

UNIT 1

What are you like?

- present simple
- present continuous
- personal qualities
- meeting people

Speaking: comparing answers

- 1 Discussion Look at the pictures. Which job would you most like to do? Which job would you least like to do? Why? Compare your answers with a partner's.



design engineer



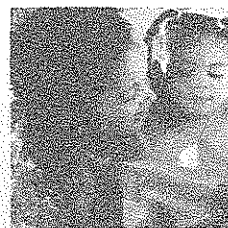
journalist



journalist



personal assistant (PA)



primary teacher



firefighter



soldier



nurse



personal assistant (PA)



refuse collector

- 2 Who should be paid more? Put the jobs in order where 1 = the highest salary and 10 = the lowest salary. Compare your answers with a partner's.

Using a dictionary: definitions and examples

- 3 Look at the entries for *assertive* and *sensitive* and answer the questions.

assertive /ə'sɜːtɪv/ adj
claim that something is true

assertive /ə'sɜːtɪv/ adj behaving in a confident way in which you are quick to express your opinions and feelings: *You need to be more assertive to succeed in business.* — *assertively* adv, *assertiveness* noun [U]

sensitive /'sensətɪv/ adj ★★★

3 showing that you care about someone or something and do not want to cause offence: *This is a difficult case which needs sensitive and skilful handling.* ++to *The police should be more sensitive to the needs of local communities.*

- a Which are the definitions?
b Which are the examples?

Vocabulary: character description

- 4 Language research Look at the list of adjectives. Tick the ones you know. Look up the ones you don't know.

▶ assertive	<input type="checkbox"/>	▶ enthusiastic	<input type="checkbox"/>	▶ intelligent	<input type="checkbox"/>	▶ pleasant	<input type="checkbox"/>
▶ confident	<input type="checkbox"/>	▶ friendly	<input type="checkbox"/>	▶ interesting	<input type="checkbox"/>	▶ romantic	<input type="checkbox"/>
▶ considerate	<input type="checkbox"/>	▶ happy	<input type="checkbox"/>	▶ kind	<input type="checkbox"/>	▶ sensitive	<input type="checkbox"/>
▶ decisive	<input type="checkbox"/>	▶ honest	<input type="checkbox"/>	▶ loyal	<input type="checkbox"/>	▶ sincere	<input type="checkbox"/>
▶ emotional	<input type="checkbox"/>	▶ hospitable	<input type="checkbox"/>	▶ patient	<input type="checkbox"/>	▶ sympathetic	<input type="checkbox"/>

- 5 Work in pairs. Choose any three of the professions in Activity 1 on page 6. Using the words from Activity 4, describe the ideal character for them.

Example: *The ideal nurse is friendly, patient and sympathetic.*

Find other pairs who chose the same professions and see if you agree.

- 6 We can give words opposite meanings by adding a prefix like *un-*, *in-*, *im-*, *dis-*, etc.

Example: *necessary* – *unnecessary*
appear – *disappear*

Give the opposite meaning for each word in Activity 4 by choosing the correct prefix. The first three are done for you.

<i>un-</i>	<i>in-</i>	<i>im-</i>	<i>dis-</i>
<i>unassertive</i>	<i>inconsiderate</i>		
<i>unconfident</i>			

- 7 Look again at the professions in Activity 1. Using the words you made in Activity 6, describe people who are bad at their occupations.

Example: *An unfriendly, impatient and unsympathetic nurse is not very good at her job!*



Reading: questionnaire

- 8 Read the following personality questionnaire and choose an answer for each question. Compare your answers with a partner's.

What are you like?

At the end of a romantic film when the girl and the boy finally say they love each other, do you:

- a wish you'd gone to a film with lots of guns and explosions?
- b feel bored?
- c cry?

You watch a friend or a relative win in a sports competition. Do you:

- a clap politely but happily?
- b clap enthusiastically, and encourage other people to do the same?
- c jump up and down, cheering as loudly as you can?

It's Friday evening. You've had a long and tiring week. Do you:

- a stay at home and read a book?
- b go to a show or a film with a friend?
- c go to a club with a group of friends?

Someone wants to talk to you about their problems while you are watching a TV programme. Do you:

- a say 'Not now, I'm watching television'?
- b continue to watch television while they talk?
- c turn off the television and listen attentively?

Your brother's friend rings to say that he's just arrived in your town, but you already have plans to go out with another friend. Do you:

- a say 'How lovely to hear from you. What a pity I'm just going out'?
- b try and find out how long he's going to stay before asking him over?
- c invite him to your house straightaway?

A friend criticises something new you are wearing. Do you:

- a say 'I don't care what you think. I like it'?
- b decide never to wear it again?
- c go home and change immediately?

Someone asks you to give them a lift in your car, but they want to go somewhere different from you. Do you:

- a say 'I'm sorry, I don't want to go that way'?
- b say 'Yes, but I wasn't going to go that way'?
- c say 'Yes of course', even though it's inconvenient?

At work your boss asks you if you can work at the weekend to finish an urgent job. Do you:

- a refuse politely and say 'The weekend is for my family'?
- b say 'I'm not sure. I need to think about it'?
- c agree immediately because you want to be helpful?

You don't feel like going to work or school because you went to a party last night. Do you:

- a call and say 'My friend isn't feeling very well. I'm staying at home to look after him'?
- b call and say you are ill?
- c go into work or school and try your best?

Someone falls off their bicycle in the street in front of you. Do you:

- a call out 'Are you OK?' but keep on walking?
- b run to get help?
- c keep walking because you have an important appointment and you don't want to be late?



- 9 Discussion What kind of person chooses a, b or c each time?

Check your conclusions with the questionnaire key in Activity Bank 1 on page 151.

- 10 Find words in the questionnaire with the following meanings. The first letter of each word is given.

- a Someone who is linked to you by marriage or blood is a relative.
- b If you do something with a lot of energy and passion you do it energetically.
- c If you listen, read or watch very carefully, you do it attentively.
- d If you say something bad about someone or something you criticise them or it.
- e Something that is not helpful because it wastes your time is inconvenient.
- f If you do something to the best of your ability you try your best.

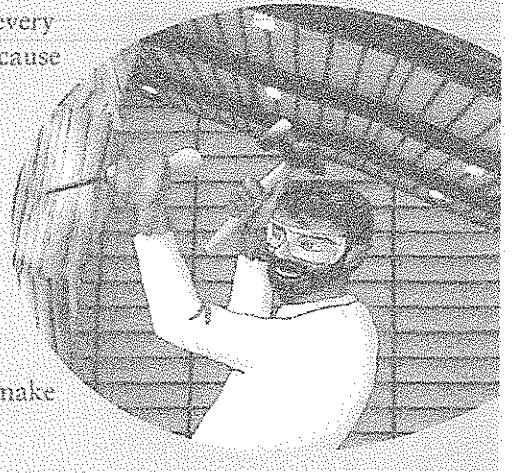
- 11 Look at the questionnaire again and, in groups, write three more questions to investigate personality characteristics. Interview other members of the class using your questions.

Grammar: present tenses

- 12 Noticing language Look for present tense verbs in the questionnaire in Activity 8. Write down some of the examples of the present tenses you found and say what each one means.
- 13 Choose the correct form (present simple, e.g. *he runs*, or present continuous, e.g. *he is running*) of the verb in brackets.

Marek (a live) in London. He (b get up) at about six o'clock every morning and (c drive) to work. He (d work) in a big room because he needs lots of space. At work he (e wear) overalls, goggles and big gloves. At the moment he (f work) on a new sculpture for a main square in the city. He (g make) his sculpture from wood.

When he (h leave) work in the evening he (i drive) back home. He has dinner with his family and then he (j read) to his children before they go to sleep. At the moment they (k read) a book about a wizard called Harry Potter. When the children are asleep he (l watch) television with his wife. When he (m go) to sleep he (n dream) of wood and metal – and all the sculptures he is going to make one day



If you have problems with this activity, look at 1A–1C in the Mini-grammar in the booklet at the back.

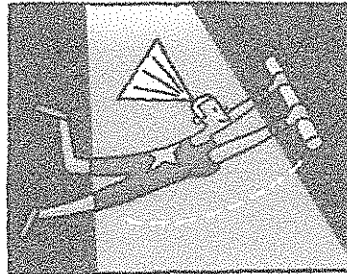
- 14 Work in pairs. Talk about the people in the pictures. Use your imagination.

Ask questions with *when*, *what*, *how often*, etc.

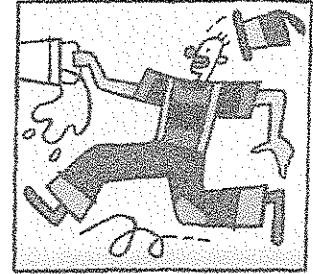
Example: STUDENT A: What does Paul do in his act?

STUDENT B: He probably falls over, tries to ride a bicycle, that kind of thing.

Normally

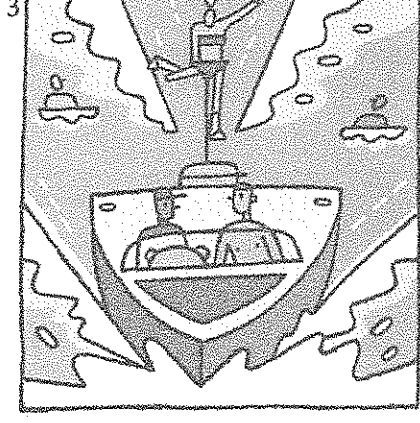
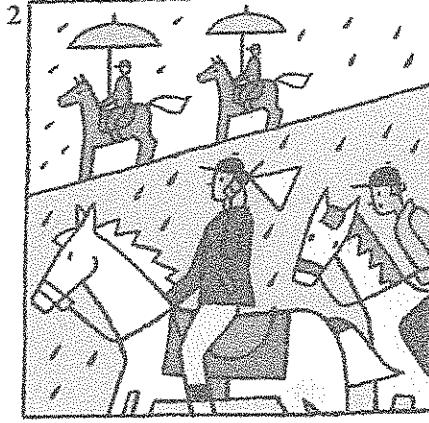
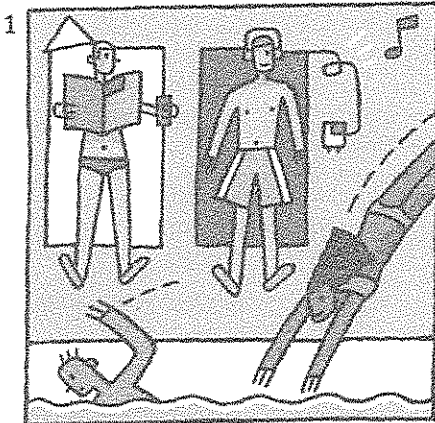


Sally Jones, trapeze artist



Paul Jones, clown

Sally's and Paul's holiday pictures



Ask questions about the pictures.

Example: STUDENT A: What's Sally doing in the first picture?

STUDENT B: She's lying in the sun, reading a magazine and drinking a cola.

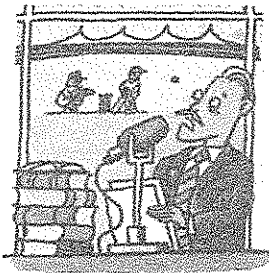
15 Choose the correct tense in the following sentences. Look at 1B–1D in the Mini-grammar for help.



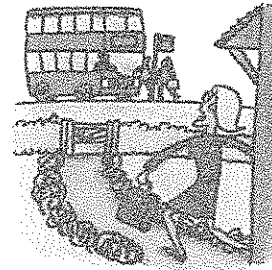
- a We are knowing / We know that you did it!



- f When Oscar leaves / is leaving Sidney he is giving / gives a note to Lucinda. He tells / is telling her not to open it unless he doesn't return / isn't returning.



- b Oh, this is dramatic! Peters is running / runs up to the wicket, is bowling / bowls the ball – and it is going / goes right through the batsman's legs.



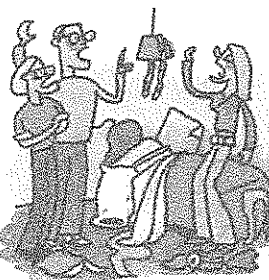
- g Mary never wakes / is waking up on time and so she often misses / is missing the bus.



- c Hello. What? ... I'm on the train ... we just leave / are just leaving.



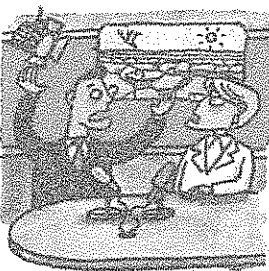
- h ... so your flight is leaving / leaves at 3.45 and you land / are landing in Kuala Lumpur at 5.00 am. The minibus is taking / takes you to the hotel ...



- d Oh, stop it! You're always telling / You always tell me to tidy my room and it's not fair!



- i I'm working / work here until 8.00 tonight, then I meet / I'm meeting the band at the reception.



- e There's no doubt about it. The weather gets / is getting warmer all the time. Global warming is a reality.

16 Use the present simple or the present continuous to complete the following tasks.

- Tell your neighbour about something ordinary that happened to you yesterday – as if it was a dramatic story or the plot of a film.
- Ask your neighbour to describe three people they know about – from life, films or books – who have particular habits (things they are always doing).
- Find out from your partner three things they think about circuses, three things they know for sure about a sport, three people they like, and three things they don't understand about geography and the physical world.

Functional language: meeting people

- 17 Before you listen to Track 1, read the dialogue and complete it with the following lines.

Not much really.

Oh, all right.

Oh, I mean I only started last week. It's my first job. What about you?

That sounds interesting.

Yeah, nice to meet you too.

JANE: Come on, Polly, there's someone I'd like you to meet.

POLLY: (a) _____

JANE: Andy, this is Polly. She's in advertising too.

ANDY: Oh, hi. Nice to meet you.

POLLY: (b) _____

ANDY: What do you do in advertising?

POLLY: (c) _____

ANDY: Sorry?

POLLY: (d) _____

ANDY: Me? Oh well, I'm working on a TV commercial for an Internet bank at the moment.

POLLY: (e) _____

ANDY: Yes, yes it is.



- Now listen to Track 1. Were you right?

- 18 In each box, match the words in the two columns to make statements or questions.

a There's someone	in advertising.
b Andy, this	I'd like you to meet.
c I'd like you	meet you.
d Polly's	is Polly.
e Nice to	to meet Andy.

f Are you	you do?
g Do you like	at the moment?
h How do you	know our host?
i What are you	what you do?
working on	
j What do	a friend of Polly's?

k Oh	coincidence! I'm an actor too.
l That	really?
m What a	sounds interesting.

a There's someone I'd like you to meet.

- 19 Practice In groups of three, introduce each other as if you were meeting for the first time. Ask about the person's occupation. Use language from Activity 18.

Example: STUDENT A: John, there's someone I'd like you to meet. ... This is Mary.

STUDENT B: Hello, Mary. What do you do?

STUDENT C: I'm a student.

- 20 Role-play You are going to a party.

a Choose a name for yourself.

b Decide:

... what your occupation is.

... what you do in that occupation.

... whether or not you like it, and why.

... what you are working on / studying at the moment.

c Copy the table in Activity Bank 2 on page 151 and fill in your details.

d Now go to the party and talk to at least three people. Complete the table with their details as you talk.

Pronunciation: hearing sounds

21 Say these words:

small always organised four sort more

What sound do all the words share, /æ/ like *cat*, /ɔɪ/ like *call*, or /ʌ/ like *bys*?

22 List which of the following words share the same sound as the words above.

all arm door seem smell stare ought walk work store out saw

Now listen to Track 2 on the tape. Were you correct?

Listening: working in a man's world

23 Listen to Track 3. This is an extract from an interview with April Considine. Can you guess which of the following is her occupation?

- teacher
- design engineer
- doctor
- pilot

Look at Activity Bank 3 on page 151 to see if you were right.



24 Listen to Track 4 and answer the following questions.

- a Who first encouraged April to be interested in engineering?
- b On the whole, does April think that being a woman in a male environment is a good thing or a bad thing?

25 Are the following sentences *True* or *False*? Write T or F in the brackets.

- a April's father is Irish. []
- b A glider is an aeroplane without an engine. []
- c April can fly a glider. []
- d April sometimes works at Marshall's at the weekend. []
- e April's work is usually checked by four other people. []
- f A hangar is a big building where you put aeroplanes. []

- g April works in the hangars. []
- h There were many girls in the hangars. []
- i Nobody spoke to April in the hangars. []

26 Check the meaning of the following phrases. Listen to Track 4 again and tick (✓) the things that April says are important in her job. Put a cross (X) beside the things that she does not mention.

It is important to:

- a ... arrive and leave work on time. []
- b ... be a hard worker. []
- c ... be able to communicate. []
- d ... be able to prove yourself. []
- e ... be able to work on your own. []
- f ... be decisive. []
- g ... be courteous. []
- h ... be energetic. []
- i ... be good-looking. []
- j ... be organised. []
- k ... be well-dressed. []
- l ... be young and enthusiastic. []
- m ... go out in the evening with colleagues. []
- n ... love your job. []
- o ... make sure it's right. []
- p ... show initiative. []

27 April used the following expressions in Track 4. Explain the meaning of the words and phrases in blue.

- a He's always been really keen on engineering.
- b He's always working on cars and bits and pieces.
- c He did a little bit himself.
- d I got involved with that.
- e It still comes down to you.
- f ... if you sit there and just do the minimum.
- g They all keep an eye on what I'm doing.
- h ... to find out how I was getting on.

28 Ask your partner what they need to succeed in their occupation.

Example: STUDENT A: What do you need to be a good student?

STUDENT B: Well, I suppose you've got to be conscientious, you've got to be able to work on your own - and it helps if you're a little bit intelligent!

Writing: personal reports

29 After reading a teacher's reports on her students, the college head has asked the teacher to write them again - but to be completely positive this time. Which student is the teacher writing about in the second (positive) group of reports a-c?

Justin Harrison

In spite of his enthusiastic and friendly nature, Justin is often far too emotional. His romantic ideas often amuse the rest of the class and he gets very upset because of their behaviour. This is a pity because he is intelligent and often shows initiative.

Sally Greenspan

Despite her intelligence, Sally is extremely assertive and rather inconsiderate to other members of the class. She is often impatient with her classmates and unsympathetic to their difficulties.

John Armitage

Although John tries his best, he is just not very intelligent. He does not seem able to show initiative, and because he is not very decisive he is not making much progress.

- a is a decisive and intelligent worker, shows considerable initiative and is very enthusiastic.
- b is conscientious, friendly and pleasant, and a pleasure to have in the class with us.
- c is a happy, sensitive student, obviously sincere, and a loyal classmate. Contributions to class discussion from this student are always interesting.

30 Look at how the different linking words in the reports are followed by different grammatical patterns.

THINKING WORDS

The words **although** and **because** are followed by a clause containing a subject and a verb:

Although John tries his best ...

... **because** he is not very decisive ...

In spite of, **despite** and **because of** are followed by a noun or -ing form verb:

In spite of his enthusiastic and friendly nature ...

Despite her intelligence ...

... **because of** their behaviour ...

31 Now combine phrases and sentences from Box A with phrases and sentences from Box C using one of the linking words in Box B.

A

He is happy
Stephen is very excited
He played a good game
She missed the train
Arran is a good football player
Mark is not very popular
He failed his exam
Sadia passed her exam

B

although
in spite of
because
despite
because of

C

getting up early.
he has just won the lottery.
he is not very big.
she is not very intelligent.
his lottery win.
his hard work.
his friendly and enthusiastic manner.
feeling ill.

32 Write two reports about Andrew Tregarron using the appropriate information given in the box below. In the first report you should be honest, and in the second more positive. Follow the patterns explained in Activity 30.

a fast worker
makes mistakes
not very popular (tries too
hard to make friends)
obsessed with music
sometimes careless
tries his best to make friends
very creative
very musical



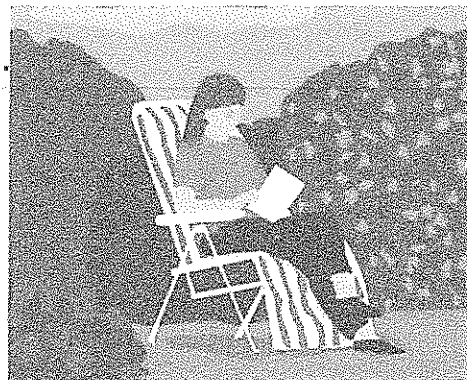
Review: grammar and functional language

33 Choose the correct form of the verb in brackets.

Kim is in her final year of a psychology degree at the University of East Anglia in England. Next week she has final exams so there are no classes. Like all the other students on her course this week she (a revise) instead.

But Kim (b not study) very hard right now. She (c sit) in the garden of her house, (d read) her notes. It is a beautiful day. Birds (e sing) in the trees. She (f sit/not usually) in the garden like this during term time. Normally she (g take) the bus to the university at nine o'clock and (h study) all day. She (i have) lunch at about one with her friends, especially Alice and Gemma. But today Alice (j visit) her grandmother and Gemma (k take) part in an athletics event. Still, her brother is home from his job as a junior doctor in Scotland. She can hear him now. He (l talk) to his girlfriend on the telephone.

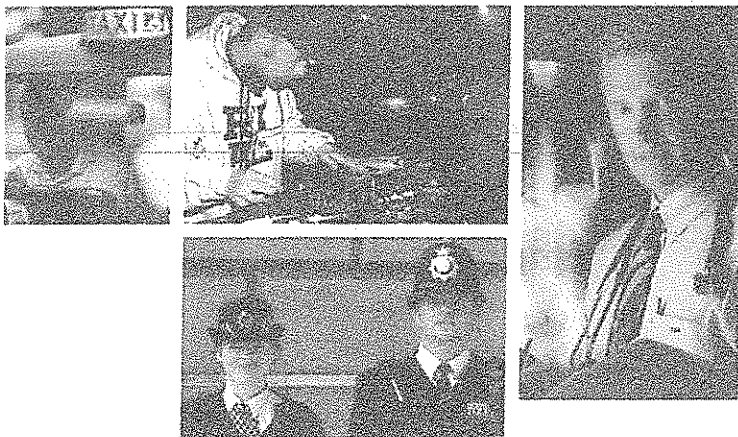
The sun (m get) hotter. Maybe revising is not a good idea. Perhaps she could ring Alice and they could go for a swim.



34 Look at the pictures below. What personal qualities do people need to do these jobs?

a Make sentences which describe their routine.

b What are they (probably) doing now?



35 Dialogue writing Which two people, living or dead, would you most like to meet at a party? Write a dialogue in which you and your friend are introduced to them.

Example: SARA: Hello, Mark. I'd like you to meet Ludwig Van Beethoven.

MARK: Hello, Mr Beethoven. Nice to meet you.

BEETHOVEN: Sorry?

MARK: Nice to meet you.

BEETHOVEN: I'm sorry, I can't hear you. I'm a little deaf.

MARK: I said NICE TO MEET YOU!

Review: vocabulary

Word List	assertive	confident	conscientious	considerate	decisive
	design engineer	doctor	emotional	enthusiastic	
	firefighter	footballer	friendly	happy	honest
	hospitable	impatient	intelligent	interesting	journalist
	kind	loyal	nurse	occupation	orchestral conductor
	organised	patient	personal assistant (PA)	pilot	
	pleasant	primary teacher	refuse collector	romantic	
	salary	sensitive	sincere	soldier	sympathetic
Word Plus	a little bit	to be keen on			
	bits and pieces	to be organised			
	it comes down to you	to do the minimum			
	on your own	to keep an eye on			
	to be able to	to make sure			
	to be involved with	to prove yourself			
	to be getting on	to show initiative			

36 Which are your five favourite words from the Word List here?

37 Write words from the Word List for these two meaning groups.

- a occupations
b characteristics

.....

Pronunciation

38 a Complete the table with the three- and four-syllable words from the Word List. Where is the stress in each case?

three syllables

assertive

four syllables

considerate

11 Listen to Track 5 and check your answers.

b How many different ways is the letter 'c' pronounced in the words in the Word List?

11 Listen to Track 6 and check your answer.

.....

39 The opposites game Team A says a word from the Word List. Team B says the opposite using a prefix or another word.

Example: TEAM A: *assertive*

TEAM B: *unassertive*

Score one point for each correct answer.

40 Speaking Work in pairs. Student A phones Student B to find out how they have been getting on in their job/studies. How many Word plus phrases (above) can you include in your conversation?

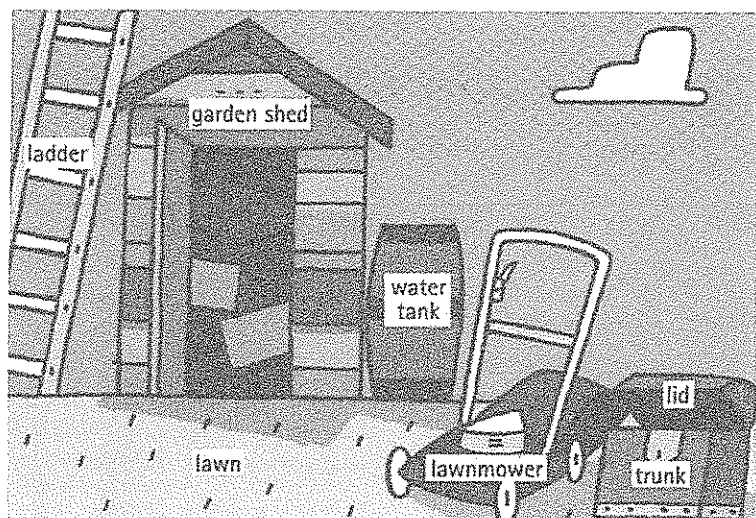
UNIT 2

A narrow escape

→ past simple → past continuous
→ past perfect → stronger adjectives
→ intensifying verbs
→ giving opinions

Listening: pirates

- 1 Look at the picture. Is the garden safe? What dangers might there be for a young child, if an adult wasn't watching?



- 2 Two people are talking about a dangerous situation in a garden.

- a Listen to Track 7 and answer the following questions.

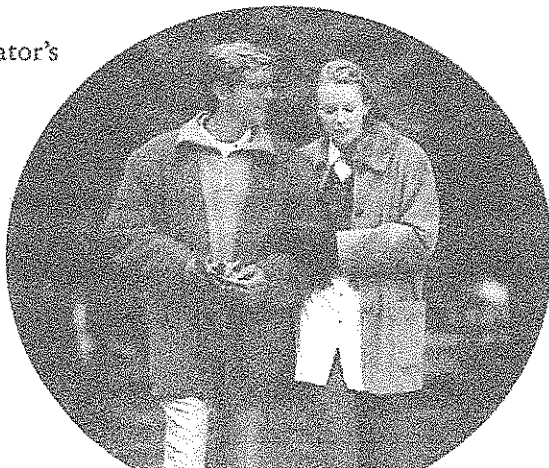
- 1 How old was the narrator?
- 2 What had the narrator's mother done? Why?
- 3 'I think I know what's coming.' Can you guess what's going to happen next?

- b Listen to Track 8 and answer the following questions.

- 1 Why did the narrator get in the trunk?
- 2 What happened immediately after that and what did the narrator do?
- 3 'So what happened?' Can you guess?

- c Listen to Track 9 and answer the following questions.

- 1 What did the narrator's mother suddenly realise?
- 2 What did she see?
- 3 What did she do and how did the narrator feel?



- 3 What do the following words, used in Tracks 8 and 9, mean?

- a pirate
- b trapped
- c upstairs
- d unconscious
- e shocked
- f claustrophobic

- 4 Listen to Tracks 7 to 9 again and complete the sentences below with the missing words.

- a ... there was an incident once, well, it could have ended in tragedy. It was
.....
- b ... and almost immediately got the idea that one of the trunks could be a boat, a pirate ship, that kind of thing. I thought it
.....
- c What do you think? Of course I was. Pretty soon
..... to be honest.
- d It only took her a second to realise what had happened. She
.....
- e ... she pulled me out, half-unconscious, and frightened out of my wits!

Pronunciation: spelling and sound

- 5 Listen to Track 10 to hear the different pronunciations of the letter 'a'. Put the blue words into the correct columns.

I was running around playing. Old-fashioned things. So I came round the corner ...
... and saw these trunks ... I was trapped. ... again and again. So, what happened?
So she called my name, she said ...

a <i>/æ/ cat, bat</i>	b <i>/ɔ:/ four, more</i>	c <i>/ə/ a bottle of milk</i>	d <i>/e/ many, said</i>	e <i>/eɪ/ pay, today</i>
				playing

- 6 Can you add any more words to the columns? Can you find any other ways to pronounce the letter 'a'?

- 7 Have you ever had a narrow escape? Has anyone you know had one? Tell the class about it.

Vocabulary: stronger adjectives

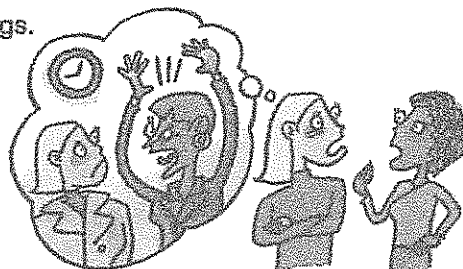
- 8 We sometimes want to use stronger adjectives when describing things.

A: I was late for work again this morning.

B: Was your boss angry?

A: Angry? She was furious!

Match the following adjectives with the adjectives in the table.



big
dirty
fantastic
fascinating
freezing
funny
furious
hot
surprising
terrible
terrifying

Ordinary adjectives	Stronger adjectives
angry	furious
bad	
	enormous
cold	
	filthy
frightening	
	hilarious
good	
	boiling
interesting	
	amazing

- 9 Use the adjectives in Activity 8 in conversations with your partner.

Example: STUDENT A: Tell me about something that's not just hot, but boiling.

STUDENT B: When I go dubbing, I'm boiling after a few dances.

- 10 Listen to Track 11. What are the missing words?



Using a dictionary: word grammar

- 11 Look at the following dictionary entries for *absolute* and *absolutely*, and answer the questions that follow.

- a What part of speech (adjective, adverb, noun, preposition, verb, etc.) is each word?

absolute

absolutely

- b What follows the word?

absolute

absolutely (2 possibilities)

- c When do we use *absolutely not*, in speech or in writing?

absolute /'æbsəlu:t/ adj [always before noun]
 1 complete *absolute power/control* • The party was an *absolute disaster*. 2 definite There was no *absolute proof of fraud*.
absolutely /æbsə'lu:tli/ adv 1 completely The food was *absolutely delicious*. • She *absolutely hated the place*. • There's *absolutely nothing* (= nothing at all) left. 2 *Absolutely*, used to strongly agree with someone "Do you think it helped his career?" "*Absolutely*." 3 *Absolutely not*, used to strongly disagree with someone or to agree with something negative "Are you suggesting that we should just ignore the problem?" "No, *absolutely not*."

- 12 Look at how we can use adverbs before adjectives, and then do the exercise below.

ADVERB + ADJECTIVE

We can use adverbs (e.g. *fairly*, *really*) to make the meaning of an adjective stronger or weaker:

It's fairly cold.

It's really cold.

less than very	very	more than very
fairly	really	absolutely
quite		completely
rather		
pretty		

But note:

- we usually only use *absolutely* or *completely* with stronger adjectives; for example, we don't say *absolutely nice*, but we do say *absolutely lovely*
- we don't use *very* with stronger adjectives because these adjectives already mean 'very' for example, *furious* means *very angry*
- *pretty* is much more common in informal speech than in writing.

Put a cross [X] by the four adverb + adjective combinations that are not possible.

- a pretty amazing
 b absolutely big
 c really terrifying
 d very interesting

- e absolutely fascinating
 f very boiling
 g rather funny
 h completely interesting

- i very enormous
 j quite fascinating

13 Practice Imagine you are in some or all of the following situations. What's it like?

Example: STUDENT A: You're about to give a speech to 500 people. What's that like?

STUDENT B: Absolutely terrifying.

- a You have to give a speech in front of 500 people.
- b You are about to do a bungee jump off Sydney Harbour Bridge.
- c You are about to do an exam.
- d You're watching a comedy.

Functional language: giving opinions

14 Listen to Track 12 and complete the conversation.

A: Have you ever seen the original film of *Psycho*?

B: Yes.

A:

B: It was absolutely terrifying.

C: (Do) you really think so?

B:

C: No, not really. It's not my kind of film. I thought it was rather boring.



15 What phrase do the speakers use to:

- a ... ask if something has happened?
- b ... ask for opinions?
- c ... give an opinion?

16 Is the following language used to agree or disagree with opinions? Put A (Agree) or D (Disagree) in the brackets.

- a Do you really think so? [D]
- b I completely agree. []
- c Yes it was, wasn't it? []
- d I don't agree at all. []
- e I don't think so. []
- f You're absolutely right. []
- g Yes. I thought so, too. []

17 Practice Copy and answer the following.

The last three films I have seen:

The last three good TV programmes I have seen:

Ask your partner about the films and programmes they have chosen.

Example: STUDENT A: Have you seen 'Gone with the Wind'?

STUDENT B: No.

STUDENT A: Have you seen 'Casablanca'?

STUDENT B: Yes.

STUDENT A: What did you think of it?

Grammar: past tenses

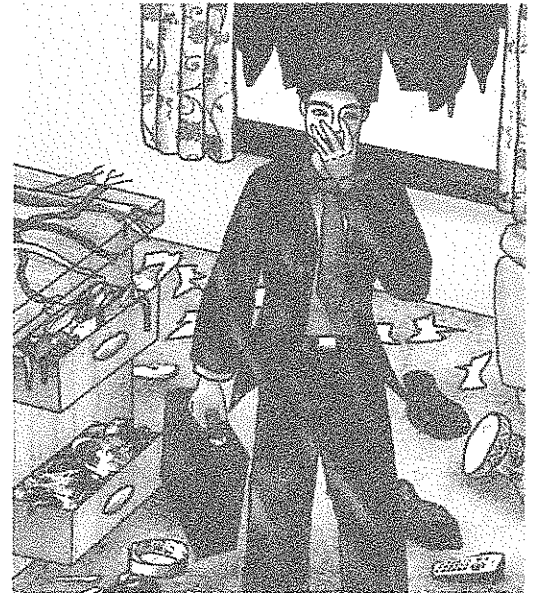
18 Write either the past simple or past continuous form of the verbs in brackets.

It (a be) was 6.15. In the Adelphi Theatre the actors (b arrive) for the evening performance. It (c raining) outside. Jack Long, the caretaker, (d sweep) the corridor when he (e hear) a loud voice. He (f look) around. On the stage a young woman (g stand) in the darkness, (h speak) loudly. When she (i notice) the caretaker, she (j stop) and (k run) off the stage. 'What (l you / do)?' he (m shout) The girl (n say) , 'I'm sorry. I (o pass) the theatre and the door (p is) open. I've never been on a stage before and I really (q want) to try it. I just want to be an actress!'

Look at 2A-2D in the Mini-grammar in the booklet for help.

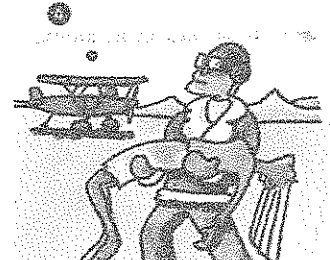
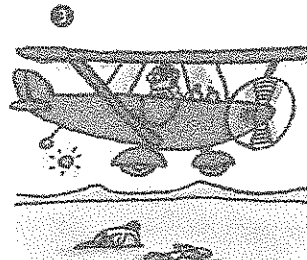
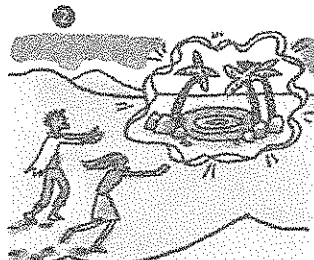
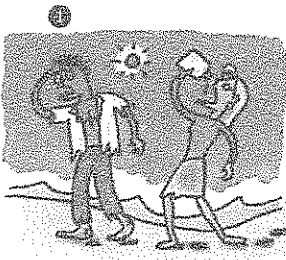
19 Read the following story. Underline the past tense verbs in each sentence and circle the event that happened first.

- a When David got home he saw that someone had left the front door open.
- b He wondered what had happened.
- c He noticed that someone had made a lot of footprints in the flowerbed.
- d He was sure that he'd locked the door that morning.
- e He was horrified to see that someone had smashed the window.
- f David guessed that a burglar had broken in.
- g He went into the sitting room and saw that the clock on the wall had gone.
- h The burglar had not had time to take everything because David came home.
- i When he had looked around the house he phoned the police.
- j He told them exactly what the burglar had taken.
- k The police said that he had done the right thing.
- l He hadn't touched anything before he called them.
- m They hoped that the damage had not been too serious.
- n After he had finished the phone call he made himself a cup of tea.
- o He was glad they hadn't taken the kettle!



Check your answers by looking at 2E and 2F in the Mini-grammar.

20 Look at the pictures. Which picture do the sentences below belong to?



- a A man and a woman were walking, exhausted, in a desert. picture 1
- b But when they got there it had disappeared.
- c He had taken off forty-five minutes earlier.
- d He looked down and saw two people.
- e He managed to land and helped the exhausted couple into his plane.
- f It had been a mirage.
- g Later that same day, towards evening, a pilot was flying his light aircraft low over the desert.
- h Luckily they saw an oasis and hurried towards it.
- i They had finished their water eight hours earlier / ago.
- j They were collapsing and were clearly near to death.

Close your books and then see if you can tell the story from memory.

21 Role-play in groups of four: one person is a reporter and the other three are the pilot and the two walkers. Conduct a press interview about the story in Activity 20.

Reading: overalls

22 Read the newspaper report below and then answer these questions.

- a What saved someone?
- b Who was saved?
- c What was he saved from?

OVERALLS SAVE ABANDONED SAILOR

by Washington correspondent Anthony Dorking

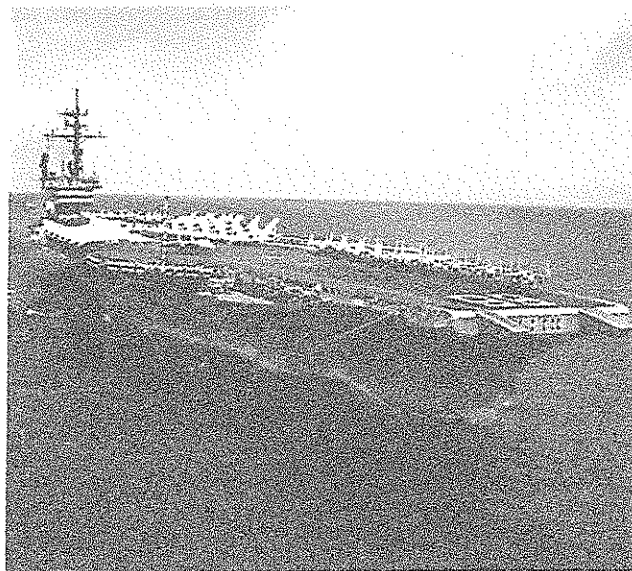
A young US marine survived for nearly two days alone in the Arabian Sea, thanks to a pair of regulation overalls, according to the latest press release from the Pentagon.

Zachary Mayo, a 20-year-old lance corporal in the US Marines, woke up and couldn't get back to sleep. His cabin was too hot and stuffy. He got off his bunk quietly so as not to wake his shipmates. He put his blue overalls over his shorts and T-shirt he had been sleeping in, and left the cabin.

Zachary Mayo went up onto the deck of the USS America, a huge aircraft carrier. It was two o'clock on a Friday morning. He breathed in the fresh air and looked up at the stars in the clear night sky. And then, without thinking, he leaned out too far and lost his footing. Before he knew it, he was in the water, watching the huge ship disappearing into the night. Nobody had seen him fall, and for nearly two days not one of the 4,700 crew realised he had gone.

Mayo survived because at training camp two years before, he had been taught how to make clothes into life jackets. He took off his overalls and tied the arms and legs. Then he waved his 'life jacket' over his head and filled it with air so he could stay afloat. He did this many times during his ordeal.

After 34 hours, Mayo was sure he would die. He hadn't seen any search planes, and twice he had seen sharks swimming around him. Both nights that he was in the water he was attacked by smaller fish and he was slowly dying of thirst. Finally he fell asleep. When he woke up



his overalls were floating away from him. In a fit of madness he tore off his T-shirt and shorts and prepared to die. And then, half an hour later, just before he lost consciousness, he saw a small boat.

A Pakistani fisherman, Abdul Aziz, was out in his boat that day. He couldn't believe his eyes when he saw Mayo's naked body, floating in the Arabian Sea, 100 miles from land. 'I thought it was a ghost!' he told reporters. But it was not a ghost. It was Zachary Mayo, and he was alive! But only just.

Two marines had been to see Mayo's parents in Osburn, Idaho, USA, to say that he was missing. His parents were desperately hoping for a miracle but they were almost sure that he was dead. They had to wait three days for news of his incredible rescue.

23 Read the text again and answer the following questions in your own words.

- a Why did Mayo go onto the deck?
- b How did he fall into the sea?
- c How did his overalls help him to survive?
- d Why did he think he was going to die?
- e Who talked to Mayo's parents, and what happened three days later?

24 Find words or phrases in the text, Activity 22, with the following meanings.

- a publicity and / or news given by an official organisation
- b the headquarters of the armed forces in the United States of America
- c airless, a feeling that it is difficult to breathe
- d a small bed often built above or below another bed, found in ships and in children's bedrooms
- e the surface that you walk on, on a ship
- f a ship that planes can land on and take off from
- g a terrible experience
- h a fantastic and amazing event

Language in chunks

25 Read the definitions and then complete the following phrases from the text in Activity 22.

- | | |
|--------------------------------------|---|
| a to go to sleep again | d to behave in a crazy way for a moment |
| He couldn't get | In a fit |
| b he didn't think | e to stop being aware of the world |
| Without | just before he lost |
| c to be unable to stand up, suddenly | f to see something you can't believe |
| [Mayo] lost his | Abdul Aziz couldn't believe |

26 Use these phrases in sentences of your own.

27 Noticing grammar Find as many examples of *had* as you can in the text in Activity 22. Which are examples of the past perfect? Which are examples of another construction?

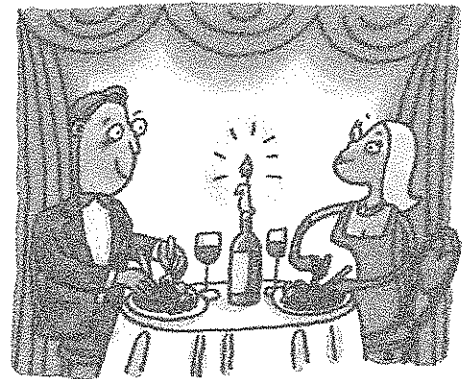
Speaking: telling stories

28 Look at the picture and answer the questions.

- a Where are Pete and Tabitha?
- b How are they feeling?
- c What do you think will happen next?

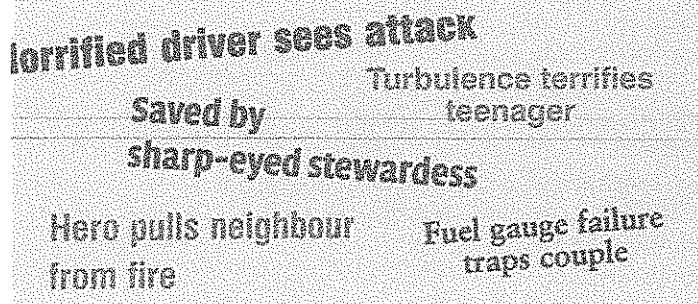
29 Work in pairs. Student A, look at Activity Bank 8 on page 153.
Student B, look at Activity Bank 14 on page 156.

30 Work in pairs. Without looking back at the pictures, use the picture on this page and the other pictures you have seen to tell the story of Pete's and Tabitha's night out together.



Writing: headlines and newspapers

- 31 Look at the following headlines. What do you think the stories will be about?



- 32 Look at the headlines again and answer the following questions.

- a Which kinds of word are commonly left out?
- b Which kinds of words are included?
- c What happens to the tense of the verbs?

- 33 Match the following stories with the headlines from Activity 31.

- a A teenager flying from Istanbul to New York was absolutely terrified when the plane she was travelling in encountered major turbulence over the Atlantic.
'We'd just had our meal when the pilot warned us about the weather,' said 16-year-old Gulay Menguc ...
- b A horrified car owner watched as youths attacked his car with bricks and a baseball bat. 'I had just come out of the house, when I saw this gang of youths. They were throwing things at my car and hitting it with a baseball bat ...'
- c How good is your eyesight? Could you see a burning ship from 35,000 feet? That's just what Julie did and today we say 'She's a hero!'
Julie was working on a flight between Taipei and Sydney when she looked out of the window ...
- d A courageous villager battled through a burning bungalow to carry his neighbour to safety.
Hero Laurence Broderick rescued Jean Buiter after a fire tore through her home in High Street, Waresley, destroying much of the roof.
- e A frightened couple spent the night in their car in freezing temperatures after they ran out of fuel.
'The gauge said we still had half a tank of petrol,' said Jane Bakewell after their ordeal, 'but then the car suddenly stopped and I had forgotten to bring my mobile phone with me, so ...'

- 34 Fact check Answer these questions about the stories.

- a Who was terrified where, after what?
- b Who attacked what with what?
- c Who saw what, from where?
- d Who was saved from what, by whom, where?
- e Who had forgotten what, and what effect did it have?

- 35 Write headlines to go at the beginning of these newspaper articles.

- a A worker at Simpsons, the California meat packing company, was locked in a freezer cabinet all night when the door was closed while he was inside. 'It was so cold I nearly died,' he said, 'but I ran around all night and that kept me warm ...'
- b Two people were killed on Thursday when a large lorry crossed over the central section of the M40 motorway and smashed into a car. Police are investigating the incident.
- c Fans of the band Warmheart were disappointed last night when their concert was cancelled. They were given tickets for the next concert tour in June.
'We were very sorry,' said Warmheart's manager, 'but two of the band members, Ronnie and Chris, were very unwell. They just couldn't play. I nearly sent them to hospital.'
- d A brave young girl is running a special marathon race in Bangkok tomorrow to raise money for cancer research.
'My mother had cancer,' said Emma. 'She's better now, but I wanted to do something for people in the future.'
Emma, who is 15 years old, has been training for two weeks. 'I'm nervous about the race,' she said. 'It's very long. But I'm going to raise a lot of money from my sponsors.'

Review: grammar and functional language

36 Read the following story and complete the tasks below.

Alison decided to go hill walking. She didn't tell anyone where she planned to go. When she reached the top of the first hill she looked for her map. She thought she had packed it in her jacket pocket, but it wasn't there. Suddenly a thick fog came down over the hills, and she couldn't see anything. She tried to find her way home, but she kept coming back to the same place. She was beginning to get very frightened. As she was stumbling along in the fog her foot went down a hole. It hurt terribly and she fainted. She had broken her ankle.

Back at home Alison's flatmate, Serena, was getting worried. It was dark and Alison still hadn't come home. Serena was afraid something had happened to her friend. At ten o'clock Serena rang the mountain rescue service.

When Alison woke up it was light and she was freezing cold. She realised she had been there all night. She heard a helicopter and she waved and shouted for help, but it was useless.

The search party didn't know where Alison had been. They had searched the whole area and they were exhausted. Just when they had decided to give up and go home, one of them saw a hand waving. It was Alison. She had crawled out of her hole and she was shouting for help. And the moral of the story? Don't forget your map when you go out alone and always tell someone where you are going.



- Underline all the past tense verbs in the story.
- How many past simple verbs are there?
- How many past continuous verbs are there?
- How many past perfect verbs are there?

37 Cover the text of the story in Activity 36. Write Alison's story in your own words without looking back at the text.

38 Complete the dialogue with one or more words for each gap.

- A: Have you (a) that film *Gladiator*?
You know, the one they made years ago.
- B: Yes. It was (b) television the other day.
- A: What (c) of it?
- B: It was pretty good.
- A: Did you (d) ?
- B: Yes. Why? Didn't you?
- A: Not really. (e) really stupid – men running around killing each other, like that.
- B: Oh well, I don't (f) I enjoyed it.
- A: That's fine. It just isn't my kind (g) , that's all.
But the one that's on at the ABC cinema – that's absolutely (h) I (i) loved it.
- B: You're joking, surely! I think it's (j)
- A: Terrible? Now you're joking!



Review: vocabulary

Word List	absolutely	aircraft carrier	amazing	angry	bad	big	boiling
	bunk	claustrophobic	cold	deck	dirty	enormous	fairly
	fantastic	fascinating	filthy	freezing	frightening	funny	
	furious	garden shed	good	hilarious	hot	interesting	ladder
	lawn (mower)	lid	miracle	pirate	pretty (adv)	quite	rather
	really	shocked	stuffy	surprising	terrible	terrifying	trapped
	trunk	unconscious	very	water tank			

Word Plus	a narrow escape
	(I) couldn't believe (my) eyes
	in a fit of madness
	to get back to sleep
	to lose consciousness
	to lose your balance without looking/thinking

39 Which words and phrases in the Word List do you already know?

Circle any 'new' words and look them up in a dictionary.

Write some sentences using them.

.....

Pronunciation

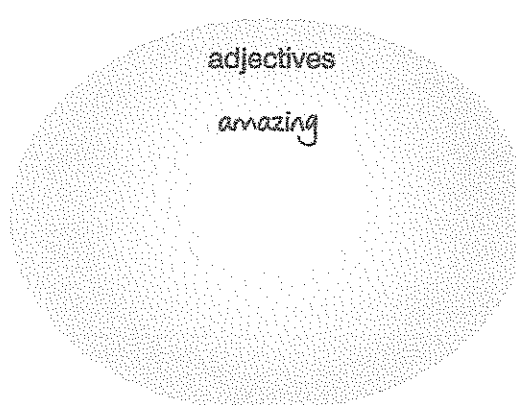
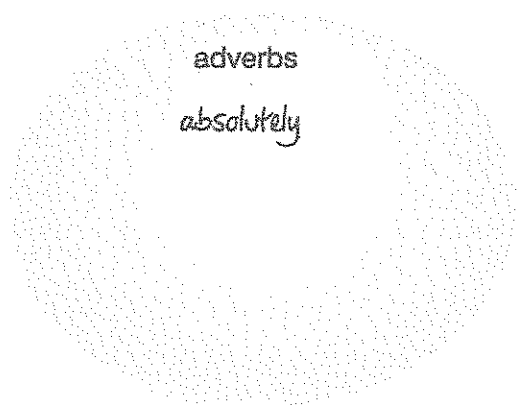
40 Complete the following tasks.

- List the words from the Word List that you find easy to pronounce.
- Now list words from the Word List that you find the most difficult to pronounce.
Look at a dictionary to see how they should be said and practise saying them.
- Find all the words in the Word List with the letter 'a'. What is the most common pronunciation of the letter 'a' in these words?

Listen to Track 13 and check the pronunciation of the words in c.

.....

41 Fill the circles below with adverbs and adjectives from the Word List.



Work in pairs. Make sentences using an adverb and an adjective from the circles.
Are they correct? Your partner decides!

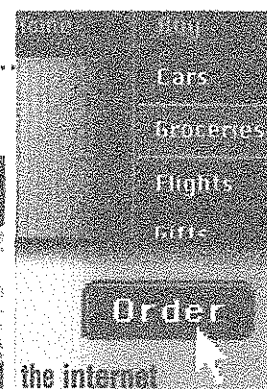
UNIT 3

What shoppers want

- quantifiers with nouns
- shopping collocations
- asking for help in a store

Speaking: comparing opinions

- 1 Discussion Which of the following places to shop is best? Which is worst? Why?



- 2 In pairs rewrite the following sentence so that it says what you both want it to say.

Men hate shopping, but women love it.

- 3 What about you? Do you like shopping? Choose the appropriate verb and complete the sentence. Compare what you have written with a partner.

I love / don't mind / hate shopping because ...

Vocabulary: shopping collocations

Using a dictionary: noun types

- 4 Look at the dictionary entry for *shopping* and answer these questions.

- Is *shopping* countable or uncountable?
- How do you know?
- What does '\$' mean here?

shop·ping [S] [W3] /'ʃɒpɪŋ \$ ʃɑː-/ n [U]
 1 the activity of going to shops and buying things:
Late-night shopping is becoming very popular. | shop·ping expedition/trip She's gone on a shopping trip to New York. | I went on a shopping spree (=went shopping and bought a lot of things) at the weekend and spent far too much money. | I've got to do some last-minute shopping. | the busy Christmas shopping season → window-shopping
 2 do the shopping in, go shopping, 'and and ...'

- 5 The words in the box can be used together with *shopping*. Can you put them in the right place in the table?

trolley late-night
 centre bag
 complex list
 do the malls
 expedition serious
 go Sunday
 Internet window-
 last-minute

a
shopping + noun
 (to create a new compound noun)

shopping trolley

b
 adjective
 noun
 verb
 } + *shopping*

6 Use the *shopping* phrases from Activity 5 to complete what you think these people are saying.



a I've still got some

.....
to do before the party
tomorrow.



d How do you fancy
a really good

..... ?
We could stay in town
for the whole day.



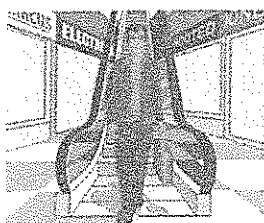
b I don't really need to
buy anything. I'm just

.....
to see what the new
fashions are like.



e I don't agree with

.....
We should have one day
when everyone can
relax.



c I prefer to do all my
shopping at a
because everything you
need is there, and there's
usually somewhere to
have a coffee when
you've finished.



f Excuse me, sir, where
did you get this

..... ?

Now listen to Track 14. Were you correct?

7 Discussion Ask your partner to tell you about the last time they went shopping. Find out where they went, how they felt about it and what they went to buy. Did they enjoy it?

Reading: at the supermarket

8 Creative task Work in pairs. On the supermarket plan choose the best place for:

- ... the products you want to sell most
- ... drinks
- ... the meat and fish counter
- ... fruit and vegetables

Write in the names of the products where you think they should be.

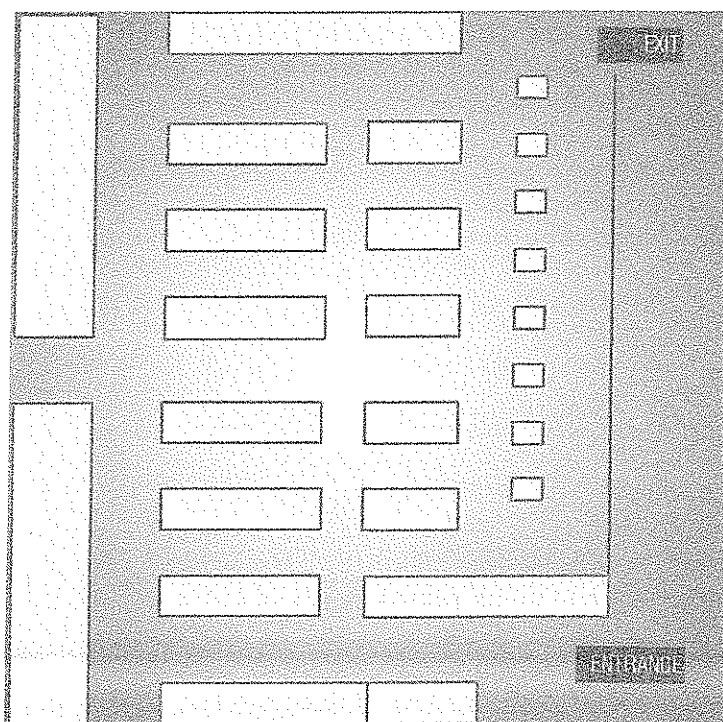
Think about what sort of colours, smells, lighting and noises there might be in the supermarket. Make a note of your ideas below.

• smells:

• colours:

• lighting:

• noises:



9 Read the text below. Is your supermarket plan, in Activity 8, similar to this?

Few shoppers go to the supermarket with lists, so supermarkets want to encourage them to buy a lot of **everything**. How do they do this?

- The entrance is normally at one side and the exit at the other so that shoppers walk down all the aisles before leaving.
- Fruit and vegetables are normally close to the entrance. This makes people think they are going into an open-air market and makes them feel positive.
- Meat and fish counters are usually placed on the back wall. Supermarkets do not want to risk putting off their customers by taking meat carcasses through the shop.
- Some shelf spaces are better than others! The middle shelves on the left are considered the best place. Suppliers sometimes pay supermarkets for the best places!
- Vacuum-packed meats and fish look clean and bloodless. When you buy your lamb chops you are thinking of convenience and availability rather than a lamb in the field.
- Stores are usually decorated in colours that make people feel healthy and happy. All the supermarkets belonging to one company have the same colours to make people feel at home.
- A person blinks an average of 32 times a minute. US research has shown that a certain type of lighting can reduce this to 14 times a minute. This can make customers feel sleepy, and they then buy more goods.
- Goods placed at the end of an aisle often sell five times more than those placed in the middle of the aisle. Stores often move goods that they particularly want to sell, such as those nearing their sell-by date, to these sites.
- Supermarkets try to control smells. Unpleasant aromas, such as those of fish, are taken away by air extractors. Fresh smells, such as baking bread, may be pumped around the store to create a nice 'homely' feel.
- Most shoppers buy bread, so the bakery counter is situated as far away from the entrance as possible. Customers will have to walk past hundreds of other products to reach it.
- Drinks are usually located near the exit. Supermarkets hope that customers will buy because they are in a good mood as they finish their shopping experience.
- Silence makes shoppers feel uncomfortable. Supermarkets like to make sure that there is quite a lot of pleasant background noise, such as music or the hum of freezers.
- Security cameras are not just for catching shoplifters. Supermarkets also follow a few shoppers through the shop so that they can observe what routes people take. This information helps them to rearrange their products so that people buy more.

10 Fact check Are the following facts *True* or *False* according to the text? Give reasons for your choice.

- a People go to supermarkets with a clear idea of what they are going to buy.
- b Shoppers like the sight of fresh fruit and vegetables.
- c Meat counters are usually near the front of a supermarket.
- d The goods on the top shelves always sell the best.
- e Supermarkets still don't know what colours relax people.
- f Sleepy people buy less than people who are awake.
- g People are influenced by what they can smell.
- h Shoppers like silence.

11 Vocabulary Find words in the text with the following meanings. The first letter of each word is given.

- a passageway between two rows of shelves: (a)
- b outside: (o-a)
- c the remains of dead animals: (c)
- d in a see-through container with the air removed: (v-p)
- e to open and shut your eyes very quickly: (b)
- f the last day on which you can buy something: (s-b, d)
- g a continuous sound which is not very loud: (b, n)
- h watch: (o)

Language in chunks

12 In the text in Activity 9, find at least four examples of the phrase *make (someone) feel (something)*.

13 Find out from your classmates what makes them feel:

angry excited happy nervous positive relaxed sad sleepy

Example: STUDENT A: *What makes you feel happy?*

STUDENT B: *Lots of things: nice food, friends, sunny days.*

14 Which of these sentences summarise the text best? Talk to your neighbour.

Can you write a better summary?

a Supermarkets try to trick customers into buying products that they don't want. This is a bad thing.

b Supermarkets try to make shopping pleasant for their customers. This is a good thing.

What do you think of the information you have read? Compare your reactions with a partner.

Grammar: quantifiers

15 Put the following quantifiers in the right place on the scale.

a few a little a lot of every many most not much / many several some

0% |-----| 100%
not any all

16 Choose the correct quantifiers in the following sentences.

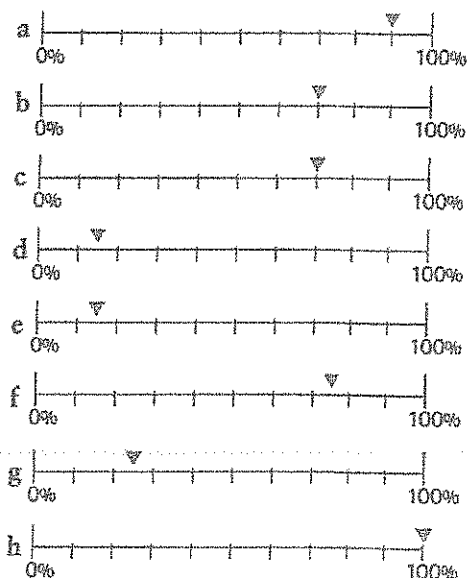
- a Some / Much shops open on a Sunday.
- b I don't get much / many pleasure from shopping – in fact, I hate it!
- c I usually eat some / several fruit for lunch.
- d I have a beer all / every lunchtime.
- e I often sleep for a few / a little minutes after lunch.
- f A lot of / Every people eat out at restaurants.
- g He always puts a lot of / many sugar in his coffee.
- h When I go to the supermarket, I always buy a little / a few cheese.

Look at 3A–3F in the Mini-grammar to check your answers.

17 Look at the following sentences about shopping in Britain.

Add a quantifier from the explanations above according to the quantity indicated on the right.

- a Most people shop in supermarkets.
- b _____ goods are sold cheaply to make sure people buy them.
- c _____ families go shopping on Sundays.
- d _____ people buy things in small village shops nowadays.
- e Not _____ shoplifters get sent to prison.
- f _____ supermarket companies try to improve the areas they build in.
- g _____ supermarkets offer very little choice.
- h Some prices are reduced _____ Saturday afternoon.



18 Work in pairs. Change these statements using quantifiers so that they reflect your point of view.

Example: Boys like football.

It's true that a lot of boys like football, but not all of them do.
A few aren't interested at all.

- a Girls are interested in fashion.
- b Young people like discos.
- c Young people don't like school.
- d People think films are more interesting than plays at the theatre.
- e Old people watch television every evening.

Functional language: going shopping

19 Before you listen to Track 15, put the following lines (1-4) in the right places in the conversations below.

- 1 Do you know where I could find some?
- 2 They might be able to help.
- 3 They're over there by those shirts.
- 4 Let me know if I can help you with anything.



GARY: Can I help you?
KYLIE: No thanks. I'm just looking around.
GARY: OK.
(a)
.....
KYLIE: Thanks.
GARY: No problem.



ANDY: Excuse me.
GARY: Yes. How can I help you?
ANDY: I'm looking for Takez jeans.
GARY: I'm afraid we don't sell Takez.
ANDY: Oh, that's a pity.
(b)
GARY: Well, you could try the shop on the corner.
(c)
ANDY: Thanks.
GARY: You're welcome.



POLLY: Excuse me. Do you have any belts?
GARY: Yes we do.
(d)
.....
POLLY: Oh yes, so they are. Thanks.

Now listen to track 15. Were you correct?

20 Look at the following list of clothes. Tick the words you know.

belt	[]	jeans	[]	sweater	[]	fleece	[]
dress	[]	shirt	[]	(a pair of) trousers	[]	sandals	[]
gloves	[]	skirt	[]	T-shirt	[]	shorts	[]
hat	[]	socks	[]	cap	[]	(a pair of) rights	[]

Find out the meaning of the words you didn't tick by using a dictionary.

Pronunciation: same sound

21 Find words which share a vowel sound on their stressed syllable. Join them together.

anything belt
cap dress every fleece gloves
hat help jeans many much several
shirt skirt some sweater T-shirt
welcome please

Listen to Track 16 to check your answers.

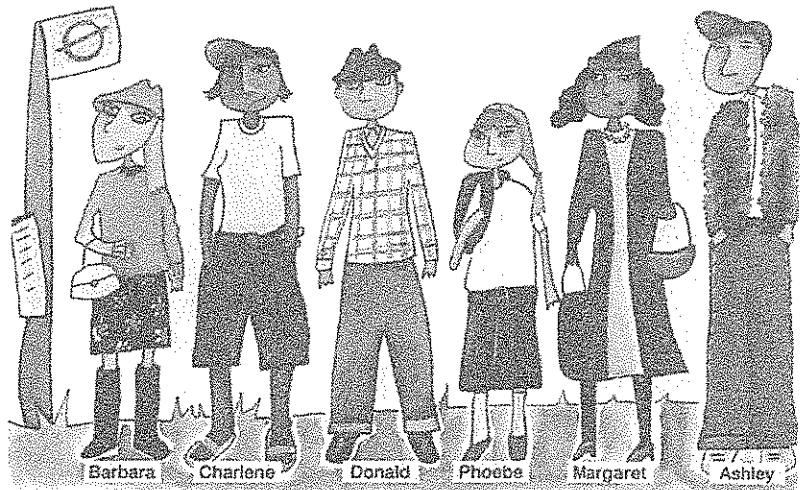
22 Who's wearing what? Ask your partner about the clothes and the people.

Example: STUDENT A: Who's wearing shorts?

STUDENT B: Charlene is.

Complete these sentences.

- a Barbara's wearing a dress, a sweater and boots. And she's got a hat on too.
- b Charlene's wearing
- c Donald's wearing
- d Phoebe's wearing
- e Margaret's wearing
- f Ashley's wearing

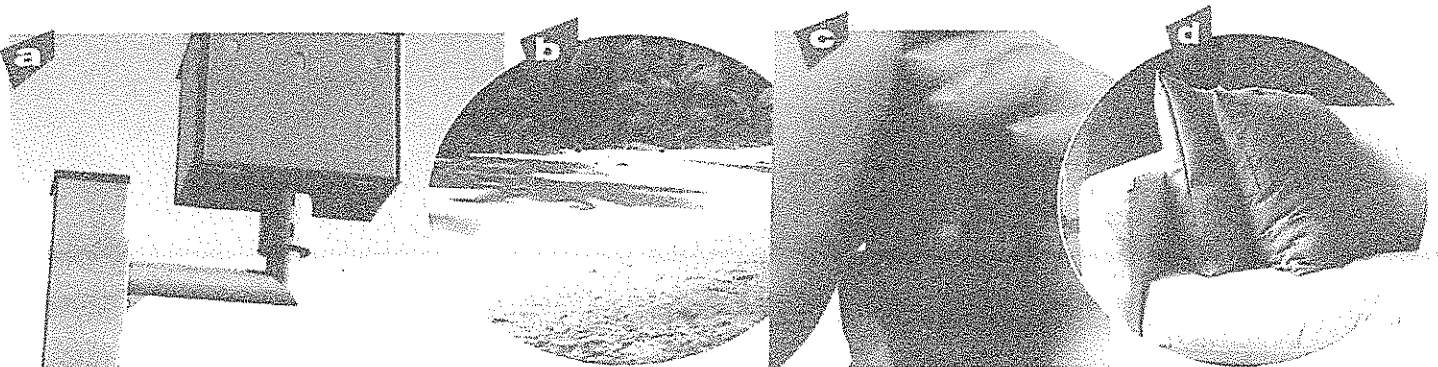


23 Role-play Work in pairs. One of you works in a clothes shop, the other is a customer. Role-play conversations using language from Activities 19 and 20.

Listening: radio commercials

24 Listen to the radio commercials on Track 17. Which is the odd one out (1, 2, 3, or 4)? Why?

25 Match the commercials 1-4 with these pictures.



26 Listen to Track 17 again. Answer these questions.

- a 500 what?
- b We're here to help you with what?
- c 400 what for what?
- d 350 what for what?
- e One in three what?
- f Don't kid who?
- g Kill what?
- h Hate what?
- i Book your holidays from where?

27 Which is the best commercial? Why? Does everyone agree?

28 Complete the following phrases from the radio commercials.

- a Help is
- b Just one of the we've got for you.
- c at any branch ...
- d Announcing the great Furniture Fanfare
- e We've got everything at prices
- f is the click of a mouse.
- g The place everyone

29 Creative task You are going to write a radio commercial for a product.

a Choose one of the following products or think of your own:

car chocolate bar mobile phone pair of trainers computer game fizzy / soft drink

b Complete the following table.

What is the product?	
What are its main selling points (price, what's special about it, convenience, etc.)?	
Describe the characters and situation for the commercial (e.g. two men in a lift, two women in a café).	
What is the 'punchline' (e.g. <i>We're here to help you with all those numbers.</i>)?	
What music and / or sound effects will you use in the commercial?	

c Now write your commercial. You can use language from Activity 28 or from the Audioscript for Track 17 in the booklet at the back.
Record your commercial onto a tape. Does it sound good?

Writing: paragraph construction

30 Read the paragraph. What information is given about:

- a ... some people?
- b ... a lot of things?
- c ... the majority of people?
- d ... many people?

Some people think that the Internet has changed the way that people in rich countries shop. It is certainly possible to buy a lot of things now – from groceries to books – without leaving the house. But other commentators think that the majority of people would still rather go to a shop or supermarket with real people in it than log on to a website. There is no doubt, however, that computers have had an impact on the shopping habits of many people.



31 Discussion Have you ever bought anything on the Internet? Is it better than going to a shop? Why?

32 Think about the structure of a paragraph like the one above. It is often made up of the following types of sentence:

- a an introductory sentence
- b an example or explanation sentence
- c an exception or question sentence
- d a conclusion

What type of sentence (a–d in the list above):

- 1 ... closes the paragraph?
- 2 ... contrasts with the introductory sentence?
- 3 ... follows on from the introductory sentence, expanding on the information in it?
- 4 ... introduces the subject matter of the paragraph?

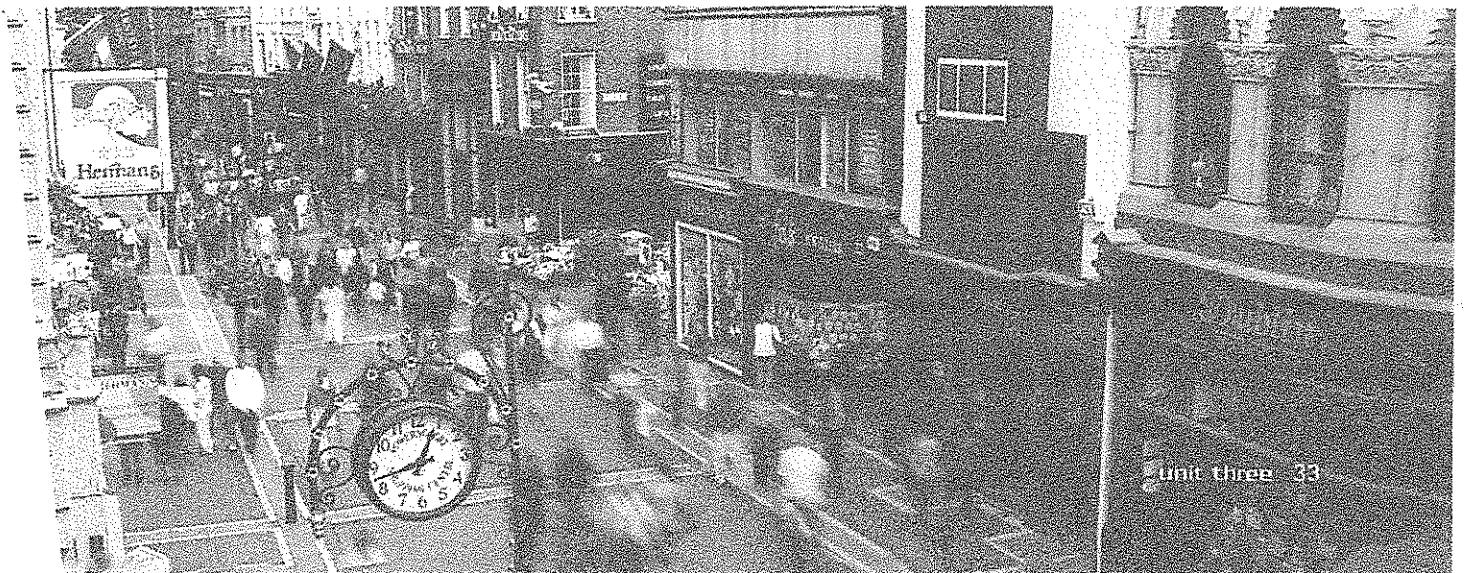
33 Can you identify the different types of sentence in the paragraph in Activity 30?

34 Put the following sentences in order to make a paragraph.

- a In it she suggests that buying things helps the world's economy and allows us all to take part in social life.
- b *Point of Purchase*, a new book by Sharon Zukin, shows the incredible impact that shopping has had on modern life.
- c *Point of Purchase* is a fascinating read which tells a fantastic story of how human beings try to make their lives better.
- d She doesn't condemn our consumer-minded society, as some writers do, but instead she explores the reasons why shopping is so important in our lives.

35 Writing Write a four-sentence paragraph about one of the following.

- a The Internet is a threat to traditional shopping.
- b Shoplifting is not such a serious crime.
- c Shopping centres are killing off small local shops.
- d Advertising should be banned.



Review: grammar and functional language

- 36 Look at the results of a survey about what people have for breakfast. Complete the sentences using the information in the survey.

Example: *Not many people drink milk for breakfast.*

What people drink:	What people eat:
44% tea	51% cereal (cornflakes, muesli)
41% coffee	23% toast
7% fruit juice	15% cooked breakfasts (fried bacon, egg, sausage)
3% milk	7% no breakfast
3% water	4% boiled eggs
2% nothing	

- 37 What do people have for breakfast in your country? Make statements.

Example: *Not many people drink tea at breakfast in my country.*

- 38 Complete the following sentences in any way you want.

a Some people think that

.....

b I spend most of my free time

.....

c Very few of my friends

.....

d There's little chance of

.....

e It only takes a few minutes to

.....

f Before I saw one in an advertisement, I had never

.....

- 39 Work in pairs. Write a new conversation in which a customer goes into a clothes shop and either asks for help or is offered help by the shop assistant.

Mime your conversation for the class. Can they work out what your original conversation was?

Review: vocabulary

Word List	aisle background noise belt blink cap carcass commercial fleece gloves hat Internet shopping jeans last-minute shopping late-night shopping market observe open-air sandals self-by date serious shopping shirt shopping bag shopping centre shopping complex shopping expedition shopping list shopping mall shopping spree shopping trolley shorts skirt socks Sunday shopping supermarket sweater tights trousers T-shirt vacuum-packed window-shopping	at affordable prices all it takes is ... help is at hand to do the / my shopping to go shopping to make someone feel angry / excited / happy etc. to put somebody off	Word Plus
-----------	--	--	-----------


- 40 Group the words in the Word List into different meaning groups (such as clothing, places, etc.).
How many meaning groups are there? Are there any words that don't fit any groups?
Compare your lists with a partner's.

Pronunciation

- 41 a Write down pairs of words from the Word List with the same vowel sound (e.g. *cap* / *hat*).

 Listen to Track 18 and check.

- b Which words in the list have the same sound /ʃ/ as *shopping*?

 Listen to Track 19 and check.

- 42 Write five sentences with gaps to test your partner's knowledge of words and phrases from the Word List and Word Plus. Then give your partner the sentences to complete.

Example: I usually my shopping on Saturday mornings.
(I usually do my shopping on Saturday mornings.)

- 43 Writing Work in pairs. Invent a story on one of the following topics.

- My worst ever shopping experience
- My best ever shopping experience
- The time I went shopping and met ...
- I'm never going shopping again because ...

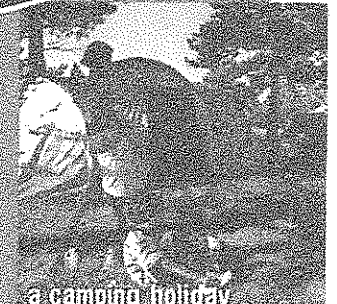
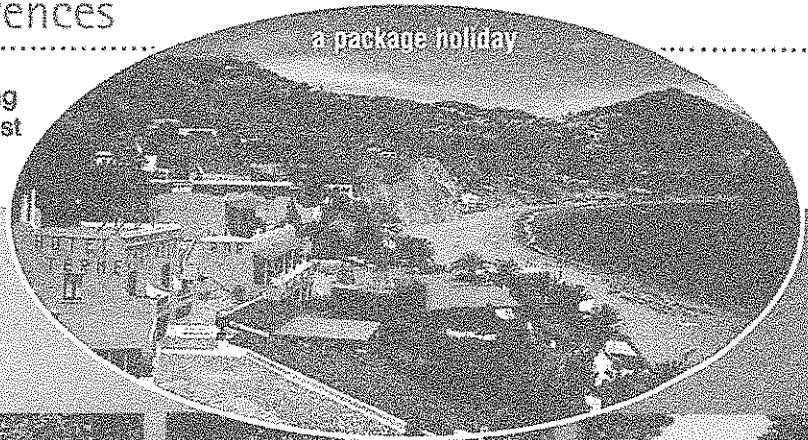
UNIT 4

Away from it all

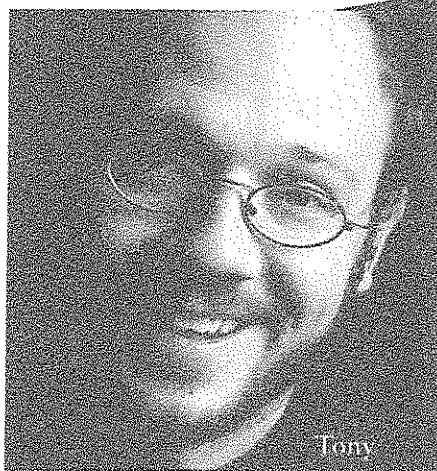
- comparatives and superlatives
- holidays
- recommendations

Listening: holiday preferences

- 1 Discussion Choose one of the following pictures. Tell a partner why it is the best type of holiday to go on.



- 2 Before you listen to Track 20, look at the five people in these pictures. Who likes which type of holiday, shown in Activity 1, do you think?



Now listen to Track 20. Were you correct?

Using a dictionary: varieties of English

3 Look at the dictionary entries for *holiday*, *holidaymaker* and *vacation*. Answer the questions which follow.

a Which words can be both a noun and a verb in:

... American English?

... British English?

How do you know?

b In American English, which word can be used

for the time when students are not studying?

How do you know?

c Which speakers use the word *holidaymaker*?

Which speakers use the word *vacationer*?

How do you know?

d Using your own dictionary, find at least two

more examples where American and British

English have different words for the same thing.

holiday² v [I] BrE to spend your holiday in a place – used especially in news reports; ☐ vacation AmE: [+in/at] They're holidaying in Majorca.

hol-i-day-mak-er /'hɒlɪdi,meɪkə/ n [C] BrE someone who has travelled to a place on holiday; → tourist; ☐ vacationer AmE

va-ca-tion¹ [S2] [W3] /və'keɪʃən \$ vet-/ n 1 [C,U] especially AmE a holiday, or time spent not working

hol-i-day¹ [S2] [W2] /'hɒlɪdi, -deɪ \$ 'hɒlɪdeɪ/ n 1 [C,U] BrE also *holidays* a time of rest from work, school etc; ☐ vacation AmE: The school holidays start tomorrow. | on holiday I'm away on holiday until the 1st of June. | Won't your business suffer if you take a holiday?

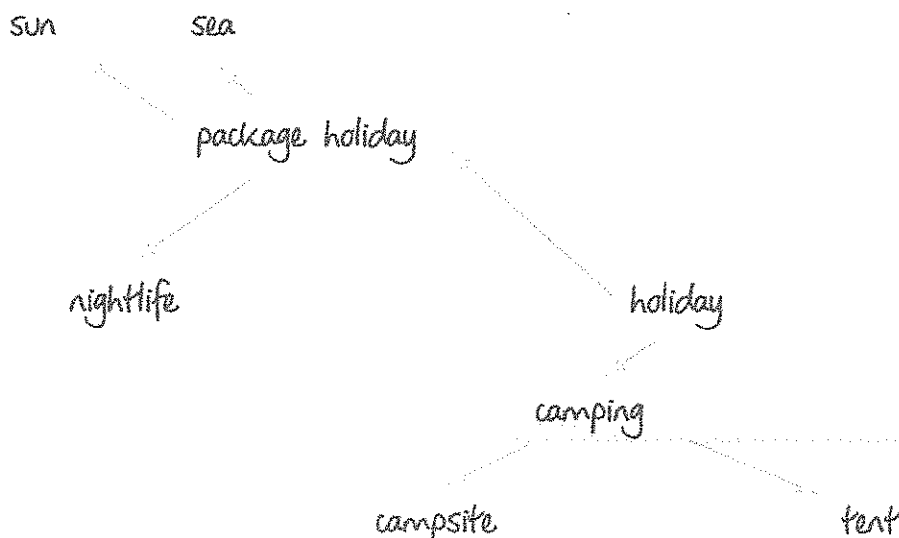
vacation² v [I] AmE to go somewhere for a holiday. [+in/at] The Bernsteins are vacationing in Europe.

4 Fact check Listen to Track 20 again. Who:

- a ... doesn't like tourist resorts?
- b ... has tried water skiing?
- c ... loves a bit of luxury?
- d ... has children who go swimming and boating?
- e ... doesn't sunbathe?
- f ... has been to Scotland?
- g ... likes nightlife and clubbing?
- h ... likes places off the beaten track?
- i ... likes galleries and museums?

5 Vocabulary Use the diagram as a start for your own holiday 'wordmap'.

Use words from Activities 1–4. You can also look at the Audioscript for Track 20 to find more holiday words. How many more words can you add to the 'wordmap'?



Reading: welcome to Backpackerland!

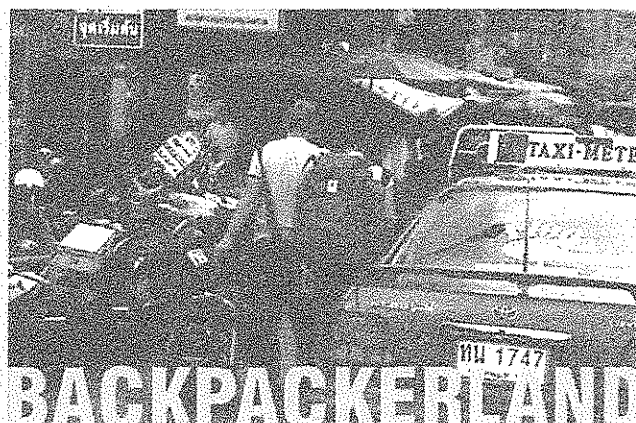
- 6 Read the report on 'Backpackerland'. Which of the following statements best sums it up?
- a Backpackerland is in Australia.
 - b Backpackerland is a name for any place where a certain kind of traveller goes.
 - c Backpackerland is the name of a kind of clothing.
 - d Backpackerland is a type of cybercafé.

Once you've left the airport you find yourself a cheap hostel and sleep badly because it's hot, much hotter than it was when you left home, and you haven't paid enough for an air-conditioned room. Besides, there's the noise of the busy street and some crazy tourist playing a harmonica all night. On top of that you're jet-lagged because you've crossed two time zones at least. All your worst nightmares have come true, but you don't care, because this is an adventure and you aren't at home any more.

In the morning you feel exhausted but more alive than you have for years. You go out on to the street and have your first cup of coffee. Everywhere there are foreign vehicles, strange smells, different colours and people wearing different clothes. As you look up and down the street you see more and more people just like yourself, travellers – but they've been here for at least three days. They're much more interesting-looking than you, and seem completely at home as they visit the shops and market stalls, or hurry into the cybercafés to see if their mums have sent them an email. Welcome to Backpackerland.

Backpackerland is a new world of possibility, not quite real. You go into it as a third-year economics student from Liverpool, a young lawyer from Seattle, a secretary from Melbourne or a student teacher from Turin. A few dollars later you are a cross between a 19th-century adventurer, a 20th-century clubber and a 21st-century philosopher reading travel guides and writing poetry by the roadside.

Backpackerland has recognised meeting points like Khao San Road in Bangkok, the Kings Cross area of Sydney, and the Colaba Causeway in India. It exists because travel is cheaper than ever before. Each year, more and more young people cross the world from east to west, from north to south, stuffing clothes, notebooks and



Peter Hedley on the modern way to travel – for some!

cameras into their backpacks to experience the clamour of Mexico City, the heat of the

Atacama desert or the snowy altitudes of Nepal.

Travelling has changed out of all recognition in the last 30 years. In the old days you waited for months for a letter from your granny and if you ever did manage to phone home it cost the earth and you couldn't hear each other properly. It was only the bravest who risked cutting themselves off like that. Now you're almost never out of touch. The cybercafé computers in Kathmandu, Phnom Penh and La Paz are as fast as anything you'll find in Tokyo, Washington or Berlin. So the moment you get off the plane you can email the friend you had a drink with the day before you left home.

When I was last in Thailand I bumped into Colin, the man who'd done the electric wiring in my little flat in London. Back home he'd always seemed miserable and cold, but now Colin (who had just been exploring in the jungle) was tanned and fit, and he was smiling a lot. That's the kind of thing that happens in Backpackerland. You can be anyone you want to be and life is full of surprises.

7 Fact check Read the text again and answer the following questions.

- a How old are most backpackers?
- b What occupations do backpackers have?
- c Are they rich or poor?
- d Why does Backpackerland exist now?
- e How can holidaymakers communicate with each other and with people at home when they are travelling?

8 Vocabulary Find words or phrases in the text with the following meanings.

- a a small cheap hotel (paragraph 1)
- b mechanically cooled (paragraph 1)
- c tired because you've travelled across the world on a plane (paragraph 1)
- d places with computers which anyone can pay to use (paragraph 2)
- e places where you can buy things – the places are often smaller than a shop, and usually in the open air (paragraph 2)
- f books specially for travellers (paragraph 3)
- g noise and bustle (paragraph 4)
- h people with the most courage (paragraph 5)

9 Noticing language How many examples of comparative and superlative adjectives can you find in the text? Create sentences using these adjectives.

Language in chunks

10 Complete these phrases from the text using the words in the box.

at home between (X and Y) of surprises
of touch the earth

- a a cross
- b completely
- c cost
- d life is full
- e out

11 Complete the sentences with the completed phrases from Activity 10.

- a With a mobile phone you're never
- b I never thought I'd visit Italy again.
- c She relaxes a lot when she gets here.
She feels
- d I don't know what it is. It looks like
a bicycle and a car.
- e Her engagement ring had three huge diamonds.
It

12 Discussion Work in pairs. Ask and answer the following questions.

- a Have you ever been a backpacker? (If your partner's answer is 'yes', find out as much information as you can.)
- b Would you like to be a backpacker? Why? Why not?
- c Where would you most like to go as a backpacker?

Speaking: a debate

13 Creative task You are going to have a TV debate on the following topic.

Tourism: a good thing for us all?

- a Work in groups. Group A: how many reasons can you think of why tourism might be a bad thing? Look at Activity Bank 9 on page 153 for more arguments. Group B: how many reasons can you think of why tourism might be a good thing? Look at Activity Bank 15 on page 156 for more arguments.
- b Elect a member of the class to be the TV host. The host will be in charge of the debate. Everyone else: choose one of the following roles for yourself in the TV debate and be prepared to argue either for or against tourism from that person's viewpoint.

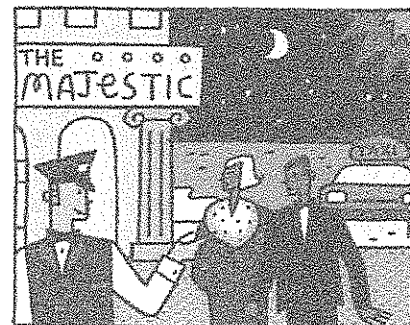
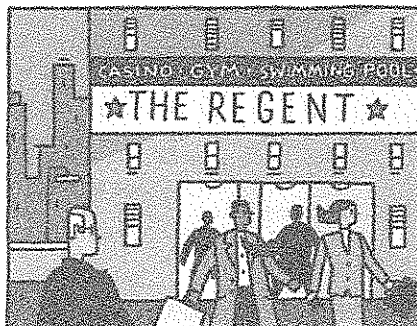
airline executive	hotel employee
travel writer	fisherman
environmentalist	politician
holidaymaker	travel agent

c Have the debate. The host starts the programme.

Grammar: comparative and superlative adjectives

- 14 Look at the pictures of the three hotels and compare them, using comparative and superlative forms of the adjectives in the box, plus any other adjectives you can think of.

attractive beautiful big cheap comfortable crazy crowded exciting expensive interesting
large lively luxurious modern noisy old old-fashioned peaceful quiet relaxing



Check your answers by looking at 4A and 4B in the Mini-grammar.

- 15 Complete the following exchanges with the phrases in the box.

a bit more difficult and more exciting as he is hotter and hotter as much as
much more interesting the better the bigger the easiest less than

- a 'Why are you going inside?'
'It's getting hotter and hotter! I can't stand it.'
- b 'You seem to be enjoying that book.'
'Yes. It's than I had expected.'
- c 'When are you going to finish putting up those shelves?'
'As soon as I can. It's than I expected.'
- d 'You can't hear yourself speak in here.'
'Great! The noisier'
- e 'You don't want coffee? I thought you liked coffee.'
'Not I used to.'
- f 'Why don't you want to play cards with your brother?'
'I'm not as good at cards'
- g 'The meals here are absolutely enormous.'
'Great! the better!'
- h 'Isn't it all too expensive?'
'Oh no. You can get a flight for £65.'

- i 'How did you get on in the exam?'
'Great. It was one of all of them.'
- j 'Why are you so keen on that television programme?'
'Because it's getting more'

Check your answers by looking at 4C in the Mini-grammar.

- 16 Practice Use language from Activities 14 and 15 to compare one of the following.

- a Two holiday destinations in your country which are very different.
- b Two holiday destinations in the world that you know about, have seen pictures of, or have visited.
- c Holidaying today compared to holidaying 50 years ago.

Functional language: recommendations

- 17 Before you listen to Track 21, put the travel agent's questions and recommendations (in the box) into the correct gaps to complete the conversation.

TRAVEL AGENT: (a) _____
 BEN: We'd like to book a holiday.
 DUNCAN: Yes, can you recommend anything?
 TRAVEL AGENT: (b) _____
 DUNCAN: Oh you know, sun, sea, sand, the usual.
 TRAVEL AGENT: (c) _____
 BEN: Well, we've been to Spain once already.
 TRAVEL AGENT: (d) _____
 DUNCAN: Italy? That's a great idea, but actually we'd prefer somewhere a bit more, well, exotic.
 TRAVEL AGENT: (e) _____
 BEN: I don't think we could afford that.
 TRAVEL AGENT: (f) _____
 DUNCAN: Yes, but is it worth it?
 TRAVEL AGENT: (g) _____
 BEN: Can I have a look at the brochure?
 TRAVEL AGENT: (h) _____
 BEN: Thanks.



- ☐ Actually, it's probably not as expensive as you think.
- ☐ All right then, can I suggest Rio de Janeiro?
- ☐ OK, what about somewhere in Spain, say Sitges near Barcelona?
- ☐ Sure. Take your time.
- ☐ Well, it's definitely worth considering.
- ☐ Well, what kind of holiday do you want?
- ☐ Well then, how about Sorrento in Italy?
- ☐ Yes, can I help you?

Now listen to Track 21. Were you correct?

- 18 Look at how we can ask for and give recommendations.

ASKING FOR AND GIVING RECOMMENDATIONS

- 1 We can ask for recommendations like this:
Can you recommend somewhere to stay near the sea?
Can you suggest a good place for a holiday?
Have you got any ideas about a good hotel?
Is it worth { visiting Wellington?
seeing Auckland? }
Is Paris worth { a visit?
considering? }
- 2 We can make recommendations like this:
What about (going to) Alaska?
How about the Hotel Stella?
Have you thought of (going to) London?
Why don't you try somewhere in Portugal?
If it was me, I'd go somewhere cheaper.
Why don't you give it a try?
- 3 We can reply to recommendations like this:
That sounds like a great idea!
That's exactly what I was looking for.
That's not quite what { I was looking for.
I was thinking of. }
That's a great idea, but I'd rather go somewhere more comfortable.
I think we'd prefer something a bit less expensive.

- 19 Make new questions and sentences by replacing the blue words, in Activity 18, with words of your own. Here are some examples:

Can you recommend somewhere with really good sports facilities?

If it was me, I'd go somewhere more beautiful.

- 20 Work in pairs. Use the language from Activity 18 to ask for and give recommendations in three of the following situations.
- You go to a travel agent to ask about how to travel from one place to another.
 - On a trip abroad you ask the hotel receptionist about which plays and / or restaurants to go to.
 - A customer doesn't know which dish to choose in a restaurant.
 - A friend doesn't know what to buy a girlfriend / boyfriend for a Valentine's Day present.
 - A customer in a shop doesn't know which dress / shirt to buy.

Pronunciation: pitch and intonation

- 21 Listen to people accepting recommendations on Track 22. Are they really enthusiastic or not?

- That sounds fantastic.
- That sounds like a great idea.
- That's exactly what I want.
- That's just right.
- That's incredible.
- That's a great suggestion.

- 22 Say the sentences using the same pitch and intonation as the speakers.

- 23 Role-play Work in pairs. Imagine you are travel agents. Think about the kinds of holidays you have to offer. Copy and complete the tables in Activity bBank 4 on page 152.

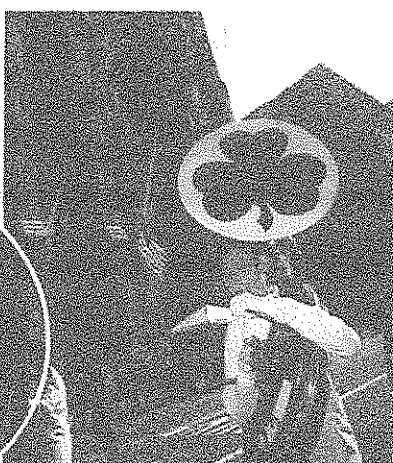
Now find a different partner. One of you wants to go on holiday. The other is the travel agent. The holidaymaker should ask the travel agent for advice and listen to the information carefully before deciding where to go. Once you have finished, swap roles.

Writing: coherence and cohesion

- 24 Choose a public holiday in your country. Make notes to show how you would explain it to a foreign visitor. Explain:

- ... when it is.
- ... what it's for.
- ... what special customs or events happen on that day.
- ... what you usually do on that day.

- 25 Look at the pictures. Do you know what the two festivals are? Put the paragraphs on the right in the correct order. (The first paragraph is d.)

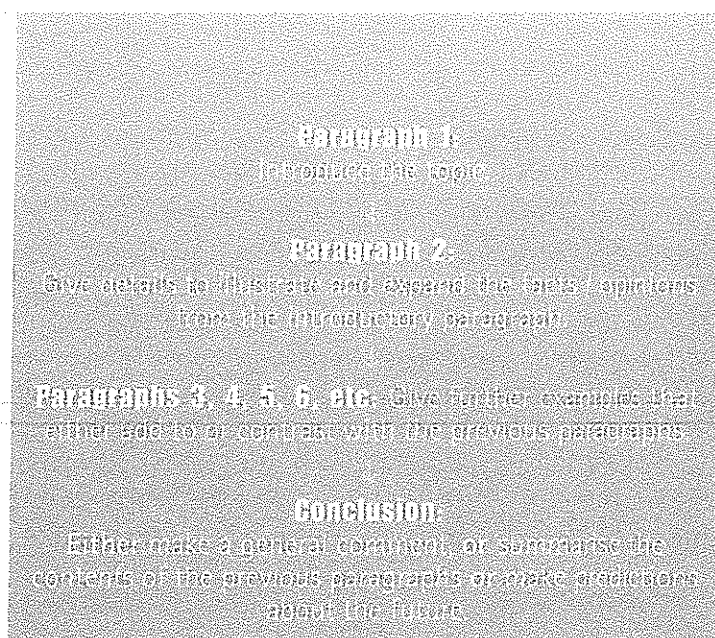


- Many national festivals have been celebrated for years, but occasionally new ones come along and old ones gradually disappear. This is unlikely to happen to Burns' Night or St Patrick's Day, however. They are celebrated by too many people for that.
- On Burns' Night the guests eat haggis. Haggis is chopped mutton and other ingredients – including liver, heart and oats – encased in sheep's gut, which is boiled before being served. The haggis is brought into the room to the sound of the bagpipes and the chief guest 'addresses' it, reciting Burns' poem 'Ode to the Haggis'. After eating, the other guests recite more of Burns' poems, sing Scottish tunes and drink a lot of whisky.
- On St Patrick's Day there are big parades, and people wear shamrocks. In some places they add green colouring to the beer and even to rivers and streams. People go out and have 'a good craic' (pronounced 'crack') – Irish for good fun.
- Public holidays and festivals are an important part of a country's life. They give everyone a break from routine and they form part of the annual life in that country. Sometimes they celebrate a day in a country's history (Independence Day), commemorate a special person (Columbus Day), mark the passing of time (New Year's Day) or celebrate a religious festival (Christmas, Eid, Diwali).
- Another widely celebrated festival is St Patrick's Day (17 March), which celebrates the life of the 5th-century saint. St Patrick was Bishop of Ireland, and it is said that he gave Ireland its national symbol when he illustrated his religious teaching with the shamrock – a three-leaved clover. But the festival is now more than anything a celebration of 'Irishness', whether it takes place in Dublin, Auckland, Melbourne, Montreal or Boston.
- Two particular festivals are celebrated far beyond their native land. The first of these, Burns' Night on 25 January, marks the birthday of the Scottish poet Robert Burns (1759–96). It is celebrated by his countrymen and admirers, not only in Scotland but all over the world, from New York to Sydney, from Toronto to Tokyo.

26 Fact check Who or what is:

- a ... Robert Burns?
- b ... a haggis?
- c ... the Ode to the Haggis?
- d ... St Patrick?
- e ... a shamrock?
- f ... 'a good craic'?

27 Look at the notes you made for Activity 24. Use them to write an article based on the plan on the right.



Review: grammar and functional language

28 Match the questions and answers.

- a Can you recommend a good holiday destination?
- b Do you like going on cruises?
- c Do you want to come pony-trekking with us?
- d Have you thought of going to the Costa del Sol?
- e What's the most exciting thing you've ever done?
- f What's your favourite kind of holiday resort?
- g Which do you prefer: galleries or museums?

- 1 Neither really. They're both as boring as each other.
- 2 No, thanks. At ninety years old I'm not as energetic as I was.
- 3 Oh, definitely the noisier the better.
- 4 That's a great idea, but I think I'd prefer somewhere a bit more exotic.
- 5 The parachute jump I did last year, I think.
- 6 Well, have you thought of going to South America?
- 7 Yes, because the ships are getting better and better.

Ask your partner the same questions. Do they give different answers?

29 Have a quiz. In teams of about four people, write questions about world geography and world landmarks.

Example: Which is the longest river in the world?

Take it in turns to ask the other team(s) questions. Your team gets one point for giving a correct answer.

30 Writing Look at the picture.

Imagine you are encouraging someone to:

- a ... buy a diamond in a jewellery store.
- b ... look at the inside of their car engine.
- c ... do a bungee jump.
- d ... eat fried ants.
- e ... take a ride on a rollercoaster.

Make sentences for the different situations. Use the words in the box and the pattern *Don't worry. It's not as ... as it looks / seems / sounds*.



bad dangerous expensive frightening complicated
boring disgusting terrifying uncomfortable

Review: vocabulary

Word List	abroad air-conditioned backpacking camping campsite clamour clubbing cruise cybercafé environmentalist excursion festival gallery holiday holidaymaker hostel jet-lagged market stalls museum nightlife package holiday pony-trekking public holiday resort sightseeing sunbathe tanned tourist travel guide vacation waterski (v)	Life is full of surprises. a cross between (X) and (Y) off the beaten track to be completely at home to be out of touch to cost the earth	Word Plus
-----------	---	--	-----------

- 31 Imagine you are going to be stranded on a desert island and you can only take five words from the Word List with you. Which ones will you take and why?

Example: I'll take 'pony-trekking' because I like the sound of it - and I could get around the island more easily.

.....

Pronunciation

- 32 a How many words can you find in the Word list which have the sound /æ/ - like cat?

Listen to Track 23 and check.

- b Find the odd one out in the following lists.

Think about sounds.

- 1 package vacation backpacking camping fantastic
2 clubbing cruise public sunbathe fun

Think about syllables.

- 3 backpacking boating excursion holiday waterski
4 camping culture hostel abroad museum
sunbathe

Think about stress.

- 5 gallery nightlife sunbathe resort swimming
6 holiday gallery excursion sightseeing luxury

-  Listen to Track 24 and check.

.....

- 33 Speaking Imagine that you are a journalist who works for a television travel programme. Write six questions you would always ask about any travel destination. Ask about local sites, activities, atmosphere, the weather, etc.

In pairs, role-play a conversation between the journalist and a local resident. The journalist starts by asking one of the prepared questions.

UNIT 5

Home

- present perfect
- homes and houses
- welcoming people to your home

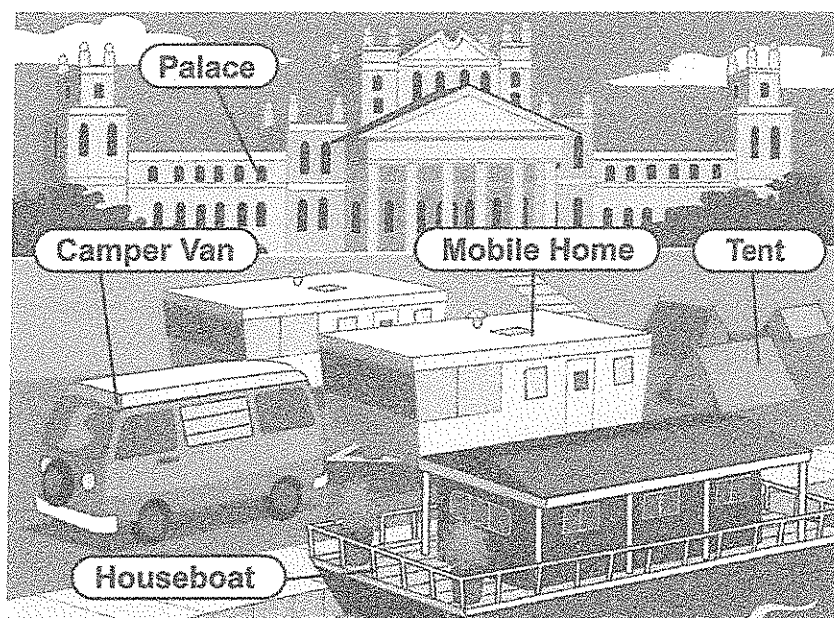
Speaking: where I live (game)

- 1 Look at these words in the box below and find pairs of words with opposite meanings.

bare cold cramped cluttered
light untidy spacious tidy
dark warm

- 2 Choose one of the homes in the picture.

Using words from Activity 1 and any other words you know, list the advantages and disadvantages of the home you have chosen. Here is an example:



Your choice: <u>tent</u>	
Advantages:	Disadvantages:
<u>light, easy to carry</u>	<u>uncomfortable, cold</u>

- 3 Without saying which home you have chosen, tell the rest of the class about its advantages and disadvantages. The class has to guess which home it is.

Reading: a different kind of home

- 4 Read the text on the next page. Some sentences are missing. Where do the following sentences a-f go in the text on page 46? The first one is done for you.
- Since I started living in my van, I've had feelings I haven't experienced since I was a child. 4
 - I was trying to decide what to do when I saw the advertisement: 'Converted ambulance for sale, £1,600'.
 - Now I begin to appreciate what travellers have been telling us all these years.
 - One problem I've had is what to do about power for my computer.
 - Parking can be most difficult.
 - At first I was nervous.

No home. No job. No worries.

When he lost his flat, writer CJ Stone decided to 'go on the road'. How will he cope with life in the slow lane?

I didn't wake up one morning and say to myself, 'I think I'll go and live in a van.' It was more accidental than that. First of all I lost my flat and then, at the same time, I discovered I needed a new engine for my car. That meant that I would have to spend £1,000 to get the car back on the road. I suddenly found that I needed, first,

somewhere to live and, second, something to travel around in.

[1] So I rang the number in the ad and arranged to go and see it. It was love at first sight! I made my decision straightaway. Two days later I was the proud owner of a two-litre Ford Transit converted into a camper van.

[2] I wasn't sure I could handle it. Where would I park? How would I wash? What would I do in the evenings? I'm the sort of person who needs people around, but you can't give big parties in a van. And how would I cope anyway with life on the road? But I needn't have worried. Well, not much. It's a lot easier than I thought.

[3] So far I've slept in several car parks and lay-bys, one or two festival sites and – once or twice – just by the roadside. I haven't yet found the perfect place. I spend a lot of time poring over maps for ideal sites. I ask around among the travellers. And I've no doubt I'll find a site. I'm an optimist – all my life I've always believed I have a place in the world.

[4] I suppose it's just the excitement of waking up in the morning, and, for the first few seconds, not knowing where you are. Then you look out of the window, and some new sight greets you: some tree you've never seen before, or some beautiful scenery that makes your heart leap. Living in a flat in the city I missed all that.

[5] After all, I'm a writer. To start with I stayed on campsites that had electricity whenever I wanted to work. But it cost money and I couldn't concentrate because everyone else was on holiday and playing games right outside my windows. And then I found the solution: solar panels. That meant I could stay anywhere. Now I'm not only a travelling writer, I'm ecologically sound too.

[6] Living in a van is cheap. No rent. No obligations. And on top of that there's the sense of freedom and the happiness that my new lifestyle has given me. Freedom can be addictive. I love being able to go where I want, when I want. It's wonderful to feel that the whole world is your home. No wonder so many people are leaving their houses and going on the road.

5 Fact check Answer the following questions.

- a What is CJ Stone's job?
- b Where does he live?
- c What does he think of it?

6 Read the text again and complete the following sentences.

- a CJ Stone decided to live as he does because ...
- b CJ Stone worried about his decision because ...
- c CJ Stone has parked in many places, such as ...
- d CJ Stone loves his new life because ...
- e CJ Stone solved his computer problems by ...
- f The advantages of living 'on the road' are ...

7 Vocabulary What's the difference between:

- a ... an *accident* and something that is *accidental*?
- b ... a *park* and a *car park*?
- c ... a *site* and a *sight*?
- d ... a *road sign* and the *roadside*?
- e ... *poring over* and *pouring*?
- f ... a *campsite* and a *camper van*?

8 Noticing language Read the last four paragraphs of the text again. How many contractions (*I'm, he's, they've*, etc.) can you find? What does the use of contractions tell you about the style of the text?

Language in chunks

9 Explain the meaning of the following phrases from the text.

- a a sense of freedom
- b to cope with
- c to have no doubt (that)
- d to make a decision
- e to spend a lot of time (doing something)

10 Complete the following sentences using the phrases in Activity 9. You may need to change the form of the verbs.

- a I can't computers. I just don't understand them.
- b He writing stories on his computer. He never seems to stop!
- c I'm not sure whether to buy a camper van, but I'm going to soon.
- d Walking in the countryside gives me
- e He wants to marry her. He she's the one for him.

11 Discussion What is your reaction to CJ Stone's way of life? Would you do what he does? Why? Why not?

Grammar: the present perfect

12 Speaking In a circle, talk about things you've never done, but which you would like to do one day. Use the present perfect. Look at 5A-5C in the Mini-grammar. Remember to say what the previous students have said.

Example: BEN: I've never been to New York.

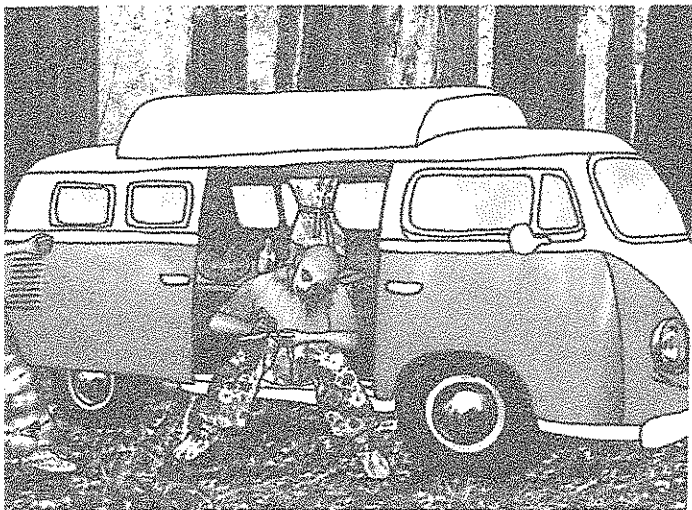
SUE: Ben's never been to New York. I've never lived in a camper van.

CAROL: Ben's never been to New York. Sue's never lived in a camper van. I've never ridden an elephant.

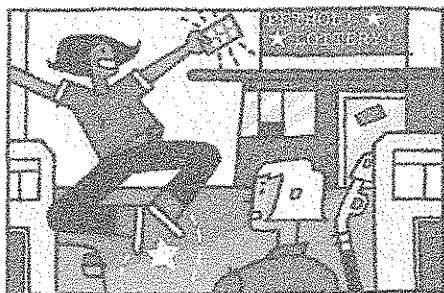
13 Complete the following sentences with the correct form of the verb in brackets and either *since* or *for*.

- a Ashley (live) has lived in a camper van for three years.
- b He (be) a writer October 1999.
- c His wife, Stella, (work) on an organic farm Ashley gave up his job.
- d They (not / eat) any meat two years.
- e Ashley (speak) French he was a child.
- f They (be) married ten years.
- g I (not / see) them last January.
- h He (have) a shaved head May last year.

Check your answers by looking at 5D in the Mini-grammar.



- 14 Just and yet Complete the dialogue with *just* (a short time ago) or *yet* (up until now).



JANE: Why are you so happy?
 KATE: I've (a) heard that I've won a million pounds.
 JANE: That's fantastic! What are you going to do with it?
 KATE: I haven't decided (b)
 JANE: But you must have dreamed of this moment.
 KATE: Well yes, but it's only (c) happened. I'm still in shock.
 JANE: Have you told your husband yet?
 KATE: No. I've only (d) found out myself!
 JANE: But you are going to, aren't you?
 KATE: I haven't made a decision about that (e)
 JANE: Hey, wait a minute! I've (f) had an idea. You could lend me some money!
 KATE: Mmm ...

Check your answers by looking at 5C in the Mini-grammar.

- 15 Present perfect and past simple Choose the past simple or present perfect forms for the verbs in brackets.

- a I (live) in a houseboat for six years and I still do.
I've lived in a houseboat for six years and I still do.
- b I never (be) to Bangladesh.
- c When I (leave) school two years ago, I (feel) a great sense of freedom.
- d He (always / be) a pessimist, since the moment he (is) born.
- e She couldn't cope with his behaviour so she (leave) him. That (be) two years ago.
- f I (never / live) in a block of flats, but my parents (live) in a flat when they (be) first married.
- g She (have) a tattoo for six months. She (go) to a place in town to get it done.
- h When I (be) younger, my grandparents (speak) Russian so I (pick) up a few words, but I can't speak it properly.

- 16 Copy the table (but not the handwriting). Think of four questions you'd like to ask people about their life experiences. Write them in your table.

Go round the class asking your questions. When someone says 'yes', ask them for details.

Have you
ever ...

broken a leg?

Name

Kim

Details

*5 years ago, fell off
a horse.*

Example:

STUDENT A: *Have you ever broken a leg, Pablo?*

STUDENT B: *No.*

STUDENT A: *Have you ever broken a leg, Kim?*

STUDENT C: *Yes.*

STUDENT A: *When did you break it?*

STUDENT C: *About five years ago.*

STUDENT A: *How did you do it?*

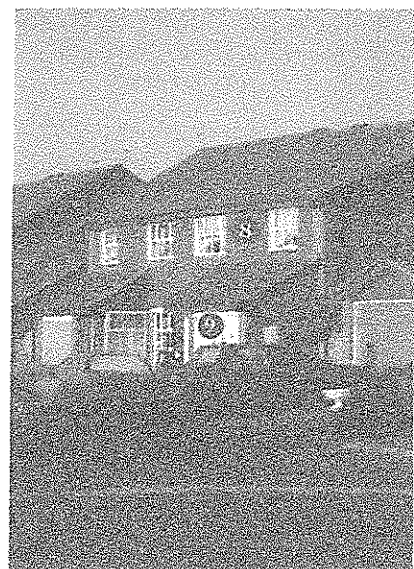
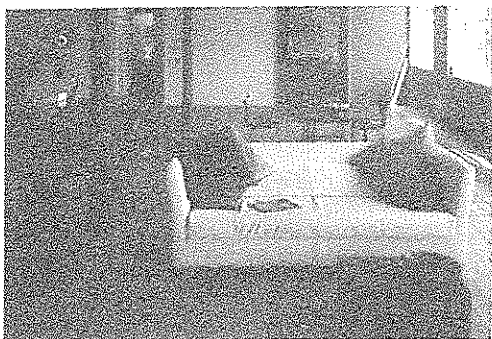
STUDENT C: *I was riding my horse one morning
and I fell off. It was very painful.*

Vocabulary: homes and houses

17 Match the words in the box with the numbers in the pictures.

basement block of flats bungalow cottage fence flat
first floor garage garden gate ground floor
semi-detached house terraced house studio flat

Example: 1 block of flats



18 Discussion Which of the pictures is most like where you live? What differences are there between your home and the one in the picture?

Using a dictionary: definitions and examples

19 Look at the dictionary entry for *garden* and answer the following questions.

- Is *garden* an adjective, adverb, noun, preposition or verb?
How do you know?
- How is it pronounced?
- What equivalent word is there in American English?
- How many different meanings are given?

gar·den ¹ (S) (W) /'gɑ:dn \$ 'gɑ: / n
1 [C] BrE the area of land next to a house, where there are flowers, grass, and other plants, and often a place for people to sit: *El yard AmE: He's outside in the garden.* | *Grace brought us some flowers from her garden.* | *Our house has a small garden.* | *a garden shed* | *back/front garden* (=at the back or the front of the house)
2 [C] AmE a part of the area next to a house, which has plants and flowers in it: *vegetable/herb/rose garden* | *The house has a beautiful herb garden.*
3 *gardens* (plural) a large area of land where plants and flowers are grown so that the public can go and see them: *the Botanical Gardens at Kew*
4 *Gardens* BrE used in the name of streets: *211 Roland Gardens* → *KITCHEN GARDEN, MARKET GARDEN* → *lead sb up the garden path* at LEAD¹ (12)

20 Practice Which of the homes above would you like to live in? Which would you not like to live in? Why?

Examples: I'd like to live in the cottage because it's very pretty.

I wouldn't like to live in the block of flats because the rooms are very small.

- 21 Make new words by adding *home* to the following words. Use the new words in the newspaper headlines below.

___sick ___coming ___less ___-grown ___work ___-made

- a ~~Home-grown~~ lettuce sells best
 b _____ man wins lottery, buys house
 c _____ cake poisons entire village
 d _____ couple return after only 72 hours away
 e _____ crisis in our schools
 f _____ celebration cancelled when returning son misses transatlantic flight

Listening: Making myself homeless

- 22 Think about your home. Write five adjectives to describe:

- a ... what it looks like.
 b ... what it feels like.

- 23 Match the phrases on the left with their meanings on the right.

- | | | |
|-------------------------------|---|---|
| a a sense of freedom | → | someone who thinks everything will be terrible |
| b a camper van | | a feeling that you are free |
| c to hit the road | | a van that you can sleep in |
| d Home is where the heart is. | | to feel as if you do not have any friends |
| e to be homeless | | to not have a home |
| f to be lonely | | someone who thinks everything will be wonderful |
| g an optimist | | anywhere that you feel comfortable is home |
| h a pessimist | | to go travelling |



- 24 You are going to hear a song called *Making myself homeless*. Here are the first and the last verses. What order should the lines go in? Write the numbers in the brackets.

First verse:

- a [] I don't feel like staying in.
 b [] I'm sitting here without you
 c [] It's cold and it's empty
 d [] The light is getting dim

Last verse:

- e [] And my travelling days will be done
 f [] And we'll have our new day in the sun.
 g [] And we'll go back home one fine morning
 h [] And you'll come running towards me

- 25 Which of these summaries (a-c) best describes the song?

- a The singer is unhappy because his camper van is cold and empty, and it is raining. He wants to travel to the road's end.
 b The singer is unhappy because his girlfriend has left him. He leaves home and travels in a camper van. He hopes he will meet his girlfriend again and that they will go back home together.
 c The singer is unhappy because his house is cold and empty so he decides to go on the road. It rains a lot, but he's looking forward to a day when it will be sunny again.

- 26 Listen to the song on Track 25. Did you get the first and the last verses right?

26 Complete these lines from the song.

- a So I guess I'll
- b I'm not a or an
- c I just need to have
- d And the light is at the road's
- e And I'll forget about you if
- f And the road stretches
- g I can do whatever

- h For what use is travelling
- i It just makes me homesick for
- j But the road leads

27 Listen to Track 25 again and follow the lyrics in the Audioscript. Complete this sentence:

I like / don't like the song because

Functional language: welcoming people

28 Look at the picture. What are they saying to each other?

29 Listen to Track 26. Were you correct?

29 Match the phrases in the two columns to complete the welcoming sentences.

- | | |
|--------------------------|----------------------------------|
| Can I get you | finding us? |
| Can I take | into the sitting room. |
| Did you have any trouble | something to drink? |
| Do you want / need | to see you! |
| Go on | to wash your hands / freshen up? |
| How nice | for coming. |
| Thanks | your coat? |

30 Listen to Track 27 and repeat the phrases.

30 Put the phrases from Activity 29 in the correct gaps.

- a 'Can I get you something to drink?' 'Yes please. I'd like an orange juice.'
- b '.....' 'No. It was quite straightforward, actually.'
- c '.....' 'Thank you.'
- d '.....' 'Thank you. Is it through here?'
- e '.....' 'Yes, that would be nice. Where's the bathroom?'
- f '.....' 'Well, thanks for inviting us.'
- g '.....' 'Yes. It's great to be here.'



Pronunciation: stress in phrases

31 Look at the replies in Activity 30. Listen to Track 28 and write a line under the word or the part of the word where the speakers place the main stress.

I'd like an orange juice.

32 Repeat the phrases after the speakers on Track 28.

33 Role-play Work in groups. One of you is the host. You have invited people round for a drink. Welcome them to your house / flat using the phrases from Activity 29. The rest of you are the guests. Respond to your host using phrases from Activity 30.

Writing: letters

34 Study the letter and make notes about the following questions.

- a Where is Brenda writing from?
- b How did she and Mariel get there?
- c How did she feel when she first arrived? How does she feel now?
- d What differences are there between Brenda's and Mariel's characters?
- e What is Brenda's job? What is Mariel's?
- f Who is David?
- g How formal is the letter? How do you know?

35 Would you use the following in letters which are *Formal (F)* or *Informal (I)* or *Neutral* (neither formal nor informal) (*N*)?

- a Hi Rosemary
- b Dear Mrs Forrest
- c Dear James
- d Dear Ms Forrest
- e Dear Sir or Madam
- f With best wishes
- g Lots of love
- h Yours sincerely
- i Yours faithfully
- j Love
- k Thanks for your letter.
- l Thank you very much for your letter.
- m Please give my love to David and the kids.
- n I look forward to hearing from you.

36 You are going to write a letter. Make notes on the following.

- a Choose somewhere in the world you like the sound of. Imagine that you are now living there.
- b How did you get there?
- c What kind of job do you normally do? Have you found something similar in your new place?
- d Where are you living in your new country? What kind of a place is it?
- e What English-speaking friend or relative (real or imaginary) could you write to?

Using your notes, write a letter to your English-speaking friend or relative. Use the language from Brenda's letter to help you.

Flat 3
156 Centenary Road
Mumbai
India

15th June

Dear Rosemary,

I've just received your letter - thanks. It was nice to hear from you.

Well, we've been here for three weeks already. I still can't believe it. But things have definitely improved since the bus left us at the roadside on that first day. For a minute I wanted to turn round and go home again. You know me, I'm a great pessimist. But Mariel always thinks everything is going to be fine. In less than a day she had found us a flat and here we are.

I've found myself a job giving private conversation classes. Not quite what I'm used to but it's still teaching and my students are lovely. Mariel hasn't got a job yet, but she's made contact with various people in the film industry here and hopes she'll get work soon.

So the big news is, we've made our decision. We've decided to stay. This is our home.

Please give my love to David and the kids. Why not come and visit us soon?

Lots of love,
Brenda

Review: grammar and functional language

37 Complete the conversation with the correct present perfect or past simple form of the verb in brackets.

- ALAN: How nice to see you!
BARBARA: It's nice to be here.
CLARE: (a you / have) any trouble finding us?
DAN: Oh no. We (b be) here before, you know.
ALAN: Oh, really? But we (c only / live) here for three weeks.
BARBARA: Yes. But we knew the people who (d live) here before you.
CLARE: You mean Sara and Jeff?
DAN: Yes. They (e be) friends of ours since we met them at university.
ALAN: How interesting. Well, anyway, can I take your coats?
BARBARA: Thanks.
CLARE: Go on through to the sitting room. I expect you know your way!



38 Complete the following sentences if they apply to you.

- I live in
I study English at
I have pierced ears / a tattoo / a beard / a moustache.
I wear glasses / contact lenses / lots of jewellery.
I play / do (sport, musical instrument, hobby).
I work in / at / as
I am engaged / married / single.

Give your sentences to your partner.

39 Interview your partner about the sentences in front of you.

Ask *How long ... ?*

Example: *How long have you lived in London Road?*

Write a short paragraph about your partner's answers using *since* and *for*.

Review: vocabulary

Word List

accident accidental bare basement block of flats bungalow
campsite camper van car park cluttered cold cottage
cramped dark fence first floor flat garage garden gate
guest ground floor homecoming homeless home-made
homesick homework host houseboat light mobile home
optimist park pessimist road sign roadside semi-detached
house sight spacious studio flat tent terraced house tidy
untidy warm

a sense of freedom
to cope with
to go on the road
to have no doubt (that)
to make a decision
to spend a lot of time
(doing something)

Word Plus

40 Think about which six words in the Word List will be most useful to you in the future. Why?

41 Copy and complete the tables with words from the Word List.

Words with a positive feeling

Words with a negative feeling

43 Using as many words as possible from the Word List, expand the following sentence. Who can make the longest sentence which still makes sense?

The woman left the next day.

44 Writing In groups of five, you are going to write a poem called *On the road*.

- Each take a different phrase from Word Plus.
- Each use the phrase to write a short sentence about life on the road.
- As a group, arrange the sentences in the best way you can to make your poem.

Pronunciation

42 a What sound do all the following words have in common?

bungalow cold cope go homeless mobile home studio

1) Listen to Track 29 and check.

b Can you find other words in the Word List which include the same sound?

2) Listen to Track 30 and check.

c Which words in the Word List start with the following sounds:

/b/:

/k/:

/g/:

/s/:

3) Listen to Track 31 and check.

d Which sound do you find the most difficult to say?

e List some other words that start with these sounds:

/b/:

/k/:

/g/:

/s/:

UNIT 6

Lives

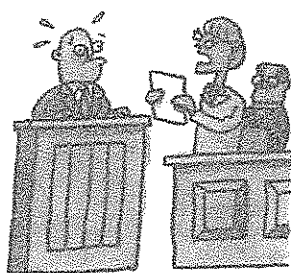
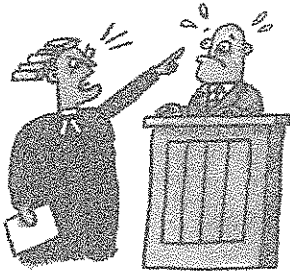
the passive
biography, history and crime
paying compliments

Vocabulary: different histories

1 Complete the sentences in each box using the words in the column on the left.

IN A COURT OF LAW

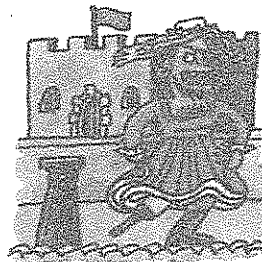
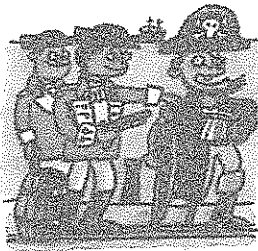
guilty
prison
sentence
accuse



- a I you of stealing £250,000. b We think he is c I you to ten years in

HIGH ADVENTURE

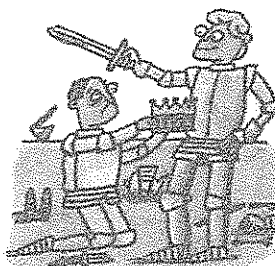
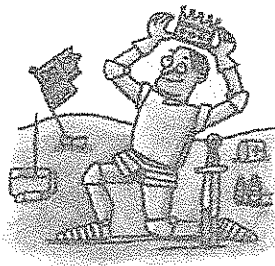
disguised
escaped
pirate
soldiers
captured



- d Mad John, the, was by the king's e They put him in prison, but he as a woman.

WAR AND PEACE

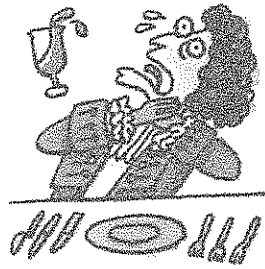
defeated
crowned
elected
conquered



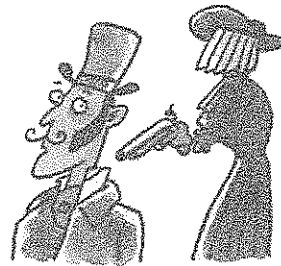
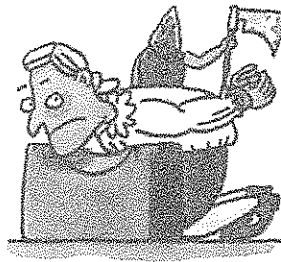
- f When he the country, he himself king. g Ten years later the king was in battle. h The people a president instead.

MURDER

died
executed
poison
shot
stabbed



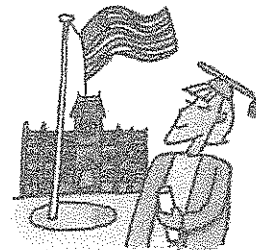
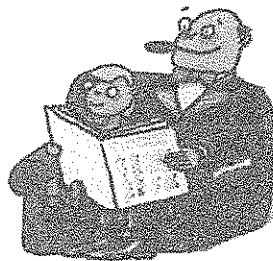
- i The first Lord Mountebank when he drank
j Ten years later someone his son with a knife.



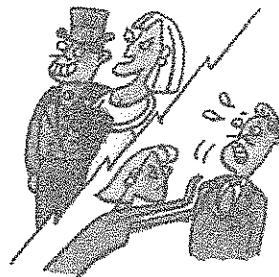
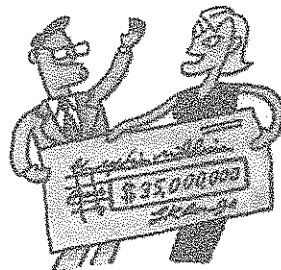
- k The third Lord Mountebank was
l The fourth was by a jealous lover.

FAMILY MATTERS

born
brought up
divorced
educated
inherited
married



- m She was in 1923.
She was by her uncle.
n She was at the best school in America.



- o She \$35 million when her uncle died.
p She was three times – and got three times too.

Reading: three lives

5 Read about one of these three women. Copy and complete the table on page 59 about her.

FAMOUS WOMEN



Mary Read, one of the most famous female pirates in history, was born in London in 1690. Her father died when she was young and Mary's mother raised her as a boy. Only male children could inherit money so Mary was disguised as a boy so that she would inherit her grandmother's money.

When Mary was 13 she joined a ship, still dressed as a man. A few years later she joined the British army (as a man) and was sent to fight the French in Holland. There she fell in love with one of her fellow soldiers – and had to reveal her secret, much

to everyone's surprise!

When her husband died, Mary put on men's clothes again and joined a ship going to the West Indies. But the ship was captured by English pirates, led by Jack Rackham and Anne Bonney. Mary decided to become a member of the pirate crew. She fell in love again, this time with a soldier they had captured, and was married. But their honeymoon was short because Mary and her fellow pirates, Jack and Anne, were taken prisoner near Jamaica and were sentenced to death. Mary was saved from death because she was pregnant, but she died in prison in 1720.

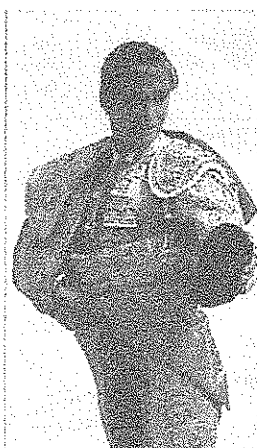
Calamity Jane was a heroine of the American Wild West, famous for her bravery. A film was made about her in 1953, starring Doris Day.



Calamity Jane's real name was Martha Jane Cannary and she was born in 1852 in Missouri, USA. Her parents were farmers. As a young girl she could ride a horse and shoot a gun as well as any man. In the 1870s, dressed as a man, she fought with the army against the Native Americans. During a fierce battle, the captain was shot and fell from his horse. She lifted him on to her own horse and saved him. When he recovered, the captain said, 'I name you Calamity Jane, the heroine of the plains.'

In 1876 Calamity Jane met Wild Bill Hickock and they settled in the town of Deadwood, Dakota. The same year, Wild Bill was shot in the back of the head while playing cards in a saloon bar.

Calamity Jane left Deadwood. For a time she raised cattle and kept an inn. Then she moved to California, and later to El Paso, Texas, where she married Clinton Burke. They had a daughter, but the marriage was not a success. Calamity Jane never had much money and died a poor woman in 1903. She was buried in Deadwood next to Wild Bill Hickock, as she had requested.



Cristina Sanchez was one of the only female bullfighters, or 'matadors', of modern times. She was forced to stop fighting bulls because of criticism – many people thought that bullfighting was only for men.

Women in Spain have fought bulls since the 18th century, but a law in 1908 banned them on the grounds of 'decency and public morality'. The ban was lifted briefly in the 1930s when Spain became a republic, but was put back again by the dictator Francisco Franco. The ban was lifted again after Franco's death in 1976 – but even then most women only fought on horseback. Cristina fought on foot.

Cristina was born in Madrid, Spain, in 1972. She started her bullfighting career in South America when she was only 20. She attracted a lot of attention and soon became a matador back in Spain. However, Cristina was frequently criticised by male bullfighters.

A lot of people believed that women in the ring were unlucky. 'Women should be in the kitchen, backing up men. It's unnatural for them to fight,' said Jesulin de Ubrique, a typical critic. Many male bullfighters refused to appear with her.

Cristina Sanchez retired in 1999 because she was fed up with the attitude of the other matadors and some of the public. But, almost certainly, she won't be the last female matador.

Name

a Dates (birth / death):

d Main events in her life:

b Nationality:

e Important people in her life:

c What was special about her:

f How/why her career ended:

- 6 Find two members of the class who read about the other women. Interview them and complete your table with the information they give you.

Example: STUDENT A: *When was Mary Read born?*

STUDENT B: *She was born in 1690.*

Language in chunks

- 7 Complete the sentences with the phrases from the box. (You might have to change the tense of some verbs.)

much to my surprise on foot on horseback the ban was lifted fall in love with settle in

- a My great-grandfather was a village carpenter. His family was very poor. As a boy he had to go to school
- b He my great-grandmother when he saw her at a dance.
- c My great-grandfather wanted to live in the capital city, but in those days you were not allowed to move away from your own village. However, just after my great-grandparents got married.
- d In the end they the capital city. They rode there
- e I wrote an essay about my great-grandfather for a competition at school. I won first prize for it.

- 8 Use the phrases from Activity 7 to retell the following story.

Kristina the Tuneful was a musician. She went to live in Kleff when music was permitted again after the rule of Bad Queen Margaret. One day, riding her horse, she went to the neighbouring village of Steiv and saw Stanislav the Carpenter. He was incredibly handsome. It was love at first sight! She thought he could never feel the same about her, but he did!

- 9 Who was:

- a ... captured by English pirates?
b ... criticised by male bullfighters?
c ... known for her bravery?
d ... disguised as a boy?
e ... buried next to Wild Bill Hickock?
f ... shot in a saloon bar?
g ... forced to end her career because of criticism?
h ... sentenced to death but was saved?

- 10 Noticing grammar What do you notice about the verbs in the questions in Activity 9?

- 11 Discussion Which of the three women do you find most interesting? Why?

Grammar: the passive

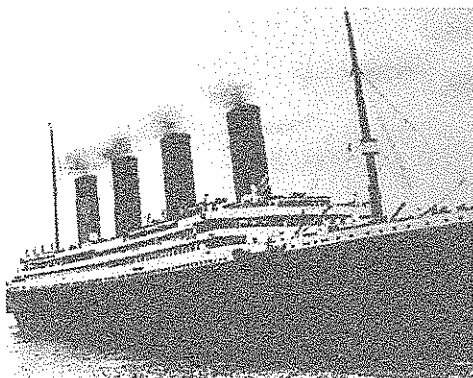
- 12 Read the following information about the Great Pyramid and underline the passive verbs. Use 6A in the Mini-grammar to help you.

The Great Pyramid was built in Egypt about 5,000 years ago. It was constructed to the west of the River Nile. This area was called 'The Land of the Dead'. The Great Pyramid was made from huge blocks of limestone. The wheel had not yet been invented, so the blocks of stone were pulled from the quarry by hundreds of men on a path of wooden logs. The pyramid was designed with a solid core of limestone with four sides, and gaps were left for corridors and various rooms. It is not known exactly what the pyramids were used for, but burial chambers (where the bodies of dead pharaohs and their families and servants were placed) have been found deep inside the pyramids. It is thought that pyramids were designed to help the pharaoh's spirit rise up to the sun after death. The pyramids are visited by millions of people each year.



- 13 Now read the following information about the famous ship the *Titanic* and write the correct passive form of the verb in brackets in each gap.

The *Titanic* (a build) in 1912. It (b design) in a new way and it was (c think) to be unsinkable. Because of this, it (d not/give) enough lifeboats for the passenger and crew. The hull (e damage) by a collision with a huge iceberg and it sank very fast. A total of 1,513 people (f drown) that day. Because of this disaster, new international safety laws (g pass) and the Ice Patrol (h establish) In 1985 the wreck (i locate) on the sea bed and the ship (j explore) Several successful films (k make) about the *Titanic* since then, and the most recent (l release) in 1997.



- 14 Read 6D in the Mini-grammar and then make two passive sentences from each of the following statements. The beginning of the first two sentences is given.

- The chef baked a huge cake for the president's daughter.
A huge cake ...
The president's daughter ...
- The director of the gallery showed the journalists the new sculpture.
- A record company offered Robbie Williams a multi-million dollar contract recently.
- The government granted some war veterans a pardon.
- The academy awarded Nadia Kastelitz the state literature prize.
- The committee gave Viktor Selianov a gold medal for bravery.

- 15 Choose a famous person from the following list or think of your own. Make passive sentences about them. Use the words from Activity 1 on pages 55–56 to help you.

Mao Tse-tung Robin Hood Simon Bolivar
Marie Antoinette Snow White Julius Caesar
Cinderella Princess Diana Garibaldi
John Lennon Nelson Mandela

Example: One of the most famous people in English history is Oliver Cromwell. He led the Civil War against King Charles I. After Charles was executed, Cromwell was made Lord Protector in 1653. He was offered the crown in 1657, but he refused it.

Listening: a 'whodunnit'

16 Listen to Track 32. Who is:

- a ... Arthur Logan?
- b ... Joshua Logan?
- c ... Juliet Logan?
- d ... Crawford Jarvis?

17 Fact check Listen to Track 32 again. Who:

- a ... was murdered?
- b ... was hit on the back of the head (but not murdered)?
- c ... couldn't get to sleep?
- d ... went for a walk in the garden?

18 On Track 32 who says:

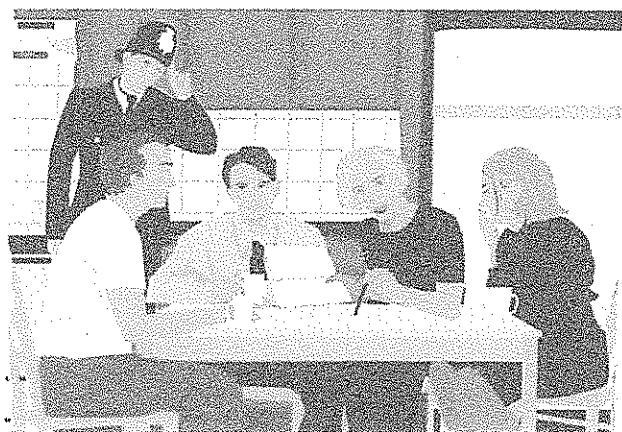
- a 'He's been in love with my aunt for years.'
- b 'I can't bear to think about it.'
- c 'I didn't kill Joshua Logan, honestly.'
- d 'I have a lot on my mind.'
- e 'I was woken by a sound downstairs.'
- f 'It's no secret.'
- g 'It's not true.'
- h 'You and your husband haven't been getting on well.'
- i 'Some people in your situation might think of killing their husband.'

19 Who do you think killed Joshua Logan?

20 Listen to Track 33. Does Inspector Wade agree with you? How did she know who killed Joshua Logan?

21 Noticing grammar Look at Track 32 in the Audioscript. How many examples of the passive can you find?

22 There are many books and television programmes about detectives who solve murder mysteries. Which are the most popular in your country? Which do you like the best?



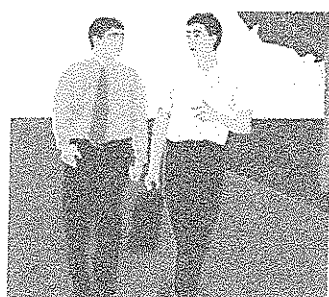
Functional language: paying compliments

23 Before you listen to Track 34, put these lines in the correct conversations.

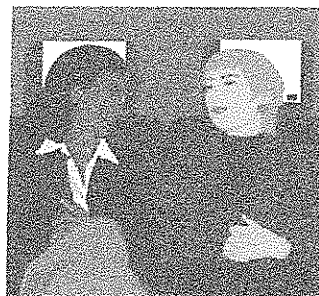
I was given them by my aunt. From that shop opposite the bank. It was a present from my girlfriend.



HELEN: That's a really nice jacket.
SAM: Oh, thanks.
HELEN: Where did you get it?
SAM: (a)
HELEN: Oh yes. I know the one.
Well, it really suits you.
SAM: Thanks.



JASON: I like your shirt.
LEO: Do you?
JASON: Yes.
LEO: (b)
JASON: Well, it looks good on you. What's it made of?
LEO: I don't know. Cotton, I think.



SUNITA: Those are really nice earrings.
KAREN: I'm glad you like them.
SUNITA: Where did you get them?
KAREN: (c)
They're from Japan, I think.
SUNITA: Well, I think they're great.

Now listen to Track 34. Were you correct?

24 Complete the table with language from the conversations in Activity 23 on the previous page.

Saying you like something:	<i>That's a really nice jacket.</i>
Saying something is good for the person who is wearing it:	
Being pleased that someone compliments you:	

25 Vocabulary Do you know these words?

corduroy cotton denim leather nylon
plastic polyester silk wool

Choose six words from the list to match the things in the picture.

26 Ask about things people in the class are wearing.

Example: STUDENT A: *What are your shoes made of?*

STUDENT B: *I don't know. Leather, I think.*

27 Role-play Work in pairs. Have conversations in which one of you compliments the other on something they are wearing.



Speaking: interviewing a portrait

●● Pronunciation : showing interest

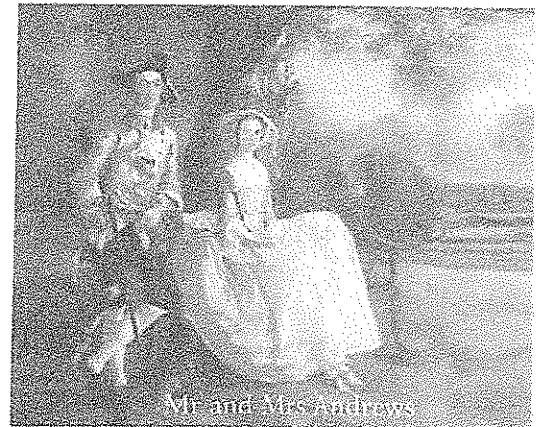
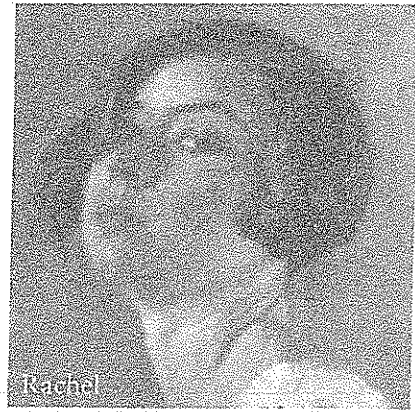
28 Listen to the man's responses on Track 35. Write a line under the main stress in the following phrases.

- a That's fantastic.
- b How interesting!
- c That is interesting.
- d Oh, really?
- e You're thinking of getting married?
- f You live in Birmingham?

29 Say the sentences like the speaker on Track 35.

30 Creative task You are going to interview one of the people pictured here.

- Work in groups. Choose one of the people in the pictures. Write as many questions for them as you can. You can ask about who they are, how they are feeling, what they have for breakfast, what their favourite music is, etc.
- One student plays the part of the person you have chosen. That student should look at the person, trying to imagine who they are, what their character is like, what kind of life they have, etc.
- Using the questions you have prepared, the other students interview the person. Show interest in the answers you are given by using the phrases in Activity 28.



Writing: mini-biography

31 Imagine you are going to interview someone. Write questions in English to find out the following biographical information.

- Name
- Date and place of birth
- Background (nationality, where they have lived, education)
- Important events in their life
- Most recent important event
- How they would describe themselves
- Interests
- Future important events or hopes

32 Use your questions to interview someone who speaks English. Copy and complete the table.

a	Name:
b	Date and place of birth:
c	Background (nationality, where they have lived, education):
d	Important events in their life:
e	Most recent important event:
f	How they would describe themselves:
g	Interests:
h	Future important events or hopes:

33 Use your notes to write three short paragraphs about the person you interviewed. You can follow this plan.

Introduce the person, their background, and early events.



Describe the person and their interests.



Talk about the most recent events in their life and discuss what the future holds for them.

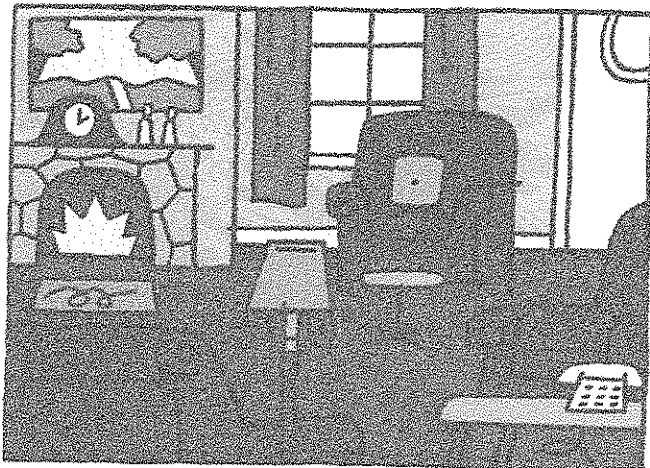
Review: grammar and functional language

- 34 Look at the two pictures. Using words in the box say what has changed from the old room on the left to the new one on the right.

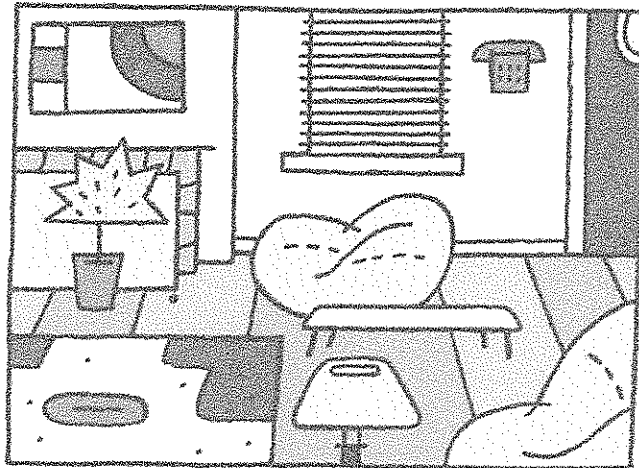
a plant blinds the armchairs and sofa the carpet the lampshade
the ornaments the picture a rug the telephone the walls

Example: A plant has been put in the fireplace.

BEFORE



AFTER



- 35 Quiz In teams, list some titles you know of things in Box A. Try to think of two examples for each.

Example: books: 'One Hundred Years of Solitude' and 'The Beach'

A

books buildings designs build compose design
discoveries films inventions direct discover invent
pieces of music plays poems paint write
works of art

B

Tell the other team one of the titles from your list. Using the verbs in Box B, they have to say who created that thing. Score one point for each correct answer.

Example: TEAM A: 'One Hundred Years of Solitude'.

TEAM B: It was written by Gabriel Garcia Marquez.

- 36 Speaking Think of a book, play, film or piece of music that you know well. Who wrote it, directed it, etc? Tell the story.
- 37 Writing Write a conversation between two people in which one person compliments the other on their clothing, their new furniture, their new car / bicycle, their watch, their mobile phone, etc.

Review: vocabulary

Word List	Word Plus
accuse	much to my surprise
be born	on foot / horseback
bring up	to impose / lift a ban
bullfighter	to fall in love with
capture	to settle in (name of a place)
conquer	
corduroy	
cotton	
crown	
defeat	
denim	
die	
disguise	
divorced	
educate	
elect	
escape	
execute	
guilty	
imprison	
inherit	
leather	
marry	
nylon	
pirate	
plastic	
poison	
polyester	
prison	
sentence (v)	
shoot	
silk	
soldier	
stab	
wool	

- 38 Decide which words in the Word List have (a) a positive feeling, (b) a negative feeling, or (c) a neutral feeling.

Pronunciation: syllables and stresses

- 39 a Find all the words from the Word List with two or more syllables. Which syllable is most often stressed: the first one, the last one, or the one before the last one?

Listen to Track 36 and check.

- b Copy and complete the table with words from the Word List which include the letter 'o'. How is it pronounced in each case? Which 'o' word in the Word List doesn't fit in any of the boxes? Practise saying the words.

/ɔ:/ - worn	/ɒ/ - song	/ɔɪ/ - boy	/ə/ - photograph	/əʊ/ - oh!	/u:/ - pool

Listen to Track 37 and check

- 40 Look at the Word List.

- a Which words can be both nouns and verbs?
b Which words can be both nouns and adjectives? What word group do these words belong to?

- 41 Writing Continue the following fairy story using as many words and phrases from the Word List and Word Plus as possible. Who can use the most words?

Once upon a time there was a bad prince who fell in love with his beautiful young neighbour ...