 3.

SPEAK OUT | Suggestions

Asking for suggestions

What should I buy for her?
What can I get for my dad?
What do you suggest?

Making suggestions

If she likes souvenirs, you could get one of those mugs.
What about one of these key rings?
Why don't you get a box of biscuits for your mum?

Responding to suggestions

That's a good idea.
Yes, why not?
I don't think so.
I'm not sure about that.

- 5 **CD 3.22** Listen to the phrases from **Speak Out** and repeat them. Pay attention to your intonation.

- 6 Write dialogues using the prompts. Then practise the dialogues in pairs.

1 A What/I/buy/best friend/birthday?
What should I buy for my best friend's birthday?
B Why/get/CD?
A That/good idea.

2 A I want/see/film/this weekend. What/suggest?
B If/like love stories/you/see *Hearts and Roses*.
A I/not/sure/that. I think/love stories/boring.

3 A What/I/wear/party/tonight?
B What/these trousers?
A I/think so. They/horrible!

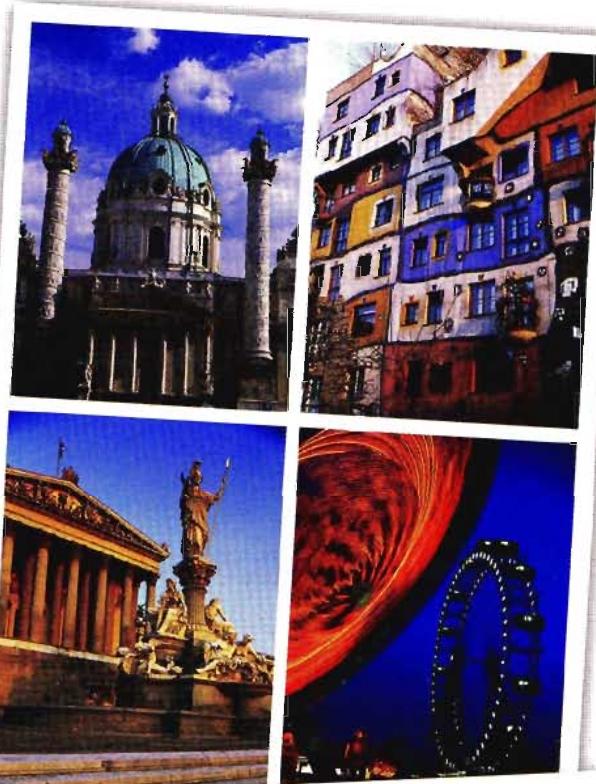
- 7 Work in pairs and roleplay a conversation. Student A, look at page 142. Student B, look at page 143.

WRITING

- 1 What do you usually write about in a postcard? Tick the things which are true for you.

- | | | | |
|----------------------|--------------------------|-----------------|--------------------------|
| • the food | <input type="checkbox"/> | • where you are | <input type="checkbox"/> |
| • places you visited | <input type="checkbox"/> | • your plans | <input type="checkbox"/> |
| • the people | <input type="checkbox"/> | • the traffic | <input type="checkbox"/> |
| • your family | <input type="checkbox"/> | • the weather | <input type="checkbox"/> |

- 2 Read the postcard from Vienna. Number the things from the list in Exercise 1 in the order that they are in the postcard.



Dear Trish,
1 We're spending two days here in Vienna on our tour of Europe. It's a beautiful old city and the weather's warm and sunny.

2 This morning we went to the Hofburg Palace and took lots of photos. It's a really amazing place - you should see it one day.

3 We're going to listen to a Strauss concert in the park this evening, then tomorrow morning we're going to get on the coach again and travel to Prague.

Bye for now,
Alice and Peter xxx



Ms T Wallace,
41 Albion Street,
Bristol BS4 2JD
England

- 3 Look at the underlined sentences in the postcard. Match them with a–c.

- a the Past Simple
- b *going to*
- c the Present Continuous

- 4 Look at the postcard and Exercise 3 again.

Which tense do you use:

- 1 to start the postcard and say where you are?
- 2 to write about your past activities?
- 3 to write about your plans?

- 5 Study **Train Your Brain**. In the postcard below, complete the sentences with the correct form of the verbs in brackets. Then number the sentences in the correct order.

TRAIN YOUR BRAIN | Writing skills

A postcard

- 1 Start the postcard with *Dear* + the person's name.
- 2 Say where you are and what you're doing, using the Present Continuous.
- 3 Write about your past activities using the Past Simple.
- 4 Write about your plans using *going to*.
- 5 Finish with *Bye for now* or *Lots of love* and your name.

Later today we 'buy' some souvenirs, then this evening we 'catch' the train back to England.

Dear Mark,

Yesterday we 'walk' across Charles Bridge and 'see' the famous astronomical clock. It's fantastic!

Lots of love, Alice and Peter XXX

Hello from Prague! We 'stay' here at a guesthouse on the River Vltava. We 'have' a great time. It 'is' a very interesting city.

- 6 Choose a city that you want to visit and write a postcard to another student in the class. Remember to start and finish the postcard correctly.

Write about:

- where you are and how long you are spending there,
- the weather and the food,
- the famous sights you saw and what you did,
- your plans for the rest of your time there.

Mark
46 R
London
England

12

Healthy body ...

Read, listen and talk about health and sports.

Practise the Present Perfect and the Past Simple; *ever, just, yet* and *already*; sports vocabulary.

Focus on dealing with new words in reading; describing a photo.

Write a questionnaire.

GRAMMAR AND SPEAKING

1 Read the advice leaflet. In pairs, talk about the things you do/don't do.

2 Look at the photo and answer the questions.

- 1 Who are the people?
- 2 Why is the boy there? What do you think his problem is?

3 CD 3.23 Read the dialogue. Look at the leaflet again and tick the things Gary talks about.

Dr M Hello, Gary. How are you?

Gary Hello, Doctor Monroe. Not good, really.

Dr M Oh dear. I see that I gave you an advice leaflet last time.

Gary Yes, it was for my sleeping problem.

Dr M And have you tried any of the advice?

Gary Well ... Yes, I have.

Dr M Has it helped you at all?

Gary No, it hasn't. I still feel very tired.

Dr M Hmm. Have you done any exercise?

Gary Yes, I have. I've joined the gym.

Dr M When did you join?

Gary Umm ... I joined about three weeks ago.

And my mum has bought me a bike.

Dr M Good! Have you used it much?

Gary No. It's for my birthday next week, so she hasn't given it to me.

Dr M Right. And have you eaten any fast food?

Gary No, I haven't. I've eaten lots of vegetables. Last night I ate a big salad.

Dr M And how much water have you drunk?

Gary Lots! I've spent a lot of money on mineral water. And I haven't drunk any cola.

Dr M And you don't feel better. That's strange. Have you ever had this problem before?

Gary No, never.

Dr M Well, I think you should follow the advice in the leaflet a bit longer. Why don't you come back and see me in two weeks?

Gary Thank you, doctor! See you again soon!

Work it out

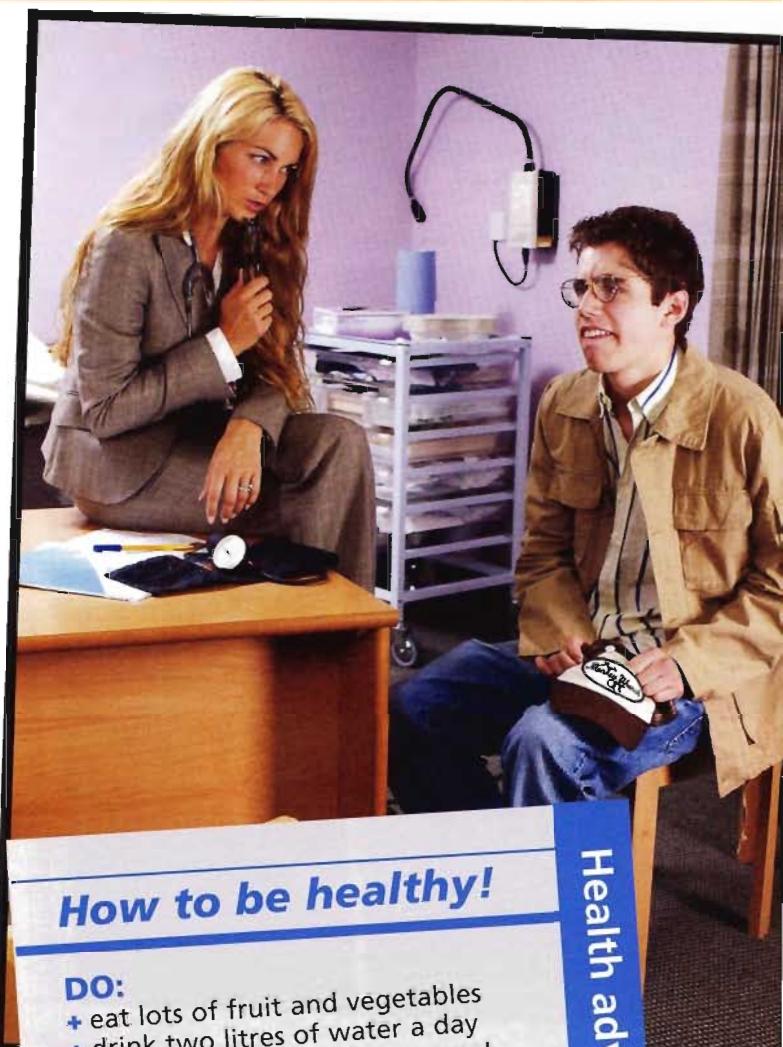
1 Look at the underlined part of the dialogue and answer the questions.

1 Which sentence tells you:

- a **exactly when** Gary joined the gym?
- b that Gary joined the gym but we **don't know when**?

2 Which sentence uses the Past Simple?

3 Which sentence uses the Present Perfect?



How to be healthy!

Health advice

DO:

- + eat lots of fruit and vegetables
- + drink two litres of water a day
- + do regular exercise: join a gym!
- + take vitamin pills

DON'T:

- smoke
- have fizzy drinks like cola
- eat fast food
- watch TV every night

5 **Think Back!** Complete the table with the Past Simple forms of the verbs. Then find the past participle forms of the verbs in the dialogue.

Verb	Past Simple	Past Participle
Regular try help		
Irregular buy give drink		

Check it out

Present Perfect

We can use the Present Perfect for actions in the past when we don't say **when** the actions happened: I've **eaten** lots of vegetables.

If we know exactly when something happened, we use the Past Simple: I **ate** a big salad **last night**.

Affirmative

I/You/We/They I **have ('ve) joined** the gym.
He/She/It My mum **has ('s) bought** me a bike.

Negative

I/You/We/They I **have not (haven't) drunk** any cola.
He/She/It She **has not (hasn't) given** it to me.

Questions and short answers

I/You/We/They Have you **tried** any of this advice?
Yes, I **have**./No, I **haven't**.
He/She/It Has it **helped** you?
Yes, it **has**./No, it **hasn't**.

Wh-questions

How much water **have** you **drunk**?

- 6 Complete the sentences with the correct Present Perfect form of the verbs from the box.

spend not use not do eat have buy

- 1 Look! They **_____** a new car. It's really big!
2 I bought a new bike but I **_____** it much.
3 I can't go out because I have no money. I **_____** all my money on a new computer!
4 John **_____** a sandwich for breakfast.
5 It's 10p.m. and she **_____** her homework.
6 We **_____** a lot of vegetables but no fast food.

- 7 Complete the gaps with the correct Past Simple or Present Perfect forms of the verbs in brackets.

- 1 A _____ (you/see) Annie?
B Yes, I _____ (see) her half an hour ago.
2 Sam _____ (not read) many of her books but he _____ (read) the new one on Saturday.
3 We _____ (look) for the new *Blast* CD in all the music shops but they haven't got it. The shops _____ (sell) them all yesterday.
4 A I _____ (lose) my new English dictionary.
B Oh, no! Where _____ (you/lose) it?
5 A _____ (you/do) your homework?
B Yes, we _____ (finished) it before dinner.

Mind the trap!

We often use **ever** in the question form.

Have you **ever** had this problem before?
No, I haven't. OR No, I've **never** had this problem.

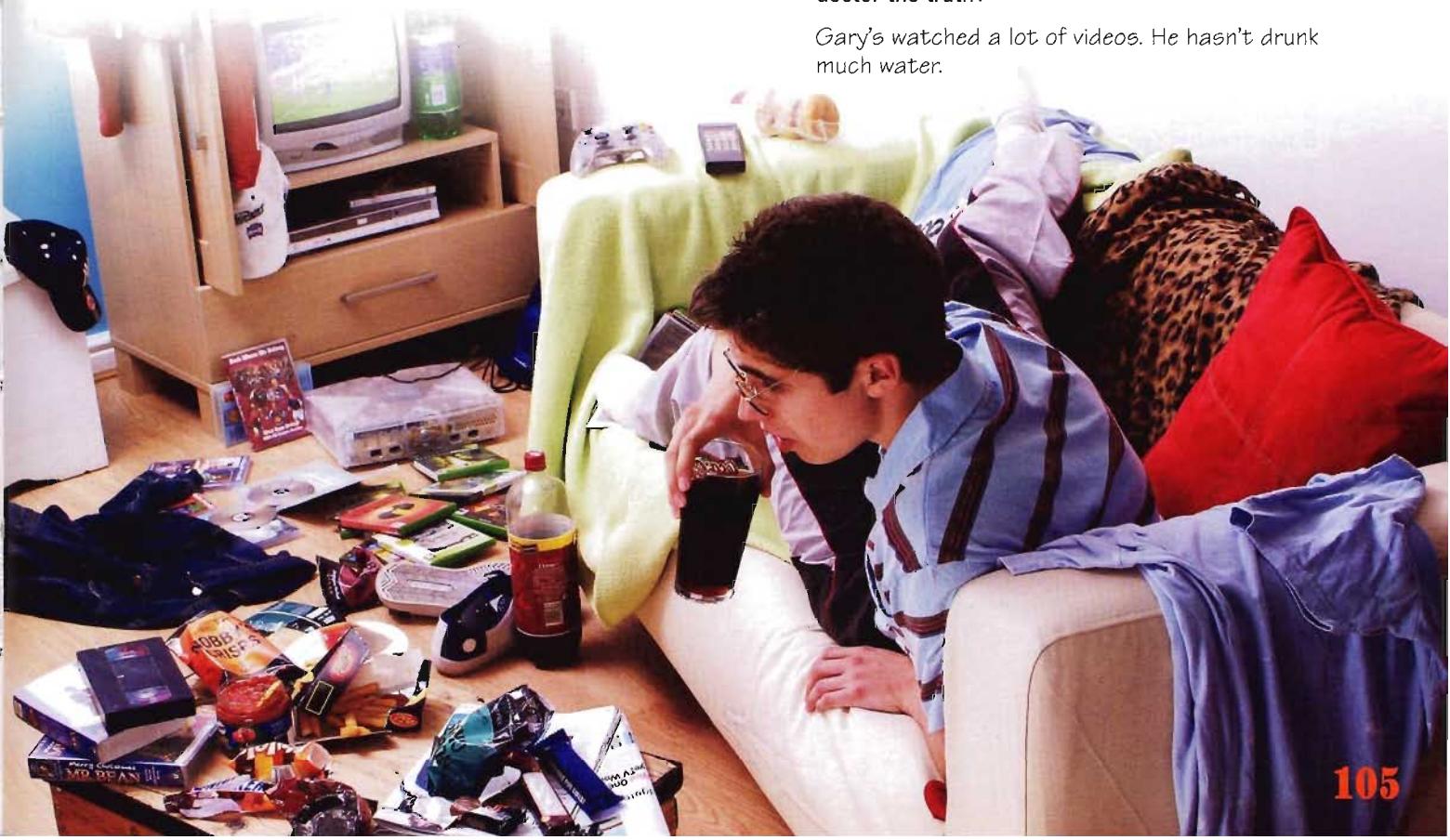
- 8 In pairs, ask and answer questions. If the answer is yes, ask a question in the Past Simple using the prompts in brackets.

- taken vitamin pills (when?)
- eaten Indian food (when?)
- had a part-time job (what job? when?)
- travelled abroad (where? when?)
- been to a live concert (where? when?)

- A Have you ever taken vitamin pills?
B Yes, I have.
A When did you take them?
B Last year.

- 9 Look at the photo of Gary's room. Write sentences about Gary. Use the Present Perfect. Did Gary tell the doctor the truth?

Gary's watched a lot of videos. He hasn't drunk much water.





READING AND VOCABULARY

- 1** The text in the blue box is upside down. Read it upside down and answer the questions.

- 1 What's the title of the book?
- 2 Who wrote it?
- 3 What is it about?

- 2** Read the article quickly. Underline the reasons why reading upside down is good for you. Don't worry about the highlighted words.

- 3** **3.24** Read the article again. Tick true and cross false.

- 1 More people did sports and exercise in the past.
- 2 Scientists have shown that our brain doesn't always stay the same.
- 3 Reading upside down is a routine activity.
- 4 You help your brain to grow when you open the door with your eyes closed.
- 5 If you're left-handed, you don't use the left side of your brain when you clean your teeth.
- 6 You can only do neurobic exercises in certain places.

- 4** Look at the highlighted words in the article. What part of speech are they, nouns, verbs or adjectives?

pace – noun

- 5** Now think about the meaning of the highlighted words. Follow the instructions.

- Look at the words and phrases around the highlighted words.
- Decide if any of the highlighted words have a positive or negative meaning.
- Tick the words that look similar in your language.

- 6** Read the definitions of the highlighted words. Circle the correct meaning.

- | | |
|------------------------|--|
| 1 pace (para. 1) | a changes b speed |
| 2 reduce (para. 1) | a make smaller b make bigger |
| 3 research (para. 1) | a a detailed study of
b new results of a detailed study |
| 4 sight (para. 2) | a the ability to see b the ability to hear |
| 5 annoying (para. 2) | a makes you feel good b makes you angry |
| 6 unexpected (para. 2) | a not surprising b surprising |
| 7 improve (para. 4) | a make it better b make it worse |
| 8 creative (para. 4) | a intelligent b with lots of ideas |

- 7** Look back at the highlighted words in the article and read **Train Your Brain**. Which ideas helped you most to guess the meanings of the words?

TRAIN YOUR BRAIN | Reading skills

Dealing with new words

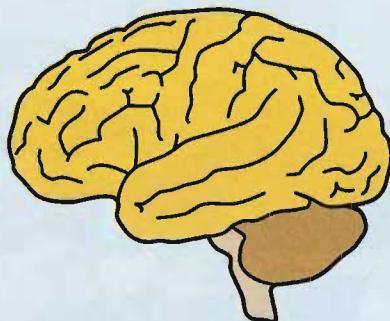
- 1 Decide what kind of word it is: a verb, a noun or an adjective.
- 2 Read the words around it to help you guess the meaning.
- 3 Decide if the word has a positive or a negative meaning.

- 8** How neurotic is *your* life? Do the quiz on page 141.

- 9** Work in pairs. Think about three things you plan to do to make your brain better. Then tell the class.

- A I'm going to clean my teeth with my other hand.
- B I'm not going to follow the same routine when I get up.

You are going to read an article about your brain. The information in the article is from a book called *Keep Your Brain Alive*. It's by an American scientist called Lawrence Katz. Katz gives examples of simple exercises to keep your brain young and healthy.



Use it or lose it!

In this week's article in our series, **Healthy Lifestyles**, Sue Thompson looks at a new kind of exercise. You all know aerobics keeps your body fit – but now there's a new kind of aerobics to keep your brain fit, too! And you don't have to go to the gym to do it!

- 1 The old expression *Healthy body, healthy mind* is more important than ever nowadays. The **pace** of life is faster, so more and more people have started doing sports and aerobics classes to exercise their bodies and **reduce** stress. But **research** has shown it is also important to exercise your brain.
- 2 Scientists have discovered that some activities help the brain to change and grow. This makes the brain stronger and healthier, so it can work better. They call these activities neurobics – aerobics of the brain. One example is reading upside down. Reading is a routine activity that we do with our eyes. But when we do it upside down, we use our sense of **sight** in a new and surprising way. We have to concentrate more on each word. This can be very **annoying** because it's more difficult and takes longer. But it causes a new emotion and this **unexpected** emotion in an everyday context also stimulates the brain, and so helps it to develop.
- 3 There are many simple neurobic exercises you can do. For example, opening the door when you get home is a routine activity. But if you look for your key and open the door with your eyes closed, it becomes neurobic because you use your sense of touch, not your sense of sight, and this makes the brain work harder. And try cleaning your teeth with your left hand, not your right, or vice versa. A right-handed person uses the left side of the brain to do this action. When you use your left hand, you use the right side of the brain, so it grows.
- 4 In his book, Dr Katz says, 'Everyday life is the Neurobic Gym'. You can do neurobic exercises anywhere. So if you want to **improve** your memory, do well in exams and be more **creative**, do neurobics!





VOCABULARY

- 1 Match seven of the sports from the box with the pictures.

athletics basketball diving table tennis
gymnastics hockey sailing judo
baseball cycling canoeing skiing
volleyball rock climbing



1 athletics

- 2 **CD 3.25** Listen and repeat the names of the sports from Exercise 1. Underline the stressed syllable(s) in each word.

athletics

- 3 Complete the table with the correct sports from Exercise 1.

play	go	do
basketball	sailing	athletics

- 4 Make common collocations. Match the verbs (1–4) with the nouns (a–d).

1 win	<input type="checkbox"/>	a goals, points
2 break	<input type="checkbox"/>	b a match, a race, a medal
3 beat	<input type="checkbox"/>	c another team/player
4 score	<input type="checkbox"/>	d the world record

Mind the trap!

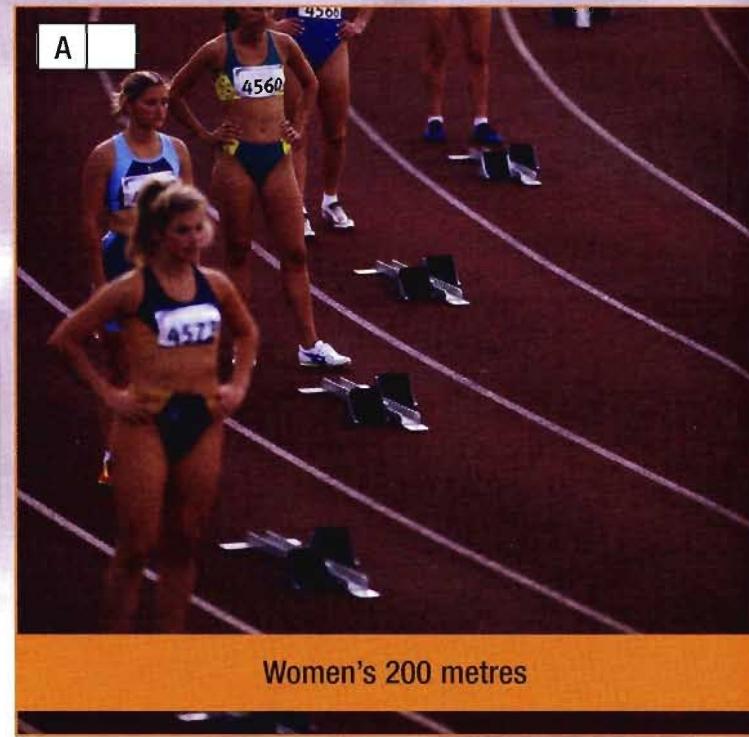
With the verb *to go* in the Present Perfect we use *been* or *gone*.

been → shows the action has finished
A It's late. Where have you **been**?
B I've **been** to the gym.

gone → shows the action has not finished
A Where's Claire?
B She's **gone** sailing.

- 5 In pairs, ask and answer questions about the sports in Exercise 3.

- A Have you ever done athletics?
B Yes, I have. I won the 100 metres last year. Have you ever been sailing?
A No, I haven't. Have you?



Latest News | **Other sport**

B **Olympic Gold Medals – Day 5:**
FULL SCREEN

GRAMMAR AND LISTENING

- 1 In pairs, answer the questions.

- 1 When and where were the last Olympic Games?
2 Have you ever been to the Olympic Games?
3 What sport do you like watching best? Why?

- 2 **CD 3.26** Listen to the dialogue in an Olympic TV studio. Number the items below on the TV screen (A–D) in the order you hear them.

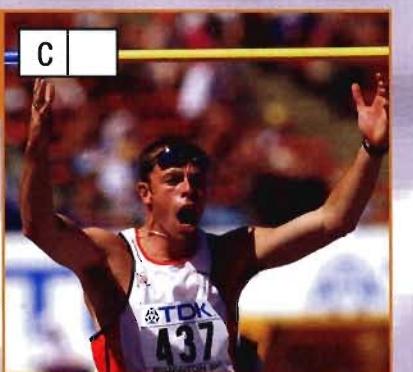
Football Men's high jump
Gold medal list Women's 200 metres

- 3 **CD 3.26** Match the TV presenter's questions (1–4) with the correct answers (a–d). Listen again and check.

- 1 Have we won any medals yet?
2 Who's number one on the gold medal list?
3 What time is Poland's match against Austria today?
4 What about the women's 200 metres?

- a It's just started. The kick-off was five minutes ago but they haven't scored any goals yet.
b Well, the race hasn't started yet. But the runners have just come onto the track.
c Well, Russia has already won ten.
d The high jump has just finished and, yes, Tony Peters has won our first gold medal.

Men's high jump
New World Record!



Football – Poland 0, Austria 0
first half, 5 minutes



News Headlines

Russia 10

USA 9

Australia 3

Great Britain 1

MENU

TFN SPORT

Weather

Work it out

- 4 Look at the underlined words in Exercise 3 and answer the questions.
- 1 What tense do we use these words with?
 - 2 When do we use them? Write the words next to the rules (a–c) below.
 - a in affirmative sentences when the action happened before now but we don't know exactly when _____
 - b in negative sentences and questions, for actions we expect to happen _____
 - c in affirmative sentences when the action happened a very short time ago _____
- 5 Circle the correct answer.
- 1 Just and **already** go *before / after* the main verb.
 - 2 Yet goes at the *beginning / end* of a sentence.

Check it out

Present Perfect with *just, already* and *yet*

Affirmative

Russia's **just won** another medal. (a short time ago)
They've **already won** ten medals. (before now)

Negative and questions

They **haven't scored** any goals **yet**.
Have they **started yet**? (actions you expect to happen)

- 6 Complete the dialogues with *just, already* or *yet*.

- 1 A Have you heard from Ben ____?
B Yes, I've ____ talked to him. He phoned a minute ago.
2 A When are you going to tidy your room?
B Mum, I've ____ done it. I did it an hour ago!
3 A Can I use the computer, Joe? I've ____ remembered – I have to send an email!
B Hang on. I haven't finished checking my emails _____. I need five more minutes.

- 7 Check the past participles of these verbs on page 144. Which are the same in the Past Simple?

begin	come	find	forget	go	write
know	make	meet	put	read	see
speak	swim	take	teach	think	

- 8 Complete the questions with the correct past participles of the verbs in Exercise 7 and your ideas. Then, in pairs, ask and answer the questions.

- 1 Have you ever ____ (*name of the book*)?
- 2 Have you ____ (*name of a film*) yet?
- 3 Have you ever ____ (*name of someone famous*)?
- 4 Have you ____ to (*name of a famous place in your country*) yet?

- A Have you ever read 'The Lord of the Rings'?
B Yes, I have./No, I haven't but I'm going to read it.

A



B



SPEAKING AND LISTENING

1 In pairs, look at the photos and answer the questions.

- Do you have parks and sports facilities like this near your home?
- What are they like? Are they popular?
- How often do you go there?

2 Find these words in the photos.

a baseball bat a blanket a hockey pitch
supporters grass cheering a cool box

3 CD 3.27 Listen and match the description to the correct photo.

4 Now read the description and answer the questions.

- 1 How does the speaker begin the description?
- 2 Underline the different tenses. Which tense is the most common?
- 3 Which words and phrases describe the position of people and things?
- 4 Which words does the speaker use to make guesses and to give opinions?

It's a picture of a park. Maybe it's in England. I can see five people. They've just arrived and they've brought a cool box and some bags. I think they're a family - the parents and their three children. Maybe it's the weekend and they're having a day out. On the right, there's a big tree. The two teenagers are getting the things out of the bags. The mother is on the right and she's putting a blanket on the grass under the tree. The younger boy is carrying a baseball bat and talking to his father. I think they're planning to play baseball later. It's sunny and they all look happy and relaxed. They're smiling and laughing.

5 Read **Speak Out** and check your answers to Exercise 4.

SPEAK OUT | Describing photos

Start with a general description of the photo:
It's a picture of a park. I can see five people.

Use the Present Continuous to describe what people are doing:
The younger boy is carrying a baseball bat.

Use the Present Perfect + *just* for recent actions:
They've just arrived.

Give details about the position of people and things:
On the left/right, there's a big tree.

Make guesses and give your opinions:
Maybe it's the weekend and they're having a day out. I think they're a family. They all look happy.

6 Look at picture B and complete the sentences. Use the ideas in **Speak Out** to help you.

- 1 It's a picture of a hockey pitch in a park.
- 2 I can see ...
- 3 On the right, five girls are ...
- 4 Maybe their team has just ...
- 5 But the goalkeeper doesn't look ...
- 6 I think they're ...

7 CD 3.28 In small groups, add more details and write a description of picture B. Read it to the class. Then listen and check how similar your descriptions are.

WRITING

1 In pairs, tick the things that you *cannot* do at a gym.

- use the exercise machines
- work with a personal trainer
- go to exercise classes
- play baseball
- go running
- have a sauna
- go sailing
- do judo

2 The manager of the South London Gym wants to prepare a questionnaire to find out what facilities people use most in the gym and how to improve it. Look at the questions and correct the grammar mistakes.

- a When last did you go to an exercise class?
- b Is the gym near you house?
- c How many of the exercise machines you have tried?
- d Where you buy your gym clothes?
- e What else you would like to have in the gym?
- f How often you come to the gym?
- g Have you worked ever with one of our personal trainers?

3 Tick the five questions in Exercise 2 which you think are most relevant for the questionnaire.

4 Complete the questionnaire below with the correct questions from Exercise 2. Use the answers to help you.

5 Choose a title for the questionnaire from the list below. Write it next to South London Gym.

- a Do you like the gym?
- b How can we get the gym into shape?
- c Are you making the most of the gym?

6 Read **Train Your Brain**. Match the advice (a–d) with Exercises 2–5. Which piece of advice did you find most useful?

TRAIN YOUR BRAIN | Writing skills

A questionnaire

- a Choose a title so the reason for the questionnaire is clear.
- b Write questions which are relevant.
- c Put the questions in a logical order, starting with more general questions and with personal information at the top.
- d Check that the grammar in the questions is correct, for example word order.

7 You are going to write a questionnaire to find out how much sport and/or exercise people in your class do. Use **Train Your Brain** and the ideas below.

- Ideas for a title: *How sporty are you? Pro-sports or anti-sports?*
- Start your questions like this: *How often do you ...? Have you (ever)...? How many ... have you ...? Would you like to ...? When did you last ...?*
- Give two or three answers for people to choose from.
- 8 Swap your questionnaire with a partner and answer the questions.



Please take a few moments to answer these questions, so that we can make the gym better for you.

Name: _____

Please circle your answers.

Sex: M / F **Age:** 16–25 26–35 36–55

1 _____
every day three times a week once a week

2 _____
less than a week ago more than a week ago I've never been to one.

3 _____
all of them some of them none of them

4 _____
Yes and he/she was helpful. Yes, but he/she was not helpful. No.

5 _____
a sauna a café a jacuzzi

VOCABULARY AND GRAMMAR

- 1 Put the words into the five categories. Then add two more words from Units 11 and 12 to each group.

mug volleyball jewellery train
guesthouse campsite coach diving
canoeing basketball

Means of transport	Holiday accommodation	Souvenirs	Team sports	Water sports

- 2 Complete the sentences with the correct verbs. You can see the first letter of each verb.

- 1 My friends prefer to **t** _____ by coach, but I like trains more.
- 2 Oh, no! I've forgotten to **p** _____ my sleeping bag. Do you know where it is?
- 3 The last time we went on holiday we didn't **s** _____ in a hotel. It was very expensive.
- 4 I think we should **b** _____ our flight today.
- 5 They have to **s** _____ two more points if they don't want to lose the match.
- 6 Tom wants to be a famous sportsman and **w** _____ a medal at the Olympics.
- 7 She didn't **b** _____ the world record but the race was really fast.

- 3 Read the advice and circle the correct verbs.

How to live to be a 100 or ... more?

1 Drink a lot of water.
You ¹must / should drink at least one litre a day.
It's good for you.

2 Eat healthy food.
You ²mustn't / don't have to go on a diet – just watch what you eat!

3 Go on holiday. You ³must / should take time off at least twice a year.

4 Walk a lot.
Remember: you ⁴mustn't / don't have to pay for fresh air.

5 Do some exercise.
You ⁵shouldn't / mustn't think of it as some kind of punishment. Do it because you like it!

6 Don't smoke. You ⁶mustn't / shouldn't do it in many public places but don't do it at home either!

7 Be happy. You ⁷must / should smile at five people every day (with a minimum of three!)

And now, switch off your computer and go for a walk!

- 4 Complete the sentences with the correct forms of *going to* and the prompts in brackets.

- 1 What _____ (your friends/do) on holiday?
- 2 Amy _____ (help) her parents in their shop.
- 3 I _____ (not eat) here any more. The food is terrible!
- 4 In July we _____ (visit) Robert in Athens.
- 5 It's her birthday tomorrow. _____ (she/have) a party?
- 6 Bill _____ (not go) to the cinema with us. He's saving money for a trip to Budapest.
- 7 Where _____ (you/stay) in Spain?

- 5 Look at the two lists. They show what the people have already done and what they haven't done yet. Write sentences using *already* and *yet*. Follow the example.

Jeff's plans for this week

- tidy my room ✓ (Monday morning)
- read 'The Name of the Rose'
- join the gym ✓ (Friday afternoon)
- write emails to friends

Beth and Eva's holiday plans in Chicago

- see the Botanic gardens ✓ (Friday)
- visit some museums ✓ (Saturday)
- buy souvenirs for friends

Jeff has already tidied his room. He tidied it on Monday morning.

PRONUNCIATION

- 1 **CD 3.29** Listen and circle the verb forms you hear.

- | | |
|-----------|---------|
| 1 a swam | b swum |
| 2 a drank | b drunk |
| 3 a began | b begun |
| 4 a ran | b run |

- 2 **CD 3.30** How do you pronounce these verbs? In pairs, read the sentences. Then listen and check.

- 1 Once I swam five kilometres.
- 2 No, thank you. I've already drunk two cups of coffee.
- 3 The concert began at 8 p.m.
- 4 Have you ever run a marathon?

LISTENING SKILLS

- 1 **CD 3.31** Listen to an interview with a young tennis champion. Tick true and cross false.

- 1 David has already been on the radio.
- 2 He has to win a gold medal at the next Olympic Games.
- 3 He doesn't train on Sundays.
- 4 At the end of the day he is sometimes very tired.
- 5 Before big matches he doesn't think about tennis.
- 6 He's going to train for five or six weeks during his holidays.

READING SKILLS

- 1 Read the advertisement and circle the correct answers below.

County Clare Cycling on Ireland's West Coast

Don't worry if you're not a sporty kind. Our cycling trip is relaxing and easy. The leader drives a car which carries the luggage and provides backup if needed. You can ride on your own or with group members. The group size is 9–12.

DAY 1 – THE CLIFFS OF MOHER

Cycling a relaxed 32km on our first day, we explore Ennistymon, a fine example of an Irish country town with many coloured shop fronts and traditional stone buildings. Then we continue to the seaside towns of Lahinch and Liscannor before we climb to the top of the Cliffs of Moher. These are some of the highest sea cliffs in Europe. The day ends in Doolin, where three pubs play the best Irish music!

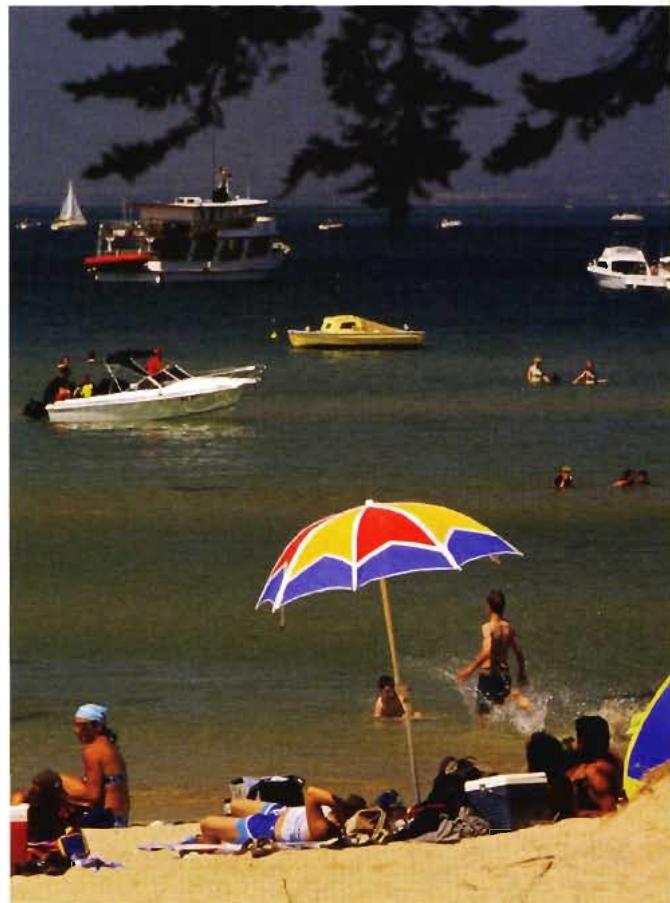
DAY 2 – THE BURREN

Covering 48km on our second day, the highlight is a wonderful coastal ride with the Atlantic Ocean on one side and the limestone hills of the Burren on the other. On our way we stop at the lovely beach at Fanore. The day ends at Ballyvaughan, a pretty village on the coast, from where we plan to visit the Ceile in Kilfenora – the home of Irish dancing.

- 1 What is true about the trip?
 - a They ride more on the second day.
 - b The trip is good for the best cyclists only.
 - c They ride 9–12 kilometres a day.
- 2 The group members
 - a have to ride together all the time.
 - b have to carry everything on their bikes.
 - c should take swimsuits with them.
- 3 One of the towns the cyclists are going to visit is
 - a Moher.
 - b Burren.
 - c Ennistymon.
- 4 On both days they are going to _____ Irish music.
 - a dance to
 - b listen to
 - c play

SPEAKING SKILLS

- 1 Describe the photo. Then answer the questions.



- 1 What can people do on the beach and why are beach holidays so popular?
- 2 Do you like beach holidays? Why?/Why not?

2 Roleplay this conversation.

Student A

Your friend Gloria, from your English class, has her birthday tomorrow. You don't know what to buy for her. You're talking to another friend who knows Gloria better than you. You start the conversation.

- Ask your friend for a suggestion for a present.
- Say 'no' and say why – Gloria has already got four dictionaries.
- Say 'yes' to the second suggestion and say why – you know that Gloria loves listening to music.

Student B

A friend from your English class asks you for help. She/He is going to Gloria's birthday party and doesn't know what to buy for her. You know Gloria better than your friend.

- Suggest an English-English dictionary as a good present for Gloria.
- Suggest a CD.
- Tell your friend what kind of music Gloria likes best (jazz and techno).

13

It's a small world

Read, listen and talk about geography and weather.

Practise article *the* with place names; question forms; weather vocabulary.

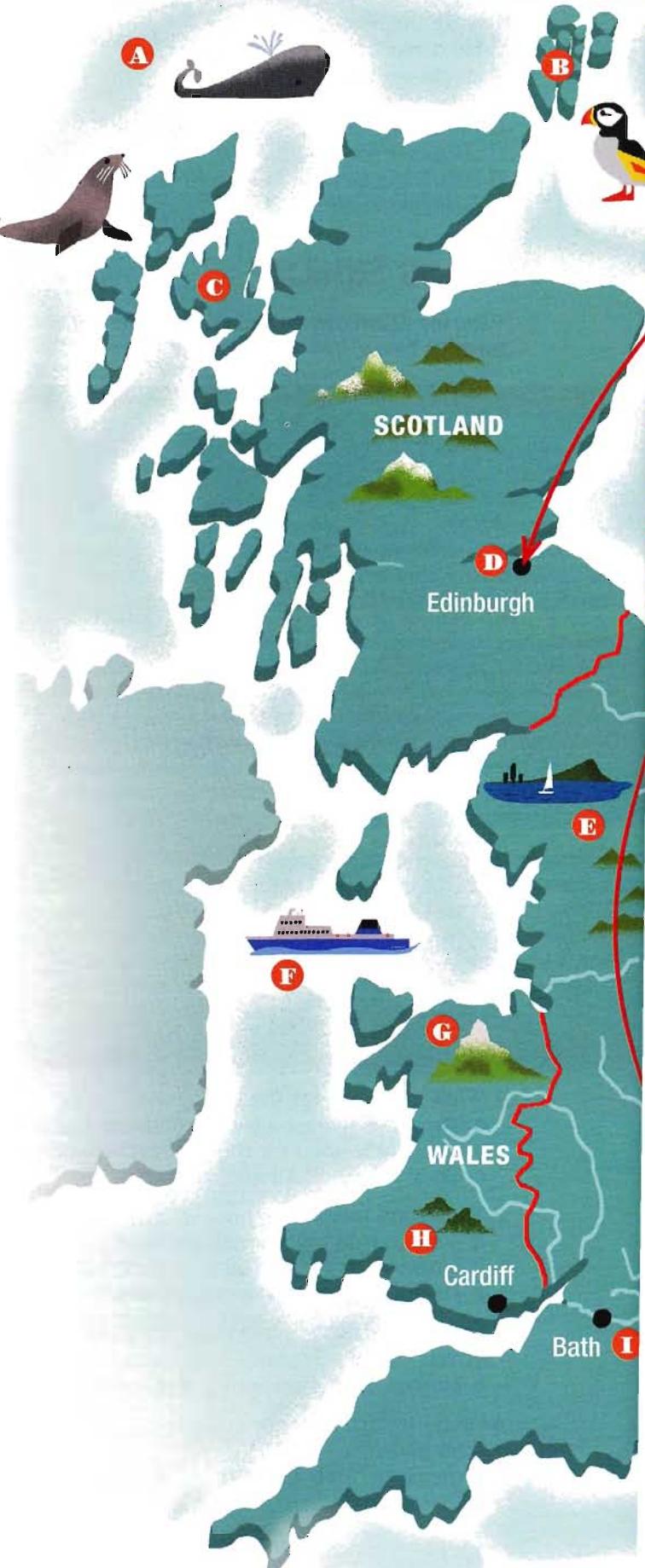
Focus on describing a favourite place and dealing with new words in listening.

Write a personal letter.

GRAMMAR AND VOCABULARY

- 1 Read the sentences about the British Isles and match them to the letters on the map. One letter matches three sentences.

- 1 The Irish Sea is between Great Britain and Ireland.
- 2 Skye is an island near the northwest coast of Scotland.
- 3 Regent's Park is a big park in London, one of Europe's biggest cities. There's a very famous zoo in it.
- 4 The Black Mountains are a group of mountains in South Wales, not far from Cardiff.
- 5 The River Avon goes through the beautiful city of Bath.
- 6 The Atlantic Ocean is north of Scotland.
- 7 Trafalgar Square is in London. It's famous for Nelson's Column and the National Gallery.
- 8 Mount Snowdon is the highest mountain in Wales. It's in North Wales.
- 9 Portobello Road, in London, has a very good market every Saturday.
- 10 The Orkney Islands are near the north coast of Scotland.
- 11 Lake Windermere is more than 16 kilometres long. It's in Cumbria, in the northwest of England.
- 12 Princes Street is in Edinburgh. It's very long, and it has lots of good shops.



Work it out

- 2 Complete the table with examples from Exercise 1.

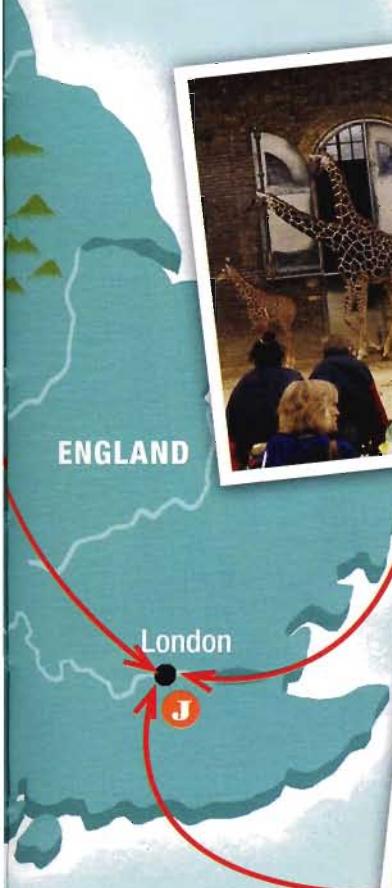
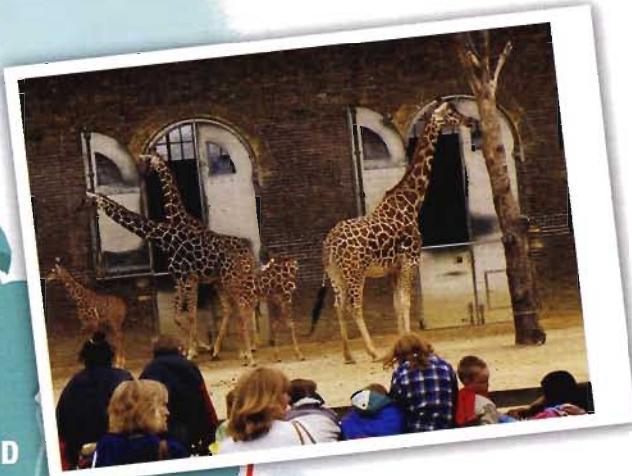
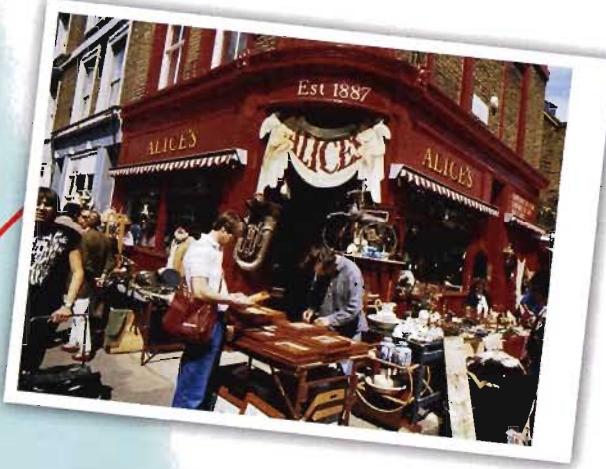
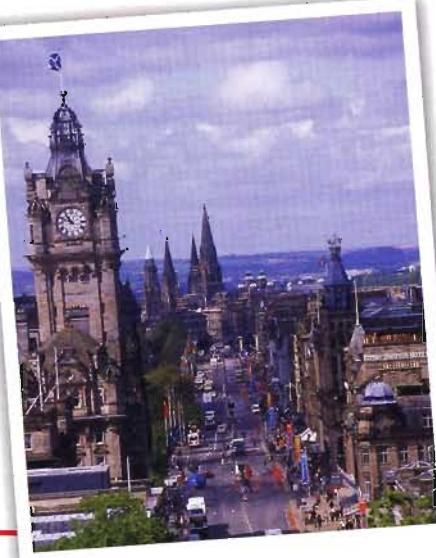
Articles with place names

We use the definite article *the* with:

rivers – _____	groups of islands – _____
seas – _____	groups of mountains – _____
oceans – _____	_____

We do *not* use an article with:

countries – _____	continents – _____
cities – _____	roads – _____
streets – _____	parks – _____
squares – _____	mountains – _____
islands – _____	lakes – _____



Mind the trap!

We sometimes use *the* with a country when it is:

a kingdom: **the** United Kingdom (**the** UK)

a republic: **the** Czech Republic

a plural name: **the** United States of America (**the** USA)

- 3 Complete the gaps with *the* if necessary.

- 1 ___ Madagascar is an island in ___ Indian Ocean.
- 2 The British Prime Minister lives in ___ Downing Street.
- 3 ___ Lake Victoria is the source of ___ River Nile.
- 4 ___ Mount Olympus is the highest mountain in ___ Greece.
- 5 ___ Republic of Congo is in ___ Africa.
- 6 ___ Golden Gate Park in ___ San Francisco is bigger than ___ Central Park in ___ New York.
- 7 ___ Cayman Islands are in ___ Caribbean Sea.
- 8 ___ Tatra Mountains are in the south of ___ Poland.
- 9 ___ Northern Ireland is part of ___ UK, but it is not part of ___ Great Britain.
- 10 The most famous recording studio in the world is in ___ Abbey Road, in ___ London.
- 11 ___ River Elbe is in the north of ___ Czech Republic.
- 12 ___ Caucasus Mountains are between ___ Black Sea and ___ Caspian Sea, in ___ Asia.

- 4 You have three minutes to study the facts in Exercises 1 and 3. Then work in pairs. Student A, look at page 142. Student B, look at page 143.

- 5 Complete the gaps with *in*, *on* or *of*. Then tick true and cross false.

- 1 London is ___ the southeast ___ England.
- 2 Mount Snowdon is ___ South Wales.
- 3 Edinburgh is ___ the north coast ___ Scotland.
- 4 Bath is ___ the southwest ___ England.
- 5 Cardiff is ___ the south coast ___ Wales.
- 6 Northern Ireland is ___ Great Britain.

- 6 Work in pairs. Write three true sentences and one false sentence about places you know. Read your sentences to the class. The other students guess which sentence is false.

A The Loire is the longest river in France.

B True!

A Lake Como is in the south of Italy.

B False!

SPEAKING AND LISTENING

- 1 In pairs, tick the adjectives that describe the place in the photo. Then think of three more adjectives to describe it.



noisy peaceful busy relaxing dramatic
natural amazing quiet exciting unspoilt

- 2 **CD 3.32** Listen to Paula talking about Loch Lomond. Underline the adjectives in Exercise 1 that she uses.
- 3 Complete the gaps in **Speak Out** with the correct words and phrases. Check new words in a dictionary.

a quietest	e the space
b beautiful	f noisy
c most exciting	g go for special occasions
d forget all your problems	h the atmosphere

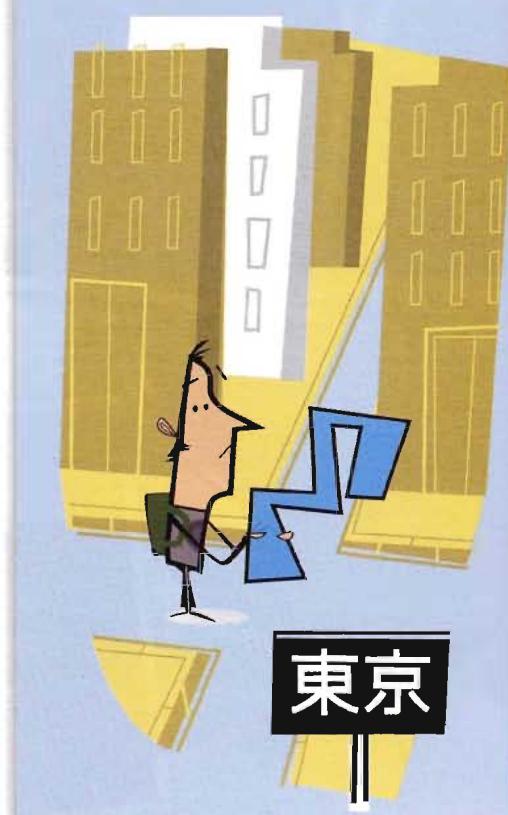
SPEAK OUT | Describing your favourite place

It's really peaceful/dramatic/¹ ² _____.
What I like about it is the natural beauty/³ ⁴ _____.
It's the kind of place where you can relax/⁵ ⁶ _____.
It's the most unspoilt/⁷ ⁸ ____ place I've ever been to.

- 4 **CD 3.32** Listen to Paula again and number the phrases from **Speak Out** as you hear them.
- 5 **CD 3.33** Listen to some phrases from **Speak Out** and repeat them. Pay attention to the stress.
- 6 Think about your favourite place and complete the sentences with your ideas. Then tell your partner about the place. Add more details if possible.

- 1 My favourite place is _____, in _____.
- 2 It's really _____ and _____.
- 3 What I like about it is _____.
- 4 It's the kind of place where _____.
- 5 It's the _____ place I've ever been to.

My favourite place is Barcelona, in Spain. I go there every summer with my friends. It's really ...





A NEW CULTURE What a Shock!

In this week's article in our series *Moving Abroad*, Peter Todd tells you to 'expect the unexpected' when you arrive in one of those exotic places you've always dreamed about. Be prepared for some surprises!

1 _____ The expression describes the negative feelings that people can have when they move to a new country. They feel unhappy, stressed or lonely, and they often get annoyed about little things (standing in a queue or waiting for a bus). Culture shock can make you sleep a lot or not enough, and even cause headaches.

2 _____ David, from London, has travelled a lot, but he experienced the biggest culture shock in Japan. 'Usually you find some things, like signs or maps, in English, but in Japan everything is in Japanese. It was impossible to read a menu or a road sign and very difficult to buy train tickets or food in a supermarket. I felt really isolated.'

3 _____ Helen moved to Seville six months ago, to study Spanish. 'I love living here now, but at first I was impatient because of the way people do things. The pace of life is slower than in England and people go out later in the evening, and eat much later, too. This is because of the wonderful warm climate here: nobody wants to eat a big meal or be outside when it's too hot!'

4 _____ This is often because the visitor looks different. Craig lived in Bahrain when he was a teenager. 'People stared at my pale skin, and they also thought I was special because of my red hair. In Bahrain, men dye their hair red to show that they are very religious.'

5 _____ Most experts say that it is important to be patient because the feelings do not last forever. Their advice is: try to make friends with the people, read about the new culture, and keep active – don't sit in your room and do nothing. Go out and enjoy life. What feels like culture shock at first is often a great experience in the end.



READING AND VOCABULARY

1 You are going to read an article about culture shock. Look at the pictures. What do you think culture shock is?

2 CD 3.34 Read the article quickly. Were your predictions in Exercise 1 correct? Complete the gaps (1–5) with the correct sentences (a–e). Then listen and check.

- a A common cause of culture shock is the language.
- b So, is there a cure for culture shock?
- c People can also suffer from culture shock because of different customs.
- d What is culture shock exactly?
- e Another reason for culture shock is people's reaction to the visitor.

3 Read the article again and choose the correct answer.

- 1 Culture shock
- a can make small problems seem bigger.
 - b is something that everybody gets in a new country.
 - c is something that you get if you are tired.

2 David had culture shock in Japan because

- a he doesn't travel much.
- b he couldn't find the road signs.
- c he couldn't understand Japanese.

3 In Seville

- a people don't go outside because it's too hot.
- b people go out late when it's cooler.
- c people don't eat big meals.

4 Craig

- a has red hair.
- b is very religious.
- c wanted to look special.

5 Experts say that

- a culture shock is permanent.
- b you can cure culture shock.
- c culture shock makes you lazy.

4 Complete the phrases with the correct prepositions. You can find the prepositions in the article.

- 1 move ___ another country
- 2 get annoyed ___ little things
- 3 waiting ___ a bus
- 4 suffer ___ culture shock
- 5 people's reaction ___ the visitor
- 6 people stared ___ my pale skin
- 7 a cure ___ culture shock
- 8 make friends ___ the people

5 Discuss these questions in groups.

- Have you suffered from culture shock or do you know anyone who has?
- What things about your country could cause culture shock for a visitor?

Are you world wise? QUIZ

- 1 _____ countries are there in Great Britain?
a three
b four
c five
- 2 _____ were the Beatles from?
a Manchester
b Liverpool
c London
- 3 _____ did Ireland change its currency to the euro?
a 1999
b 2000
c 2001
- 4 _____ is the capital city of Canada?
a Montreal
b Toronto
c Ottawa
- 5 _____ city can you see from the top of Sears Tower?
a Chicago
b New York
c Washington
- 6 _____ does Tokyo mean in English?
a castle town
b western city
c eastern capital
- 7 _____ are the Olympic Games going to be in 2012?
a London
b Moscow
c Paris
- 8 _____ have Portobello Road, Camden Lock and Brick Lane got in common?
a they are all English towns
b they are all English politicians
c they are all London markets
- 9 _____ times has St Petersburg changed its name?
a once
b twice
c three times
- 10 _____ was the first president of the USA?
a Washington
b Lincoln
c Roosevelt
- 11 _____ do people visit Alcatraz Island, in San Francisco Bay?
a because a lot of unusual birds live there
b because there was a famous prison on the island
c because a lot of film stars live there
- 12 In Australia, _____ should you do with a didgeridoo?
a eat it
b drive it
c play it

GRAMMAR AND LISTENING

1 Complete the quiz questions with a question word from the box. You need to use some words more than once. Don't do the quiz yet!

What Where Why Who
When How many

2 Work in pairs. How many questions can you answer? If you don't know, guess!

3 Listen and check your answers.

Work it out

4 How do we make questions? Look at the quiz questions again and match them to the rules (a–c).

- a We put the main verb *be* before the subject.
 b We put an auxiliary verb (*be, do, have*) before the subject. c We put a modal verb (*can, should*) before the subject.

Check it out

Revision of question forms

Questions with the main verb *be*

How many countries **are** there ... ?

What **is** the capital city ... ?

Where **were** The Beatles from?

Who **was** the first president ... ?

Questions with the auxiliary verbs *be, do, have*

What **does** Tokyo **mean** ... ?

Why **do** people **visit** ... ?

When **did** Ireland **change** ... ?

Where **are** the Olympic Games **going to be** ... ?

What **have** Portobello, Camden and Brick Lane **got** ... ?

How many times **has** St Petersburg **changed** ... ?

Questions with the modal verbs *can, should*

What city **can** you **see** ... ?

What **should** you **do** ... ?

- 5 **CD 3.36** Complete the questions. Then listen and repeat them.

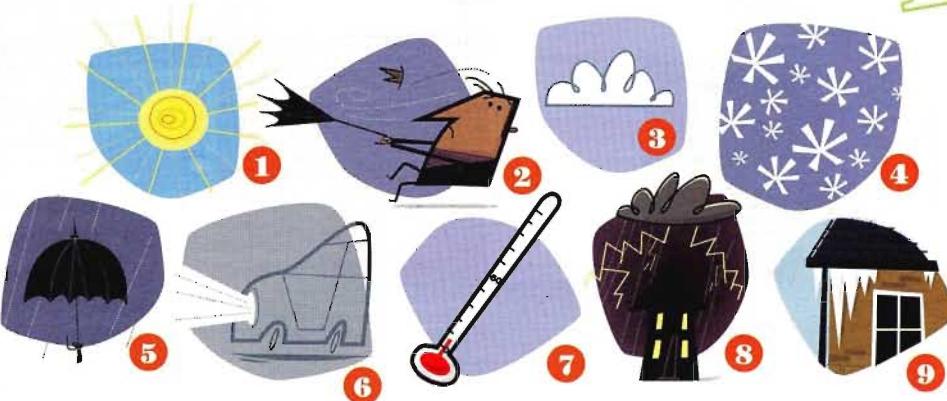
- 1 There are three colours in the British flag.
How many _____?
- 2 The first Olympic Games were in 1896.
When _____?
- 3 You can eat tapas and paella in Spain.
What _____?
- 4 People go to Loch Ness, in Scotland, to see the Loch Ness monster.
Why _____?
- 5 Christopher Columbus was a famous Italian explorer.
Who _____?
- 6 The football World Cup is going to be in South Africa in 2010.
Where _____?
- 7 The potato came from South America.
Where _____?
- 8 You should take off your shoes when you go into a house in Japan.
What _____?
- 9 Poland has had three capital cities.
How _____?

- 6 In pairs, write six quiz questions about the world. Then ask other students in class.

You can ask about:

- people
- places
- symbols (flags)
- sport
- food

- A When did Sir Walter Raleigh bring the potato to Europe?
B In 1584.



VOCABULARY

- 1 **CD 3.37** Work in pairs. Match the pictures with the words in the box. Then listen and repeat the words.

cloud	<input type="checkbox"/>	fog	<input type="checkbox"/>	sun	<input type="checkbox"/>	rain	<input type="checkbox"/>	wind	<input type="checkbox"/>
snow	<input type="checkbox"/>	ice	<input type="checkbox"/>	storm	<input type="checkbox"/>	temperature	<input type="checkbox"/>		

- 2 What do you know about the weather in England? Think about the four seasons: spring, summer, autumn and winter.

- 3 **CD 3.38** Doug, from Canada, is asking Mary about the weather in England. Read and listen to the dialogue and find these adjectives.

- 1 The opposites of: (It's) hot _____, dry _____, cool _____
- 2 Three more adjectives that end in -y:
(It's) stormy, foggy, icy, _____, _____, _____.

Doug Mary, is it true that the English weather is terrible? I've heard that it's always cold and it rains a lot.

Mary Well, it's true that it can be very cloudy and wet in autumn and winter, and sometimes in spring, but English summers are often warm and sunny.

Doug What's the weather like in winter? Does it snow a lot?
Mary No, not much really, but it's certainly cold. The temperature is between 3 and 6 degrees in the daytime and there's often ice on the car windows in the morning.

Doug What about wind and storms?
Mary Yes, it's often windy in autumn and winter, but there aren't many storms – not bad storms, anyway.

- 4 Complete the phrases with verbs and nouns from the dialogue to make typical weather collocations.

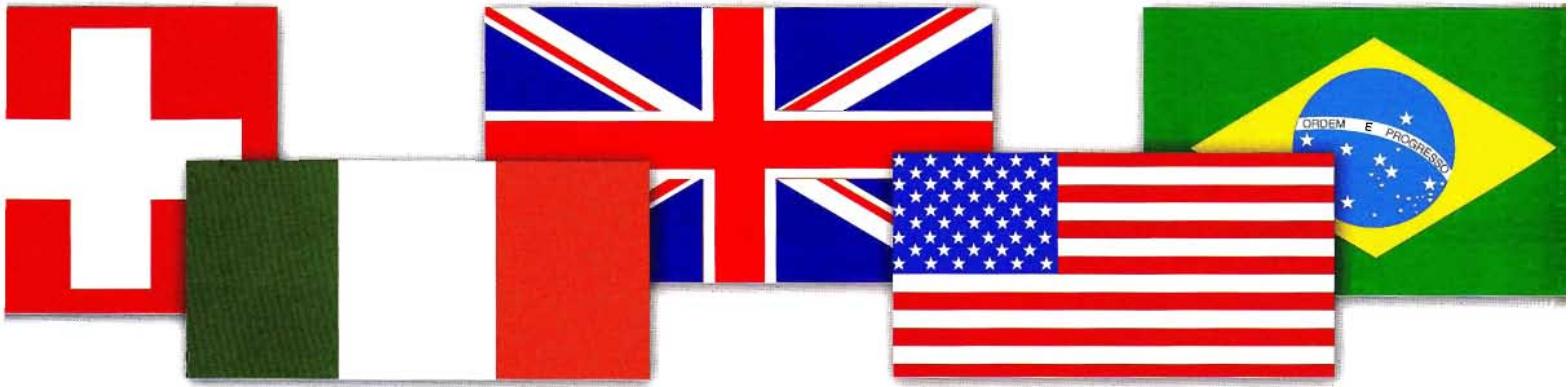
- 1 It snows / _____ a lot.
- 2 It doesn't _____ / rain much.
- 3 There's rain / fog / snow / _____.
- 4 There are clouds / _____.

- 5 **CD 3.39** Listen to Doug talking about Montreal and complete the gaps.

- 1 In spring it's usually warm and _____. The maximum temperature is about ____ degrees and there is not much _____.
2 It can be very _____ in summer, with temperatures of between 25 and _____ degrees.
3 Doug thinks that _____ is the best season.
4 Montreal is famous for its _____, snowy winters. On a normal day the temperature is about minus _____ degrees. Sometimes, when it's very cold, there are ice _____.

- 6 Discuss these questions about the weather in your country.

- What's the weather like in spring and autumn?
- Is the weather in winter more similar to England or to Montreal? Why?



LISTENING

1 What makes a country a good place to live? Choose the three most important reasons from the list.

- it has clean air and rivers
- people earn a lot of money
- people live for a long time
- it has a warm and sunny climate
- most people have jobs
- it's a good place to have a family
- it has beautiful scenery

We think that the most important reasons are ...

2 A magazine recently did a survey to find the best country in the world to live. Look at the ten flags. Which country is the best place to live, do you think?

3 CD 3.40 Listen to Part 1 of an interview with Sean, a student from Ireland. Answer the questions.

- 1 What place does he choose as the best place to live and what reasons does he give?
- 2 Is his answer the same as in the survey?

4 CD 3.41 Listen to Part 2 of the interview. When you hear BEEP!, circle the kind of word that you think is missing.

- 1 noun / verb / adjective
- 2 noun / verb / adjective
- 3 noun / verb / adjective
- 4 noun / verb / adjective
- 5 noun / verb / adjective

5 CD 3.42 Listen to the sentences with a BEEP! in Exercise 4. Circle the word you hear.

- 1 The government completely *banned* / *handed* it.
- 2 It's an *idle* / *ideal* place to have a family.
- 3 We try to *report* / *support* each other if we have problems.
- 4 Britain still has high *employment* / *unemployment*.
- 5 Most people have a higher *income* / *increase*.

6 CD 3.43 Listen to Part 2 again and think about the meaning of each word. Is it positive or negative? Then choose a or b.

- | | |
|----------------|--------------------------------------|
| 1 banned | a stopped b reduced |
| 2 ideal | a unusual b perfect |
| 3 support | a agree with b help |
| 4 unemployment | a prices b people without a job |
| 5 income | a free time b money people earn |

7 Look at Exercises 4–6 again. Read Train Your Brain and put the advice (a–c) in the correct order.

TRAIN YOUR BRAIN | Listening skills

Dealing with new words

- a Try to write the new word down.
- b Guess the meaning by listening to the context in which the word appears. Decide:
 - if the word is positive or negative,
 - if you know other words from the same word family.
- c Decide what kind of word it is: an adjective, a noun or a verb.

8 CD 3.44 Listen to the whole interview. Tick true and cross false.

- | |
|---|
| 1 Sean thinks that Florida has a better climate than France. <input type="checkbox"/> |
| 2 There were 111 countries in the survey. <input type="checkbox"/> |
| 3 You could smoke in public places in Ireland in 2003. <input type="checkbox"/> |
| 4 In Britain the family is still important. <input type="checkbox"/> |
| 5 Unemployment in Britain is lower than in Ireland. <input type="checkbox"/> |
| 6 New companies have created more jobs in Ireland. <input type="checkbox"/> |

9 Is your country a good place to live? Look at the reasons in Exercise 1 and write four or five sentences. Read your sentences to other students.



WRITING

1 Work in pairs and answer the questions.

- When did you last write a letter (or an email) to a friend?
- What did you write about?

2 Read the letter. Then look back at the article on page 117. Which person from the article wrote the letter?

Dear Lucy,

A How are you? I'm sorry I haven't written before but I've been very busy. It's the end of my third month here and I'm having a great time!

B The weather here is so different to England - it's nearly November and it's still warm and sunny, so I can sit outside a café to write this. I love the people, too - all the other students are very friendly. And the food is fantastic - my favourite dish is paella (rice with chicken and vegetables), and the ice cream is delicious.

C The only negative thing is that I miss my friends a lot. I don't speak very much Spanish (I am studying hard, but I'm still in the Elementary class!), so it's a little difficult to make new friends.

D So, that's my news. I'd love to hear yours.

Write soon.
Lots of love,

3 Read the letter again. Tick true and cross false.

- 1 This is Helen's second letter to Lucy.
- 2 Helen arrived in Seville in August.
- 3 Helen's writing the letter in a café.
- 4 She loves Spanish food.
- 5 She only has a basic knowledge of Spanish.
- 6 She would like to have some Spanish friends.

4 Circle the following elements in Helen's letter.

- 1 how she starts the letter
 2 how she finishes the letter
 3 six examples of contracted forms (*I'm*)
 4 examples of exclamations (!), dashes (-) and underlining

5 Complete Train Your Brain with words from the box.

finish Dear exclamations contracted paragraphs

TRAIN YOUR BRAIN | Writing skills

A personal letter

- 1 Start the letter with '_____ and the person's name.
- 2 Use _____ forms, *I'm*, *it's*.
- 3 Use _____, dashes and underlining. They make the letter more informal.
- 4 Write about good and bad news in different _____.
- 5 _____ your letter with *Lots of love*, *Take care* or *See you soon*.

6 Use Train Your Brain and rewrite the letter below to make it more personal. In pairs, compare your letters.

Andrew

How are you? I am well. I am busy because I am studying for my exams at the moment, and so I have not written before.

I have got some great news. You know my father works for an American company? Well, next month we are going to move to the USA and live there for a year, in Florida. I am so excited. Have you been to the USA? Perhaps you can come and stay in the holidays. I hope so. The only problem is that I have to leave Bella, my dog, here in England. My cousin Rob is going to look after her. He has got a dog, too. I hope they can be friends.

So that is my news. Write soon and tell me yours.

With best wishes

Justine

7 You've been preparing for exams. Write a letter to your English friend. Remember to start and finish your letter correctly.

- Say how you are and explain why you didn't write before.
- Tell him/her your good news.
- Tell him/her your bad news.
- Ask him/her to write to you.

14

Who cares?

Read, listen and talk about the environment.

Practise *will/won't* for the future, adverbs; words and collocations to talk about the environment.

Focus on giving opinions, agreeing and disagreeing.

Write a semi-formal letter.

GRAMMAR AND LISTENING

- 1 Match the photos (A–E) with the topics (1–5) below. Which is *not* a problem?

- 1 climate change
- 2 clean energy
- 3 larger world population
- 4 air pollution
- 5 endangered animals

- 2 Read the leaflet and complete the gaps with the words from the box. Which sentences talk about the problems in Exercise 1?

worse drier grow energy water
bigger change plants

This Planet Needs YOU!

How will our world change in the next 20 years?

The problems

- Air and water pollution will get ¹ worse.
- The climate will continue to ² _____.
- The world population will ³ _____ by 25%.
- Cities will get ⁴ _____ and more crowded.



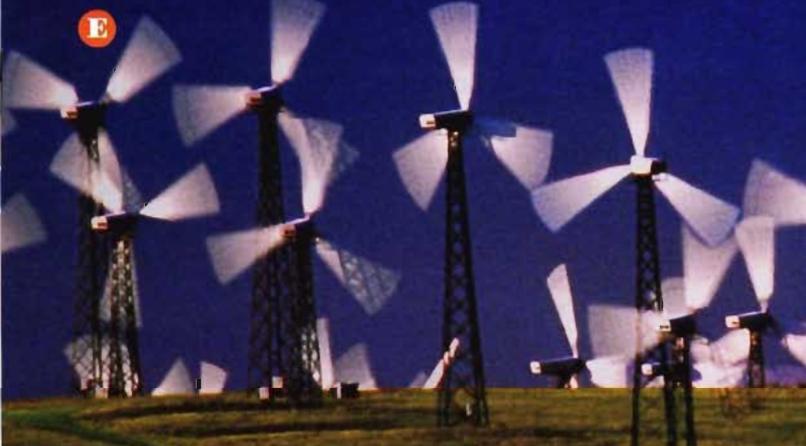
The effects

- = The weather will get hotter and ⁵ drier.
- = Many ⁶ plants and animals won't survive.
- = Millions of people won't have any food or clean ⁷ water.
- = We won't have enough ⁸ energy.



Will the planet survive? Yes, it will ... with YOUR help!

To find out what YOU can do, visit our website at
www.thisplanetneedsYOU.com





Work it out

- 3 Underline all the examples of *will* and *won't* in the leaflet. Then read the sentences below and circle the correct answers.

- 1 The sentences in the leaflet are about
a the past. b the present. c the future.
- 2 They talk about what people
a are planning to do. b predict for the future.
- 3 We use *will/won't* + infinitive
a with *to*. b without *to*.

Check it out

will

We can use *will* to predict future events.

Affirmative

The weather **will ('ll)** get hotter.

Negative

We **will not (won't)** have enough energy.

Questions and short answers

Will the world **survive?**

Yes, it **will**./No, it **won't**.

Wh- questions

How **will** our world **change** in the next 20 years?

Time expressions:

- **in** the next two years/months
- **in** two days'/months'/years' time
- **by** 2025/next Friday, next week/month/year

- 4 Read the leaflet again and complete the predictions with *will* or *won't*.

- 1 We breathe cleaner air.
- 2 The climate stay the same.
- 3 There be more people in the world than nowadays.
- 4 The weather continue to change.
- 5 There be enough food for everybody.
- 6 Many animals die out.

- 5 You will hear Dr Leavey talking about the environment. First, try to guess his predictions. Tick true and cross false.

- 1 The most serious problem will be water pollution.
- 2 Temperatures will go up by ten degrees in the next 100 years.
- 3 By 2030 the world's population will be eight billion.
- 4 There'll be more buses in the cities.
- 5 There won't be enough rain in Europe.
- 6 Two billion people won't have clean water.

- 6 **CD 4.1** Listen and check your predictions in Exercise 5. Correct the false sentences.

The most serious problem will be air pollution.

- 7 What do you think will happen? Complete the gaps with *will* or *won't*. Then tell the class.

- 1 People do all their shopping online by 2020.
- 2 Traditional schools exist in twenty years' time.
- 3 The world change a lot in the next ten years.
- 4 We drive electric cars by 2015.
- 5 Computers become very cheap next year.
- 6 People earn more money in the next five years.

People won't do all their shopping online by 2020.

Mind the trap!

We often use *get* with a comparative adjective to mean *become*.

The climate **will get hotter**.

- 8 **CD 4.2** Listen and repeat the questions. Then write your answer for each question. In pairs, ask and answer the questions.

- 1 Will the climate get warmer?
Yes, it will./No, it won't.
- 2 Will the summer get hotter?
- 3 Will the winter get colder?
- 4 Will the world population get bigger?
- 5 Will pollution get worse?
- 6 Will the future get better?

- 9 What are your personal predictions for the next ten years? Tick what is true for *you* in the table below. Then ask your partner and complete his/her column.

- A Will you go to university in the next ten years?
B Yes, I will./No, I won't.

Will you ... in the next ten years?	Me	My partner
go to university		
travel around the world		
earn a lot of money		
move to another city/country		
buy a flat/house/car		
have a good job		
get married		

PLACES TO VISIT



The Eden Project

A If you're near St Austell in Cornwall, there's one place you shouldn't miss. Go to the Eden Project and travel the world in a day – from the hot, **humid** rainforests of South America, to the dry American deserts and the warm Mediterranean.

It's a fantastic place – an environmental centre with three **huge** plastic domes about 150 metres high. They look like something from another planet! They're called biomes and they are actually very big **greenhouses** with thousands of plants and trees from all over the world.²

There are also lots of other interesting things to do and see – beautiful gardens outside, art exhibitions, story-telling, concerts and the largest **ice rink** in Britain. And I'm sure you'll recognise the biomes. They used them in the James Bond movie *Die Another Day* in 2002.

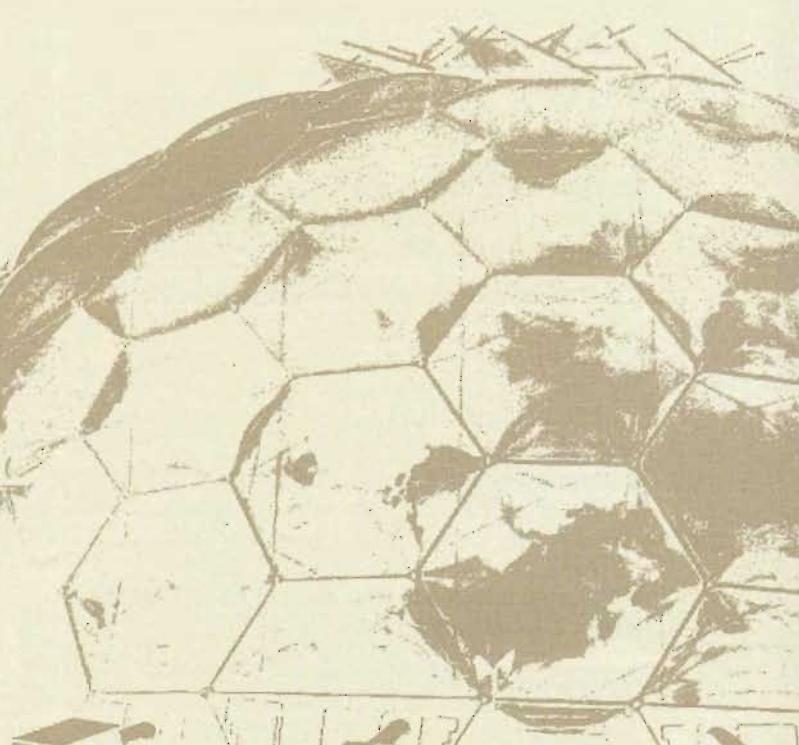
Eden's great fun. You'll have a wonderful time – and it'll also be an amazing learning experience!

where to find us

The Eden Project
Bodelva
PAR
Cornwall
PL24 2SG

B “ We're here to help people of all ages to understand the relationship between plants and people. Plants are important to us in a thousand ways every day. We must look after them carefully so we can continue to use them in the future. Eden is not a theme park like Disneyland. We call it a Living Theatre because we want to tell the stories of the plants that influence our lives. Plants produce oxygen and oxygen gives us life. It is the story of the planet.³ We also built Eden because we are optimistic and believe there are **solutions** to the world's problems. It's a place where we ask, 'What's our best possible future – and how will we get there?'

We hope you will enjoy Eden. And after your visit, we hope you will feel you can do something to protect the environment.⁴ ”



READING AND LISTENING

1 Think Back! What do you remember about Cornwall? In pairs, answer the questions.

- 1 Where is Cornwall?
- 2 What famous places can you see in Cornwall?

2 Look at the photos of the Eden Project. Discuss the questions in pairs. Make guesses.

- 1 What do you think the Eden Project is?
What happens there?
- 2 What can you do at the Eden Project?

3 Read the two texts about the Eden Project and check your answers to Exercise 2.

4 CD4.3 Read the texts again. Then complete the gaps (1–4) with the sentences (a–d). Then listen and check.

- a We use theatre, music, dance and much more to tell this story.
- b Each plant has a label which explains what it's for, like food, clothes and medicine.
- c If we all work together, we can make a difference.
- d Eden opened in March 2001 and quickly became the third biggest tourist attraction in Britain.

5 Match the highlighted words in the texts to these definitions.

- 1 warm places where you grow plants _____
- 2 the answers to problems _____
- 3 hot, wet _____
- 4 a place where you can go ice skating _____
- 5 very, very large _____
- 6 to change something or someone in some way _____

6 Are the answers to these questions in Text A or B? Underline them.

- 1 Where are the plants and trees in the biomes from?
- 2 What's the main aim of the Eden Project?
- 3 What do we use plants for?
- 4 Where can you see plants at Eden?
- 5 Why is it important to look after plants?
- 6 Why are the people at the Eden Project optimistic?

7 Read the answers to the questions in Exercise 6. Tick true and cross false.

- 1 They're from Australia.
- 2 To help people understand the relationship between plants and animals.
- 3 For clothes, entertainment and medicine.
- 4 You can only see them inside the biomes.
- 5 Because we'll need to use them in the future.
- 6 Because they think we can find answers to the world's problems.

8 CD4.4 Listen to the song. What is it about?

- a helping people in need
- b giving money to children
- c protecting the environment

9 CD4.4 Look at the song on page 141. Listen again and complete the missing words.

10 Discuss the questions in small groups.

- What do you know about the song? When did it come out? Why?
- Do you think songs like this are important? Why?/Why not?
- Do you like the song? Why?/Why not?
- How is the song related to the aims of the Eden Project?





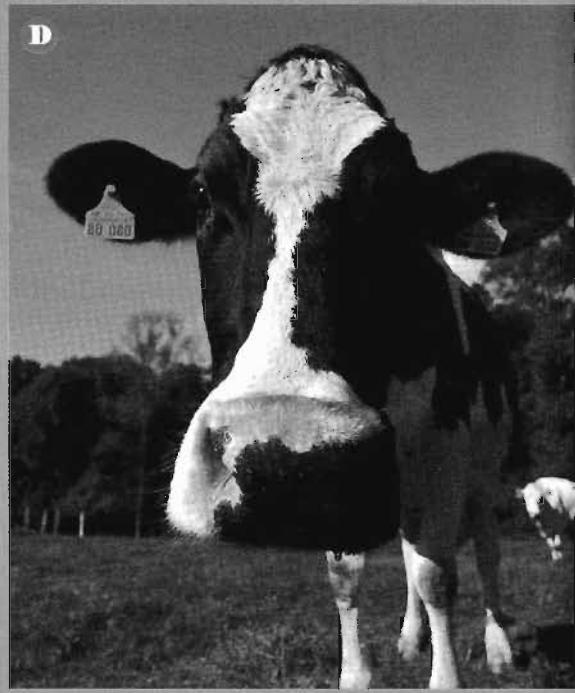
GRAMMAR AND VOCABULARY

- Match the seven animals in the photos with the names in the box.
- panda cow monkey sheep penguin dolphin tiger pig
donkey lion whale crocodile cheetah elephant koala
- Complete the table with the animals from Exercise 1. Add other animals you know.

Wild animals	Farm animals
panda	cow

- Read the advertisement and answer the questions.

- When did dinosaurs die out?
- Why are animals dying out faster now?
- How many types of animal are now in danger?
- What are the two main problems for animals?
- How can you help?



Work it out

- Look at the adjectives in the table. Find the matching adverbs in the text and complete the table.

Adverbs

We use adjectives with a noun and adverbs with a verb.

adjectives	adverbs
quick	1 _____
bad	2 _____
sudden	3 _____
generous	4 _____
natural	5 _____
easy	6 _____
good	7 _____
hard	8 _____
fast	9 _____

Help endangered animals

An animal is endangered when there are not many of its kind alive and it could easily die out. Animals have always died out naturally in the past. Dinosaurs lived on Earth for a long time before they suddenly disappeared about 65 million years ago. But nowadays we don't look after our animals very well, and they are dying out fast – about 1,000 times faster than before. Over 12,000 different types of animal are now in danger. There are only about 1,000 pandas and 6,000 tigers left in the world.

There are two main reasons for this – pollution and population growth. Pollution is affecting animals very badly. People are also cutting down the rainforests, and building houses and roads, so animals have nowhere to live and can't find food.

Our organisation has already worked hard to protect the panda and the tiger, but we need more help quickly. Visit our website at www.endangeredanimals.com. Find out how you can adopt an animal and save its life. Please give generously.

- Look at the adverbs in Exercise 4 and answer the questions.

- What do you add to most adjectives to make an adverb?
- How do you form adverbs from adjectives ending in -y?
- Which three adverbs are irregular?



- 6 In pairs, complete the sentences with names of animals. Then tell the class.

- 1 _____ usually walk slowly.
- 2 _____ move very quietly.
- 3 _____ swim very fast.
- 4 _____ move very elegantly.
- 5 _____ eat their food quite noisily.
- 6 _____ and _____ roar loudly.
- 7 _____ climb trees quickly.

We think that cows usually walk slowly.

- 7 CD 4.5 Listen and write what is happening. Make adverbs from the adjectives in the box.

quiet loud fast noisy happy quick

- 1 She/type
She's typing very quickly.
- 2 They/speak
- 3 He/run
- 4 The dog/bark
- 5 He/eat
- 6 They/laugh

- 8 Put the words in the correct order to make sentences.

- 1 She slowly her rides bicycle very
- 2 brother plays My badly tennis
- 3 We homework do quickly our always
- 4 fast very can She swim
- 5 money spend They carefully their
- 6 speaks very friend well My English

- 9 Make the sentences in Exercise 8 true for you. Then compare your sentences with a partner.

I ride my bicycle very fast.

VOCABULARY

- 1 Complete the table with the words from the box. Add more words you know to each column. Check new words in a dictionary.

paper clothes dolphins energy water bicycles air food rubbish rivers cans bottles oceans forests fish beaches litter mountains electricity plants plastic bags wind sea

The natural world	Human inventions
dolphins	paper

- 2 Complete the notices (1–5) with the verbs from the box. Use a dictionary if necessary.

save protect waste pollute recycle

- 3 Cross out the nouns that do *not* collocate with the verbs.

- 1 waste clothes / food / paper
- 2 pollute the air / bicycles / rivers
- 3 recycle trees / clothes / newspapers
- 4 save water / paper / wind
- 5 protect rubbish / the environment / the countryside

- 4 Complete the advice with the correct form of the verbs in Exercise 2.

- 1 Don't drive to work. Cars _____ the air.
- 2 Switch off your stereo at night. It will _____ a lot of electricity.
- 3 Don't throw old newspapers away. _____ them!
- 4 Take old plastic bags with you when you go shopping. It will _____ the environment.
- 5 Don't _____ paper. Print on both sides.

- 5 What do you do to protect the environment?

I cycle to school – it doesn't pollute the air.

SPEAKING AND LISTENING

1 In pairs, look at the pictures and answer the questions.

- What do the pictures show?
- Are these things good or bad for the environment? Why?

2 **CD 4.6** Listen to two dialogues. Match the pictures to the conversations.

1

2

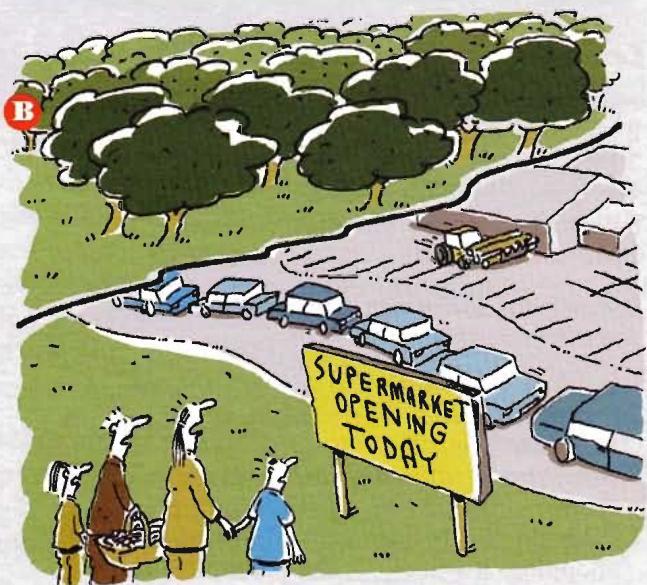
3 **CD 4.6** Listen again. Does the second person in each dialogue agree (put A) or disagree (put D) with the first person?

1 _____

2 _____



STOP! THINK! RECYCLE!



PARK, NOT CAR PARK!

Epping Environmental Group
St John's Road,
Epping

Registered Charity No. 7592350523-1



4 **CD 4.6** Study **Speak Out** and complete the conversations. Then listen again and check. Practise the dialogues in pairs.

SPEAK OUT | Opinions

Giving opinions

I think it's horrible/terrible/great/wonderful.
I don't think it's a very good idea.
In my opinion, you should complain about it.
Personally, I don't think it'll make any difference.

Agreeing

Yes, I (completely) agree.
Yes, I agree with you.
Yes, you're (absolutely) right.

Disagreeing

Sorry, but I don't agree.
I'm afraid I disagree.
That's true but they cut down the trees.
I know what you mean but ...

1 A I hate this new shopping centre. I think it's _____.

B Really? ² _____ the shops are great!

A Yes, that's ³ _____, but they had to cut down the trees to make a car park. We need trees because they produce oxygen.

B Sorry, but I ⁴ _____.
⁵ _____, I don't think it'll make any difference.

2 A Are you throwing those bottles away, Mum?

B Yes, why?

A Well, I ⁶ _____ it's a very good idea. You could recycle them.

B Yes, I agree ⁷ _____. But we haven't got any recycling bins around here.

A What? I ⁸ _____ you ⁹ _____ complain about it!

5 Work in pairs. Student A, look at page 142. Student B, look at page 143.

6 Look at the sentences below. Do you agree or disagree? Make notes.

1 They should ban smoking in public places.

2 Supermarkets shouldn't use plastic bags.

3 People are more important than animals and plants.

I agree. Smoking is very unhealthy.

I don't agree. Public places are for everybody.

7 Discuss the sentences in Exercise 6 in groups. Use the phrases in **Speak Out**.

A In my opinion, they should ban smoking. It's very unhealthy.

B That's true, but



WRITING

- 1** Read the extract from a newspaper article. What is it about?

Thursday September 29

Local park will close!

The town council wants to close Green Park early next year. It's planning to build 150 new flats for old people on the site. Local residents are really angry about this.

- 2** Read the two letters and answer the questions.

- 1 Why did Thomas and Dan write to the newspaper?
- 2 How do they feel about the article? Are their opinions the same?

Dear Sir/Madam,

I am writing about your article *Local park will close!* which I read in the Sunday edition of your newspaper. In my opinion, the council has made a mistake.

I agree that old people should have a comfortable place to live. But in my opinion the council should find a different place to build the flats.

I live near Green Park and go running there every day. People of all ages use it and it is especially important for children to have somewhere to play. It will also be very bad for the environment to cut down the trees.

I feel very strongly about this subject. I hope your newspaper will support local residents.

Yours faithfully,

Thomas Johnson

- 3** **Think Back!** What do you remember about informal letters? Answer the questions.

- 1 How do you start these letters?
- 2 How do you end them?
- 3 Can you use contracted forms?
- 4 Can you use exclamation marks and dashes?
- 5 What do you put in each paragraph?

- 4** Thomas's letter is formal. Read it again and answer the questions in Exercise 3.

- 5** Look at the underlined sentences in Dan's letter. Underline sentences that mean the same in Thomas's letter.

In my opinion, the council has made a mistake.

- 6** Read **Train Your Brain** and check your answers to Exercise 4.

TRAIN YOUR BRAIN | Writing skills

A formal letter of opinion

- If you don't know the person's name, write *Dear Sir/Madam*.
- Do not use contracted forms (*I'm*, *it's*).
- Try not to use exclamation marks, dashes etc.
- End your letter with *Yours faithfully*.
- Start a different paragraph for each opinion.
- Use words and phrases like *In my opinion*, *I feel very strongly about ...*

- 7** You've read an article with the heading below. Write a letter to the newspaper giving your opinion about the article. Use the ideas in **Train Your Brain** and the prompts to help you.

Young people don't care about the environment!

- Express how you feel about the article (you are very angry about it).
- Explain why you don't agree with the article (young people know more about the environment than their parents, you support the *Save the Panda* organisation).
- Say what the newspaper should do (publish a new article with a different opinion).
- Remember to start and finish the letter correctly.

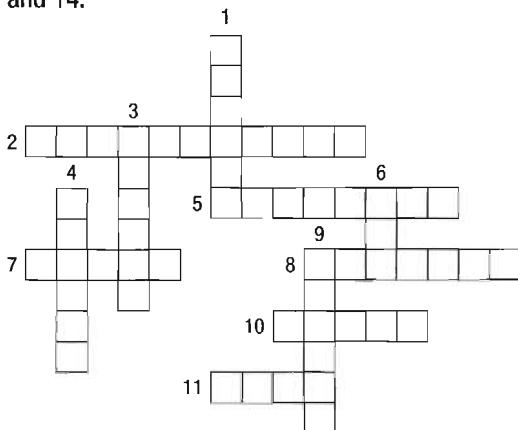
Dear Mr Jones,

I read that article 'Local park will close!' in your newspaper last week - it's terrible! The council is wrong! Old people need a nice place to live, I know - but can't the council find a different place for the flats??! I'm sure they can! I live near the park and I think it's great! Everybody goes there - old people, young people, kids. Where will the kids play next year? And they mustn't cut down the trees - it's terrible for the environment! I'm very angry about all this. Please help us! Do something!

Dan

VOCABULARY AND GRAMMAR

- 1** Complete the crossword with words from Units 13 and 14.



ACROSS

- 2 I think the average _____ here is about 15 degrees.
 5 _____ live in the oceans, but are not fish.
 7 _____ is the opposite of south.
 8 A _____ is a big wild cat. It can run very fast and it lives in Africa.
 10 It's very _____ today – I can't see much.
 11 Take some warm clothes with you. There's usually a strong _____ near the sea.

DOWN

- 1 Cyprus is an _____ in the Mediterranean Sea.
 3 Some experts say that many birds, animals and _____ will die out in the near future.
 4 The weather is often _____ here – there are winds, dark clouds and heavy rain.
 6 It was very cold last night, so I'm sure there's _____ on the car windows.
 9 It's possible that it'll rain today. The sky is very _____.

- 2** Complete the sentences with one verb in each gap. You can see the number of letters in each verb.

- 1 Do you think the climate will continue to _____ in the future?
 2 It's easy to ____ water. Just take a shower, not a bath in the morning.
 3 I think everybody should do something to _____ the environment.
 4 Don't throw that away! We _____ a lot of food and in many African countries people don't have anything to eat.
 5 I don't think we should drive in city centres. Cars _____ the air.
 6 In my country we care a lot about the environment. Most people _____ rubbish.
 7 I think we should _____ smoking in all public places.

- 3** Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- 1 There is a lot of rain and fog in England.
often
 It is _____ in England.
 2 The weather will get hotter in the future.
colder
 The weather _____ in the future.
 3 I haven't been anywhere more exciting.
place
 It's the _____ I've ever been to.
 4 Brighton is by the sea in the south of England.
coast
 Brighton is _____ of England.
 5 They played really badly so it was easy to beat them.
won
 We _____ they played really badly.

- 4** Write questions to ask for the missing information.

- 1 They left Italy in 1986 because _____.
 2 Before 1 May 2004 there were only _____ countries in the European Union.
 3 Peter can _____ very well.
 4 In the next two years I will move to _____.
 5 We often take a _____ with us when we go on holiday.
 6 Sandra's going to take her final exams very soon: in _____ next year.

- 5** Complete the gaps with *the* where necessary.

1 _____ Bahamas are a group of islands in ² _____ Atlantic Ocean off the southeast coast of ³ _____ Florida. The largest island is ⁴ _____ Andros and the capital is ⁵ _____ Nassau.

⁶ _____ Lake Ontario is one of five lakes known as the Great Lakes on the border between ⁷ _____ United States of America and ⁸ _____ Canada.

⁹ _____ Thames is the longest river in ¹⁰ _____ England. It flows from the west into ¹¹ _____ North Sea.

¹² _____ Mont Blanc is a mountain in ¹³ _____ Alps. It's the highest mountain in the western part of ¹⁴ _____ Europe.

from Longman Dictionary of English Language and Culture

PRONUNCIATION

- 1** Look at the underlined letters. Which letters in each group are pronounced differently? Circle one word in each group.

1 a river	b continent	c island
2 a country	b mountain	c south
3 a climate	b pig	c tiger
4 a sea	b clean	c healthy
5 a sun	b busy	c culture

- 2** CD 4.7 Listen and check. Then listen again and repeat the words.

READING SKILLS

- 1** Read the article and put paragraphs (A–F) in the correct order.

Student Environmental Projects

A

After a long discussion, the students decided on one project. It was a vegetable garden near the school – they created it without chemicals or pesticides. Next year they are going to plant winter vegetables and sell them to the local community. The school will later use the money to fund more environmental projects in the local area.

B

Twenty-one students from Cumberland High School, 200 km west of Southampton, have taken part in some landcare projects, and this year won the Environmental Project Award for the first time.

C

First, the students researched several environmental problems in their local area and thought of ways to solve the problems. They spent a long time discussing the environmental issues with their teachers. They had to decide what they would like the area to look like and what they wanted to do.

D

He was very happy about his students' involvement in the school's landcare activities and said, 'I believe a lot of our children will continue to protect the environment in the future in one way or another.'

E

'We still have to think about what to do with the money we get from selling the vegetables,' said Peter Smith – one of the students involved in the project. 'We want to spend it very carefully. We'll certainly need some money to prepare posters and inform the community about our activities. We can all do something – recycle newspapers, save water or energy. It's simple. If everybody does their part of the work well, we can all help to save our planet.'

F

Teachers at Cumberland High are doing their part by helping students with their projects and giving their time and advice generously. The school director, Michael Donaldson, believes this kind of environmental work teaches students important lessons for the future.

- 2** Read the article again. Tick true and cross false.

- 1 The students made a lot of preparations before they chose their project.
- 2 The teachers didn't take part in the project.
- 3 The students have already won the Environmental Project Award three times.
- 4 Peter Smith believes everybody should protect the environment.
- 5 The students want to earn some money and use it for other projects.
- 6 The school director doesn't think that the projects are important for the children's education.

SPEAKING SKILLS

- 1** What can you say in the following situations? Write a different answer for each opinion.

- 1 We should plant more trees near our school.
You agree: _____

You don't agree: _____

- 2 I don't think it's a good idea to ban smoking in public places.
You agree: _____

You don't agree: _____

- 3 I think everybody should do something to save energy.
You agree: _____

You don't agree: _____

- 2** Roleplay this conversation.

Student A

You're talking to a friend from your language course about your favourite places. You have never been to his/her country. You start the conversation.

- Ask your friend about his/her favourite place in his/her country.
- Ask why this place is your friend's favourite.
- Ask about the weather in this place in the summer and winter.

Student B

You're talking to a friend from your language course about your favourite places. Your friend has never been to your country.

- Describe your favourite place in your country.
- Tell your friend why this place is your favourite.
- Describe the weather in this place in the summer and winter.

CULTURE-SHOCK

THEY SPEAK ENGLISH IN ...

Glossary first language official language royal family president population
consist of important unusual

In pairs, do this quiz about English. Try to guess all the answers. Then check your answers on page 141.

1 How many people in the world speak English as their first language?

a about 18 million b about 125 million c about 380 million

2 How many countries have English as an official language?

a about 30 b about 45 c about 65

3 Which of these countries does not have English as an official language?

a Canada d Ireland g South Africa
b India e Jamaica h New Zealand
c Indonesia f Singapore

4 If you don't speak English, which job can't you do?

a a doctor c a teacher e a travel agent
b a pilot d a computer technician

5 This is an example of the NATO phonetic alphabet:

Hotel Echo Lima Oscar = Hello

a What does this example spell?

Tango Hotel Alfa November Kilo Sierra

b Which job uses this alphabet?

a a taxi driver b a police officer c a pilot

6 Which of these words comes from the English language? Which languages do the others come from?

a hamburger c sport e robot
b manager d boss f cafeteria

Hello!

no thanks

please

goodbye

2 Listen to three people. Where are they from? Listen to their accents.

- 1 Kevin a the UK
- 2 Paul b Australia
- 3 Megan c the USA

3 What do you know about these countries? Complete the sentences with the UK, the USA or Australia. Then listen to the dialogues with Kevin, Paul and Megan and check.

1 _____ does not have a royal family: it has a president. You can see the faces of four important presidents on Mount Rushmore, in South Dakota.

2 _____ is a country and an island. It is very big, but has a population of only 20 million!

3 _____ has four capital cities: as well as London, the capital of England, don't forget Edinburgh, Cardiff and Belfast, the capitals of Scotland, Wales and Northern Ireland.

4 A lot of unusual animals, like koalas and kangaroos, live in _____.

5 _____ has more than 60,000 pubs. They are important places for people to meet, eat and drink.

6 _____ consists of fifty states. Its capital city, Washington, D.C., is not in the state of Washington!

2

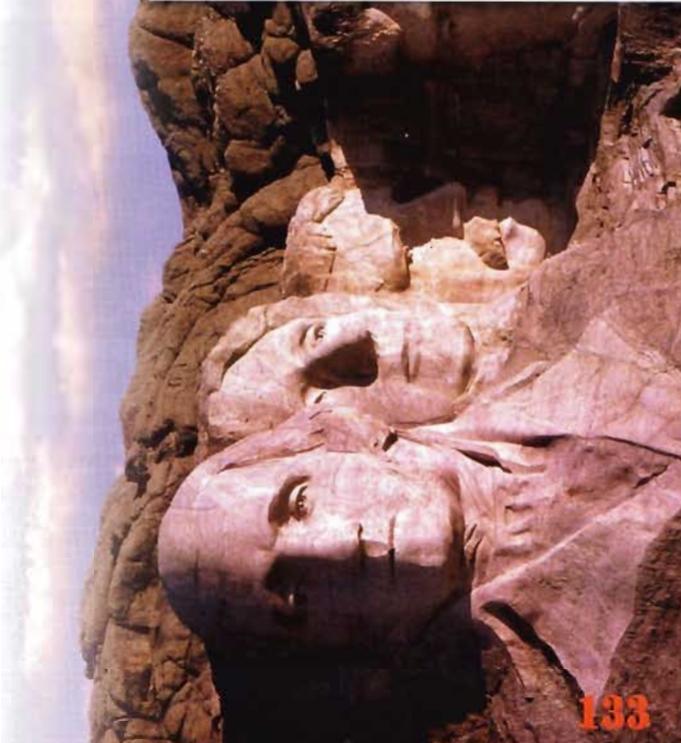
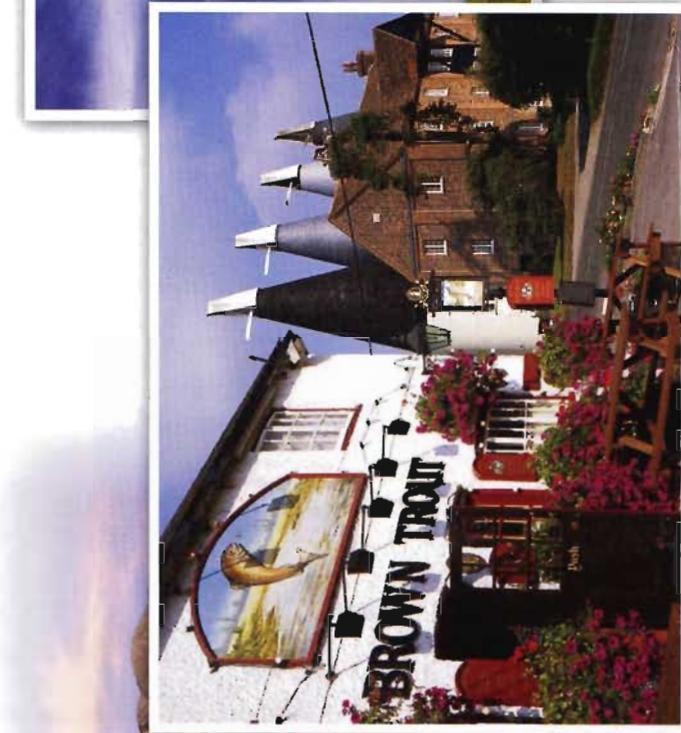
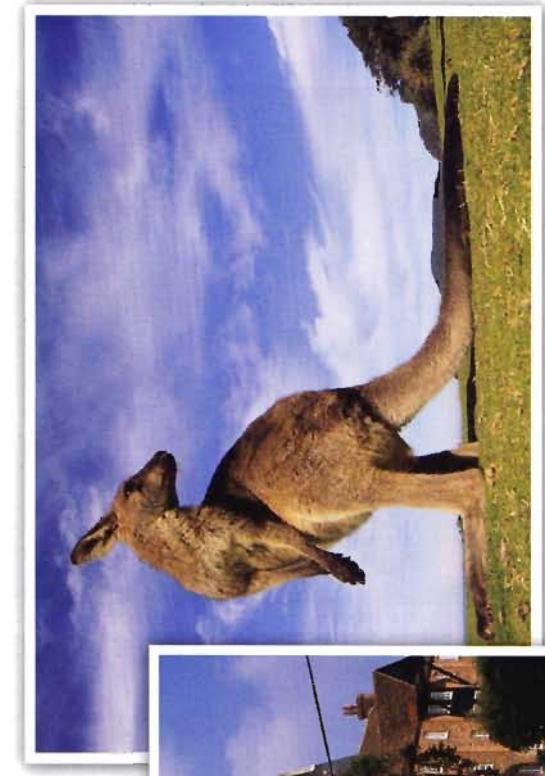
- 4** Phrases 1–4 (A) are in British English. Match the Australian or American expressions (a–d) to the B parts with the same meaning. Decide which are Australian and which are American English. Listen and check.
- a So long. **b** Good, thanks. **c** Good job! **d** No worries.
 - 1 A How are you? **B** Fine, thanks.
 - 2 A Thank you. **B** That's OK.
 - 3 A Goodbye. **B** Bye.
 - 4 A I passed my exams. **B** Well done!

5 Discuss these questions in pairs.

1 How often do you hear English on TV or the radio in your country? Think of some examples.

2 What English words do you have in your language?

3 How many different accents or regional languages are there in your country?



CULTURE-SHOCK 2

THE PASSIONS OF GREAT BRITS

Glossary journalist sailing boat world record solo trip to inspire record collection Top Ten gig toy computer
cardboard box to knight somebody to encourage to make a mess

FROM THE MAKERS OF "BROTHER JONES'S BERT" AND THE PRODUCERS OF "MEET THE PARENTS"

about a boy
hugh grant
TOM CRUISE AND RACHEL WEISZ
BASED ON THE BESTSELLING BOOK BY MICHAEL MORPURGO
IN CINEMAS APRIL 26 2002



C



D



4



3



2



1

Nick Hornby

Ellen MacArthur

Tim Berners-Lee

Jamie Cullum

- 1 the Queen or King
2 an actor/actress
3 a musician/singer
4 a writer
5 a politician
6 a pop group
7 a sports person
8 a scientist

What do you know about famous British people? In pairs, give a name for each category.

- 1 Elizabeth II
2 an actor/actress
3 a musician/singer
4 a writer
5 a politician
6 a pop group
7 a sports person
8 a scientist

2 Match photos A–D to the famous British people 1–4. What do you know about them? Why are they famous?

3 Read about the four people and check your answers to Exercise 2.

4 The sentences below give more information about the four people. Circle the answers that you know. Then listen to the radio programme and check.

- 1 Jamie Cullum played over 1000 / 500 gigs before he became famous.
- 2 He writes songs together with his parents / brother.
- 3 Ellen MacArthur beat the previous world record by one week / day.
- 4 During the race, she only slept for about 30 minutes / two hours at a time.
- 5 Nick Hornby's book *Fever Pitch* is about a Manchester United / an Arsenal fan.

6 Tim Berners-Lee first put the WWW programme on the Internet in 1990 / 1991.

7 He made a lot of money / gave the idea away for nothing.

5 What's great about these four Brits? Listen again and discuss your answers in groups. Use the phrases from the box.

give away work hard inspire people make something popular
encourage people example to everybody free for everybody

Jamie Cullum made jazz popular with young people.

6 Who said what? Match the four famous Brits to the sentences. How did you decide?

When **Jamie Cullum** was a child, his passion was to learn old piano jazz from his parents' record collection. His school friends didn't understand the hobby! Years later, he borrowed some money and made two CDs. In 2003, his third CD, *Twentysomething*, went to number one in the Top Ten.

His passion for technology began at an early age. When **Tim Berners-Lee** was a child, he made toy computers from cardboard boxes. Until 2003, he wasn't very well-known in Britain. Then Queen Elizabeth II knighted him and everybody discovered who Sir Tim was: the man who invented the World Wide Web.

celebrities | lifestyle

Their passions

His passions are football, music and books. Before his first book *Fever Pitch* came out in 1992, **Nick Hornby** was a journalist. He wrote about pop culture, music and sport for newspapers like *The Sunday Times*. The film of the book came out in 1997 and was the first of many successes.

Ellen MacArthur's passion for sailing began at the age of 4. She saved money to buy her first boat when she was 10. Now she is famous for her world record in 2005. Ellen sailed around the world and completed the 27,000 mile solo trip in 71 days.

1 Most parts of writing aren't fun, but the film stuff is a lot of fun, mostly because I don't have to do anything!

2 'Success? You know, there's the normal part of me that makes a terrible mess in the flat and doesn't have time to wash his clothes!'

3 'When I first went out on a boat, I felt completely free for the first time in my life.'

4 'Studying Physics was fun. It was a good preparation for creating a global system.'

7 In groups, talk about a famous person in your country, but don't say their name! Your classmates have to guess who it is. Answer the three questions.

- What does this person do?
- Why is this person famous?
- What is great about him/her?

This person is a film director. He was born in ...

CULTURE SHOCK

HOLIDAYS THROUGH THE YEARS

Glossary air travel return flight day trip seaside to paddle Butlin's holiday reasonable price entertainment to enter a competition package holiday to include distant independent

1 In pairs, look at the photos. Do they show holidays in the past or present?

2 Read about British people's holidays through the years and match photos A–F to paragraphs 1–6.

3 Read the texts again. In which decade could you hear these sentences?

- 1 'Hurry up, I don't want to be late for the beauty competition!'
- 2 'I'm bored with the beach. What about going on a safari in Africa this year?'
- 3 'Harriet! Be careful of your dress when you paddle in the sea!'
- 4 'We're going to spend Christmas in the Alps, and I'm going to learn to ski.'
- 5 '£35 for the flight, hotel and meals? That's cheap!'
- 6 'The children can't wait to see Mickey Mouse.'

4  Listen to three people speaking and decide which question (a–d) they are answering. There is one extra question.

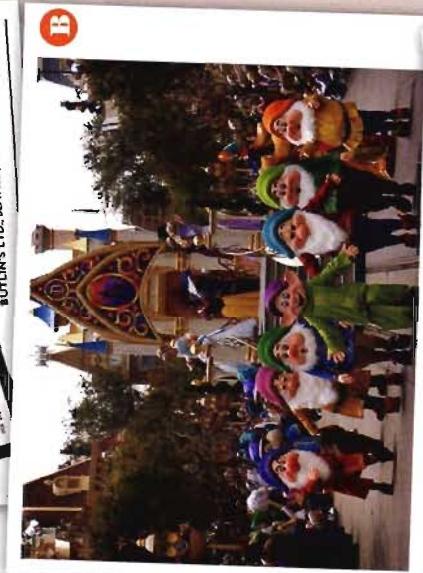
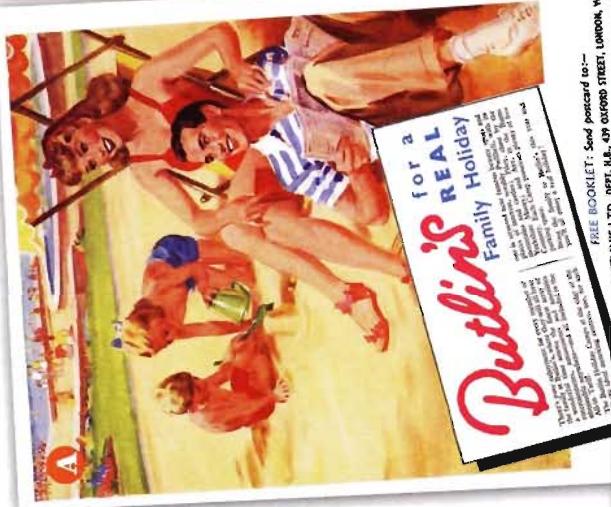
- 1
2
3

a Are package holidays popular nowadays?

b Do you prefer to stay in Britain or go abroad on holiday?

c What's the best holiday you can remember?

d Where are the best places to go on holiday in Britain?



- 1 Between the 1850s and the 1900s, a holiday for most people was a day trip to the seaside. They travelled by train, and went home at the end of the day because hotels were very expensive for ordinary people. In those days not many people could swim, so they paddled (put their feet in the water) or sat on the beach, wearing all their clothes!
- 2 In 1936 the first of many Butlin's holiday camps opened. These camps became popular with families who wanted a holiday at a reasonable price, with entertainment for both the children and the adults. The 'campers' swam, played sports, watched comedy shows, went dancing and entered competitions – including beauty competitions!

- 3 In the 1950s, about 1% of British people travelled abroad, but in the 1970s air travel was easier and a lot of people went abroad on package holidays – cheap holidays which included the flight, accommodation and food in one price. Most people went to Spain, looking for sunshine and good beaches.

1850s

1930s

1970s

1980s

- 1 Skiing holidays became popular in the 1980s and people started to take a second holiday in the winter. Holidays abroad were cheaper than a holiday in Britain!

**C**

1990s

- 5 In the 1990s holidays to more distant places like the USA became cheap enough for ordinary people. They visited cities like New York and San Francisco, or went to Florida for Disneyland and the sun.

**D**

2000

- 6 Nowadays, Spain is still the number 1 holiday place abroad for the British, but more unusual 'activity' holidays, like trekking in Nepal or going on safari in Kenya, are also becoming popular. Many British people are also choosing to stay in Britain: Devon and Cornwall (in the southwest corner of the country) often get about 6 million British visitors – more than Spain!

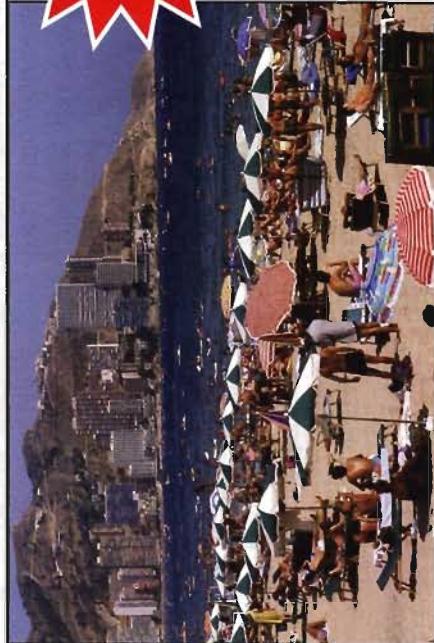
**E**

5 Listen again and answer the questions.

- 1 What is a redcoat?
2 How many Butlin's holiday camps are left now?
3 How are British travellers booking their own holidays nowadays?
4 Where do British people often buy holiday homes?
5 What can you do in the Lake District?
6 Why do people go to Cornwall?

6 Crossing Cultures Discuss these questions in small groups.

- Are package holidays popular in your country? Why?/
Why not?
- Do you prefer to stay in your country or go abroad?
Why?
- Where are the best places to go on holiday in your country?

F

PACKAGE HOLIDAYS TO MARBELLA

INCLUDES:

- return flights from Luton airport
- 7 nights' accommodation in a 4 star hotel
- breakfast and evening meal
- bus transfer to and from hotel

GAP YEAR SHOCK

GAP YEAR: THE BRITISH WAY?

Glossary to go backpacking to volunteer combination challenge opportunity development phenomenon
academic year entrance exams the government to explore adventure employer



> Info for gappers

Guidebook
Shop
Fundraising
Message board

> Travelling

Preparation
Where to stay
Flights
Health
Safety

> What you can do

Work
Backpacking
Volunteers
Courses

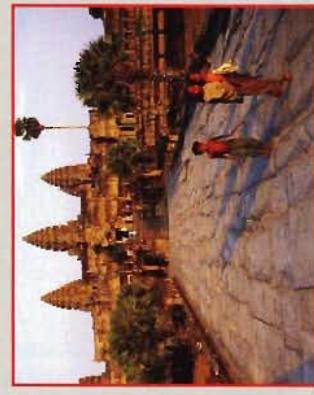
> Gappers messages

Gappers Live!
Gappers Returned

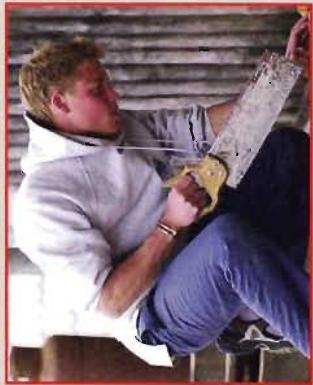
> Contact page



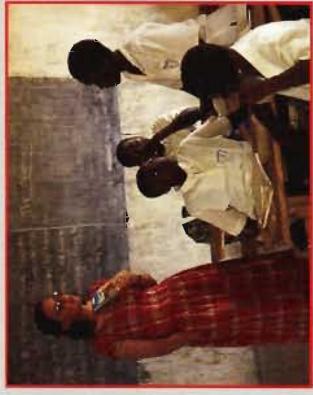
> **Helping children to brush their teeth**
more info ...



> **Angkor Wat**
more info ...



> **Prince William in Chile**
more info ...



> **Teaching in Nigeria**
more info ...

A It's time you take out to do something different. The choice is yours: you can study, go backpacking, learn a new skill, volunteer for an environmental or charity aid project or a combination of these.

B People of all ages, especially students who take time out between school and university, or university and work. Anybody can be a gapper!

C It offers you exciting challenges and opportunities and can make a huge difference to your personal development. How you spend your year out says a lot about you, both to future employers and university professors.

D Almost anywhere in the world!

E First decide what you want to do. Then think about how to pay for it, what you should take and how to get there. To find out more, click on the links on the left.

Look at the photos. What do you think a 'Gap Year' is? What can you do during this time?

050

THE GAP YEAR: a British phenomenon?

FUTURE PLANS

1 Read the 'Gap Year' website and put questions 1–5 into boxes A–E.

- 1 How do I organise it?
- 2 Where can I go?
- 3 Who does them?
- 4 Why is it a good idea?
- 5 What is a Gap Year?

3 Read the article opposite and answer the questions.

- 1 When did the idea of a 'year off' begin?
- 2 What did students have to do to study at Oxford or Cambridge University?
- 3 Why did they have to take a year off?
- 4 When did the 'year off' become the 'Gap Year'?
- 5 How many people do it now?
- 6 What did Prince William have to do in Chile?
- 7 Why is the Gap Year a very British idea? Give three reasons.

4 Listen to three British students, Kate, Vicki and Tom, talking about their Gap Year. Put K, V or T next to the sentences below.

- 1 He/She worked with a group of volunteers.
- 2 He/She got a job to pay for his/her trip.
- 3 He/She now wants to work for a charity organisation.
- 4 He/She travelled around three different countries.
- 5 He/She worked as a teacher.
- 6 He/She wanted to have an adventure.

5 Crossing Cultures Discuss the questions in small groups.

- Do people take a Gap Year in your country?
- Do you think it's a good idea? Why?/Why not?
- Would you like to take a Gap Year? Why?/Why not?
- If so, what would you like to do?

The idea of a Gap Year is very British. It already existed fifty years ago when they called it the 'year off'. Not many people did it – usually only students who wanted to study at Oxford or Cambridge University. They had to do special entrance exams and these exams were always in November, so they couldn't start the academic year until the following October and had to take a year off.

Then suddenly, at the beginning of the 1990s, the 'year off' became the Gap Year and now from 100,000–200,000 people do it every year. The most famous British 'gapper' was Prince William. In 2001, he worked on a charity project in Chile – and one of his jobs was to clean the bathroom!

The Brits love travelling and exploring – but how many people from other countries would volunteer to clean bathrooms on the other side of the world?

Student Activities

Unit 2, Grammar and Listening, Exercise 2, page 16.

Are you an early bird or a night owl? What is your total?

- | | | | | |
|---|---|---|---|---|
| 1 | a | 2 | b | 1 |
| 2 | a | 2 | b | 1 |
| 3 | a | 1 | b | 2 |
| 4 | a | 1 | b | 2 |
| 5 | a | 2 | b | 1 |
| 6 | a | 2 | b | 1 |

Totals:

- 6–7 You are definitely a night owl.
8–10 You are not a night owl or an early bird:
it depends.
11–12 You are definitely an early bird.

Unit 5, Reading and Speaking, Exercise 8, page 45.

Part 3

'Are there any trees around the house Gilbert?

'Yes! There are some beautiful trees behind the house and in the garden. The garden is very pretty. It's in front of the house and there's a little garden gate there between two tall trees.'

'Oh, perfect! I can't live in a place where there aren't any trees. I'd love a little stream, too. But that's impossible!'

'But there is a stream in the garden! It goes from the garden to the sea!'

'Then this house is my house of dreams ...'

Unit 5, Vocabulary, Exercise 3, page 47.



Draw six spiders in different places in your picture. Use each preposition once. Don't show your picture to your partner!

In pairs, ask and answer questions to find the spiders in your partner's picture. You can only ask 20 questions.

- A Is there a spider on the fridge/under the chair?
B Yes, there is./No, there isn't.

Unit 6, Grammar and Speaking, Exercise 4, page 55.

Find your partner's score.

Points:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | a | 2 | b | 1 | c | 3 |
| 2 | a | 1 | b | 2 | c | 3 |
| 3 | a | 3 | b | 2 | c | 1 |
| 4 | a | 2 | b | 3 | c | 1 |
| 5 | a | 1 | b | 2 | c | 3 |

Unit 10, Reading and Vocabulary, Exercise 6, page 91.

Do the quiz. Do you agree with the answer?

are you a gadget addict?

- 1 How do you usually arrange to meet a group of friends?
a phone them **b** email them **c** text them
- 2 What can your mobile do?
a send messages
b connect to the Internet
c You haven't got a mobile.
- 3 What kind of camera would you like?
a a disposable one **b** a 35 mm **c** a digital zoom
- 4 Your parents ask what you want for your birthday. What's your answer?
a new clothes
b a mobile phone with a camera
c a pocket PC
- 5 Your computer is broken. What do you do?
a use a pen and paper until it is repaired
b use the phone to contact your friends
c go to an Internet café
- 6 Imagine you are on a desert island. How do you feel?
a relaxed – you like being away from the hi-tech world
b OK for a couple of weeks
c terrified – you can't live without your mobile phone and email

key

Mostly **a** answers
You are definitely not a gadget addict. You're happier living without technology. Very healthy.

Mostly **b** answers
You like gadgets but you aren't an addict. Well done!

Mostly **c** answers
You are definitely a gadget addict! Do your friends call you a geek? Try to go out with them more!

Unit 12, Reading and Vocabulary, Exercise 8, page 106.

Ask and answer the questions in pairs. Circle your partner's answers. Then check the score. Is his/her life neurotic?

How neurotic is your life?	Never	Sometimes	Usually	Always
Do you follow the same routine when you get up?	4	3	2	1
How often do you take a new route to school or work?	1	2	3	4
Do you always have a shower at the same time?	4	3	2	1
Do you like trying different kinds of food?	1	2	3	4
Do you do the same things every weekend?	4	3	2	1
Do you always go to the same place for your holidays?	4	3	2	1
Do you prefer to watch TV rather than go out with a friend?	4	3	2	1
Do you like trying new hobbies?	1	2	3	4

Score

- 24 or more: You're keeping your brain alive and healthy.
17–23: You need to make some changes in your brain exercise habits.
8–16: You should start doing neurotic exercises. It's never too late!

Unit 14 Reading and Listening, Exercise 9, page 125.

Song: *We Are The World* – USA for Africa 1985

There comes a time when we hear a certain call
When the world must ¹ *LOVE* together as one
There are ² *peop* dying, and it's time to lend a hand to life
The greatest gift of all

We can't go on pretending day by ³ *day*
That someone, somewhere will soon make a change
We're all a part of God's great big ⁴ *family*
And the truth, you know, love is all we need

[chorus]

We are the world
We are the ⁵ *chil*dren
We are the ones who make a brighter day
So let's ⁶ *go* giving

There's a choice we're making
We're saving our own lives
It's true, we'll make a ⁷ *better* day
Just you and me

Well, send them your heart so they know that someone cares
And their lives ⁸ *will* be stronger and free
As God has shown us by turning stone to bread
And so we all ⁹ *must* lend a helping hand

[chorus]

When you're down ¹⁰ *tryin'* out
There seems no hope at all
But if you just believe
There's no way we ¹¹ *can* fall

Well, well, well, let us realise
Oh, that change can only come
When we stand together as ¹² _____
Yeah, yeah, yeah, yeah

[chorus]

Culture Shock 1, Exercise 1, page 132.

Quiz answers:

- 1 c 2 c 3 c
4 b (English is the language of the air)
5 a THANKS b a pilot
6 a German b Italian c English d Dutch
e Czech f Spanish

Student A activities

Unit 1, Grammar and Reading, Exercise 5, page 7.

Student A

Read the sentences to Student B. He/She listens and corrects the sentences.

A Ronaldo is from Argentina. (clue: Brazil)
B No, he isn't from Argentina. He's from Brazil.

- 1 Paris is in Spain. (clue: France)
2 Venus and Serena Williams are from England.
(clue: the USA)
3 We're in an English school. (clue: Polish)
4 I'm from Russia. (clue: Polish)

Unit 1, Grammar and Speaking, Exercise 7, page 9.

Student A

Ask Student B questions and complete form 2. Then answer Student B's questions using form 1.



Student Visa

- 1 Surname: Smith
2 First name: James
3 Age: 24
4 Married Single
5 Country: USA
6 Address: 22 Green Road, New York

Student Visa

- 1 Surname: _____
2 First name: _____
3 Age: _____
4 Married Single
5 Country: _____
6 Address: _____

Unit 1, Speaking and Listening, Exercise 3, page 11.

Student A

Dictate these numbers to Student B. Then listen and write the numbers Student B says.

1 899 4573 3 0801 73664
2 672 3301 4 15412 77588

Unit 2, Grammar and Listening, Exercise 4, page 16.

Student A

Write the questions and then ask Student B. Write Student B's answers.

where/you/live? = Where do you live?

- 1 what time/you/go to school?
- 2 you/have a big breakfast?
- 3 what music/you/listen to?
- 4 your best friend/phone you at the weekend?
- 5 you/get up early on Saturdays?

Unit 6, Vocabulary, Exercise 7, page 55.

Student A

Ask Students B and C for the prices of food and drink in euros and complete the table. Answer Student B's and Student C's questions about prices in pounds and dollars.

A How much is a kilo of bananas?

€	£/\$
a kilo of bananas € _____	a bag of sugar \$1.60
a tin of tomatoes € _____	a jar of coffee \$8.25
a packet of cheese € _____	a carton of milk 40p

Unit 10, Speaking and Listening, Exercise 6, page 92.

Student A

You want to buy a new digital camera. Call a shop and:

- say why you're phoning and ask what they have on offer,
- choose one of the two cameras and ask about the appearance, size and weight,
- find out about the price and thank the shop assistant for the information.

Unit 11, Speaking and Listening, Exercise 7, page 102.

Student A

You can't decide what to buy your parents for their wedding anniversary. They love watching films and they've got lots of DVDs.

- Ask your partner for a suggestion.
- Say no to the first suggestion and say why.
- Say yes to the second suggestion and say why.

Unit 13, Grammar and Vocabulary, Exercise 4, page 115.

Student A

Test your partner with these questions.

- 1 Which river goes through the city of Bath in Great Britain?
- 2 What are the names of two parks in the USA?

3 Where is Madagascar?

4 What's the name of a long shopping street in Edinburgh?

5 Which lake is the source of the River Nile?

Unit 14, Speaking and Listening, Exercise 5, page 128.

Student A

Discuss this statement with Student B. You begin.

They should ban cars in city centres.

You agree with this because:

- cars pollute the air
- pollution is getting worse
- cars use a lot of petrol
- cars cause traffic jams
- the city will be cleaner

Student B activities

Unit 1, Grammar and Reading, Exercise 5, page 7.

Student B

Read the sentences to Student A. He/She listens and corrects the sentences.

A Ronaldo is from Argentina. (clue: Brazil)

B No, he isn't from Argentina. He's from Brazil.

1 Rome is in France. (clue: Italy)

2 Julio and Enrique Iglesias are from the USA.
(clue: Spain)

3 We're in a French class. (clue: English)

4 I'm from England. (clue: Poland)

Unit 1, Grammar and Speaking, Exercise 7, page 9.

Student B

Answer Student A's questions using form 1. Then ask Student A questions and complete form 2.



Student Visa

- 1 Surname: Jones
- 2 First name: Emma
- 3 Age: 18
- 4 Married Single
- 5 Country: Australia
- 6 Address: 15 West Street, Sydney



Student Visa

- 1 Surname: _____
- 2 First name: _____
- 3 Age: _____
- 4 Married Single
- 5 Country: _____
- 6 Address: _____

Unit 1, Speaking and Listening, Exercise 3, page 11.

Student B

Listen and write the numbers Student A says. Then dictate these numbers to Student A.

1 645 3329 3 0201 70025
2 988 2648 4 79664 59077

Unit 2, Grammar and Listening, Exercise 4, page 16.

Student B

Write the questions and then ask Student A. Write Student A's answers.

where/you/live? = Where do you live?

- 1 what time/you/get home after school?
- 2 where/you/do your homework?
- 3 your best friend/go shopping on Saturdays?
- 4 you/watch TV/at weekends?
- 5 what films/you/like?

Unit 6, Reading and Vocabulary, Exercise 4, page 53.

Student B

Find your partner's fortune and read it to him/her.



Your fortune cookie says:

- 1 Don't worry about the future.
- 2 Wear blue clothes today – for good luck.
- 3 You are a very positive person.
- 4 Your lucky number this month is 16.
- 5 Nothing in the world is difficult if you really want it.
- 6 It is a good time to make new friends.

Unit 6, Vocabulary, Exercise 7, page 55.

Student B

Ask Students A and C for the prices of food and drink in pounds and complete the table. Answer Student A's and Student C's questions about prices in euros and dollars.

A How much is a box of biscuits?

£	€/\$
a box of biscuits £_____	a kilo of bananas €1.80
a carton of milk £_____	a bottle of oil \$9.50
a kilo of sausages £_____	a packet of cheese €2.75

Unit 10, Speaking and Listening, Exercise 6, page 92.

Student B

You are a shop assistant. A customer calls you and wants to find out about digital cameras that you have on offer.

- Offer two cameras (Codo 200 and Nixo Pixo).
- Answer the customer's questions about the appearance, size, weight and price.

	Codo 200	Nixo Pixo
Look	black and silver	grey and white
Size	8 cm long, 3 cm wide	10 cm long, 5 cm wide
Weight	250 grams	400 grams
Price	£250	£210

Unit 11, Speaking and Listening, Exercise 7, page 102.

Student B

Your partner asks for a suggestion for a wedding anniversary present.

- Suggest a DVD.
- Suggest some cinema tickets.

Unit 13, Grammar and Vocabulary, Exercise 4, page 115.

Student B

Test your partner with these questions.

- 1 What are the highest mountains in Greece and Wales?
- 2 Where is the National Gallery in London?
- 3 Which islands are in the Caribbean Sea?
- 4 Where is the Republic of Congo?
- 5 Which street does the British Prime Minister live in?

Unit 14, Speaking and Listening, Exercise 5, page 128.

Student B

Discuss this statement with Student A. Student A begins.

They should ban cars in city centres.

You **don't agree** with this because:

- it will be difficult for people to get to the shops
- the buses will be very full
- taxis are very expensive
- the shops will lose a lot of money
- some shops will have to close

Student C activity

Unit 6, Vocabulary, Exercise 7, page 55.

Student C

Ask Students A and B for the prices of food and drink in dollars and complete the table. Answer Student A's and Student B's questions about prices in euros and pounds.

A How much is a jar of coffee?

\$	€/£
a jar of coffee \$_____	a tin of tomatoes 90c (€)
a bottle of oil \$_____	a box of biscuits £2.99
a bag of sugar \$_____	a kilo of sausages \$4.40

Irregular verbs

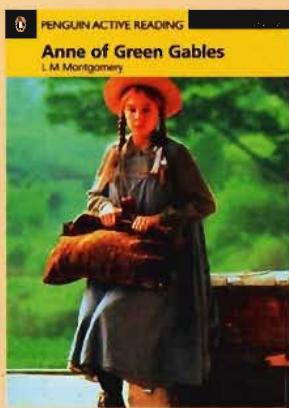
Verb	Past Simple	Past Participle	Verb	Past Simple	Past Participle
be	was/were	been	lose	lost	lost
beat	beat	beaten	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read /ri:d/	read /red/	read /red/
buy	bought	bought	ride	rode	ridden
can	could	been able	ring	rang	rung
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
do	did	done	show	showed	shown
draw	drew	drawn	sing	sang	sung
drink	drank	drunk	sit	sat	sat
drive	drove	driven	sleep	slept	slept
eat	ate	eaten	speak	spoke	spoken
feel	felt	felt	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone/been	tell	told	told
grow	grew	grown	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
learn	learned/learnt	learned/learnt	win	won	won
leave	left	left	write	wrote	written
lend	lent	lent			

Pronunciation table

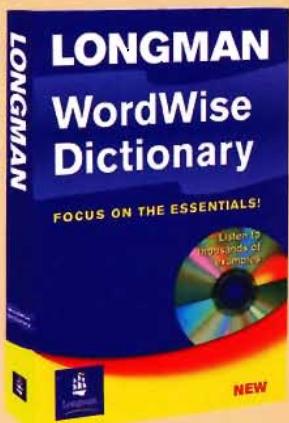
CONSONANTS			VOWELS		
Symbol	Key word	Other common spellings	Symbol	Key word	Other common spellings
/p/	park	happy	Long and short vowels		
/b/	bath	rubbish	/i:/	feet	niece read these key receipt police
/t/	tie	butter walked	/ɪ/	fit	gym guitar pretty
/d/	die	teddy bear	/i/	happy	spaghetti married
/k/	cat	key school check	/e/	bed	any bread friend
/g/	give	ghost bigger	/æ/	bad	
/tʃ/	chair	match natural	/a:/	bath	art half aunt heart
/dʒ/	jeans	age gadget soldier	/ɒ/	bottle	watch
/f/	face	coffee phone laugh	/ɔ:/	bought	sport your daughter small draw war floor
/v/	visit	of	/ʊ/	put	book could
/θ/	throw		/u:/	boot	rude blue fruit move
/ð/	they		/ʌ/	but	shoe group flew
/s/	sell	cinema listen psychology scenery message	/ɜ:/	bird	serve early turn
			/ə/	brother	the about actor colour
/z/	zoo	nose buzz	Diphthongs (two vowel sounds pronounced as one)		
/ʃ/	shop	sure ambition	/eɪ/	grey	lake wait play eight break
/ʒ/	measure	revision	/əʊ/	gold	show coat
/h/	hot	who	/aɪ/	by	like die high height eyes buy
/m/	map	summer	/aʊ/	brown	about
/n/	not	know sunny	/ɔɪ/	boy	noisy
/ŋ/	sing	think	/ɪə/	hear	here beer
/l/	lot	ball	/eə/	hair	there their square teddy bear
/r/	road	sorry write	/ʊə/	sure	poor tour
/j/	yellow	usually Europe beautiful new			
/w/	warm	one whale quick			
			Triphthongs (three vowel sounds pronounced as one)		
			/eɪə/	player	
			/əʊə/	lower	
			/aɪə/	tired	
			/aʊə/	flower	

SUCCESS

Elementary Students' Book



For further reading at this level see *Anne of Green Gables* and other level 2 readers.



With *Success* we recommend the *Longman Wordwise Dictionary*.



All students want to succeed.
All teachers want to create great lessons.
Success gives them the opportunity.

Students will ...

- enjoy their course with the inspiring and up-to-date topics and 'Culture Shock' sections. → see page 135
- be motivated and confident with activities that help learners both understand and internalise grammar rules and avoid common mistakes. → see page 63
- be able to speak easily with a syllabus that focuses on communication in real-world contexts and vocabulary. → see page 11
- be extensively prepared for school-leaving exams with a clear syllabus supported by exam practice and exam strategies. → see pages 2–5

Teachers ...

- can make every lesson different with the variety of material in the Students' Book, the video, the CD-ROM, photocopiables and tests.
- can easily adapt lessons and tests with photocopiables and the Testmaster CD-ROM.

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Components:

- Students' Book plus CD-ROM
- Workbook plus Audio CD
- Teacher's Support Book plus Test Master CD-ROM
- Class Audio CDs/Cassettes
- Testing and Evaluation Book
- DVD/Video

