

Suzanne Sokich

Success Stories



Pre-Intermediate
Students' Book

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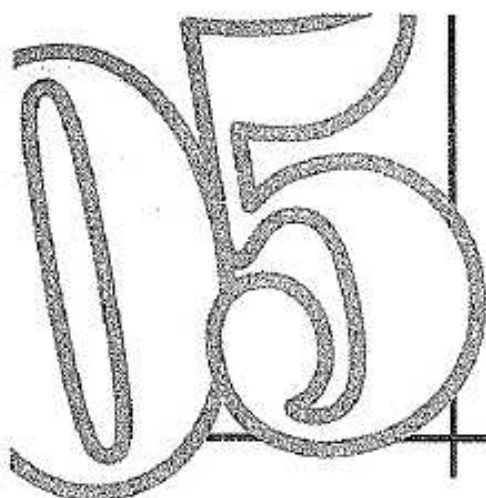
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Success

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Students' Book

Stuart McKinlay





No place like home

Read, listen and talk about houses and homes.
Practise comparative and superlative adjectives; relative pronouns.
Focus on describing photos; vocabulary connected with houses and homes.
Write a description.


GRAMMAR AND READING

1 In pairs, look at the picture of the houses and answer the questions.

- How many families do you think live here?
- Is this kind of house common in your country?

2 Tick the things you can see in the picture of the houses.

- garden wall hedge garage
statue front door skylight
fountain drive

3  Read Chris's story. Which house did he live in, number 22 or number 24?

TRUE LIFE STORY Neighbours from hell



Semi-detached

Chris Austin talks about his neighbour nightmare

Our family used to have quite a good relationship with the Coopers next door. But the real problems with our neighbours started when they changed their front door. Mr Cooper said it was the most elegant front door in the street. Well, Mum was really angry that our door wasn't as elegant as theirs, so we bought

the house and he boasted that the Coopers' wasn't as attractive as ours. So Mr Cooper painted his house too and at the same time he fitted more expensive windows. After that things just got worse and worse! Mum was always complaining that our house wasn't big enough, so Dad finally built an extra bedroom in the attic – and so did the Coopers. The Coopers also bought a better car (the latest

and built a garage for it. Dad wasn't pleased that our car was older than theirs. The craziest thing happened two years ago. The Coopers bought a statue for the garden. Dad wasn't pleased that the Coopers' garden was prettier than ours, so he bought an enormous fountain. This was too much for the Coopers – they finally moved to a larger house. It's a pity because their daughter was really nice.

Penicillin - The Miracle Drug

In 1928, Alexander Fleming, a Scottish doctor and scientist, was working at a hospital in London. He was trying to find ways to fight bacteria. At that time many people died because of bacterial infections; sometimes from very small cuts.

Fleming was studying a dangerous bacteria called staphylococci. He was in a hurry because he was going to go on holiday, so he forgot to wash all his equipment in the laboratory before he left. There was one dish in which staphylococci was growing.



When Fleming came back from holiday a few weeks later, he noticed that there was something in the dish. He didn't know what the thing was, but he saw that it was stopping the harmful staphylococci bacteria from growing. Fleming called it penicillin.

He knew that penicillin could be an important discovery, and so he did some experiments with it. However, Fleming was not a chemist and he found it difficult to make pure penicillin. He asked some scientific colleagues to help him, but nobody seemed interested in producing penicillin. Fleming had to wait more than ten years before two brilliant scientists, Howard Florey and Ernst Chain finally found an easy way to produce the drug.

By May 1940, Florey's research team had enough penicillin to experiment with animals for the first time. In a simple experiment they gave a dangerous bacteria to eight mice. One hour later, they gave penicillin to only four of the mice. After a few hours the four mice with penicillin were fine, but the other four were all dead! When Florey heard of the result the next day he said, 'It looks like a miracle!'

During World War II penicillin saved many lives, and in 1945 Fleming, Florey and Chain won the Nobel Prize for medicine.

READING SKILLS

1 Read the text and choose the correct answers.

- In 1928, Alexander Fleming
 - was studying bacteria.
 - had a bacterial infection.
 - cut people to stop them from dying.
- Alexander Fleming discovered penicillin
 - while he was on holiday.
 - because he forgot to wash a dish.
 - when he was a student.
- Fleming couldn't produce penicillin easily because
 - he didn't think it was important.
 - his colleagues didn't want him to.
 - he didn't know how to do it.
- The first experiment with penicillin on animals was
 - extremely successful.
 - dangerous.
 - disappointing.
- What is the text about?
 - How we use penicillin today.
 - The story of the discovery of penicillin.
 - The day Alexander Fleming discovered penicillin.

SPEAKING SKILLS

1 In pairs, decide what to say in these situations.

- You are in an exam and you haven't got a pen. You call the teacher over.
- You are on a hot city bus. All the windows are closed. There is an old man sitting next to you.
- You are eating in a restaurant. The person at the next table asks you if she can smoke.
- A friend asks you if you can lend him your MP3 player.
- An old woman in the street asks you if she can use your mobile phone.

2 Roleplay the conversation.

Student A

You are talking with a friend about your memories from primary school. Tell him/her about your best day at school. Say:

- what happened and when it happened.
- how you felt.
- why that day was important for you.

You start the conversation. Then listen to your friend's story.

Student B

You are talking with a friend about your memories from primary school. Listen to your friend's story and then tell him/her about your worst day at school. Say:

- what happened and when it happened.
- how you felt.
- why that day was important for you.

Your partner starts the conversation.

VOCABULARY AND GRAMMAR

1 Circle the correct word.

- The kids at school were running in the *aquarium* / *playground* / *uniform*.
- I used to be *annoyed* / *terrified* / *terrifying* of my Maths teacher.
- I lost the keys but *finally* / *first* / *next* I found them in my pocket.
- I passed my Physics exam. I felt really *pleased* / *stupid* / *fascinated*.
- I was so tired that I fell *asleep* / *blind* / *stressed* during the exam.
- Scientists are still trying to *improve* / *solve* / *invent* this problem.

2 Complete the text with the correct form of the phrasal verbs in the box.

come up find out keep on stay up
turn out write down

I usually go to bed early, but yesterday I ¹ _____ very late. I had to write a story for my school magazine, and I was trying to ² _____ with a good idea. It wasn't easy. I ³ _____ lots of ideas, but they weren't very good. I ⁴ _____ thinking of stories from films or books. Nothing original. Suddenly, I heard a strange noise. I wanted to ⁵ _____ what it was, so I turned the light off and looked outside. It ⁶ _____ that it was only a cat. But now I had an idea for my story. I started writing.

3 Complete the sentences with the correct form of the words in capital letters.

- Beethoven was a great _____. COMPOSE
- Take my _____ and go to bed early. ADVISE
- The film was really _____. BORE
- This is a very _____ story. DRAMA
- To be a writer, you need to have a good _____. IMAGINE
- I went to Paris last year – it was an _____ holiday! FORGET

4 Rewrite the sentences using the words in brackets so that they have the same meaning as the original sentences.

- I don't go to a public school any more. _____ (USED)
- Did the teachers punish the children a lot? _____? (STRICT)
- I'm a good student now, but I wasn't before. _____ (USE)
- I went into the room. The man was shouting. _____ (WHEN)
- I was writing the last answer. The teacher told me to stop. _____ (WHILE)
- I passed all of my exams. _____ (FAIL)

5 Complete the text with the correct form of the verbs in brackets.

Hi Helen!

How's it going? It's a pity you ¹ _____ (cannot) come to the party last night. There ² _____ (be) about twenty people there and we had a great time. In fact, at 3 o'clock we ³ _____ (still dance)! Everybody was wondering where you were. It didn't seem fair that you ⁴ _____ (study) when we were enjoying ourselves! By the way, ⁵ _____ (you/finish) your project last night?

Anyway, I'm sure you're dying to hear the gossip. When I got to the party, Paul ⁶ _____ (dance) with Abby! I was so surprised. Why ⁷ _____ (he/dance) with her? Where was Mandy? Just then Mandy ⁸ _____ (walk) through the door with Kenny. They ⁹ _____ (hold) hands and looked as if they were in love. I was disappointed because I really like Kenny, but then I ¹⁰ _____ (meet) this really cool guy. It turned out he was Kenny's brother! He's great. I'll tell you all about it tonight. Take care – and don't work too hard!

Best wishes,
Emma

PRONUNCIATION

1 Read the words. In each group circle the word that has a different vowel sound. Then listen and check.

- all / car / floor / more
- first / shirt / start / work
- bath / form / mark / guard
- bored / door / turn / store
- four / heard / sir / term
- word / bar / heart / laugh

LISTENING SKILLS

1 Listen to the radio programme. Complete sentences 1–3 with the names in the box. Then match dreams 1–3 with interpretations a–c.

Helen Tim Jane

- In _____'s dream he/she was flying.
- In _____'s dream he/she couldn't get out of a room.
- In _____'s dream he/she was doing a very difficult exam.

- You were feeling trapped. You were in a new situation but you weren't happy.
- You had a challenge in your life but you weren't very optimistic about it. You were worried because you thought you weren't doing enough.
- You were feeling happy because your life was changing and you felt free.

WRITING

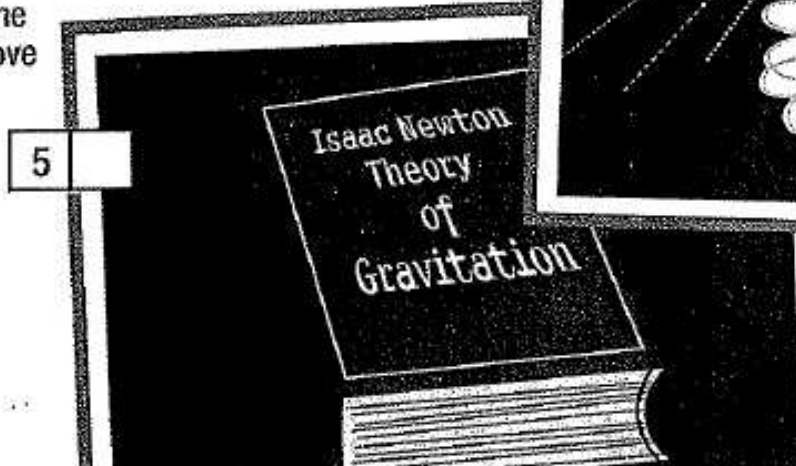
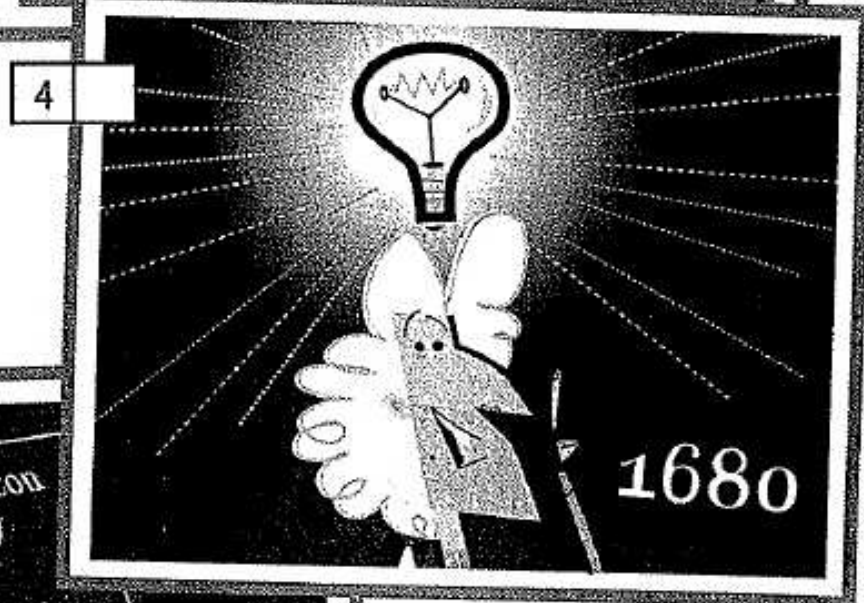
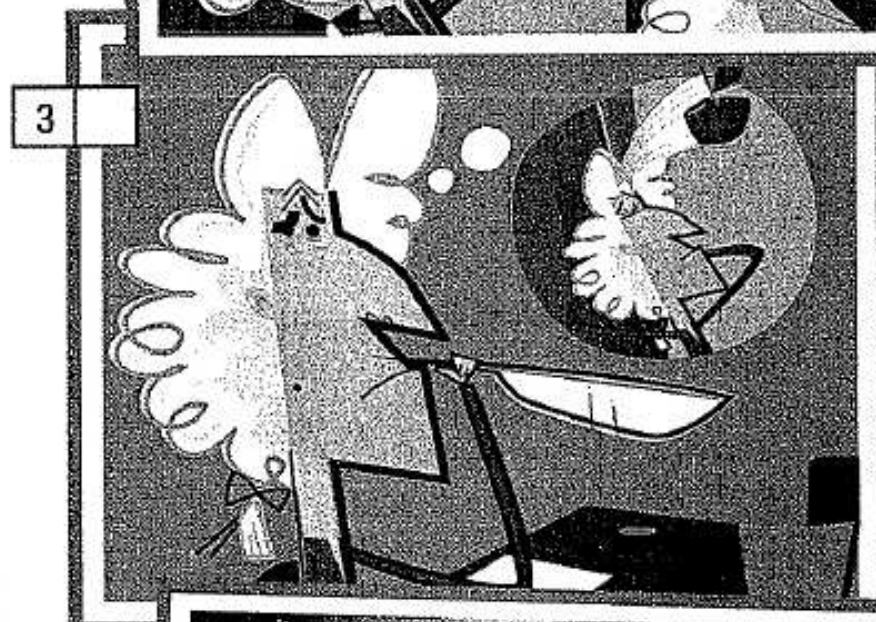
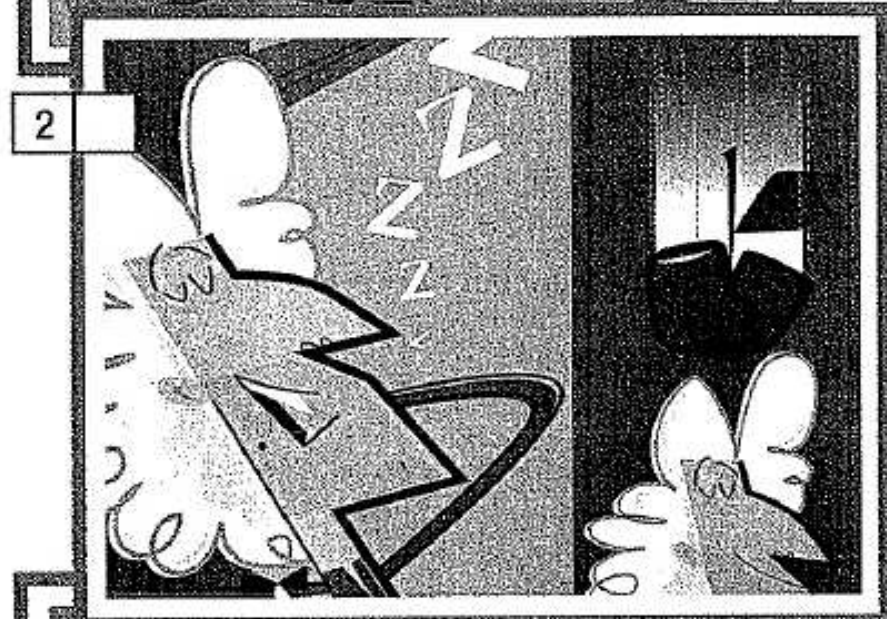
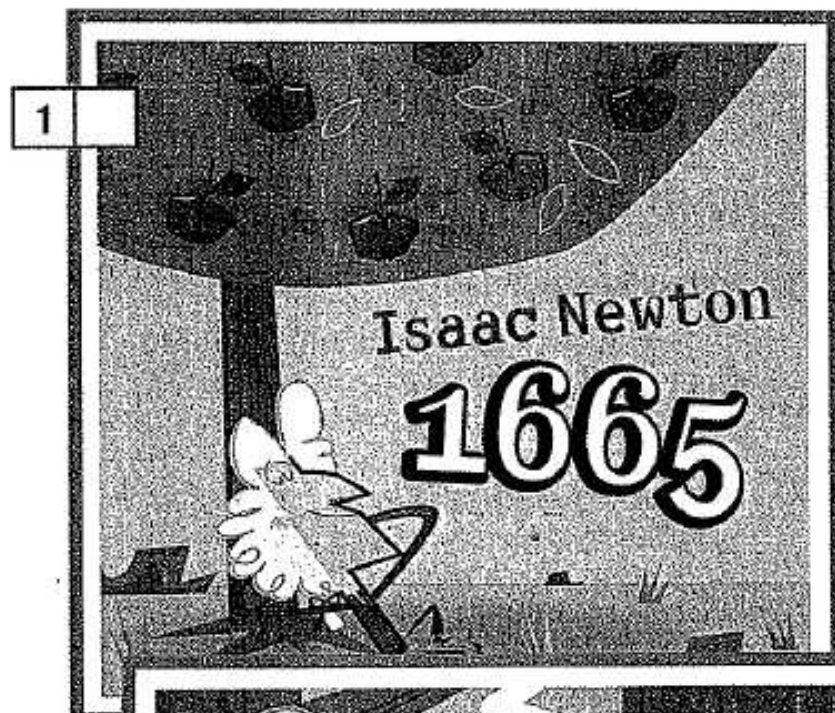
- 1 Look at the photos on page 38. What do you think Philo Farnsworth invented?
- 2 Read story A. Was your answer to Exercise 1 correct?
- 3 In pairs, read another version B of the story. Which version is better? Why? Give four reasons. Then compare your answers with another pair.
- 4 In pairs, read story B again. Answer the questions. Then check your answers in Train Your Brain.
 - 1 What was happening at the beginning of the story? What tense describes this?
 - 2 Which paragraph(s):
 - a sets the scene?
 - b develop the narrative?
 - c tells us what the conclusion is?
 - 3 Which words are used to introduce the next parts of the story? Underline them.
 - 4 Can you find any adjectives in the story? Why are they important?

TRAIN YOUR BRAIN | Writing skills

Past events

- a Use the Past Continuous to describe what was happening at the beginning of the story.
- b Remember to use paragraphs for each new part of the story.
- c Use linking words (*then, after that, finally*) for the next parts of the story.
- d Use some adjectives to make your writing more interesting.

- 5 Look at the pictures on the right. Match verbs and expressions (a-e) with the pictures (1-5).
 - a think about the falling apple for many years
 - b publish his *Theory of Gravitation*/one of the most important books in the history of science
 - c one afternoon in 1665/rest under an apple tree
 - d suddenly/come up with the answer/excited/start writing a book about it
 - e sleep/an apple/fall on his head
- 6 Use Train Your Brain and the verbs and expressions above to write Newton's story.

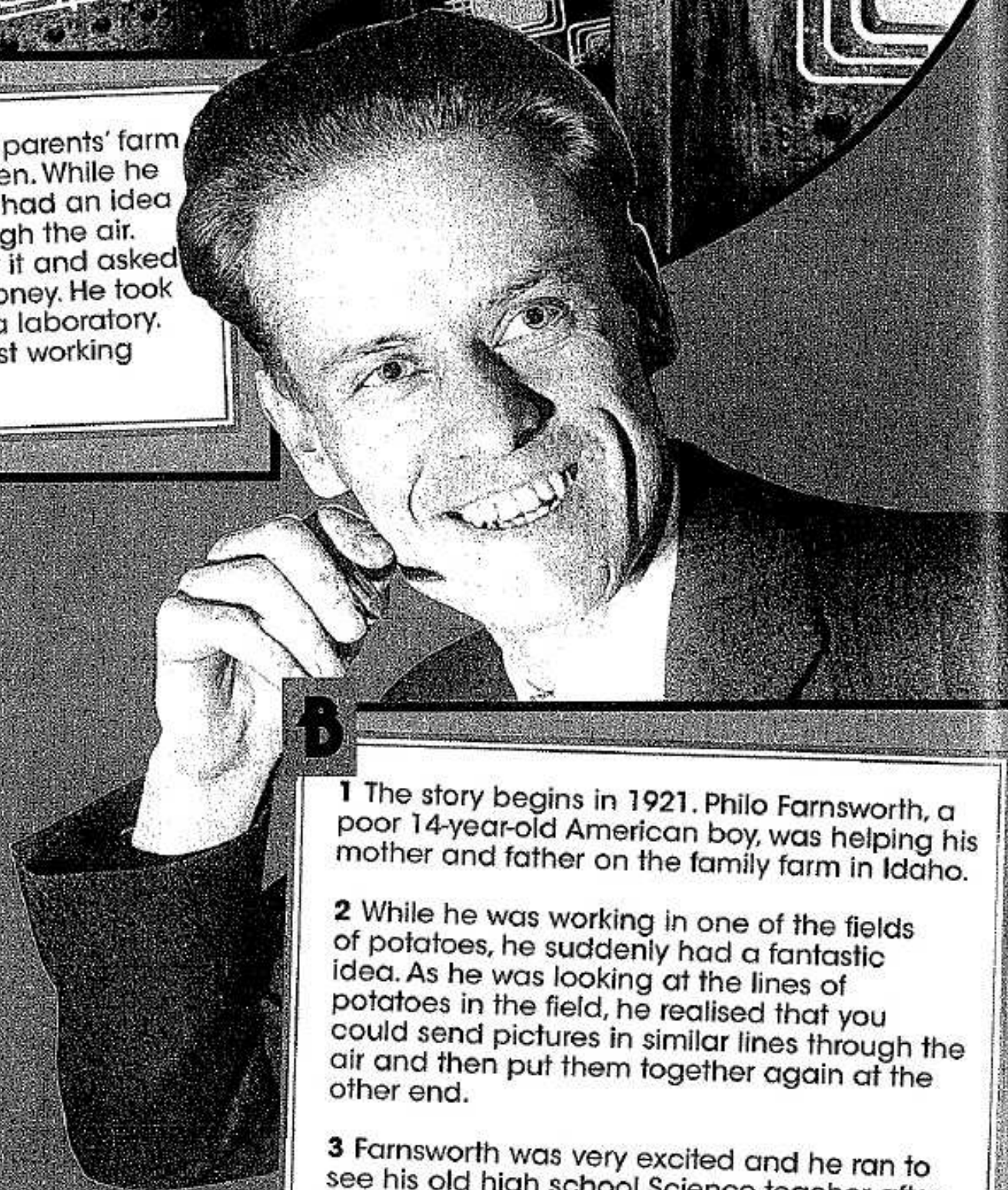


What did they do?

Philo Farnsworth

A

A boy was working on his parents' farm in America. He was fourteen. While he was working in a field, he had an idea for sending pictures through the air. He told his teacher about it and asked some businessmen for money. He took the money and opened a laboratory. In 1927 he showed the first working television system.



B

1 The story begins in 1921. Philo Farnsworth, a poor 14-year-old American boy, was helping his mother and father on the family farm in Idaho.

2 While he was working in one of the fields of potatoes, he suddenly had a fantastic idea. As he was looking at the lines of potatoes in the field, he realised that you could send pictures in similar lines through the air and then put them together again at the other end.

3 Farnsworth was very excited and he ran to see his old high school Science teacher after work. He told his teacher about his idea and after that started drawing pictures of his idea on the blackboard. His teacher was amazed! Next he talked to some local businessmen and asked them to give him some money. Later he used the money to open a small laboratory in California.

4 Finally, in 1927, Farnsworth was the first person to show a working television system.




LISTENING

1 Work in pairs and answer the questions.


- Who is your favourite poet?
- How much do you know about him/her?
- Who are the most famous poets in your country's literature? Do you like their poetry? Why?/Why not?


2 Read the extract from Coleridge's biography. Why do you think he didn't finish his famous poem?




Samuel Taylor Coleridge

Samuel Taylor Coleridge was one of England's great poets. He was born in 1772, studied at Cambridge University but he gave up before the end of his studies. Together with his friend Wordsworth, Coleridge became one of the most important romantic poets in England. One of Coleridge's most famous poems was *Kubla Khan* – a fantastic vision of an exotic palace. While he was writing the poem, somebody

3  Listen to the story. Was your prediction in Exercise 2 correct?

4  In pairs, put the story in the correct order. Compare your answers with another pair. Then listen again and check.

- a As he was listening to the stranger at the door, Coleridge began to forget his dream.
- b Coleridge decided to spend the night in a lonely farmhouse.
- c He didn't finish his poem.
- d He had an amazing dream while he was sleeping.
- e He wasn't feeling well and took some medicine at bedtime.
- f He read a book and fell asleep.
- g A stranger knocked at the door.
- h He began to write a poem about his dream.

5  How much can you remember? In pairs, circle the correct answer. Listen again and check.

- 1 The story happened in the *eighteenth / nineteenth* century.
- 2 Coleridge was travelling *with friends / on his own*.
- 3 Coleridge took some medicine and read a book *in bed / by the fire*.
- 4 Coleridge had a fantastic dream about a *palace / a farmhouse*.
- 5 Coleridge *invited the stranger into the house / talked to the stranger at the front door*.
- 6 After he listened to the man for an hour, Coleridge felt very *irritated / worried*.
- 7 When the man from Porlock left, Coleridge remembered *nothing / very little* from his dream.

6 In pairs, tell the story about Coleridge. Use your answers to Exercises 4 and 5 and Speak Out on page 36 to help you.



SPEAKING AND LISTENING

- 1 **00132** Listen to Monica, Jonathan and Lee. Match speakers 1–3 with events a–c.
- 1 Jonathan a The attack on the World Trade Center
- 2 Lee b The first man on the Moon
- 3 Monica c The day of the exam results
- 2 Read Jonathan's story and answer the questions.
- 1 Which phrases does Jonathan use to say when the story happened?
 - 2 Which time expressions does he use to talk about each step in the story?
 - 3 Which sentences contain both the Past Simple and the Past Continuous?
 - 4 Which adjectives does he use to describe how he was feeling?
 - 5 Which words does he use to end his story?



It was in 1969. I was about five years old. My brother and I were sleeping and Mum came to wake us up. We didn't really know what was happening. We got dressed and after that we went downstairs. It was the middle of the night – we felt really grown-up! We ran into the living room and we saw that the whole family was waiting for us – my mum, my dad and my grandparents. Then my Dad switched on our new colour TV. I still remember his face. He looked so proud! After that we sat and watched – the pictures weren't very clear but I remember Neil Armstrong was doing a funny sort of dance. And the Earth looked very small and blue. Nobody spoke – we were so excited. I think the whole world was watching that evening. Finally the programme ended and we went back to bed. But I couldn't sleep. It was an unforgettable night.

- 3 **00133** Choose an adjective to describe the speaker's feelings in each situation. Then listen and check your answers.

surprised pleased excited shocked
worried proud stupid irritated

- 1 I started dancing around the room. _____
- 2 Suddenly the plane started shaking and going up and down. _____
- 3 It turned out I had the best results in the class. _____
- 4 I was waiting for four hours at the Passport Office. _____

- 4 Put these time expressions in the correct place in the table.

It was in 2001. Eventually After that
It happened three years ago. Finally
Then Later Next

| Beginning of the story | The next stages of the story | The end of the story |
|--------------------------|------------------------------|----------------------|
| It was in 2001. _____ | Next _____ _____ | Eventually _____ |

- 5 **00134** Put Lee's story in the correct order. Then listen and check.

- a It happened six years ago. I remember the date very well. It was 11 September 2001. I was in my first year of secondary school.
- b Finally I found some information about the attack on the World Trade Center. I was so shocked. It was an unforgettable day.
- c After that I ran home, turned on my computer and then I started surfing the Internet.
- d While I was walking the dog, my mobile rang. It was my friend Matt. 'Lee! Did you hear the news? I can't believe it!' he said. I didn't know what he was talking about!

SPEAK OUT | Recounting a past event

Say when the story happened.

**It happened a few years ago./It was in [+ year].
I was about ... years old./I was in my first year of
secondary school./I was visiting ...**

Use the linking words to talk about each stage of the story.

Then/After that/Next/Finally

Use the Past Continuous when two actions happened at the same time.

As/While I was leaving the house, I suddenly remembered that ...

Say how you felt.

I felt surprised/pleased/excited ...

Say why this day/event is important.

It was an unforgettable day ...

To this day I'm proud of/afraid of ...


It was the best/worst day of my life.

- 6 Study Speak Out. Then, in pairs, choose from these ideas and talk about day.

A day when you:

- heard some news that was important for your country/the world.
- were very lucky or unlucky.
- got some good/bad news (exam results, a relationship, death of somebody famous ...).
- suddenly had a good idea.

READING AND VOCABULARY

- 1 Read the Sleep Facts. In pairs, decide which facts are true. Check your answers on page 140.
- 2 Read the first and the last paragraph of the article, look at the title and the photo and decide what the article is about.
 - a How sleep helps us when we're ill.
 - b The effects of sleep on our brains.
 - c How sleep can make us more beautiful.
- 3  Read the article. Was your answer to Exercise 2 correct?
- 4 Find sentences in the text which tell you the information below.
 - 1 Scientists agree with what our parents tell us about sleep.
 - 2 Experiments show that sleep can help you do well in tests.
 - 3 Sleep organises memories and facts in our brains.
 - 4 At night our brains don't stop thinking about things from the previous day.
 - 5 Sleep can help us to solve difficult problems.
 - 6 Sleep can be good for the imagination.
- 5 In pairs, answer the questions without looking at the text.
 - 1 Where was the German chemist sleeping when he solved a scientific mystery?
 - 2 What did the guitarist of The Rolling Stones compose while he was sleeping in a hotel?
 - 3 What kind of story did the Irish writer invent while he was sleeping?
- 6 Look at the photo on page 140. In pairs, answer the questions. Use the ideas below to help you.

stay up late tired sleepy stressed
 drink coffee revising before an exam
 learn facts by heart

 - 1 What is the person doing? Why?
 - 2 How do you think he is feeling?
 - 3 When do you study best? Early in the morning or late in the evening?
 - 4 Before an important exam, do you prefer to study all night or have a good night's sleep?
 - 5 How many hours do you normally sleep every night? Is it enough?

VOCABULARY

- 1 Think Back! Look at the article. Write the missing verbs in these sentences.

come tidy turn keep stay look find

 - 1 At the end of the film, it _____ out that the couple used to be married to each other.
 - 2 I'm really tired this morning - I _____ on making mistakes.
 - 3 I'm trying to _____ up with an idea for my essay.
 - 4 Sleep helps to _____ up our memories.
 - 5 To _____ out more about sleep, visit our website.
 - 6 It's not a good idea to _____ up all night and study.
 - 7 Last year scientists decided to _____ into the effects of sleep on university students.
- 2 Write the correct phrasal verb from Exercise 1 next to its definition.
 - a happen (often in an unexpected way) turn out
 - b put something where it should be _____
 - c get some information _____
 - d think of (an idea) _____
 - e investigate _____
 - f continue doing something; do something many times _____
 - g not go to bed _____
- 3 Complete the sentences with a phrasal verb in the correct tense.
 - 1 She _____ the idea for the book while she was travelling by train.
 - 2 I can't find anything! I need to _____ my bedroom!
 - 3 Martin's sleepy today - he _____ and chatted all night on the Internet.
 - 4 I was worried because my essay was terrible - but it _____ that it was fine!
 - 5 At the moment, scientists _____ how caffeine wakes us up.
 - 6 We need to _____ how much the tickets cost - let's phone them tomorrow.
 - 7 My boss is really angry with me - I _____ coming to work late.
- 4 Choose three phrasal verbs from Exercise 1. Write your own sentence for each verb.

Why sleep is the best medicine

by David Flak

It's late at night and you have an important exam in the morning. You're sitting with your notes and books and you're beginning to feel tired. Should you listen to your mother's advice and go to bed? Or should you stay up all night and try to learn?

Well, scientists say that our mothers are probably right – it's best to go to bed early before a big exam. Last year in Germany, scientists looked into the effects of sleep on university students. They found out that students who had at least four hours of sleep did better in exams. It also turned out that the students who had a lot of sleep had better scores in IQ tests. So why is sleep good for our brains?

First of all, scientists believe that after a hard day of thinking, our memories are very messy. Sleep helps to tidy up our thoughts and memories and to put everything in the right place again. Because of this, it's easier to remember facts clearly, which, of course, is important in exams.

When we sleep, our brains also continue thinking about our problems from the day before. We can sometimes come up with the answers to difficult problems after sleeping. There are many examples of this in history.

In the nineteenth century, the chemical structure of benzene was still a big mystery to scientists. The German chemist Friedrich von Kekulé worked on this problem for many years. One afternoon, while he was travelling on a London bus, von Kekulé fell asleep. He had a strange dream – snakes were coming towards him with their tails in their mouths! When he woke up, von Kekulé knew that he had the answer to his problem – the atoms were arranged in a circle like his funny snakes!

But sleep does not only improve our memories and help us to find the answer to problems. Scientists believe that we are more creative after sleep too. Keith Richards, the guitarist of The Rolling Stones, came up with the melody for *Satisfaction*, their biggest hit, as he was taking a nap in a London hotel room. The Irish writer Bram Stoker also got the idea for his masterpiece *Dracula*, the classic horror story, while he was sleeping. He ate crabs late at night before going to bed, had some strange nightmares and kept on waking up!

So, take my advice – do you want to remember more in your exam tomorrow? The answer is simple – go to bed early!

SLEEP FACTS – TRUE OR FALSE?

- 1 Teenagers need less sleep than adults.
- 2 20 percent of students don't get enough sleep every night.
- 3 All animals sleep, even flies and fish!
- 4 When you sleep for eight hours you use about 35 calories – the same amount your body needs to walk for ten minutes.



Check it out

Past Continuous

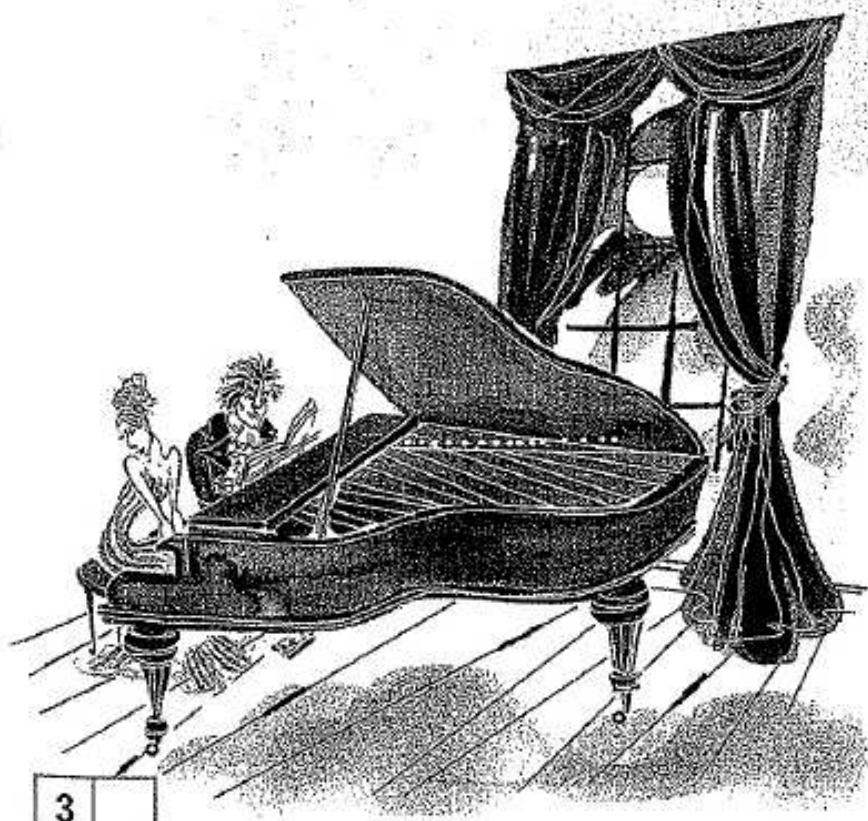
We use the Past Continuous:

- to set the scene, often at the start of a story.
Night was falling and the Moon was shining.
- to talk about what was happening at a particular moment in the past.
At ten o'clock he was composing in his music room.
- with the Past Simple to show that a long activity was interrupted by a short one. We usually use *while* or *as* before the Past Continuous.
While/As he was sitting at the piano, a small kitten suddenly ran across the piano keys.

Affirmative I/He/She was listening.
We/You/They were listening.

Negative I/He/She wasn't listening.
We/You/They weren't listening.

Questions Was I/he/she listening?
Yes, I/he/she was./No, I/he/she wasn't.
Were you/we/they listening? Yes, you/we/they were./No, you/we/they weren't.



3

C In the summer of 1837, the Polish composer Chopin was living in Paris. Late one evening he was composing alone in his music room. While he was sitting at the piano, a small kitten suddenly ran across the piano keys. Chopin liked the strange melody and he tried to write it down. In 1838, he published a new composition. The title? — *The Cat Waltz!*

5 Look at the pictures and the texts again. Correct the sentences.

- 1 Gershwin was smoking a cigar.
- 2 Gershwin was travelling with friends to Boston.
- 3 In 1837, Chopin was living in Warsaw.
- 4 Late in the evening, Chopin was reading in his music room.
- 5 Beethoven was walking around Vienna in the morning.
- 6 Somebody was playing one of Beethoven's compositions on the violin.

6 Complete the sentences with the correct form of the Past Simple or the Past Continuous.

The composer Rossini ¹ _____ (write) many operatic masterpieces like *The Barber of Seville*. He was famous for composing his music at the last minute. Sometimes, just an hour before a concert Rossini ² _____ (still write) the music for it! Rossini was also famous for composing in unusual situations — for example, he ³ _____ (get) the idea for the beginning of his opera *Le Comte Ory* while he ⁴ _____ (fish) with a friend.

7 Complete the sentences. Use the Past Simple or the Past Continuous.

- 1 I _____ (read) my brother's diary when he suddenly _____ (come) into the room!
- 2 Where _____ (you/go) when I _____ (see) you last night?
- 3 When I _____ (wake) up this morning, it _____ (snow).
- 4 I _____ (drop) my mobile while I _____ (text) my friend.
- 5 _____ (you/sleep) when I _____ (phone) this morning?
- 6 He _____ (not look) where he _____ (go) and _____ (crash) into a tree.

8 What do you think your partner was doing at these times? Ask and check if your guesses were correct.

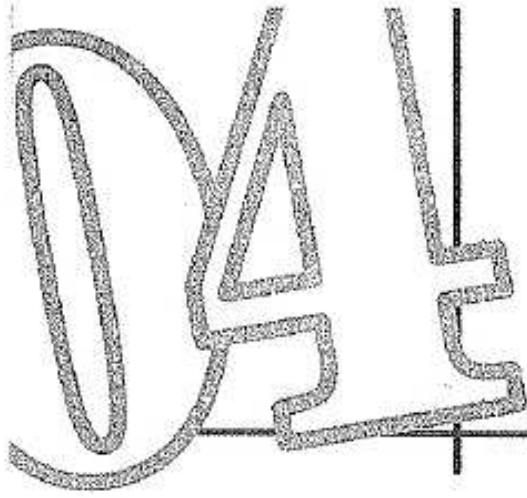
ten o'clock last night six o'clock this morning
last Saturday at 8p.m.

- A Were you sleeping at ten o'clock last night?
B No, I wasn't. I was studying Chemistry!

9 **CD 13** Listen and write sentences. Use the prompts and the Past Simple and the Past Continuous.

watch the football match start to rain
robbers break into the house sleep
have a bath have a picnic play the guitar
have a good idea complain ring

- 1 While he was watching the football match, his phone rang.



Inspiration


Read, listen and talk about artists and writers; inspiration; important moments.

Practise the Past Simple and the Past Continuous; time expressions.

Focus on recounting past events; phrasal verbs.

Write about past events.

GRAMMAR AND LISTENING

- 1  Listen to these three pieces of music. Which one do you like best? Which adjectives could describe each piece?

- *Rhapsody in Blue* by George Gershwin
- *Moonlight Sonata* by Ludwig van Beethoven
- *The Cat Waltz* by Frederic Chopin

exciting boring dramatic mysterious
melodic catchy irritating sentimental

- 2 Read anecdotes A–C below and match them to the pictures 1–3.

Work it out

- 3 Match sentences 1 and 2 with uses of the Past Continuous a and b.

- 1 Night was falling and the Moon was shining.
2 Late one evening Chopin was composing in his music room.

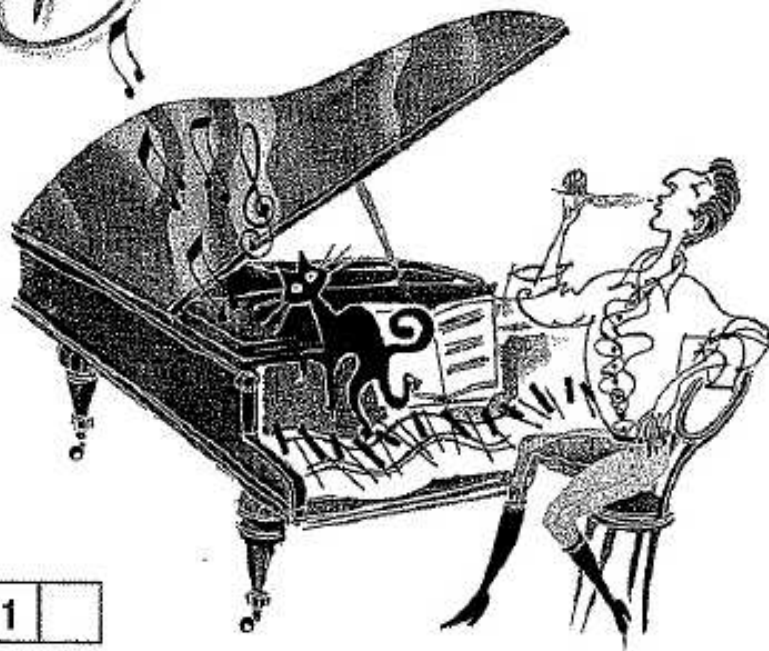
- a setting the scene at the beginning of a story
b saying that somebody was in the middle of an action at a particular time

- 4 Look at the sentence and answer the questions.

While Gershwin was travelling by train, he suddenly got the idea for *Rhapsody in Blue*.

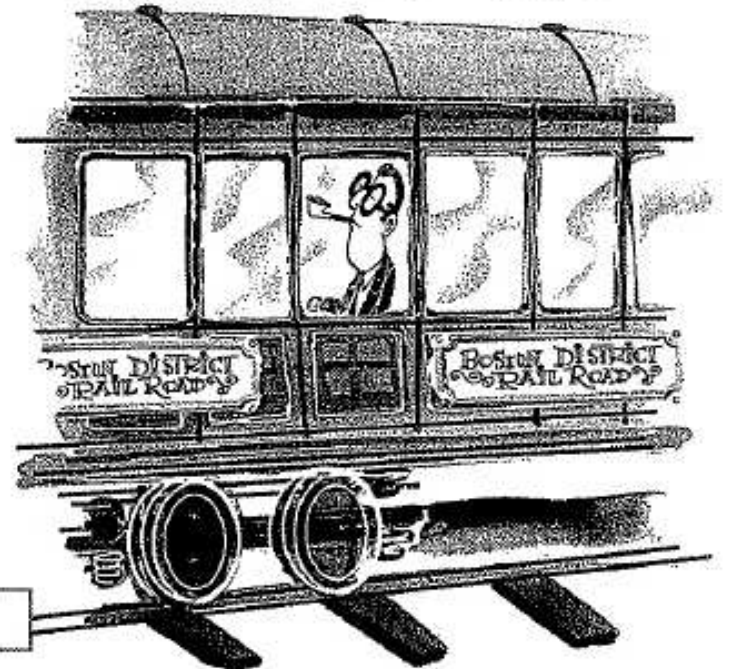
- 1 Did these actions happen
a one after another?
b at the same time?
2 Which action was shorter and which tense do we use to talk about it?

Eureka moments!



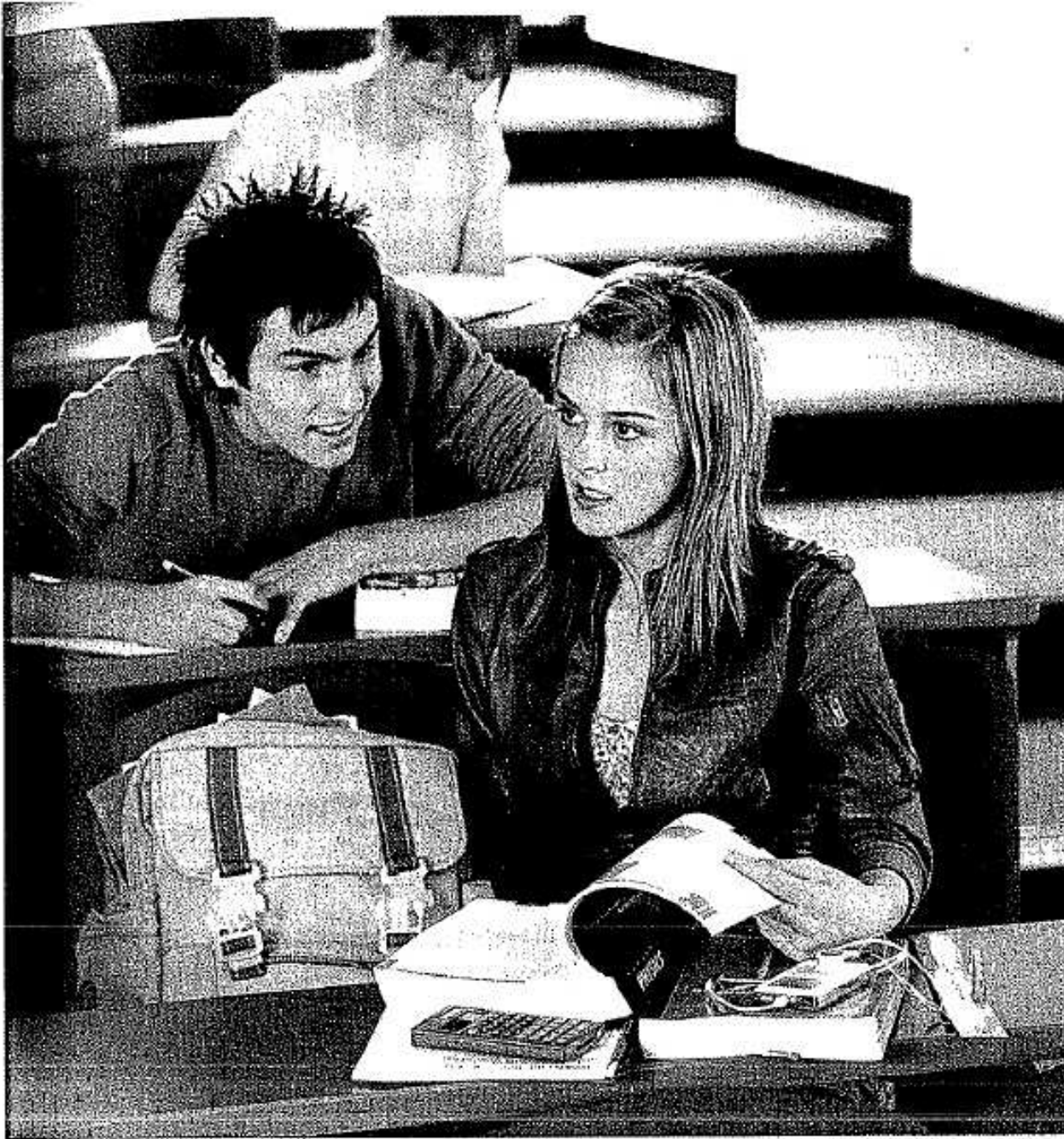
1

A One day in the 1920s, the great American composer George Gershwin was travelling to a concert in Boston. While he was sitting alone on the train, he suddenly got the idea for his most famous work, *Rhapsody in Blue*. When you listen to the music today, you can clearly hear the train wheels and the whistle!

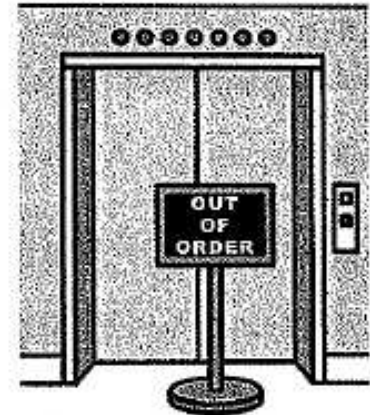


2

B Night was falling and the Moon was shining. Beethoven was walking around Vienna – he was looking for inspiration. As he was passing a small house, he heard one of his compositions. Somebody was playing it on the piano but kept on making mistakes. Beethoven was intrigued and decided to find out who it was. He entered the house and realised that the girl at the piano was blind. He sat and played music to her for over an hour. Suddenly the Moon appeared at the window.



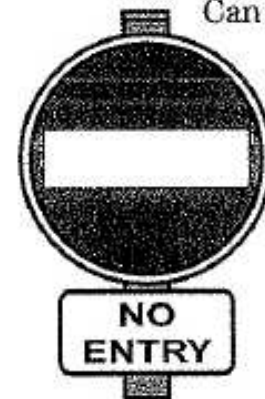
6 In pairs, look at the signs and questions. Then think of possible answers.



Can I take the lift?



Can I ride my bike here?



Is it OK if I go in here?



Is it OK if I wear my trainers here?



Do you mind if I use my mobile phone?

7 In pairs, make a dialogue for each situation.

- 1 You're at your friend's house. You suddenly remember that you promised to phone your mother. You don't have a mobile phone.
- 2 The train is very full. A family is sitting together and there is one free space in the middle of them.
- 3 You need to leave class early today.

SPEAK OUT | Asking for, giving and refusing permission

| Question | Yes | No + reason (Always give a reason when you say no.) |
|--|--------------------------------------|--|
| Can I borrow your dictionary? Is it OK if I smoke? | Yes, of course. Sure, no problem. | Sorry, you can't. I'm using it. I'm afraid not. It's not allowed. |
| Do you mind if I open the window? Do you mind if I turn the TV off? | No, please do. No, I don't mind. | I'm afraid I do. It's a bit cold. Yes, I do. I'm watching it. |

Mind the trap!

Do you mind if ...? = Is it a problem for you if ...?

If somebody asks you a question starting with *Do you mind if ...?* and it isn't a problem, you should answer *No* (= *No, it isn't a problem.*)
Do you mind if I sit here? *No, I don't./No, please do.*

In pairs, ask for and give or refuse permission. Choose from the ideas below.

- borrow your watch/your shoes/a piece of paper/...
- use your glasses/dictionary/...
- visit you tonight/keep your pen ...
- ask you a question/for your phone number/...

A Is it OK if I take your chair?
B No. I'm sorry you can't. I need it!

VOCABULARY

1 Think Back! In pairs, add as many adjectives as you can to the lists.

| Adjectives with <i>-ing</i> endings | Adjectives with <i>-ed</i> endings |
|--|--|
| embarrassing frightening disappointing annoying | embarrassed frightened disappointed annoyed |

Mind the trap!

If a thing, person or situation is ... boring, interesting, annoying, you feel ... bored, interested, annoyed.

2 Circle the correct answer.

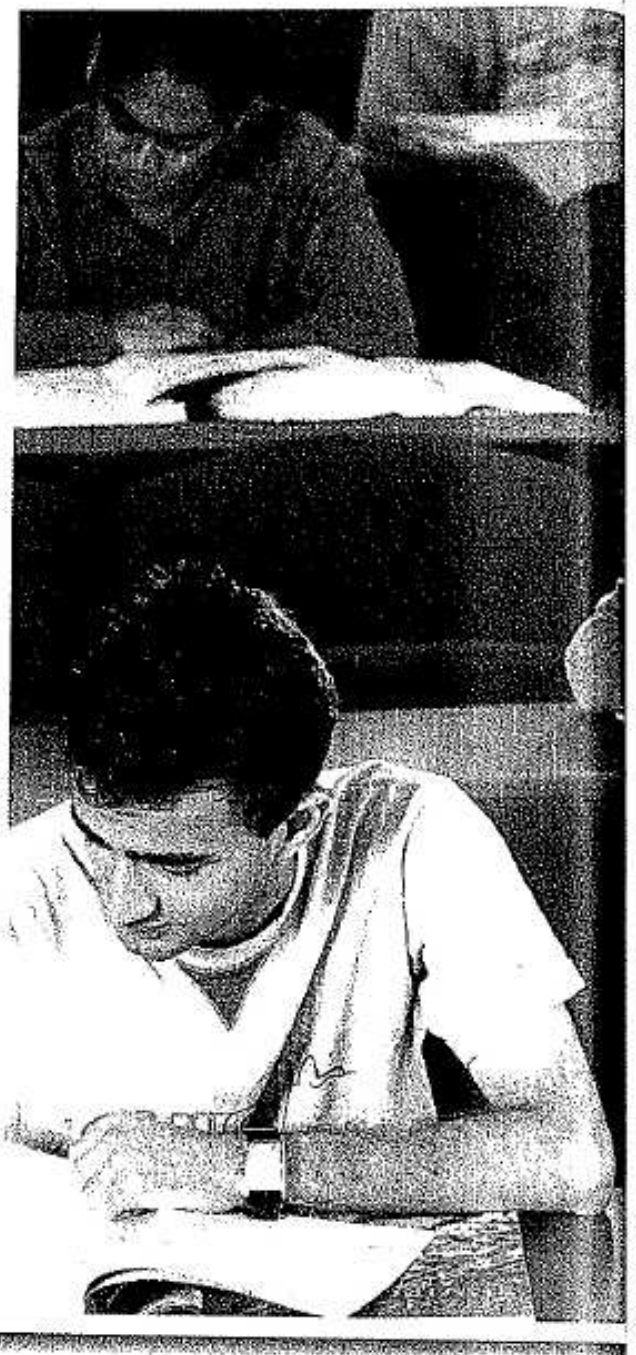
- I felt very *exciting* / *excited* before my first day at secondary school.
- Mrs Jones was a very strict teacher – we were *terrifying* / *terrified* of her.
- Studying before exams is always very *tiring* / *tired*.
- She felt *surprising* / *surprised* when she passed all her exams.
- This textbook is very *boring* / *bored*.
- I was *amazing* / *amazed* that all the other children knew what to do.
- Are you *interesting* / *interested* in computers?

3 Complete the sentences. Make adjectives from the verbs in capital letters.

- This school has hundreds of _____ pupils. SATISFY
- The idea of becoming a pilot was very _____. EXCITE
- I was never _____ when I visited my grandparents. BORE
- The view from the top floor was _____. AMAZE
- I thought that tractors were _____ when I was young! FASCINATE
- That film was absolutely _____. TERRIFY
- I failed my Maths test. I felt very _____. EMBARRASS
- I forgot to bring my umbrella. It was very _____. ANNOY

4 Look at the questions and tell your partner how you felt.

I felt terrified before my last English test.



SPEAKING

1 In pairs, look at the photo. Try and guess the answers to the questions.

- Where are they?
- What do you think the problem is?

2 **CD 1.28** Listen to the conversation. Were your answers to Exercise 1 correct?

3 **CD 1.28** Listen again. Which things does the student ask to borrow? Make a list.

4 **CD 1.29** Study Speak Out. Then follow the instructions.

- Listen and tick the phrases you hear.
- In which of the three conversations does the speaker sound rude? Why?
- Listen to the other two conversations again and practise saying them with a partner.

How did you feel ...

- before your last English test?
- after your last English test?
- when you got your pocket money?
- when you first travelled alone?



LISTENING

- 1 **CD 124** Look at the picture below. Then listen to Part 1 of the recording and answer the questions.
- How old do you think the people are?
 - Where are they?
 - How well do they know each other?
- 2 **CD 125** Listen to Part 2 of the recording and answer the questions.
- 1 What sort of party is it?
 - a a birthday party
 - b a reunion party ✓
 - c a house-warming party
 - 2 Which words help you to decide on the answer to question 1?
- 3 **CD 126** Listen again and tick the expressions you hear.
- 1 Remember me? ✓
 - 2 Good to see you. ✓
 - 3 How are you?
 - 4 I can't believe it! ✓
 - 5 Pleased to meet you. ✓
 - 6 What a surprise!
 - 7 I didn't recognise you. ✓
 - 8 So, what's new?
- 4 Work in pairs. What do you think the characters are going to talk about? Make a list of topics. Then compare it with another pair.
- 5 **CD 128** Listen to Part 3 of the recording and check your ideas from Exercise 4.

- 6 In pairs, put the advice in Train Your Brain in the correct order. Look at Exercises 1–4 to help you.

TRAIN YOUR BRAIN | Listening skills

Predicting

- Listen for key words which give you clues about the situation.
- Look at the pictures or photos.
- Think about the situation and try to guess what the people are going to talk about.

- 7 **CD 127** Listen to Part 4 of the recording. What job is Ben doing now? Listen again. Tick true and cross false.

- 1 Jake isn't interested in astronomy any more.
- 2 Jake is a father now.
- 3 At school, Ben's plan was to be a lawyer.
- 4 Ben didn't finish his university course.
- 5 Ben likes his job because the routine is the same every day.
- 6 Ben doesn't like the people he works with.
- 7 When Ben was little, he wanted to be a postman.

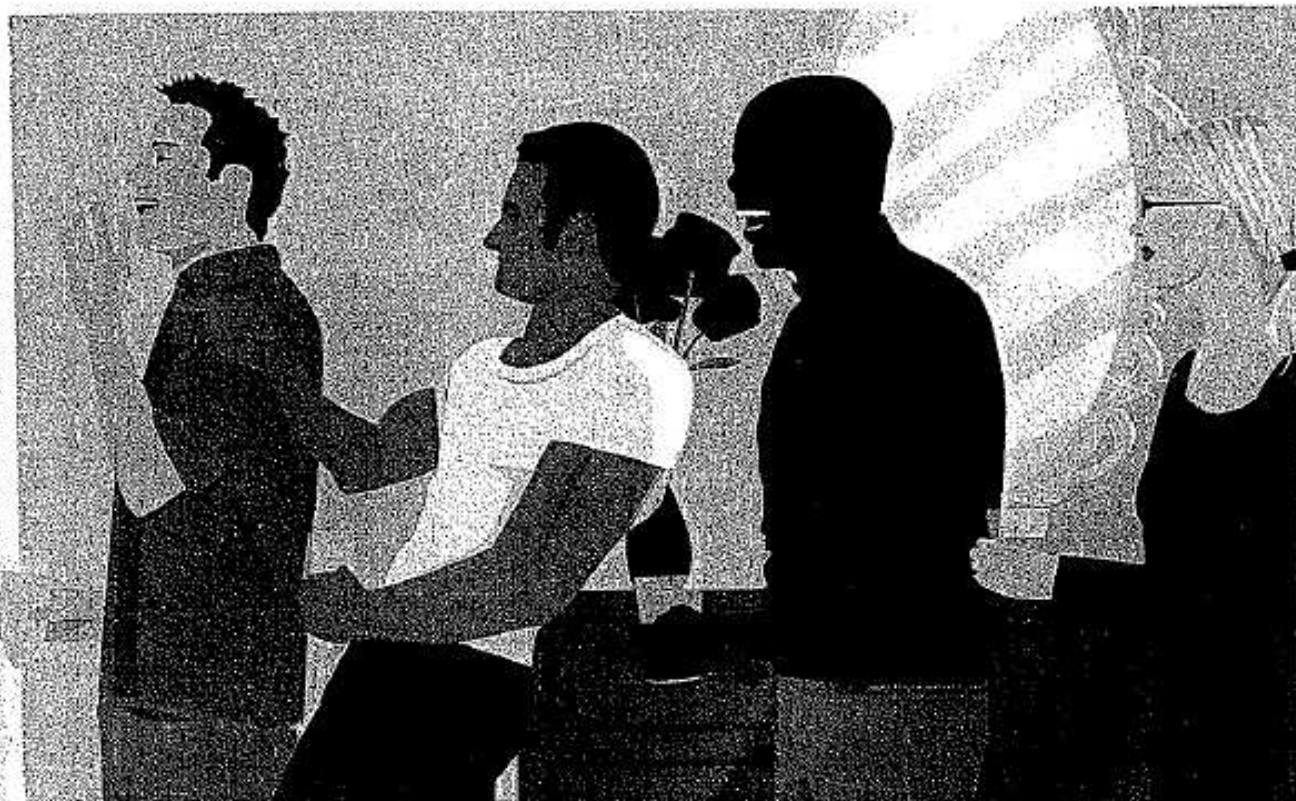
- 8 Work in groups. Ask each other these questions.

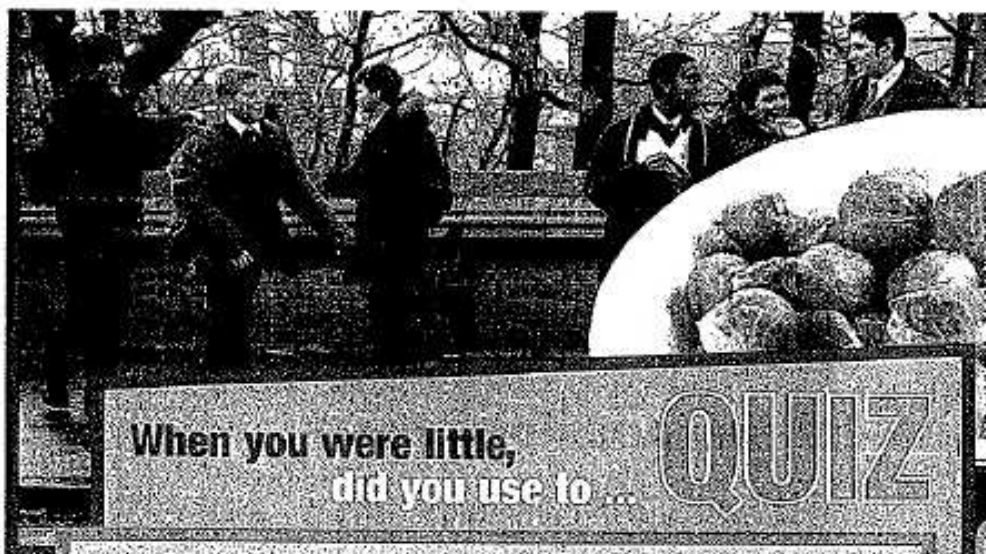
- 1 When you were a child, what job did you want to have?
- 2 What do you want to study in the future?
A When I was a child I wanted to be a rock star.
B Really? I wanted to be a doctor.

- 9 Work in groups. Imagine you are at a school reunion party in ten years' time. Use the expressions in Exercise 3. Ask other people in the group:

- what job they have now.
- about their families.
- about people they remember from school.

- A So, Mark, what job do you have now?
B I'm a pilot ...





When you were little,
did you use to ...

QUIZ

- 1 watch cartoons on TV?
- 2 play a musical instrument at school?
- 3 like green vegetables?
- 4 play truant?
- 5 sleep with a favourite toy?
- 6 believe in ghosts or monsters?

Yes No

| | |
|--|--|
| | |
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| | |



GRAMMAR AND SPEAKING

1 Read the quiz above and listen to Lucy's story. Which question is she answering?

6 I really **hated** spinach when I was little. We **visited** my grandparents every Sunday and Gran used to cook a delicious Sunday dinner – carrots, roast beef, potatoes and, of course, spinach, lying at the side of the plate! I **thought** the taste was like boiled leaves! Gran used to say, 'There's no pudding for you until you eat all your vegetables.' It was horrible! One Sunday I **had** a clever idea to hide the spinach under my plate. But my sister **started** laughing and, of course, everybody **saw** me. It's funny, because I didn't use to like spinach but I love it now!



Work it out

2 Look at the sentence and decide which explanation is correct.

My gran used to cook a delicious Sunday dinner.

- a Lucy's grandmother regularly cooked a Sunday dinner (but now she doesn't).
- b Lucy's grandmother cooked a Sunday dinner only once.

Check it out

used to

Used to expresses a regular habit or state in the past which doesn't happen any more. We can't use *used to* if something happened only once.

My gran **used to** cook a delicious Sunday dinner.

I **didn't use to** like spinach.

Did you **use to** like green vegetables?
Yes, I **did**./No, I **didn't**.

3 Correct the wrong sentences.

- 1 We used to wear school uniforms.
- 2 She used to arrive late for class.
- 3 I used to fail my Maths exam last Friday.
- 4 I used to cycle to school every day.
- 5 Last summer, I used to break my leg.

4 Read Lucy's story in Exercise 1. Which verbs in bold can we change to *used to* + infinitive?

5 Look at other changes in Lucy's life. Write sentences with *used to* and *didn't use to*.

Lucy **used to** go to ballet lessons. She **didn't use to** go to bed late.

1 Lucy stopped going to ballet lessons.
keeping a diary.
listening to boy bands.

2 Lucy started going to bed late.
listening to hip-hop.
wearing lipstick.

6 In pairs, ask and answer the questions in the quiz. Use *used to* or *didn't use to*.

A Did you **use to** watch cartoons on TV?
B Yes, I **did**. My favourite cartoon was ...



6 **READ** Now read the whole text. Did you predict the subject correctly?

7 Read the whole text again and match headings a–f with paragraphs 1–5. There's one heading you don't need.

- a What is dyslexia?
- b Typical problems for children with dyslexia at school
- c How to help people with dyslexia
- d What some talented people had in common
- e Other famous people who had dyslexia
- f A person who had hidden talents

8 Match definitions a–f with words and phrases in the text.

- a (v) [para. 1] stop going to school/university _____
- b (n) [para. 2] pupils in the same class at school _____
- c (v) [para. 3] learn by heart _____
- d (n) [para. 4] a score which shows how good a piece of work is _____
- e (adj) [para. 4] unhappy because of poor results _____
- f (adj) [para. 5] good at using your imagination _____

9 Read the text again and circle the correct answer.

1 The children in paragraph 1

- a had a difficult time at school.
- b had classmates who were stupid.
- c left school early.

2 Some famous writers, composers and inventors

- a were not very intelligent.
- b were surprised when they became successful.
- c had similar problems when they were children.

3 People with dyslexia

- a were probably born with the disability.
- b never knew about it.
- c can't remember anything.

4 Agatha Christie started writing because

- a her parents wanted her to.
- b she wanted to show her sister that she could write.
- c she wanted to leave school early.

5 The people mentioned in the last paragraph are

- a not geniuses.
- b crime writers like Agatha Christie.
- c well-known people who had problems with reading and writing.

10 Work in pairs. Was there anything you were bad at when you were younger, but you can do now?

- A I couldn't swim when I was younger, but now I am quite a good swimmer.
- B I didn't understand Chemistry when I was younger but now I'm quite good at it.

READING

- 1 Match the people below with pictures A–D. What were they famous for? Use the correct form of the verbs to complete the sentences about them.

propose invent paint write

- 1 Thomas Alva Edison _____ the phonograph (the first record player).
 2 Leonardo da Vinci _____ the Mona Lisa.
 3 Agatha Christie _____ crime novels.
 4 Albert Einstein _____ the theory of relativity.



Hidden talents

1 They often didn't learn to read and write until they were older. Their parents often thought they were stupid and their friends laughed at them. Some of them hated their schooldays and decided to drop out of school as soon as possible. In short, they had unhappy schooldays.

2 Some of the world's greatest composers, writers and inventors had an unpleasant time at school like this. Later, when they became successful, nobody was more surprised than their old classmates. Were these people stupid? No, of course not! Some people believe that they had something in common – dyslexia.

3 Dyslexia is a learning disability which means that people have problems with reading and remembering written words. It is often difficult for them to memorise things. Studies show that people with dyslexia use a different part of their brain to read and remember. Experts think that the cause of dyslexia is genetic: probably somebody else in the family also had dyslexia. Statistically, about 15 percent of people are dyslexic, but not everybody who has dyslexia knows about it.

4 Some people with dyslexia discover they have special, hidden talents, but only when they are older. A good example is Agatha Christie, one of the most successful writers in history – two billion books published in 44 languages! At school she had problems with writing and often got bad marks for essays. Her parents were disappointed and wanted Agatha to leave school early. She only started writing because her older sister said she couldn't do it! And even when she was already a famous crime writer, she sometimes felt embarrassed because she still couldn't spell.

5 There are many more examples of people like Agatha Christie: Hans Christian Andersen, Albert Einstein, Leonardo da Vinci, Pablo Picasso and Thomas Edison; important and creative people who had problems with reading and writing when they were young. Of course, that doesn't mean that everybody with dyslexia is a genius, but it shows that sometimes people can be a lot more intelligent than they seem.



- 2 Look at the pictures again and read the title of the text. What do you think it is about?

- 3 Read the first paragraph. What do you think the text is about now?

- a unhappy children
 b people who had problems at school
 c the effects of bad education
 d people who became successful after they finished school

- 4 Read the last paragraph only. Do you need to change your answer to Exercise 3?

- 5 Look at Exercises 2–4 and complete points a–d in Train Your Brain.

TRAIN YOUR BRAIN | Reading

Predicting

You can make a text easier to understand by predicting what it is going to be about before you read it. Always:

- a look at the _____
 b read the _____
 c read the _____ paragraph of the text.
 d read the _____ paragraph of the text.



Work it out

2 Read the text and answer the questions.

- 1 Is Kate talking about a present or past event?
- 2 What are the two forms of the verb *to be* in the Past Simple?
- 3 Find three regular Past Simple verbs. What are their infinitives?
- 4 Find three irregular Past Simple verbs. What are their infinitives?

3 Complete the sentences.

| Present Simple | Past Simple |
|-------------------------------|--|
| I walk to school. | I ¹ _____ to school. |
| I don't know how to do it. | I ² _____ know how to do it. |
| Do you learn anything useful? | I ³ _____ you learn anything useful? |
| Yes, I do./No, I don't. | Yes, I ⁴ _____ /No, I ⁵ _____. |

Check it out

| Past Simple | | |
|--|---|--|
| We use the Past Simple to talk about things that started and finished in the past. | | |
| | <i>to be</i> | Regular and irregular verbs |
| Affirmative | I was only five. The walls were yellow. | The children looked huge. We sang songs. |
| Negative | I wasn't very happy. They weren't very nice to me. | I didn't want to go. I didn't know how to do it. |
| Questions | Was it fun? Yes, it was./No it wasn't. Were you a good girl? | Did you learn anything useful? Yes, I did./No, I didn't. How did they know what to do? |
| Time expressions: | yesterday, last night/year/week/Saturday, when I was five, ten years ago, in 2004/1999, one day/morning | |

4 Circle the irregular verb in each list and write its Past Simple form.

- 1 look / play / start / think _____
- 2 buy / decide / phone / work _____
- 3 rain / talk / forget / shout _____
- 4 listen / feel / visit / watch _____
- 5 stay / hate / promise / wear _____
- 6 live / give / invite / laugh _____

5 Listen and put the regular verbs in Exercise 4 in the correct column. Then practise saying them.

| /d/ | /t/ | /ɪd/ |
|--------|--------|---------|
| played | looked | started |

6 Write the questions in the Past Simple. Then look at Kate's story again and answer them.

- 1 How old/be/Kate?
- 2 Kate/walk to school/on her own?
- 3 What/everybody/do/when the bell rang?
- 4 What/be/Kate's teacher's name?
- 5 The teacher/strict?
- 6 Kate/enjoy/her first day at school?

7 Work in pairs. Use a time expression from Check it out and answer the questions.

When did you start primary /secondary school?
I started primary school when I was six/in 1995/11 years ago.

When did you last:

- see your grandparents?
I last saw my grandparents in March.
- check your email?
- cook a meal?
- laugh out loud at a film?
- go swimming?

8 Listen and match speakers 1-5 with questions a-e. Then listen again and check.

Speaker 1 Speaker 4
Speaker 2 Speaker 5
Speaker 3

- a How did you spend the first day?
- b Did you like your form tutor?
- c Did you make any new friends?
- d Were you scared before the first day?
- e What did you wear?

9 Write a short description of your first day at secondary school. Follow the instructions.

- In pairs, answer questions a-e in Exercise 8. Make notes.
- Use your notes and the text in Exercise 2 to describe your day.

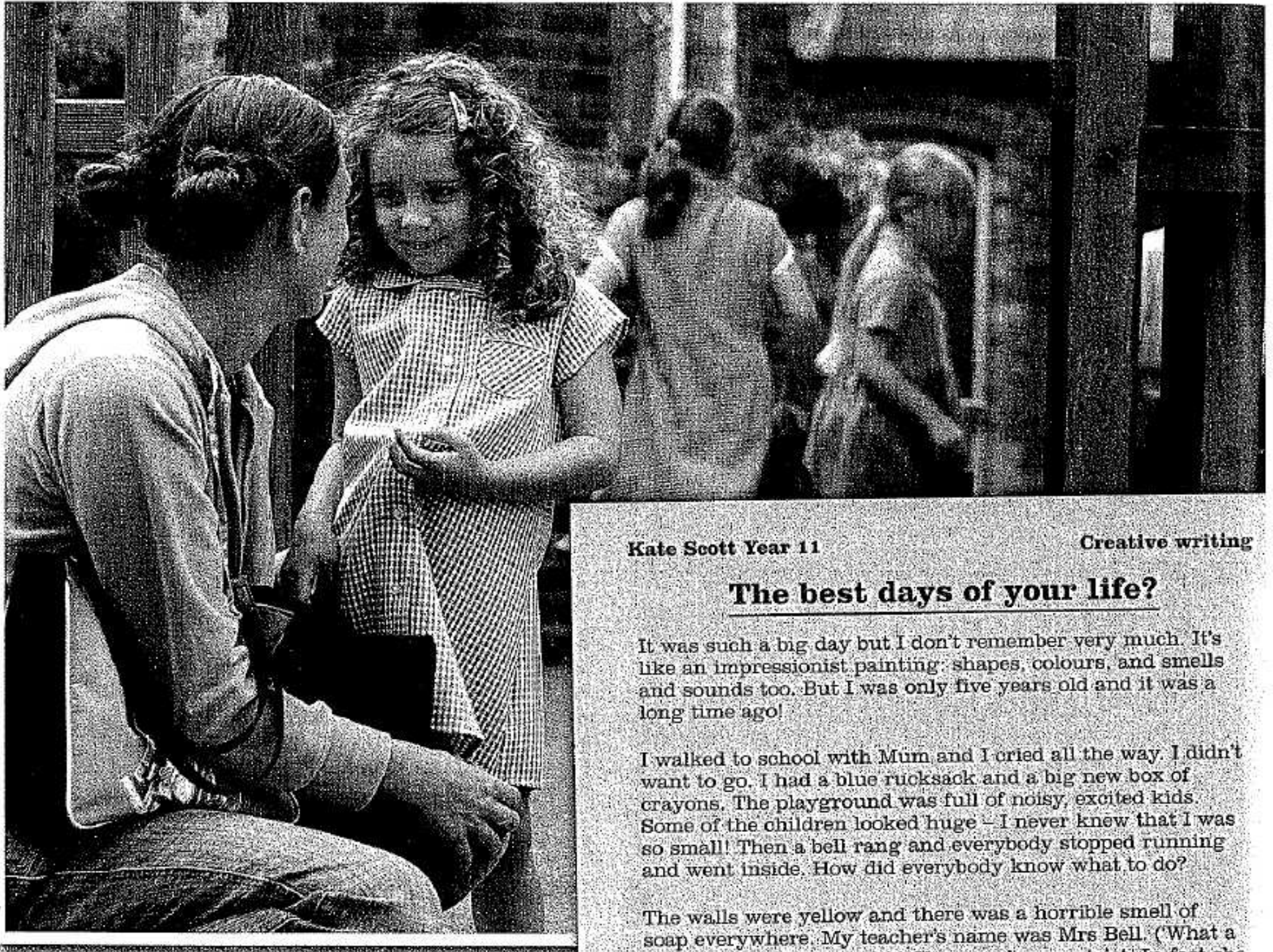
Growing up

Read, listen and talk about school; growing up.

Practise the Past Simple and *used to*; education vocabulary; adjectives with *-ed/-ing* endings.

Focus on asking for permission; predicting in reading and listening.

Write a personal recollection.



Kate Scott Year 11

Creative writing

The best days of your life?

It was such a big day but I don't remember very much. It's like an impressionist painting: shapes, colours, and smells and sounds too. But I was only five years old and it was a long time ago!

I walked to school with Mum and I cried all the way. I didn't want to go. I had a blue rucksack and a big new box of crayons. The playground was full of noisy, excited kids. Some of the children looked huge – I never knew that I was so small! Then a bell rang and everybody stopped running and went inside. How did everybody know what to do?

The walls were yellow and there was a horrible smell of soap everywhere. My teacher's name was Mrs Bell. ('What a strange name!' I thought.) She wasn't very strict. In fact she was really nice but I didn't understand a lot of the things she said that day. Terms, timetables, registers, cloakrooms ... What did she mean? And why was her voice so loud all the time? It was very strange.

I don't remember what we learnt that day. I think we sang songs and clapped a lot. Mrs Bell read us a story and we sat cross-legged on the floor. I was embarrassed because I didn't know how to do it! There was also an aquarium with ugly fish in it – another horrible smell.

'So, Kate, were you a good girl today?' Dad asked me later. 'I don't know!' I said.

'Was it fun?'

'No! And Mrs Bell said that we have to go back tomorrow!' I wasn't very happy.

'Did you make any new friends?'

'Yes, I did. I think ...'

'Did you learn anything useful? Numbers? Colours?'

GRAMMAR AND READING

1 Look at the photo and answer the questions. Use the ideas below to help you.

- How old do you think the girl is?
- What is the situation? How do you know?
- How do you think she is feeling? Why?

primary school/playground/kids/

an important day

go with Mum/Dad

feel small/nervous/grown up/proud

wear new clothes/school uniform

make new friends/shout/laugh/run/cry

LISTENING SKILLS

1 Listen. Read the sentences. Tick true and cross false.

- 1 Jodie is packing for a holiday.
- 2 She's going away for a week.
- 3 She's going to take three bags.
- 4 Paula likes to make a list before she packs.
- 5 Paula tells Jodie to take two sweaters.
- 6 Jodie's going abroad.

READING SKILLS

1 Complete the text with sentences a-f. There is one extra sentence. Then, tick the best heading A-C for the text.

The importance of English as a global language is growing all the time. Of course there are more native speakers of Chinese than of English – about a billion compared to about 400 million. ¹ _____. And this number is getting bigger every year. English is the international language of politics, business, science, transport, advertising, the media and computers. ² _____. Even in countries like Germany, almost 90 percent of research scientists use English as their working language every day.

There are some other languages which are gaining in popularity: the number of people who speak Arabic, Chinese or Portuguese in different countries is increasing too. ³ _____. Even in the USA the fastest growing language is Spanish!

⁴ _____. There are about 6,000 languages in the world but sadly many of them have an uncertain future. In fact, about twenty languages are disappearing every year.

Surprisingly, the Internet may offer a solution to this problem. Although it is true that English dominates the Internet, the number of websites in other languages is growing very quickly. With chat sites and messenger programs people can communicate more easily than before and in any language they know. ⁵ _____

- a For example, approximately 70 percent of websites are in English.
- b But almost one and a quarter billion people across the world use English as a second or foreign language.
- c In the future students may have to learn global English.
- d Not all languages are so successful, however.
- e So perhaps modern technology can help save some languages from dying out.
- f Some languages like Urdu or Hindi are growing much faster than English.

- A English in the world
- B Languages around the world
- C The language of the Internet

SPEAKING SKILLS

1 Roleplay the conversation.

Student A

While on holiday in the UK you see an advert for a camping trip to Brighton. You and your friend want to go. Call the tourist office and ask:

- if there are places available.
- how much the trip costs and how you are going to get there.
- things to do in Brighton and what you need to take with you.

You start the conversation.

Student B

You work in a tourist office in the UK. Someone calls you to ask about a camping trip to Brighton. Answer his/her questions and tell him/her about:

- the number of places available.
- the cost of the trip and the transport included.
- things to do in Brighton and what he/she needs to take with him/her.

Your partner starts the conversation.

VOCABULARY AND GRAMMAR

1 Put these words into five categories. Then add three more words from Units 1–2 to each group.

campsite guest house horror hip-hop
jazz polite reggae jealous
science fiction mountain shelter
short story snorkelling sightseeing
tolerant trekking

Books: _____, _____, _____,

_____ , _____ , _____

Music: _____, _____, _____,

_____ , _____ , _____

Holiday activities: _____, _____,

_____ , _____ , _____

Personality adjectives: _____, _____,

_____ , _____ , _____

Types of accommodation: _____, _____,

_____ , _____ , _____

2 In each group circle the odd one out.

1 selfish polite friendly cheerful
2 arrogant rude generous bossy
3 excellent fantastic careless brilliant
4 go arrive depart leave
5 trek brochure trip tour
6 tent ferry rucksack sleeping bag

3 Complete the sentences with the correct form of the words in capital letters.

1 My brother is very _____. He never shuts up. TALK

2 Watching DVDs is my favourite form of _____. ENTERTAIN

3 He's very _____. He wants to be rich and famous. AMBITION

4 He's got a really cheerful _____. PERSON

5 They are collecting money for the _____ children's holidays. ABLE

6 I had a very _____ holiday in a quiet mountain village. PEACE

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 Bill hates listening to rock music. **like**
Bill _____ to rock music.

2 Shirley is watching TV at the moment. **not**
Shirley _____ her homework at the moment.

3 I'm always at school on time. **never**
I _____ for school.

4 We're going to take a train to London. **to**
We're going to _____ train.

5 I'm going to stay at home this summer. **not**
I'm _____ holiday this summer.

5 Complete the email. For each gap circle the correct answer.

Coming to Newcastle!

Reply Reply All Forward Follow Up

From: Jocelyn@greatschools.org

To: vic172@newland.org

Subject: Coming to Newcastle!

Dear Vicky,

Thank you for your email. I ¹ _____ the photo! Your house looks lovely. You sound very busy at the moment. ² _____ with your cousins in Cambridge or are you back home now?

I've got some news for you! I'm coming to see you during the holidays. My parents always ³ _____ to Scotland to see my grandparents at Easter so I can stay with you in Newcastle for a week. They ⁴ _____ a car this time because ours usually breaks down on long journeys – it ⁵ _____ very old!

At the moment I ⁶ _____ in the library at school. We sometimes ⁷ _____ an hour off to study on Tuesdays. I'm looking out of the window and unfortunately it's very grey and cloudy outside. Normally I ⁸ _____ basketball on Tuesday afternoon but I ⁹ _____ today! It's too cold.

Well, that's it. Pete and I ¹⁰ _____ Katy at four. We're all going to the cinema and I'm already late!

Write to me again soon. See you in Newcastle!

Love
Jocelyn

1 a am loving b am going to love c love

2 a Do you still stay b Are you still staying
c You still stay

3 a go b are going c are going to go

4 a are renting b rent c renting

5 a is getting b gets c to get

6 a am going to sit b sit c am sitting

7 a have b are having
c are going to have

8 a play b go to play c am playing

9 a don't play b am not going to play
c not playing

10 a to meet b meet c are meeting

PRONUNCIATION

1 Listen and put the words in the correct column. Then listen and check.

| | | | |
|-----------|-----------|---------|-------------|
| ●●● | ●●● | ●●●● | ●●●● |
| confident | equipment | ability | inspiration |

available citizen community detective
dramatic entertainment fantasy
biology important musical population
pessimistic



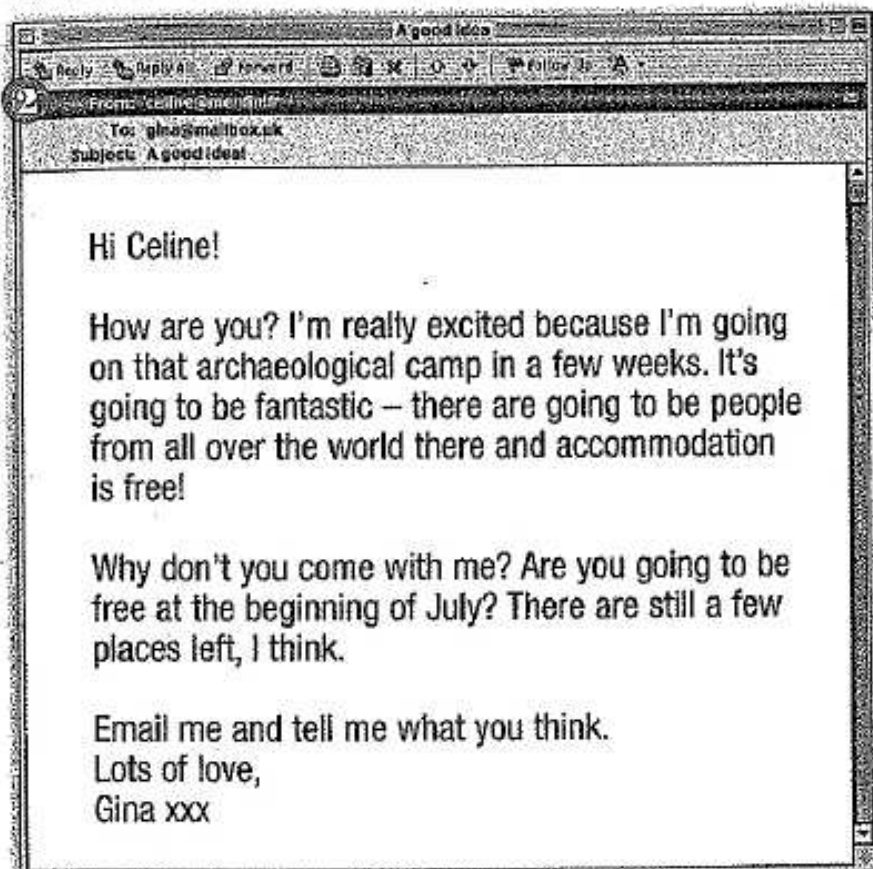
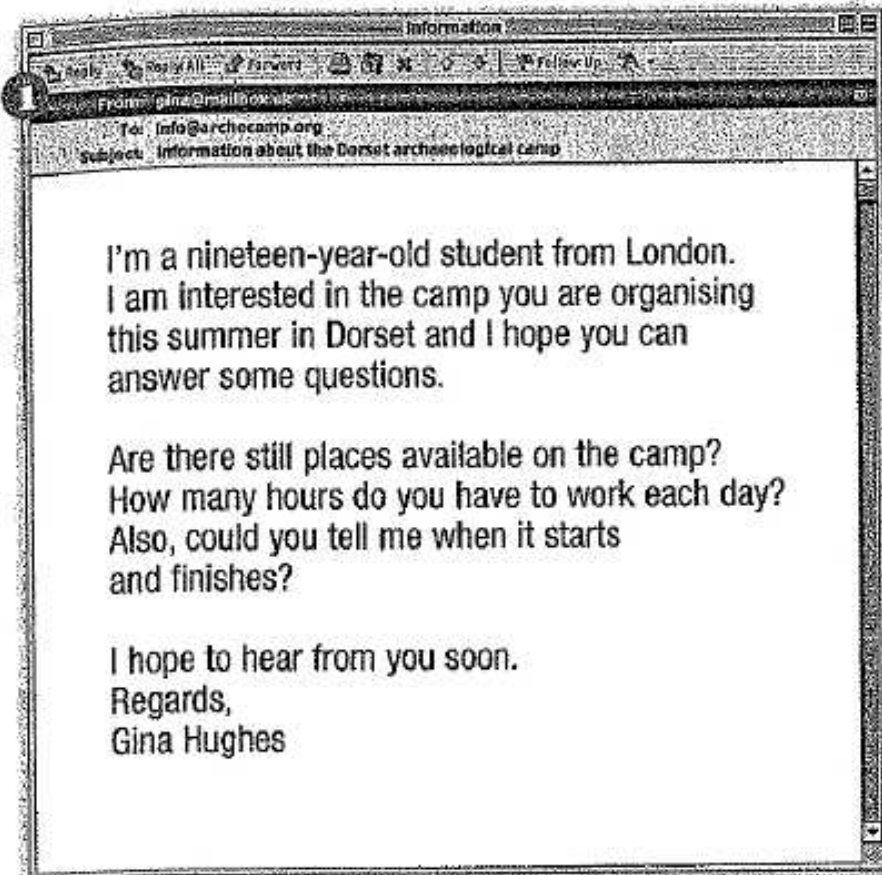
WRITING

1 Answer the questions.

- 1 Do you send emails? How often?
- 2 Who do you send them to?

2 Read Gina's emails and answer the questions.

- 1 Which email sounds formal and is similar to a letter? Why?
- 2 Which email sounds informal and is similar to a conversation? Why?



3 Match endings a-b with the emails in Exercise 2.

- a Love/Bye for now/See you/CU!
- b Best wishes/Best regards/Kind regards

4 Who do we usually send formal emails to? Tick the correct answers and say why.

- people we don't know
- institutions
- friends and close family
- people we know very well

5 Read Celine's email to the camp and compare it with Gina's first email in Exercise 2. Which email is better? Why?

From celine@menfin.fr
To info@archecamp.org
Subject HELP ME PLEASE!!!!!!!!!!!!

Hi guys

How are you? I'm Celine. I'm a fun-loving nineteen-year-old student from Nice.

My friend Gina (she's British and she's really cool) says you're doing a camp in Dorset.

I want to go too. Are there any places left or not? How much money do I need???

Write back quickly and tell me.

C U!!!!

Celine x :-D

6 In pairs, read Train Your Brain and correct Celine's email to the camp.

TRAIN YOUR BRAIN | Writing skills

Formal emails

- a In the subject box, give a clear reason for writing your email.
- b You don't need a greeting if you don't know the person's name.
- c If you know the person's name, you can write *Dear + name*.
- d Smileys (☺), exclamation marks (!), jokes and unimportant information aren't a good idea.
- e End the email with *Best/Kind regards*.

7 Read the advert for the First Class School of English on page 19. Write a formal email to the school.

Find out:

- if there are still places in the Pre-Intermediate group at the moment.
- how much the course costs.
- how many students there are in the group.
- if the school can help you with accommodation.

8 Check your partner's email. Tick each stage in Train Your Brain.

VOCABULARY

1 Think Back! Write four more words in each category.

| Types of accommodation | Means of transport | Holiday and leisure activities |
|----------------------------|-------------------------|--|
| caravan, bed and breakfast | plane, motorbike, ferry | sailing, snorkelling, fishing, cycling, sunbathing, climbing |
| 1 _____ 3 _____ | 1 _____ 3 _____ | 1 _____ 3 _____ |
| 2 _____ 4 _____ | 2 _____ 4 _____ | 2 _____ 4 _____ |

2 Look at the photo below. In pairs, answer the questions.

- What are the people doing?
 - Which country do you think the picture shows?
 - What kind of accommodation do you think they are staying in?
 - Would you like to have a holiday like this. Why?/Why not?
- Choose from these ideas.

.....
 (too) peaceful bad/wet weather fresh air have fun with friends
 cheap (heavy) rucksacks (not) exciting relaxing
 far from the city tiring keep fit beautiful/dramatic scenery

- Is this type of holiday popular in your country?
- What sort of leisure activities are most popular in your country?

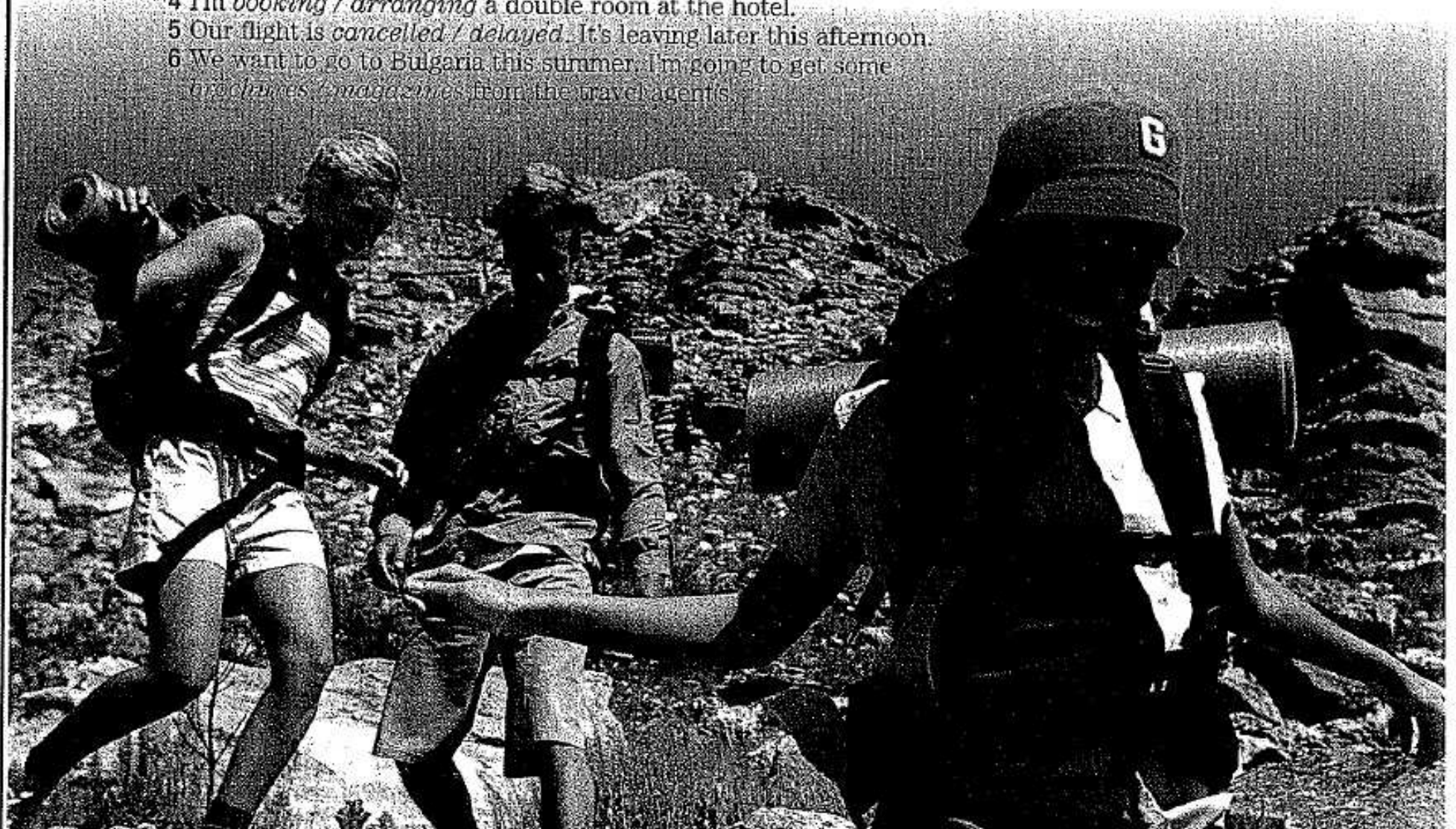
3 Circle the correct answer.

- 1 We've got a tent - we're going to stay *in a guest house / on a campsite*.
- 2 We're going for a *drive / trek* in the country in my new car!
- 3 We're still *loading / packing* our suitcases - and we're leaving in an hour!
- 4 I'm *booking / arranging* a double room at the hotel.
- 5 Our flight is *cancelled / delayed*. It's leaving later this afternoon.
- 6 We want to go to Bulgaria this summer. I'm going to get some *brochures / magazines* from the travel agent's.

4 Complete the sentences with the correct prepositions.

.....
 for to at by (x 2)
 on from in

- 1 Are you travelling _____ Budapest _____ coach or _____ plane?
- 2 We're arriving _____ Buenos Aires at midday.
- 3 They're walking to Kathmandu _____ foot.
- 4 We have to be _____ the airport at half past eleven.
- 5 The Moscow train departs _____ platform 3.
- 6 We're leaving _____ Prague tomorrow morning.



SPEAKING

1 Read the adverts for working holidays and answer the questions.

- Which holiday sounds most interesting? Why?
- Are these kinds of holiday popular in your country?

GO-GETTERS WORKING HOLIDAY IN SCOTLAND

- Use your skills and have a great holiday at the same time!
- Work with disabled children in the beautiful Scottish highlands
- Free accommodation, food and travel
- Earn up to £150 a week
- A great chance to speak English and meet local people

Call Go-Getters now on
(44) 418 672 801

VOLUNTEERS NEEDED FOR ARCHAEOLOGICAL DIG IN DORSET

- Work with students from all over the world in southwest England
- Learn about Roman Britain (we are excavating a 2,000-year-old Roman villa)
- Accommodation available, but you must pay for your ticket to the UK

Please phone (44) 242 6015901
for more information.

2 Listen to the phone conversation. Which advert is this person calling about? Tick the things the student asks about.

- dates food
 accommodation cost
 places available

3 Study Speak Out. What do you notice about the position of the verbs after question words with indirect questions?

| Direct questions | Indirect questions |
|---|--|
| <p>How much does it cost? When does it start? Where is the nearest youth hostel? What time does the train leave? How long does the course last? How many places are there?</p> | <p>Could you tell me how much it costs? ... when it starts? ... where the nearest youth hostel is? ... what time the train leaves? ... how long the course lasts? ... how many places there are?</p> |
| <p>Could you give me some information about accommodation (in the city)? ... summer courses in English? ... entertainment in the city?</p> | |

4 Listen again and look at Speak Out. Tick the questions you hear.

5 In pairs, read the advert and decide what information is missing. Compare your ideas with another pair.

FIRST CLASS

SCHOOL OF ENGLISH

Come to sunny Brighton and learn English!

- courses all year
- all levels from beginner to advanced
- satisfied students from all over the world!

Call us now! (44) 1788 672 801

6 You want to find out the following information. Write a direct and an indirect question for each item.

- The start of the course
 When does the course start?
 Could you tell me when the course starts?
- How many hours of classes there are a week
- The cost of the course
- Where you can stay

7 Listen to a student calling First Class School of English. Which of your questions does he ask?

8 Work in pairs. Look at advert 1 in Exercise 1. Use Speak Out to roleplay a conversation.

Student A

You are interested in the working holiday in Scotland. You can start work on 1 August. You want to know:

- the dates of the holiday.
- where you're going to stay.
- how to get to Scotland from London.

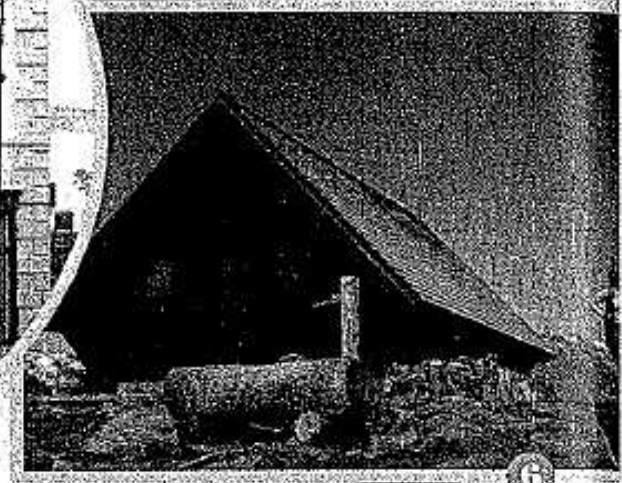
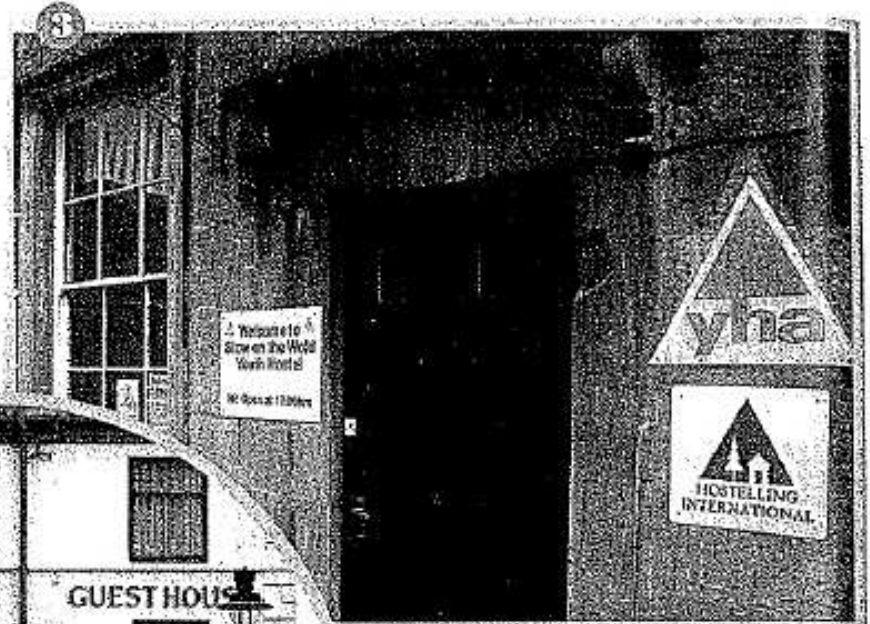
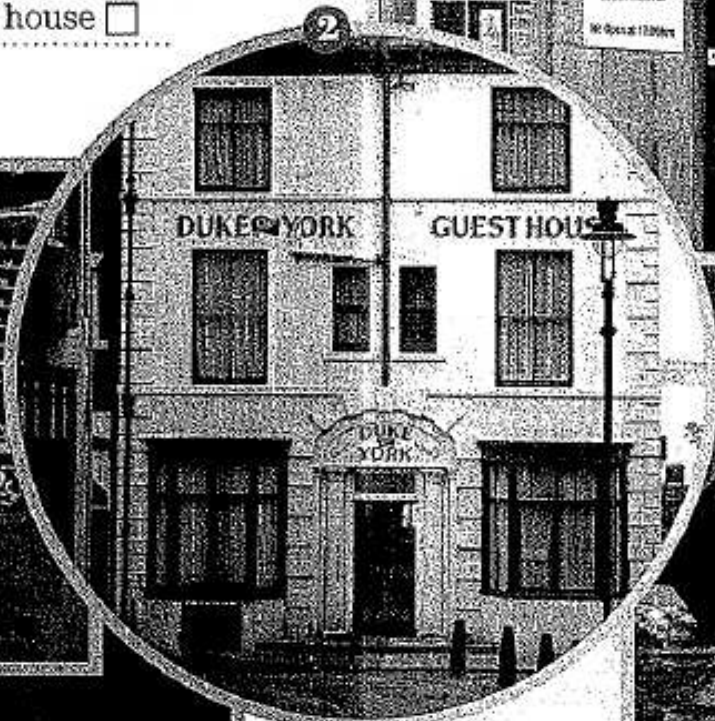
Student B

Look at page 142.

LISTENING

1 Look at the photos. Match pictures 1-6 with the types of accommodation below.

- campsite caravan mountain shelter
 youth hostel hotel guest house



2 Which types of accommodation in Exercise 1 are best for these people? Why?

- 1 A student who wants to go backpacking. He/She doesn't have much money and wants to meet people from all over the world.
- 2 A couple on their honeymoon.
- 3 A family with a car. They want to visit as many places as possible without spending too much money.
- 4 Somebody who wants to relax and ski in the mountains every day.

3 Listen and match the photos in Exercise 1 with the speakers.

- Jack
 Sam
 Bill

4 Listen to Jack, Sam and Bill again. Match the speakers with statements 1-6.

- Jack Sam Bill

- 1 He's staying near the sea.
- 2 He's going backpacking.
- 3 He doesn't need to pay for breakfast.
- 4 He's travelling alone.
- 5 He's going to buy fresh food every day.
- 6 He's going to spend his holiday in the mountains.

5 Listen to Bill saying more about his holiday plans. Tick true and cross false.

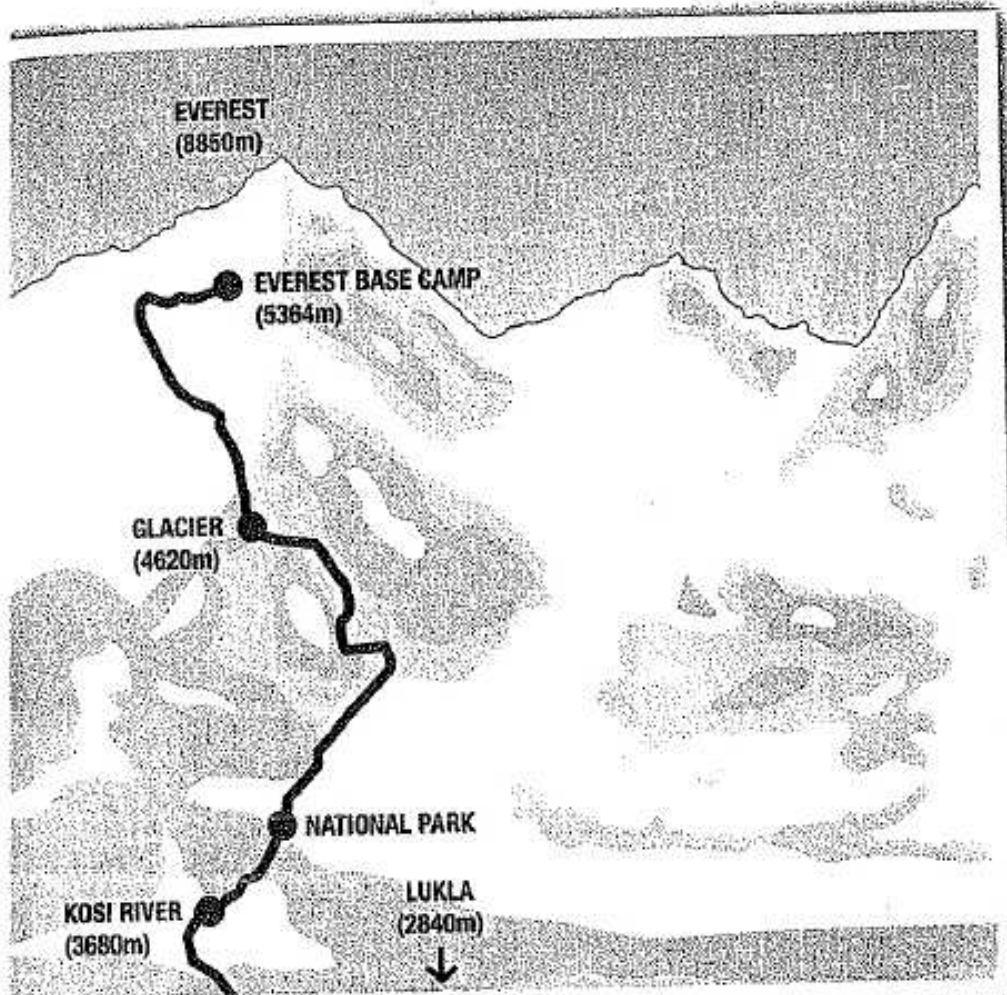
- 1 This is Bill's first holiday in Scotland.
- 2 Bill is starting his walk on Thursday.
- 3 Bill is staying in Scotland for just one week.
- 4 Bill is spending a lot of money on accommodation.
- 5 The mountain shelters have electricity but no hot water.
- 6 You can meet people from different countries in the shelters.

6 In pairs, answer the questions.

- 1 Which places are popular for tourists in your country?
- 2 What kind of accommodation do people stay in?
- 3 Do you often spend your holidays in these places?

- 5 Look at the map of Jamie's trek and find the following places.

Lukla the Kosi River a national park
Mt Everest Base Camp Mt Everest



- 6 Listen and complete Jamie's notes about the expedition. Then listen again and check your answers.

- 1 Fly to Kathmandu on 11th June.
- 2 Spend the night in a .
- 3 Travel to Lukla on June. Pick up animals there.
- 4 Cross the Kosi River on June.
- 5 Spend nights at the national park.
- 6 Camp on the glacier on June.
- 7 Start travelling back to Kathmandu on June.

- 7 Describe Jamie's journey. Look at the map and use the notes in Exercise 6 to help you.

Jamie's flying to Kathmandu on 11 June. Then he's...

- 8 Work in groups. Imagine you are going on an expedition to raise £5,000 for charity. Decide the following things and tell the class.

- What sort of charity are you going to support? Why?
- When and where are you going?
- How are you getting there?
- Where are you going to stay?
- Do you need any special equipment?
- How are you going to raise the money before you go?

Musselburgh Gazette

Jamie is raising £5,000 before he goes. A small part of the money pays for his flight and the rest goes to Go-Getters, which organises holidays and other leisure activities for young disabled people. The charity hopes to use the money to buy a new minibus, specially designed for people in wheelchairs.

Jamie is amazed by the response of other students to his unusual idea. 'They all want to help me. It's fantastic! Next week all the other students in my group are doing a 24-hour sponsored silence. People are going to pay us to keep quiet! Some of the lecturers are going to do it as well - for some of them it's going to be very difficult!'

At the moment, Jamie is training for the trip. He goes to the gym every morning, goes

running every evening and goes swimming four times a week. Jamie is also following a special high-protein diet of fish, fruit and eggs.

'We're going to walk through the high Himalayas for about seven hours every day for almost three weeks, so we need to be very fit! We're all really excited about it, but I also feel nervous. It's certainly a big challenge for all of us.'

And what does Jackie think of Jamie's plans? 'It's a great idea but a little bit crazy too! I'm so proud that Jamie and his friends want to help! Anybody who is interested in sponsoring Jamie's trip should contact the Gazette.'


READING AND LISTENING

1 Before you read the text, answer the questions.

- What does *charity* mean to you?
- How many different types of charity can you think of?
- Do you know anyone who collects money for charity?

2 Quickly read the article and answer the questions. Don't worry about new words.

- 1 Jamie is going to the Himalayas
a for a holiday.
b to do something exciting and help people too.
- 2 Jamie's lecturers
a are helping him to raise money.
b are also travelling to Nepal.
- 3 Jamie is busy before the trip because
a he needs to be very fit.
b he has important university exams.

3  Read the sentences. Then read the article again. Tick true and cross false.

- 1 Jamie is older than his sister.
- 2 This is Jamie's first holiday abroad.
- 3 Jamie is studying Sociology at university.
- 4 Jamie is planning to raise £5,000 after his trip to Nepal.
- 5 Jamie is planning to give all the money to charity.
- 6 Jamie goes running every evening.
- 7 Jackie doesn't want Jamie to go on the trip.

4 In pairs, match words 1-5 with the definitions a-e.

- 1 trek (n) [para. 1]
- 2 raise money (v) [para. 1]
- 3 disabled (adj) [para. 1]
- 4 charity (n) [para. 2]
- 5 challenge (n) [para. 6]
- a** describing somebody who cannot use a part of their body
- b** a long, difficult journey on foot
- c** something that tests your skills or abilities
- d** an organisation that helps people who are poor or sick
- e** to collect money that you can use to help people



Jamie Haynes' sister, Jackie.

Jamie's Charity Challenge

Edinburgh student, Jamie Haynes, is planning to achieve his lifetime ambition.

Next month he's flying to Nepal with five friends to begin a three-week trek of the Himalayas. Jamie, 20, is aiming to raise money for young disabled people at the same time. His younger sister, Jackie, who is paralysed and in a wheelchair, is the inspiration for Jamie's trip.

There's a charity called Go-Getters. It helps young people who are seriously ill or who are disabled, like my sister. 'I always enjoy travelling abroad, especially on unusual adventures, so it's a great way to combine a holiday with helping people,' says Jamie, a Sociology student at Edinburgh University.



Work it out

4 Look at the underlined sentences in the pictures and answer the questions.

- Which sentence talks about:
 a a definite plan for the near future?
 b an unfinalised plan, future intention or ambition?

Check it out

Future arrangements and intentions

We use *going to* to talk about future intentions, ambitions, or unfinalised plans.

We're going to visit Europe this summer.
 I'm going to study Economics at university.

We use the Present Continuous to talk about a definite plan in the near future. We usually mention the time and/or place as well.

We're flying to London in four hours.
 We're visiting Buckingham Palace this afternoon.

5 Choose the best response to situations 1-5.

1 You meet a friend at the station. He's running to the platform and holding his ticket. He says:
 a I'm going to catch the train to London.
 b I'm catching the train to London. (Fact)

2 Your ferry is delayed for six hours! You're very angry. You say:
 a I'm going to write a letter of complaint.
 b I'm writing a letter of complaint. (action)

3 Your friend asks you to babysit this evening. You can't help. You say:
 a I'm meeting my friends at the swimming pool at eight.
 b I'm going to meet my friends at the swimming pool at eight.

4 A friend is coming out of the travel agent's with a lot of holiday brochures. You ask where he wants to go on holiday. He says:
 a I think I'm going to visit Scandinavia this year.
 b I think I'm visiting Scandinavia this year.

5 Your friends are packing a tent into the back of their car. They say:
 a We're going camping. (fact)
 b We're going to go camping.

Mind the trap!

With verbs that describe leisure activities (*hike, swim, sail, camp, sightsee*) you usually add the verb *go + verb + -ing*

I'm going fishing tomorrow, NOT I'm fishing tomorrow.

6 Complete the conversation. Use the Present Continuous or *going to* and the verbs in brackets. Then listen and check.

Tom Hi Louise!
 Louise Oh, hi Tom! How are things?
 Tom We're just packing our suitcases. We are leaving (leave) for the airport in a few minutes.

Louise Where are you going (you/go)?

Tom We are going (go) to Poland for a week. We are flying (fly) to Cracow at midday.

Louise So are you staying in Cracow all week?

Tom No, we are staying (stay) in Cracow for three nights. We've got a reservation in a really nice guest house in the city centre. Then we are going to hike (hike) in the Tatra mountains for a few days. Well, we're not sure yet - it depends on the weather!

Louise Lucky you! Adam and I think we are going to spend (spend) a week or two in Turkey, maybe in August.

7 In pairs, read the adverts below. Choose a holiday and discuss your plans.

Discuss:

- where you plan to go. (going to - plane)
- how you're going to get there.
- when you're leaving and where from.
- where you're going to stay. (my plane)
- what you plan to do when you arrive.

European Holidays

Fly to Greece this summer and experience a superb camping holiday on a Greek island. Ideal for swimming, sunbathing and snorkelling.

Depart 2 June from New York to Athens, Greece
Return 2 July

On Your Bike!

Extraordinary cycling holidays in The Netherlands

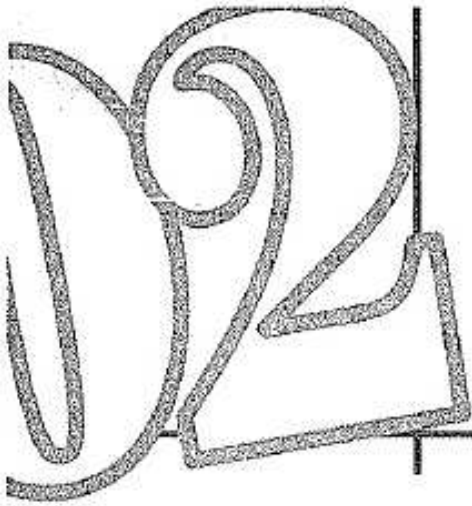
Accommodation in local youth hostels
Sightseeing tours in Leiden and Utrecht

Coach from London to Amsterdam 2 May
Amsterdam to London 9 May

8 In pairs, ask about your future plans. Use the Present Continuous, *going to* and the times below.

tonight this weekend next summer

- A What are you doing this weekend?
 B On Saturday evening I'm meeting a friend. I think I'm going to play squash on Sunday morning.



Globetrotter!

Read, listen and talk about future plans and travel.

Practise the Present Continuous and *going to* for future plans and intentions; travel vocabulary.

Focus on asking for information.


Write formal and informal emails.

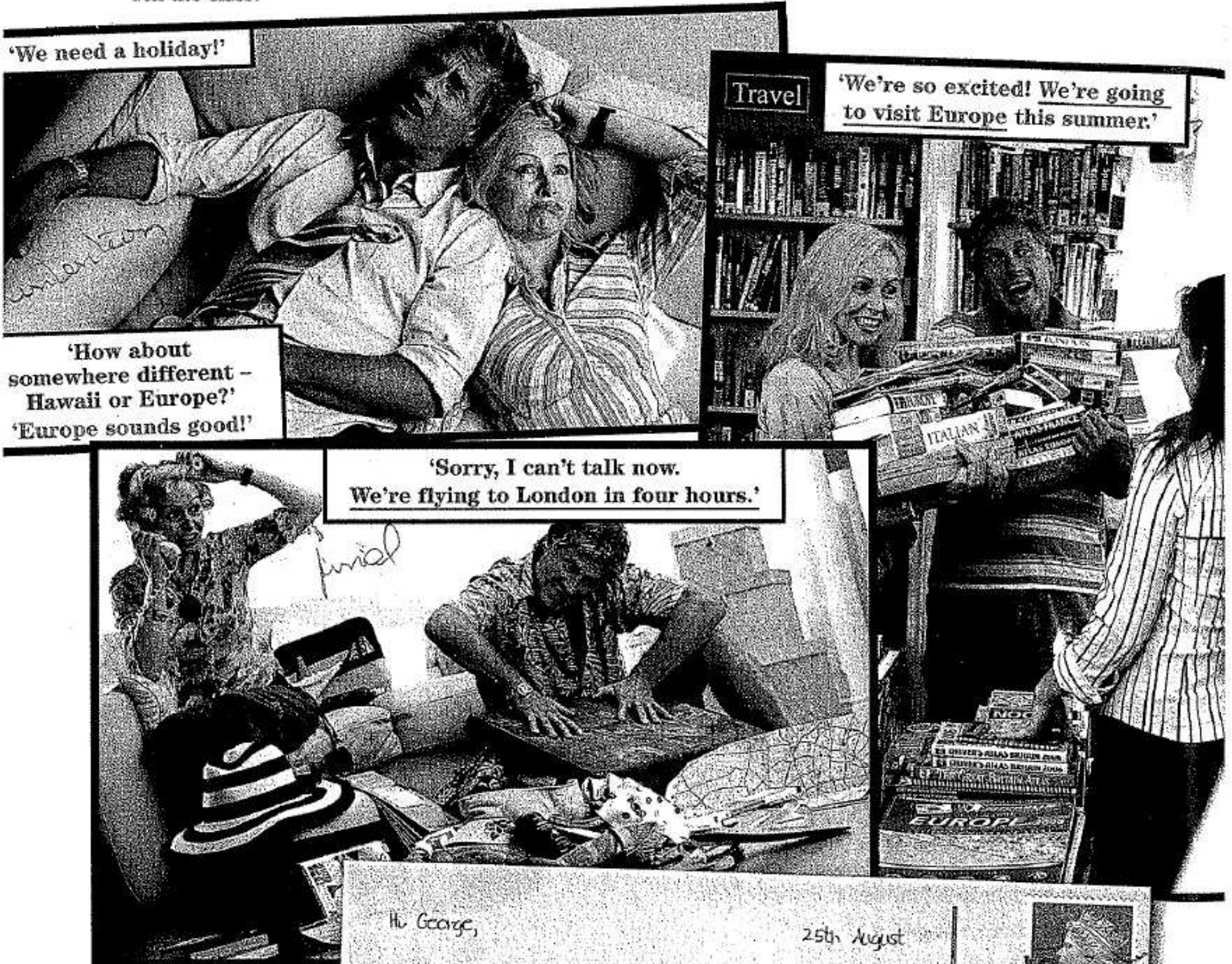
GRAMMAR AND SPEAKING

1 Read and answer the questions.

- Do you enjoy travelling?
- Which countries interest you most? Why? Tell the class.

2 Look at the pictures and read the postcard below. Which countries do the couple finally decide to visit?

3  Listen to the conversation. Is the holiday a success? Why?/Why not?



'We need a holiday!'

'How about somewhere different - Hawaii or Europe?'
'Europe sounds good!'

Travel

'We're so excited! We're going to visit Europe this summer.'

'Sorry, I can't talk now. We're flying to London in four hours.'

Hi George,
 25th August
 Well, here we are in London. We're visiting Buckingham Palace and Big Ben this afternoon.
 Then after lunch we're taking a coach to Windsor Castle. Tomorrow morning we're flying to Paris and then on Tuesday we're staying the night in Amsterdam.



George Laval
 2707 Elk Way
 Toronto



SPEAKING

- 1 **CD 19** Listen to the two dialogues. What's the difference between them?
- 2 **CD 19** Study Speak Out. Listen to the second dialogue again and complete it with expressions from Speak Out. Then, in pairs, practise the dialogue.

Sarah What do you do, Rob?
 Rob I work for a TV company.
 Sarah Oh ¹ _____? ² _____!
 Rob Yes, it's great fun. So, ... what about you? What do you do?
 Sarah Well, I work for a fashion magazine.
 Rob ³ _____? ⁴ _____! Where?
 Sarah It's in central London – St Martin's Lane.
 Rob ⁵ _____? ⁶ _____! Let's meet up.

SPEAK OUT | Expressing interest

| Echo questions | Other expressions |
|-------------------|--|
| Have you? Has he? | Really? |
| Do you? Does she? | Brilliant!/Great!/Wow!/Cool! |
| Can you? Can he? | How interesting! |
| Are you? Is she? | What an interesting thing to do! |
| Is it? Are there? | That sounds brilliant/great/cool/good/interesting! |
| | That's brilliant/great/cool/good/interesting! |

- 3 **CD 19** Match sentences 1–6 with echo questions a–f. Listen and check. In pairs, practise saying the echo questions.

- 1 I've got three sisters.
- 2 I come from Lisbon.
- 3 My sister can speak Italian.
- 4 I'm bilingual.
- 5 Seville is very beautiful.
- 6 There are some very old buildings in my home town.

- a Are you?
- b Is it?
- c Have you?
- d Do you?
- e Are there?
- f Can she?

- 4 **CD 19** Listen to the sentences. Answer with the correct echo question. Then listen and check.

- 1 My mum's a vegetarian.
Is she?
- 2 I come from London but I live in Berlin.
- 3 There are two official languages in my country.
- 4 French is my mother tongue.
- 5 My brother can do karate.
- 6 I've got my own website.

- 5 Complete sentences 1–5 with information about yourself. Then work in pairs and make dialogues. Take turns.

Student A

- 1 I've got _____.
- 2 My parents come from _____.
- 3 I'm getting much better at _____ these days.
- 4 I can _____.
- 5 There's a fantastic new _____ in town.

A I've got some new CDs.

B Have you? / Really?

- 6 Write six questions to ask your partner. Use the prompts below.

Do you like ... ?

Are you interested in ... ?

Have you got ... ?

Can you ... ?

What are you doing on ... ?

Are you getting better at ... ?

Do you belong to ... ?

- 7 Work in pairs. Ask each other your questions from Exercise 6. Remember to sound interested!

A Are you interested in history?

B Yes, very much.

A Oh, are you?

- 8 Look at the cartoon and complete the caption with the correct echo question.



'She also plays the violin in the National Philharmonic Orchestra, you know.'



LISTENING AND SPEAKING

1 Look at the photo and answer the questions.

- What is the man's job?
- What kind of person do you need to be to do this job?

2 Listen and answer the questions.

- 1 Why does Mr Jordan want to speak to Jay?
- 2 Why do customers complain about Jay? Give two reasons.
- 3 Where do Jay and Mr Jordan work?
- 4 What's the relationship between Jay and Mr Jordan?

3 Listen again. Tick true and cross false.

- 1 Jay is often late for work.
- 2 Jay is working every evening this week.
- 3 Jay serves the customers very quickly.
- 4 *Jordan's* is a quiet restaurant.
- 5 Jay is becoming careless at work.
- 6 Jay is falling asleep at work.
- 7 Mr Jordan wants Jay to stay in his job.

4 What kind of person is Jay? In pairs, write down three adjectives. Then compare your ideas with another pair.

- 1 _____
- 2 _____
- 3 _____

5 In pairs, answer the questions.

- 1 Why do you think Jay is having problems at work?
- 2 Why does he need the money?

- A I think Jay is having problems because he's lazy.
 B No, I don't think he's lazy. I think he just doesn't like his job.

6 Listen to Jay's conversation with his friend Nick. Were your answers to Exercise 5 correct?

Work in pairs. Write three more adjectives to describe Jay and compare them with your answers to Exercise 4. Do you have a different opinion of him now?

- 1 _____
- 2 _____
- 3 _____

In pairs, complete the conversation between Nick and Mr Jordan. Practise saying your dialogue, then perform it for the class.

Student A

You are Mr Jordan, Jay's boss at the restaurant. You are very unhappy with Jay because you are having problems with him at work.

Student B

You are Nick, Jay's best friend and Mr Jordan's neighbour. You think that Jay is a wonderful guy – hard-working, intelligent and helpful. You also know that Jay is working very hard to save money to train to be a pilot in the Flying Doctor Service.

Mr Jordan So, you know Jay?

Nick Oh yes, I know him very well. He's my best friend actually.

Mr Jordan Jay is working at my restaurant. I'm having problems with him. He

Nick _____
 That's surprising. I think Jay's

Mr Jordan Well, he's not a very good waiter. He has to look for another job!

Nick Really? But, Mr Jordan, Jay really needs the money. He _____

Mr Jordan A pilot in the Flying Doctor Service? Perhaps I should give him another



joke (cluste)

Who am I?



Tick the correct sentences and correct the wrong ones.

- 1 Jack isn't liking the book. like
- 2 I'm listening to a great piece of music.
- 3 George doesn't know the answer.
- 4 I'm sorry but I'm not agreeing with you. agree
- 5 I'm thinking my answer is wrong.
- 6 You aren't understanding the joke.

Complete Michel's message to the English Contacts website with the verbs below.

understand love belong like want think

Address: www1.englishcontacts.com

English Contacts

Posted by Michel at 14:37

My name's Michel and I'm twenty-two. I come from Belgium but at the moment I'm studying English in London. I love painting and I want to be a professional artist in the future. I also belong to a youth theatre group in Liège and I enjoy acting. I don't have time for sport at the moment but I like swimming. I also like crime novels (at the moment I'm reading books by P.D. James). Thanks to my course, I think my English is getting better and now I understand more when people speak to me. My friends say that I'm romantic and cheerful. Oh, I'm also crazy about football. This is my first post – if you have the same interests as me, please write! My email address is michel@webmail.be

Posted by Murat at 19:27

Hi Michel,
First of all, welcome to English Contacts! I am also living in London at the moment and studying at a language school in Camden. I come from Istanbul in Turkey and I enjoy Art too. In fact I want to work as an artist in London when I finish my studies.

Work it out

Look at these examples and answer the questions.

I often go home at lunchtime.
I want to be alone.

- 1 Which verb describes:
a an action? go
b a state (thoughts, feelings, beliefs)? want
- 2 Which of these verbs can you use in the Present Continuous? go
- 3 Look at the quotations in Exercise 1 again. Which verbs describe states? want, hate, understand

Check it out

State and action verbs

We use simple and continuous tenses with action verbs. The meaning of the verb doesn't change.

I often eat fruit. → I'm eating an apple now.
I go home at lunchtime. → I'm going home now.

We can only use simple tenses with state verbs (e.g. believe, belong, hate, know, like, love, need, prefer, see, understand).

I want to be alone. NOT I'm wanting to be alone.
Yes, I remember now. NOT I'm remembering now.

Read Michel's message again. Tick the things he writes about.

- Age
- Nationality
- Where he lives
- Family
- How well he knows English
- Hobbies, interests, sports
- Personality

How 1/9

Write about yourself for the next exercise.

EXERCISE 2.
I have a 50 year old. I'm Argentine and live here. I'm studying English in a language school. I want to talk better in the future.

VOCABULARY

1 Think Back! Complete the personality adjectives that describe Paddy.

1 ch _ _ _ _ i

2 c _ _ v _ _

3 h _ _ _ - w _ _ _ _ _

4 m _ _ _ _ t

5 p _ _ s i _ i _ i _

6 r _ m _ _ _ _

7 t _ _ k _ _ _ v _ _

2 Underline personality adjectives that have a positive meaning. Use a dictionary if you need to.

- | | |
|----------|------------------------|
| stupid | rude |
| tolerant | optimistic |
| lazy | friendly |
| jealous | proud <i>orgullos</i> |
| arrogant | selfish <i>egoista</i> |
| bossy | boring <i>aburrido</i> |
| quiet | polite <i>cortes</i> |
| shy | helpful <i>útil</i> |
| lively | confident |
| generous | |

perajoso
alojo
mendon
temido
amado

3 Match adjectives 1-6 with their opposite meanings a-f.

- | | | | |
|------------|---|--------------------------|-----------------------------|
| 1 stupid | F | <input type="checkbox"/> | a modest |
| 2 lazy | E | <input type="checkbox"/> | b talkative <i>hablador</i> |
| 3 arrogant | | <input type="checkbox"/> | c boring |
| 4 quiet | b | <input type="checkbox"/> | d polite |
| 5 lively | e | <input type="checkbox"/> | e hard-working |
| 6 rude | d | <input type="checkbox"/> | f clever <i>listo</i> |

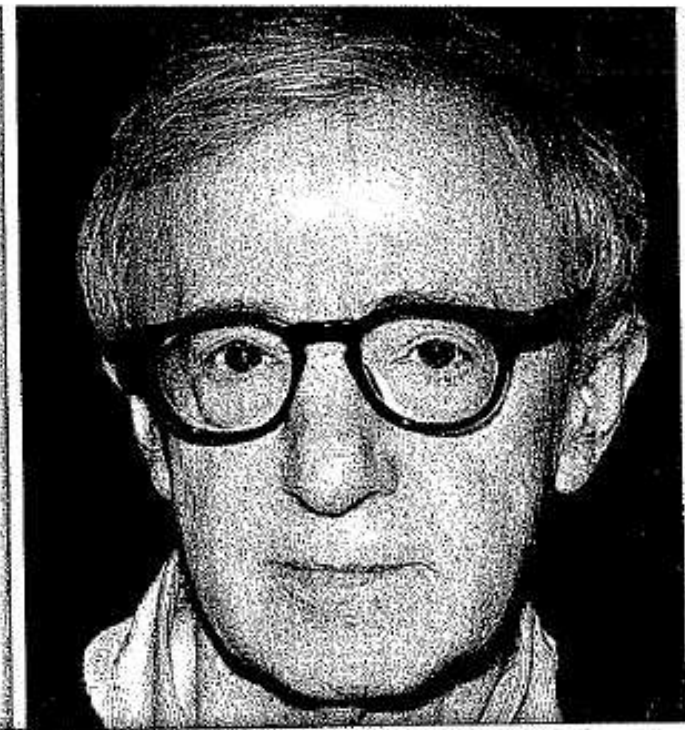
4 Choose the correct answer.

- Jessica is a very c girl. She loves meeting new people.
a generous b selfish c friendly
- The British are quite c. They feel uncomfortable with strangers.
a confident b cheerful c shy
- Tom is extremely a. He thinks he's better than everyone else.
a arrogant b tolerant c helpful
- My brother is always b. He's very positive about the future.
a jealous b optimistic c serious
- Dan is very a. He always has a smile on his face!
a cheerful b ambitious c tolerant
- Anna's a c person. She always tells other people what to do.
a lively b talkative c bossy

alegre

5 Work in pairs and follow the instructions.

- Choose five adjectives that describe your personality and two that don't.
- Tell your partner what your adjectives are. He/She guesses which two do NOT describe you.



GRAMMAR AND WRITING

1 Read the quotations. Write the missing verbs. Then listen and check.

agree hate understand want (x 2)

1 I hear and I forget. I see and I remember. I do and I understand.
Confucius

2 Whenever people agree with me, I always think I must be wrong.
Oscar Wilde

3 It's not that I'm afraid to die. I just don't want to be there when it happens!
Woody Allen

4 I'm not a vegetarian because I love animals. I'm a vegetarian because I love plants.
A. Whitney Brown

5 I want to be alone.

Has Britain got an identity crisis?

Now that the United Kingdom's latest population statistics are available, Terry Bleater asks, 'Do the British know who they are?'

A To the rest of the world, people from the UK are British. But it's surprising to learn that only 31 percent of people in the UK say they are just British. In fact, nearly half the population say their nationality is something else - English, Scottish, Welsh, Irish or perhaps

Vietnamese, Indian or Somali. Some people, about 16 percent, even say that they have two nationalities: they are British, but also Scottish or Chinese. There are hundreds of possibilities! Are we confused? Is it a problem?

B No, it doesn't seem to be. Britain is changing all the time and we are not just tolerant of differences - we are proud of them. We enjoy the diversity that multiculturalism gives us. The ethnic groups that exist in the UK bring with them at least six major religions, including Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. Each community contributes its own culture and language. Britain still has two official languages, English and Welsh, but we speak many more approximately 150 in fact - from

Mandarin Chinese to Urdu. Many of us are even bilingual.

C And then there's the fun stuff that cultural diversity brings, in music, food and the arts. The days of fish and chips are behind us, as a walk around the capital shows. Almost every district has Lebanese, Chinese, Thai and Vietnamese restaurants. Thousands of Londoners visit the Notting Hill Carnival every year to dance to steel bands, reggae, soca, calypso and jazz. Our cinemas show films from India and South America and thousands of people fill our pubs and clubs to listen to everything from Irish dance bands to African hip-hop. Welcome to New Britain: a confident, tolerant country which is proud of its many cultures.



suppose he

excluded

arguing

rare

minor

Gales

also

READING AND SPEAKING

1 Look at the map and complete the text.



Great Britain is an island with three different nations: ¹ England, Scotland and ² Wales. Many learners of English say *England* or *English* when they mean *Britain* or *British*. This is a mistake! The United Kingdom (UK) is a political name for England, ³ Scotland, Wales and Northern Ireland together. When people say *Britain* or *British*, they are talking about the UK too.

2 Read the article on page 9 quickly and decide what the main idea of the article is. Don't worry about new words.

- 1 Languages in Britain
- 2 Multicultural Britain
- 3 Britain's crisis

3 Quickly read the article again. Circle the words in each paragraph that show the main ideas.

4 Use your circled words to help you match the headings with the paragraphs. There are two headings you don't need.

- 1 Religion and language
- 2 Different generations
- 3 Statistics
- 4 Geography and population
- 5 Entertainment and food

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

When you want to understand the main ideas in a text:

a Don't worry about / Check any words you don't know.
b As you read, decide what the main ideas of each sentence / paragraph are.
c Memorise / Circle a few words or phrases to help you remember the main ideas.

6 In pairs, decide which sentence is the best summary of the article.

- 1 A typical British person doesn't know what his/her nationality is.
- 2 Many people don't want to call themselves British.
- 3 Britain's identity is changing and this makes life in Britain more exciting.

7 Look at the underlined words in the text and match them with the definitions.

- 1 a belief in a god or gods *religion*
- 2 to be able to speak two languages *bilingual*
- 3 people who live in the same area or town *multicultural*
- 4 the number of people living in a country *population*
- 5 having many types of people or things at the same time *cultural diversity*
- 6 having people from many different cultures *community*

8 Listen to people talking about their identity. Match speakers 1-5 with opinions a-e.

- 1 Iman
- 2 Steve
- 3 Adil
- 4 Megan
- 5 Robert

- a My home town is very important but I also feel European.
- b My nationality is very important - I always support the national team.
- c The language that I speak at home is very important to me.
- d My religion is very important to me.
- e I'm British but I usually say I'm a citizen of the world.

9 Look at the ideas below. Which three are the most important to your identity?

citizen of the world *Ciudadano*

club/sports team

family and friends (1)

European, Asian, American

community and home town

nationality (3)

school

religion

language (2)

10 Talk about your choices in Exercise 9 with the rest of the class.

- A For me, nationality is very important because I love my country.
- B I don't agree - nationality isn't important - family and friends are really important.



3 **12** Listen again and answer the questions.

- 1 What is the name of Patrick's band? *Starters*
- 2 Which football team does he support? *Arsenal*
- 3 What is his nationality? *Half-Irish, Half-English*
- 4 How old is he? *21*
- 5 Where do his parents live? *Brighton*
- 6 What is he studying? *Law*
- 7 Which club does he belong to? *the Irish Club.*

4 What kind of person is Patrick? Which words do NOT describe him?

lazy clever talkative romantic punctual
quiet pessimistic musical cheerful

5 Were any of your predictions to Exercise 1 correct?

Work it out

6 Match statements 1-5 with definitions a-e.

- 1 We often email each other. b
- 2 He's staying with us at the moment. c
- 3 We're getting quite popular these days. d
- 4 I come from Ireland. a
- 5 Listen! He's playing the drums now. e

- a a fact that doesn't change
- b a routine or a habit
- c something that's temporary
- d something that's changing
- e something that's happening now

7 Look at the texts in Exercise 2. Which tenses are used with these time expressions?

never often these days now always
at the moment

Check it out

Present Simple and Present Continuous

We use the Present Simple for routines/habits and facts that don't change.

We often email each other. I come from Ireland.

Time expressions: never, often, sometimes, usually, regularly, always

We use the Present Continuous for things happening now, temporary situations and change and development.

He's playing the drums now. He's staying with us at the moment.

We're getting quite popular these days.

Time expressions: at the moment, these days, now, this term/year

8 Circle the correct words.

- 1 He isn't watching / doesn't watch a match now. He's in the library.
- 2 Paddy often watches / is often watching football matches with his friends.
- 3 Do you work / Are you working or can I come in?
- 4 My English is getting / gets a lot better.
- 5 He usually stays / is staying in his flat in London, but he is staying / stays with his parents at the moment.
- 6 I spend / am spending more time with my girlfriend these days.
- 7 We don't write / aren't writing to each other very often.

9 **13** Listen to what is happening in Paddy's life these days. Complete the sentences with a verb.

- 1 Paddy goes to bed very late at the moment.
- 2 He spends more time with the band.
- 3 He spends much time with his girlfriend.
- 4 He isn't sleeping very well at the moment.

10 What is happening in your life at the moment? Tell your partner.

I'm ... at the moment. I'm also ... these days.

11 **14** Listen and answer the questions.

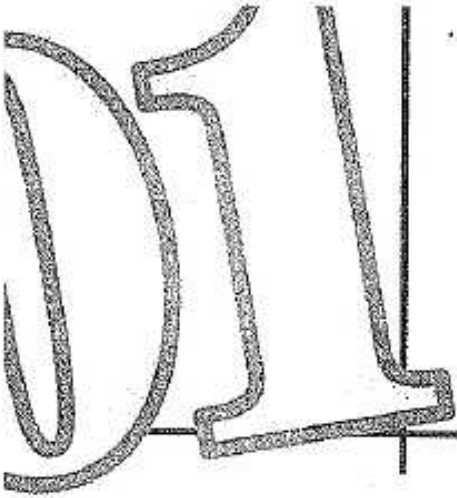
- 1 What music does Paddy usually listen to? *Rock*
- 2 What music is he listening to at the moment? *Jazz*
- 3 What kind of books does Paddy usually read? *science*
- 4 What is he reading at the moment? *Law film*

12 In pairs, ask and answer questions about your interests.

science fiction crime fantasy horror
short stories detective stories classic

classical jazz techno hip-hop reggae
rock soul pop heavy metal

| | You | Your partner |
|--|-------------------------|------------------|
| 1 What sort of music do you usually listen to? | I usually listen to ... | Robert likes ... |
| 2 What bands do you like? | | |
| 3 What sort of books do you enjoy? | | |
| 4 What are you reading at the moment? | | |



Who am I?

Read, listen and talk about identity.

Practise the Present Simple and Present Continuous; state/action verbs; personality adjectives.

Focus on expressing interest; reading for the main ideas.

Write a personal introduction.

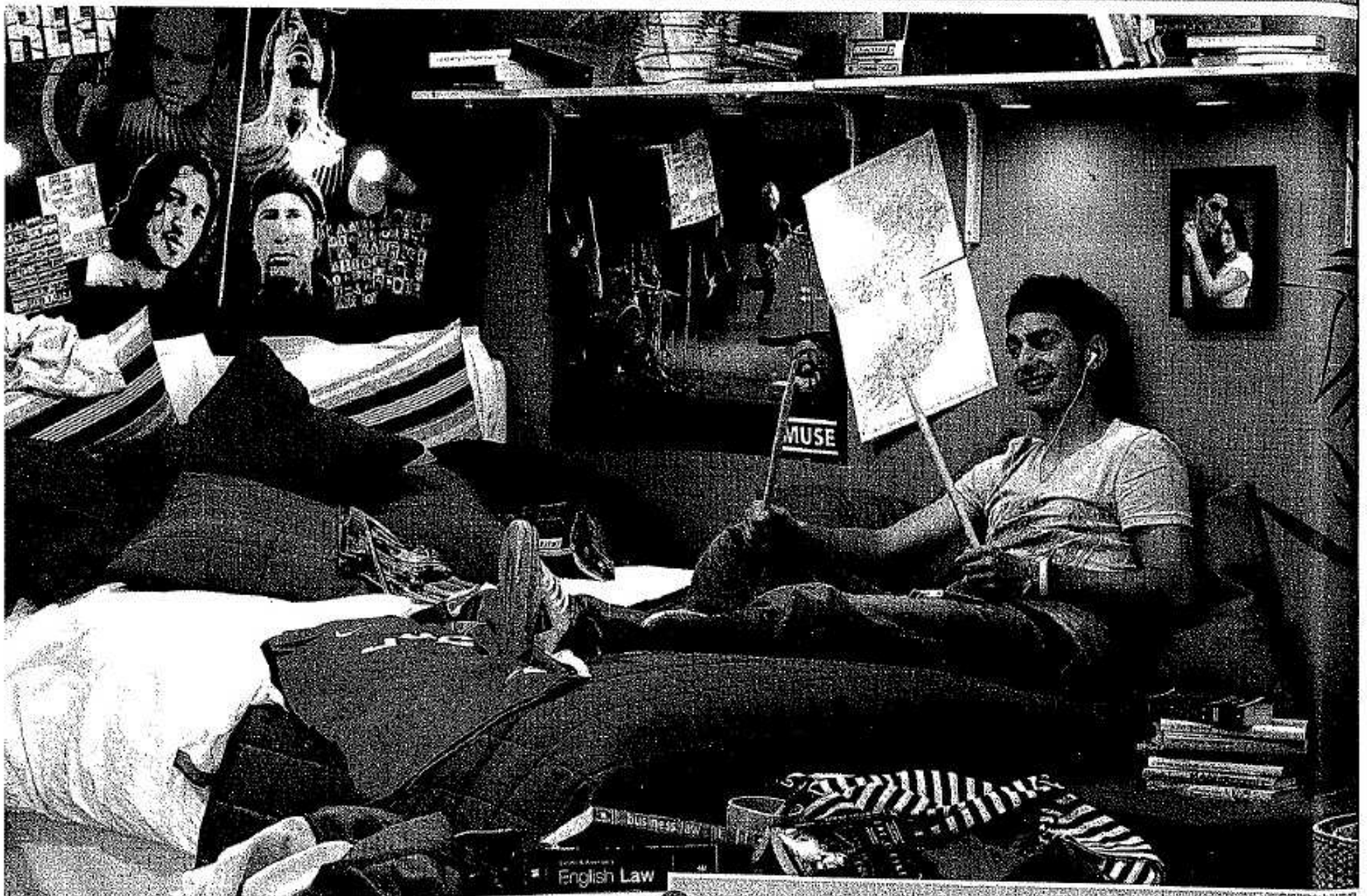
GRAMMAR AND LISTENING

1 Look at the photo. What can you say about this person just by looking at the photo?

- How old is he?
- Where does he come from?
- Anything else about him?

2 Read what Patrick's friends and family say about him. Match the texts 1–6 below with the speakers. Then listen and check.

- | | | | |
|--------|--------------------------|-------------|--------------------------|
| sister | <input type="checkbox"/> | friend | <input type="checkbox"/> |
| mother | <input type="checkbox"/> | band member | <input type="checkbox"/> |
| father | <input type="checkbox"/> | girlfriend | <input type="checkbox"/> |



1 We both belong to a rock band. Paddy is the drummer. Listen! He's playing the drums now. We're doing really well these days – we're getting quite popular.

2 It's funny, we never call him Patrick. He's just Paddy to us. Unfortunately, I don't see him very much now but we often email each other. We're really interested in football.


3 I come from Ireland and my wife's English – I think Paddy's very proud to have some Irish blood in him!


4 Paddy's five years older than me. He hates the music I listen to and he doesn't like my friends, but he's OK.

5 I'm really proud of Patrick. He comes home to visit us quite often. In fact, he's staying here at the moment because it's the Christmas holidays.

6 He's studying at London University. I love him but he's very busy. He belongs to lots of different clubs and societies, but he's always late.

| Reading | Listening | Speaking | Writing |
|--|---|---|--|
| A personality test | A phone conversation Interviews about work | | |
| An article about unusual jobs | | | |
| A formal letter | Phone calls and messages | Roleplay: Taking and leaving phone messages | |
| A CV and a job application form | A job interview | Being interviewed for a job | Writing skills: Application forms |
| | | | |
| | A family argument A phone call | Asking and talking about things you have experienced | |
| An interview about a 50th wedding anniversary | People talking about their relationships with others | Describing a photo Talking about relationships | |
| A short story about a family | Song: <i>Ain't no sunshine</i> | | |
| Text messages A couple gossiping | A discussion about piercings opinions; Relationships | Describing a photo; Expressing | A text message |
| A quiz about the media Extracts from newspapers | | | |
| An article about TV | | A class survey on TV viewing | |
| | Extracts from the radio A radio phone-in | Explaining, repeating, interrupting and hesitating | |
| A letter to a newspaper Phrases for formal letter-writing | An Internet message | | Writing skills: Formal letter (1) |
| | | | |
| Anecdotes about crimes | An unsuccessful crime | | |
| A newspaper report on a crime | A dramatised detective story | A murder mystery | |
| A story about a criminal | | | |
| An advert for a lost item | A conversation with a friend about a problem | Expressing fear, shock and surprise; giving reassurance | An advert |
| Film reviews A poem | | | |
| A programme for an arts festival | A conversation about which events to go to | Making and responding to suggestions | A film review |
| An article about graffiti | | A debate about art | |
| An informal email Short messages/notes | | | Writing skills: Short notes/messages |
| | | | |
| | Two interviews with people about sport | Talking about sports you would like to try | |
| An article about a teenage explorer | | | |
| An advert for a medicine | A conversation about health Short dialogues about health | | A list of rules Giving advice |
| A 'get well soon' email | A conversation at the doctor's surgery A radio phone-in | Asking for and giving advice | |
| A quiz on a website | Two people trying a quiz | Using question tags | |
| An article about Europe | Giving opinions on the EU | | |
| | A radio arts programme People talking about ambitions | Talking about wishes, plans and intentions | |
| A letter giving information | | Discussing your country | Writing skills: A formal letter (2) |

 Texts recorded on Class CD/Cassette

 Texts recorded on CD ROM

| Unit | Page | Grammar | Vocabulary |
|-----------------------------|---------|--|---|
| 8 The world of work | 68-69 | Gerund and infinitive verb patterns | Jobs and professions Adjectives to describe jobs |
| | 70-71 | | Words and phrases about jobs |
| | 72-73 | | Jobs and workplaces Email addresses |
| | 74-75 | | |
| | 76-77 | Think Back Revision 4 Units 7-8 | |
| 9 Love and trust | 78-79 | Present Perfect Contrast Present Perfect with Past Simple | Time adverbials <i>just, already, (not) yet</i> <i>Ever</i> and <i>never</i> |
| | 80-81 | Present Perfect for things still happening now | <i>For</i> and <i>since</i> Phrasal verbs (2) Relationships |
| | 82-83 | | |
| | 84-85 | | Text message abbreviations |
| 10 The media | 86-87 | The Passive | Newspapers, magazines and the Internet |
| | 88-89 | | TV and TV programmes |
| | 90-91 | | Radio and radio programmes The media |
| | 92-93 | | Linking expressions |
| | 94-95 | Think Back Revision 5 Units 9-10 | |
| 11 Crime doesn't pay | 96-97 | Past Perfect | |
| | 98-99 | Articles | |
| | 100-101 | | |
| | 102-103 | | Crime, criminals and the law |
| 12 Entertain us! | 104-105 | Reported Speech: Reporting statements | Films and reviews |
| | 106-107 | | Films, art and entertainment Dictionary skills: Antonyms |
| | 108-109 | | |
| | 110-111 | | |
| | 112-113 | Think Back Revision 6 Units 11-12 | |
| 13 Health matters | 114-115 | Second Conditional (contrasted with First Conditional) | Sport and fitness |
| | 116-117 | | Phrasal verbs (3) Personality adjectives (2) |
| | 118-119 | Modals <i>should, shouldn't, must, mustn't, have to</i> and <i>don't have to</i> | Health and illness |
| | 120-121 | | |
| 14 Europe, Europe | 122-123 | Question tags | The European Union/European countries |
| | 124-125 | | |
| | 126-127 | | Nation, society and government |
| | 128-129 | | |
| | 130-131 | Think Back Revision 7 Units 13-14 | |

| Reading | Listening | Speaking | Writing |
|---|--|--|-----------------------------------|
| | Personal interviews Conversation with an old friend | Interviewing a partner about habits and changes in life | |
| Newspaper article about British identity | People talking about their identity | Ranking things that are most important for your identity | |
| Famous quotations A post on a message board | | | A personal introduction |
| | Dialogues: people with different opinions | Sounding interested Roleplay | |
| | Dialogues: a couple on holiday/ talking about holiday plans | Talking about plans for the near future Planning a holiday | |
| An article about a charity walk | Following an itinerary | Planning a fundraising walk | |
| Adverts for working holidays | Speakers talking about plans A phone call making enquiries | Talking about your country Asking for information | |
| Emails asking for information | | Describing a photo | Writing skills: Formal emails |
| | | | |
| A piece of personal writing about the first day at school | People talking about their first day at secondary school | Describing a photo Pronunciation (Past Simple) | A personal anecdote |
| An article about dyslexia | | Talking about abilities | |
| A questionnaire about childhood | A personal anecdote A reunion party | Talking about past habits Meeting people in ten years Asking for/giving permission | |
| Anecdotes: Eureka moments | Guessing the context from audio clues | Talking about what you were doing at a specific time | |
| A quiz about sleep A magazine article about sleep | | Describing a photo | |
| | Stories of memorable days Coleridge and <i>Kubla Khan</i> | Recounting a past event | |
| An anecdote: The invention of TV | | | Writing skills: Past events |
| | | | |
| A magazine article about competing neighbours | | Talking about where you live/location | |
| An informal email | Being shown around a house | | |
| Two newspaper articles on modern homes | Someone describing a favourite room | Talking about household gadgets | A description of a room |
| | Someone describing a picture | Describing a picture | |
| An article on healthy eating | People talking about the kind of food they buy | Interviewing each other about eating habits | |
| An article on vegetarianism | People talking about diets | | |
| | Eating out: guessing the context | Pronunciation: Word stress Complaining and apologising | |
| | | | Writing skills: Questionnaires |
| | | | |
| | Listening to a fortune teller | | |
| An article about the future of technology | | Talking about probability Talking about life in the future | |
| Election leaflets | | | An election campaign leaflet |
| | A radio discussion on the life of Nostradamus | Describing a photo Talking about the future | |

| Unit | Page | Grammar | Vocabulary |
|---|-------|---|--|
| 1 Who am I? | 6-7 | Present Simple and Present Continuous | Personality adjectives (1) Adverbs of frequency and time expressions |
| | 8-9 | | Countries/nationalities (the UK) Identity: organisations and groups |
| | 10-11 | State and action verbs | Personality adjectives State and action verbs |
| | 12-13 | | Echo questions Expressions for sounding interested |
| 2 Globetrotter! | 14-15 | <i>going to</i> and Present Continuous for plans and intentions | Travel plans |
| | 16-17 | | Charities |
| | 18-19 | Direct and indirect questions | Holiday accommodation |
| | 20-21 | | Accommodation, travel and holiday activities Prepositions |
| 22-23 Think Back Revision 1 Units 1-2 | | | |
| 3 Growing up | 24-25 | Past Simple – all forms | School and education Time expressions with the Past Simple |
| | 26-27 | | |
| | 28-29 | <i>used to</i> | Childhood Small talk: greetings and introductions <i>-ed/-ing</i> adjectives (<i>bored/boring</i>) |
| | 30-31 | | |
| 4 Inspiration | 32-33 | Past Continuous and Past Simple | Music and literature |
| | 34-35 | | Phrasal verbs (1) |
| | 36-37 | | Describing feelings and emotions Time expressions: sequencers |
| | 38-39 | | |
| 40-41 Think Back Revision 2 Units 3-4 | | | |
| 5 No place like home | 42-43 | Comparative and superlative of adjectives <i>too/not ... enough/not as ... (as)/... than</i> | Houses and gardens |
| | 44-45 | Relative pronouns | |
| | 46-47 | | Rooms and furniture Adjectives describing places/homes |
| | 48-49 | | Types of housing Describing pictures and atmosphere |
| 6 Eat up! | 50-51 | Countable and uncountable nouns Quantifiers | Food and drink |
| | 52-53 | | Types of diet and lifestyles |
| | 54-55 | | Restaurants and eating out Meals/describing food |
| | 56-57 | | Grading adjectives |
| 58-59 Think Back Revision 3 Units 5-6 | | | |
| 7 Look to the future | 60-61 | <i>going to</i> and <i>will</i> (future predictions) | |
| | 62-63 | Adverbs of probability with <i>may</i> , <i>might</i> and <i>will</i> | Science and technology Adverbs of probability |
| | 64-65 | First conditional | |
| | 66-67 | | Ecology and the environment Verb-noun collocations (the environment) |

