



B1

Module

5

THAT'S  
ENGLISH!







Module

5



THAT'S  
ENGLISH!

# THAT'S ENGLISH!

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Este material se ha elaborado en papel reciclado (50% fibras recicladas post-consumo y proceso de blanqueado de su pasta totalmente libre de cloro TCF), siguiendo lo estipulado en la Orden PRE/116/2008, de 21 de enero.



## **MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE SECRETARÍA DE ESTADO DE EDUCACIÓN, FORMACIÓN PROFESIONAL Y UNIVERSIDADES**

*Centro para la Innovación y Desarrollo de la Educación a Distancia (CIDEAD)*

Director del CIDEAD: José Luis Gómez Sierra

Edita:

© SECRETARÍA GENERAL TÉCNICA

Subdirección General de Publicaciones y Documentación

Catálogo de publicaciones del Ministerio de Educación, Cultura y Deporte: <http://www.educacion.es>

Catálogo general de publicaciones oficiales: [www.060.es](http://www.060.es)

Fecha de edición: Diciembre 2012

NIPO: 030-12-169-X

ISBN: 978-84-369-5320-6

Depósito legal: M-20952-2012

Impreso en la UE - Printed in EU

Imprime: Ediciones SM



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PHONETICS	VOCABULARY	SOCIOLINGUISTICS	LEARNING STRATEGIES
<ul style="list-style-type: none"> <li>• /n/ /ŋ/</li> <li>• Word stress</li> </ul>	<ul style="list-style-type: none"> <li>• Multiculturalism and globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Multiculturalism in British society</li> </ul>	<ul style="list-style-type: none"> <li>• Using background knowledge</li> <li>• Using graphic organisers</li> <li>• Summarising</li> <li>• Sequencing</li> </ul>
<ul style="list-style-type: none"> <li>• Regular past endings: /t/, /d/, /ɪd/</li> <li>• Sentence stress</li> </ul>	<ul style="list-style-type: none"> <li>• Inventions, scientific discoveries and findings, innovations</li> <li>• Years, centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>• Great inventions and inventors, findings, discoveries</li> </ul>	<ul style="list-style-type: none"> <li>• Using graphic organisers</li> <li>• Using background knowledge</li> <li>• Personalising</li> <li>• Classifying</li> </ul>
<ul style="list-style-type: none"> <li>• /l/</li> <li>• Weak forms of pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Life standards, social behaviour and working conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of technological innovation in our present world</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising</li> <li>• Making predictions</li> <li>• Classifying</li> <li>• Making inferences</li> <li>• Organising a text</li> </ul>
<ul style="list-style-type: none"> <li>• Revision of /ə/</li> <li>• Intonation to show degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• Sport lexis: sport, person, places, equipment</li> <li>• Collocations connected with sport</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream sports in different English-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Using selective attention</li> <li>• Personalising</li> <li>• Using background knowledge</li> </ul>
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<ul style="list-style-type: none"> <li>• Weak forms: contractions of <i>will</i> and <i>would</i></li> <li>• Sentence stress</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday activities</li> <li>• Travelling: problems, tips and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in the way people plan and book their holidays brought about by the emergence of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperating</li> <li>• Personalising</li> <li>• Accessing information</li> <li>• Organising ideas into a paragraph</li> </ul>
<ul style="list-style-type: none"> <li>• Diphthongs: /əʊ/ /aʊ/ /aɪ/</li> <li>• Sentence stress</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Food partitives and collocations</li> <li>• Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Stereotypes and changes in eating habits in the last few decades</li> </ul>	<ul style="list-style-type: none"> <li>• Using images</li> <li>• Classifying</li> <li>• Cooperating</li> <li>• Sequencing</li> </ul>
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# Introduction

Bienvenido al módulo cinco del curso ***That's English!*** con el que empezamos el nivel intermedio.

En esta introducción queremos ofrecerte varias sugerencias para seguir cómodamente y con éxito los módulos de ***That's English!*** Los números de página que aparecen a continuación se refieren al orden dentro de cada unidad.

## Primer programa de vídeo (1ª página)

Todos los materiales de cada unidad giran en torno a un tema diferente. Antes de ver el programa correspondiente a una unidad, te ayudará consultar la tabla de contenidos al principio del libro donde verás recogidas las funciones, estructuras, vocabulario, etc., que la configuran.

Después, echa un vistazo a la primera página de la sesión A. En ella podrás ver los Objetivos que se espera que hayas conseguido al finalizar el estudio de la unidad. Puedes volver a ellos en ese momento y comprobar si los has conseguido.

Los encabezamientos ***Before you watch***, ***While you watch*** y ***After you watch*** (antes, mientras y después de ver el programa) te indican qué actividades debes hacer en cada momento.

***Before you watch*** presenta el vocabulario y las frases clave del programa. Debes, por tanto, leerlas atentamente y buscar en el diccionario cualquier palabra que desconozcas.

***While you watch*** contiene las preguntas que los presentadores hacen al comienzo del programa; sirven para que te hagas una idea del contenido del episodio correspondiente de la nueva serie *Cafe 27*, que verás también en los restantes módulos del nivel intermedio, y centres tu atención en sus aspectos esenciales. Los presentadores te darán las respuestas al final del mismo. Este apartado debes prepararlo cuidadosamente antes de ver el programa, pues te servirá para su mejor comprensión y aprovechamiento.

Mientras ves el programa, intenta responder a las preguntas hechas por los presentadores, pero recuerda que lo más importante es seguir el hilo general de la trama, y que no debes preocuparte si hay algunas palabras o expresiones que desconoces. Muy probablemente las tendrás en cualquiera de los demás materiales de la unidad. Es conveniente que tengas papel y lápiz a mano, pues puede haber palabras o explicaciones de los presentadores que te interese anotar. En cualquier caso, observarás que la segunda vez que veas el programa entenderás mucho más que la primera. Y si lo ves una tercera vez, aún mejor.

Nada más terminar el programa, conviene que hagas la sección ***After you watch***. Con estas actividades, se intenta medir si has comprendido lo fundamental del programa. Si te resultara muy difícil realizar las actividades de esta sección, deberías volver a ver el programa e intentar hacerlas de nuevo.

En la sección ***Now you!*** se te pide que relaciones el tema del programa con tus propias vivencias y opiniones. Por eso conviene que hagas esta actividad nada más ver el programa. Es una excelente manera de repasarlo e interiorizarlo.

## Reading (2ª y 6ª páginas)

Así como la primera página se centra en el desarrollo de la comprensión auditiva, las páginas 2ª y 6ª de cada unidad están dedicadas al desarrollo de la capacidad lectora, fundamental, junto con aquella, para el aprendizaje y dominio de una lengua. Bajo el encabezamiento ***Reading***, se encuentra un texto que desarrolla diversos aspectos del tema de la unidad. Léelo dos veces con detenimiento y vuelve a él siempre que sea necesario para realizar las actividades relacionadas con él.

La única diferencia entre las dos páginas es que en la sexta, el texto suele ser más auténtico y menos graduado y, por lo tanto, puede resultar más difícil. Pero lo importante en la comprensión, tanto auditiva como lectora, no es la comprensión de todas y cada una de las palabras, sino de lo esencial del texto, ya sea hablado o escrito.

## Language Study (3ª, 4ª y 7ª páginas)

Estas páginas están dedicadas al desarrollo de los siguientes aspectos:

### Pronunciation

Los ejercicios de pronunciación se centran en los diversos aspectos de la fonética: sonidos, acento, ritmo y entonación, tratados desde el punto de vista de las dificultades que presentan habitualmente para el hablante español. Estos ejercicios son fundamentales para mejorar tu pronunciación. Para hacerlos, deberás usar el CD de audio. Conviene que grabes tu propia voz y la compares con el modelo del CD. Para conseguir una pronunciación aceptable, necesitarás repetir muchas veces, pero el esfuerzo merece la pena.

### Listening

Estas actividades sirven no solo para desarrollar la importantísima destreza de comprender la palabra hablada, sino también para reforzar el vocabulario, las estructuras y funciones estudiadas. Para ello, escucha el CD de audio con atención: no escribas



nada. Vuelve a escuchar el CD e intenta completar los ejercicios cuantas veces sea necesario. Finalmente, escucha el CD de nuevo, siguiendo el texto y comprueba que todas las respuestas son correctas.

### Grammar

La gramática juega un papel importante, pero no esencial en el aprendizaje de una lengua. El conocimiento de las reglas no lleva automáticamente a aplicarlas bien a la hora de hablar o escribir; por tanto, no debes obsesionarte con la gramática. Es más importante ser capaz de participar en una conversación, leer un libro o escribir un correo que saber todas las reglas de la lengua. Conviene buscar un equilibrio.

El conocimiento de las reglas gramaticales te ayudará a entender ciertas estructuras complejas o simplemente distintas a las españolas; también te permitirá corregir tus propias producciones, probablemente *a posteriori*, y te dará una cierta sensación de confianza; pero recuerda que se pueden saber todas las reglas de una lengua y ser incapaz de expresarse en la misma, así como también es posible expresarse con toda fluidez y corrección sin conocer las reglas.

Así pues, conviene que estudies los recuadros de explicaciones gramaticales, que comprendas bien los ejemplos y que hagas los ejercicios correspondientes.

### Speaking

Hay dos clases de actividades de *speaking*: de producción y de interacción. Las actividades de producción las puedes hacer solo. Sin embargo, para las actividades de interacción necesitas a alguien con quien interactuar. Si conoces a alguien que también esté estudiando inglés, sería muy útil que pudieras hacer estas actividades con esta persona. Siempre tienes, por supuesto, la sesión de tutoría donde podrás realizar estas actividades con tus compañeros de clase. Un consejo: no seas tímido. Lánzate a hablar. No te preocupes por los errores que puedas cometer. No hay nada más que una forma de aprender a hablar y es... hablando.

### Writing

Para muchos de los ejercicios de expresión escrita de estas páginas no hay una solución correcta única. Esto no debe preocuparte. No es necesario que todo lo que escribas sea absolutamente correcto. Escribe sin miedo, echa mano de tus fuentes de consulta: diccionarios, gramáticas, amigos, internet; de nuevo, no tengas miedo de cometer errores, y piensa que es a base de práctica como se aprende a escribir. En este nivel intermedio inauguramos una nueva sección dentro de la parte de *Language Study*. En las

unidades 3, 6 y 9 del libro verás que se dedica una columna entera a practicar la destreza de escritura con diferentes actividades. Está pensada para ayudarte a comprender mejor el proceso de escritura y para familiarizarte con los distintos tipos de textos que puedes necesitar escribir.

## Segundo programa de vídeo (5ª página)

La sesión B del libro, que se corresponde con el segundo programa de vídeo, tiene por objeto ampliar la lengua presentada en la sesión anterior de forma menos controlada y más natural. El segundo programa está compuesto por diversos elementos que abordan el tema general introducido en la sesión anterior, desde muy distintos puntos de vista:

- **Documentary:** donde podrás ver un documental sobre algún aspecto relacionado con el tema de la unidad.
- **Same language, different lives:** en esta sección tendrás oportunidad de ver a varias personas de diferentes países de habla inglesa respondiendo a preguntas relacionadas con el tema de la unidad. De esta manera, además de oír diferentes formas de hablar inglés, podrás aprender cómo es la vida en estos países y contrastarla con la tuya.
- **Road Trip:** esta es una sección nueva donde se describe una zona específica del Reino Unido, Gales, con la que podrás ampliar tus conocimientos sobre la cultura y los modos de vida galeses. En cada episodio aparecen dos amigos, Sam y Katy, que recorren Gales y se encuentran con distintas personas que les explicarán muchas cosas interesantes durante su viaje. Aporta un valor didáctico pues pone de relieve los conocimientos vistos a lo largo de la unidad, en ejemplos prácticos de la vida cotidiana.

Pues bien, antes de ver el segundo programa, es muy conveniente que leas todas las actividades que debes hacer antes y después, porque, entre las dos secciones de esta página, encontrarás toda la lengua básica del programa y, si las lees cuidadosamente, buscando en el diccionario las palabras desconocidas, te resultará mucho más motivador y fácil ver y comprender todos sus elementos.

Realiza las actividades de la sección **Before you watch** antes de ver el programa de TV: muchas de ellas están encaminadas a familiarizarte con el lenguaje que se va a usar y, en ocasiones, a predecirlo.

Realiza las actividades de la sección **After you watch** después de ver el programa. Éstas tienen por misión medir tu comprensión de los diversos elementos.

Un consejo que deberías tener muy en cuenta: no te



preocupes si no entiendes todas y cada una de las palabras que oigas o leas. Lo importante es entender lo esencial de cada uno de sus elementos.

### Consolidation (8ª y 9ª páginas)

En esta parte del libro se repasan y amplían los contenidos de las dos primeras sesiones, A y B. Cada una de las actividades integra varias destrezas, bien sea la comprensión auditiva con la expresión escrita u oral, o la comprensión lectora con la expresión escrita u oral, etc.

Algunas de estas actividades pueden ser más abiertas y menos controladas que las de las sesiones A y B. No debes preocuparte si no sabes si has resuelto bien la actividad o no. El mismo hecho de realizarla te ha servido para mucho. Como muchas otras cosas de la vida, una lengua se aprende practicándola y cometiendo errores. La corrección de los errores puede ser importante, pero mucho más importante es el uso y la práctica de la lengua con o sin errores. No obstante, la tutoría presencial puede ser un buen momento para preguntar tus dudas y practicar las actividades orales de esta sección con tus compañeros.

### Self Test (10ª página)

Esta última página de cada unidad te da la oportunidad de que te autoevalúes y te ayuda a preparar el examen de fin de módulo. Cada página constará de una actividad de comprensión auditiva o lectora, así como de una actividad de expresión oral o escrita y de algún ejercicio sobre el uso de la lengua.

No debes realizar estos ejercicios hasta después de haber completado las otras tres partes de la unidad y después de haber visto los programas A y B de vídeo. Si te resultan muy difíciles, vuelve a hacer las partes relevantes de la unidad, vuelve a ver los programas de televisión, repasa, si es necesario, toda la unidad y, sobre todo, no te desespere.

En este nivel intermedio se ha añadido una sección completa al final del libro que se llama **Reference section**. En ella encontrarás detalladas explicaciones gramaticales que amplían la información proporcionada por las *help boxes* en cada unidad. También encontrarás el vocabulario principal trabajado en la unidad, con su correspondiente transcripción fonética en el apartado de **Wordlist**, así como las secciones que aparecían en los otros módulos, **List of irregular verbs** y **Phonetic Symbols**.

Todos estos elementos están pensados para proporcionarte la ayuda necesaria con las estructuras y el vocabulario de cada unidad.

Por último, un consejo muy importante para que puedas tener éxito con el curso **That's English!**: asiste a las sesiones de tutoría con regularidad. Son fundamentales para el desarrollo de la expresión oral.



# UNIT 1

## A global world

### OBJECTIVES

- To talk about cross-cultural issues
- To describe foreign customs and lifestyles

## A The world as we know it

### BEFORE YOU WATCH

- 1 Match the photos (1-4) with the words (a-d) .



- a scones  
b noodles

- c fish and chips  
d curry

- 2 Where do these types of food come from? Which one do you prefer?

### WHILE YOU WATCH

- 3 Answer the questions about the friends.



- 1 What are the four friends doing in London?  
2 What kind of food do the friends choose?

### AFTER YOU WATCH

- 4 Are these statements true (✓) or false (X)? Correct the false statements.

- Both Laura and Bill like the picture of the mosque.
- People in England didn't eat curry forty years ago.
- Most Muslim women still wear their traditional clothes.
- Bars and cafés in England close at 11 o'clock.
- The four friends hear Pakistani music coming from a restaurant.
- Ayesha never eats outside.
- The four friends all order American food.

- 5 Choose the correct answers.

- What do people eat for English Sunday lunch?  
a roast beef      b bacon and eggs
- What is the man in the photo wearing?  
a a suit and a hat      b a tracksuit and a cap
- Where is Hendrick's grandma from?  
a England      b Scotland
- How have restaurants in Britain changed?  
a There are more.      b They are more varied.
- When is Ben going home?  
a next week      b next month
- When did Ayesha start wearing a hijab?  
a after leaving school      b at school
- Who orders spicy food?  
a Ben      b Pauline

- 6 Circle the city, country or nationality that each speaker mentions.



- |                   |             |                |
|-------------------|-------------|----------------|
| 1 a Indian        | b Nigerian  | c Japanese     |
| 2 a North America | b East Asia | c South Africa |
| 3 a London        | b Bristol   | c Manchester   |
| 4 a Morocco       | b Mauritius | c Malaysia     |
| 5 a Polish        | b Swedish   | c Turkish      |
| 6 a Indian        | b Polish    | c Spanish      |
- 1 ... 2 ... 3 ... 4 ... 5 ... 6 ...

### NOW YOU!

- 7 What type of cafes and restaurants do you find in your country? What do you eat there?

*In my country you can find...*



## READING



1 Look at the picture. Answer the questions.

- 1 Which city do you think they are in?
- 2 What are they doing?
- 3 Where do you think their families come from?
- 4 Why do you think they are living in a different country?

2 Read the article and tick (✓) the places the writer talks about.

- |    |            |                 |         |            |              |
|----|------------|-----------------|---------|------------|--------------|
| 11 | 1 Pakistan | 3 the Caribbean | 5 Spain | 7 Portugal | 9 Bangladesh |
|    | 2 Vietnam  | 4 Australia     | 6 India | 8 Turkey   | 10 Thailand  |

### Multicultural London

London is a city of about eight million people and is one of the most culturally and ethnically diverse cities on earth. While only 6.5% of people in the UK are from an ethnic minority, over 40% of the capital city's population say they are non-white British.

A lot of **immigration** has taken place since the 1940s. Caribbean workers first arrived on a ship called the Windrush in 1948 and Asians started arriving from India, Pakistan and Bangladesh to escape poverty in the 1950s. These ethnic groups now make up almost 20% of the city's population and their **descendants** have made a significant impact on British life and culture.

Large communities of people from hundreds of countries all over the world live in London and call it home. Immigrants bring their food, their character and their culture. They also tend to live in one particular area of the city. They also bring their stories...

#### Ana Cabral



'I live in Stockwell in south west London and I'm one of about 30,000 people of Portuguese **origin** in this area. The local **inhabitants** call it 'Little Lisbon' because the streets are full of Portuguese restaurants and cafés. My father emigrated to Stockwell from Madeira in 1970 and he still lives here. I have lived in Stockwell all my life and I love living here. I experience the best of two very different cultures.'

#### Cwong Fan



'I'm sitting outside a café in Hackney in north London. When you close your eyes in Hackney (on a warm day!), you think you are in Vietnam because this part of the city smells of **ginger**, chilli and the other ingredients of Vietnamese food. My parents and I have lived in Hackney since we arrived here in 1976. We were **refugees** and I was only three. At that time, thousands of Vietnamese escaped from the communist dictatorship in Vietnam on small boats, and many came to live in London.'

3 Read the article again. Answer the questions.

- 1 How many people in London aren't white British?
- 2 How have Caribbean and Asian immigrants influenced British culture?
- 3 Where in London is 'Little Lisbon'?
- 4 Where does Ana's father live now?
- 5 In what way is Hackney similar to Vietnam?
- 6 Why did Cwong Fan's parents come to Britain?

4 Match the highlighted words in the text with the definitions.

- 1 People who leave their country because of a war or other dangerous situation.
- 2 The country or place that someone comes from.
- 3 People who live in a city or country.
- 4 A person directly related to a previous family member.
- 5 Movement of people from one country to another.
- 6 A hot, fragrant spice used in Asian dishes.



# LANGUAGE STUDY

- 1** Listen to the pronunciation of the sounds /n/ and /ŋ/ and repeat them.

1 2

/n/ → London origin region rain

/ŋ/ → everything living chatting working

- 2** Listen and tick (✓) the word you hear.

1 3

1 thin thing 5 singer sinner

2 sun sung 6 robbing robin

3 win wing 7 tongue ton

4 ran rang 8 ban bang

Now practise saying each pair of words.

- 3** Match each word or phrase in the box to one of the newspaper headlines.

poverty mixed marriage  
multiethnic diversity cultural heritage  
racial segregation brain drain  
religious persecution political oppression  
deportation integration

1 More weddings between white and Asian people

2 University scientists leave for good jobs in the US

3 UK families have no money and low living standards

4 Illegal immigrants sent out of the country by police

5 Russians in UK keep their traditions, art and music

6 Society helps immigrants become part of culture here

7 Hundreds of different countries and cultures living in London

8 Black people not allowed to work with white people

9 People escape from countries with no free speech

10 Lack of religious freedom causes emigration

## Present Simple, Present Continuous and Present Perfect Simple

Los tiempos verbales en inglés no se corresponden exactamente con los tiempos en español.

Fíjate en estos ejemplos:

Cwong Fan **lives** in Hackney, London. = Cwong Fan vive en Hackney, London. (permanent situation)

She **has lived** there since 1976. = Vive allí desde 1976. (She started living there in 1976 and still lives there)

Her best friend **is staying** at the Best Western Hotel. = Su mejor amiga se aloja en el Hotel Best Western. (temporary situation)

see page 114

- 4** Choose the correct form.

- George **comes** / **is coming** from New Zealand. He's a New Zealander.
- Right now, we **talk** / **are talking** to immigration officers.
- Joe and Karen are refugees. They **stay** / **are staying** at a refugee hostel in central London.
- Peter **lives** / **has lived** in Australia since he emigrated there in 2009.
- We **don't go** / **aren't going** to the Asian Cultural Centre on Wednesday evenings.
- 'How long **do you have** / **have you had** a British passport?' 'Oh, for about eight years.'

- 5** Complete the text about Marie Lupumba with the correct form of the verbs in brackets.



Marie Lupumba (1) ... (live) in Tottenham in north London for twenty years, but her family (2) ... (come) from the Democratic Republic of Congo. Congolese people often (3) ... (wear) very smart clothes. They (4) ... (not listen) to British music. They (5) ... (prefer) 'rumba', a type of Congolese music. At the moment, Marie (6) ... (rent) an apartment in Tottenham with her husband. It's only temporary. They (7) ... (look) for a house to buy. However, they want to stay in Tottenham. They (8) ... (be) part of the community here all their lives.



## Time Expressions

### Still

Se usa **still** para indicar que una situación iniciada en el pasado continúa en el presente.

*My father **still** lives in Stockwell.*

*She's **still** sad.*

*I **still** haven't tried the new Indian restaurant in town.*

### Not ... anymore

Se usa **not ... anymore** para indicar el fin de una situación.

*My mother **doesn't** live in Hackney **anymore**.*

*She **isn't** working in the local shop **anymore**.*

see page 114

## 6 Put the words in order to make sentences.

- 1 work / anymore / Graham / Australia / doesn't / in
- 2 I / still / hungry / am
- 3 don't / anymore / We / friends / have / any / in York
- 4 live / still / My parents' relatives / in India
- 5 been / on holiday / still / haven't / this year / We
- 6 still / Clara / every day / relatives in Spain / phones

## State Verbs

Describen situaciones en lugar de acciones.

*He **knows** the answer.*

Son verbos relacionados con: los **sentidos** (*hear, see ...*), los **sentimientos** (*like, love, ...*), la **posesión** (*have got, own, ...*) las **opiniones** (*believe, think ...*).

*I **believe** in you.*

Algunos de estos verbos se utilizan también en **present continuous** cuando indican **acción**.

*I'm **thinking** of you.*

*I **think** you're a great person. (opinión)*

see page 115

## 7 Complete the sentences with the correct form of the verbs in the box. Use each verb once.

hate want think know see taste own

- 1 Jake ... getting up in the morning.
- 2 This sandwich is great. It ... delicious.
- 3 It's late and I'm tired. I ... to go home.
- 4 I don't ... the answer to question six.
- 5 Patrick ... the company. He bought it yesterday.
- 6 ... you ... the boat? It's a long way out at sea.
- 7 What ... Simon ...? I'd like to know his opinion.

## 8 Complete the text with the correct form of the verbs in brackets.

I (1) ... (live) in Manhattan in New York since 2011. And I (2) ... (love) being here! I (3) ... (have) a great time at the moment and I (4) ... (know) that I'm lucky to be in such an amazing city. I (5) ... (come) from England, so I (6) ... (speak) English. However, here, in this multiethnic community in the north of Manhattan, a lot of people (7) ... (not speak) English very well! They're Spanish speakers from the Dominican Republic and Puerto Rico, so I (8) ... (learn) Spanish because I (9) ... (want) to speak to my neighbours!

## 9 Listen to an interview with a local politician in Leicester and choose the correct answer.

- 1 Leicester is a(n) **industrial** / **historical** city.
- 2 People from **South Asia** / **the Caribbean** are the largest ethnic minority group in the city.
- 3 About **30%** / **40%** of the city's population come from this ethnic group.

## 10 Listen again. Choose the correct answer.

- 1 When did immigrants start coming to Leicester?  
a the 1950s   b the 1960s   c the 1970s
- 2 Where did the immigrants first work?  
a in dress shops  
b in clothes factories  
c in the car industry
- 3 What type of businesses do immigrants own?  
a marketing companies  
b shops and restaurants  
c financial organisations
- 4 What type of job do many young descendants of the first immigrants now have?  
a jobs in the city centre  
b jobs in the market  
c professional jobs

## 11 You are going to talk about your home town on a radio programme. Prepare answers to the questions.

- 1 Where is your town and what's special about it?
- 2 Where do people usually live and work?
- 3 What do people do in their free time?
- 4 How multicultural is your city?

*Where is your town and what's special about it?*

*Well, I live in Edinburgh, Scotland. It's a great place to visit in the summer because of the Fringe Festival. It's the capital of Scotland and a great place to live...*



# B Globalisation

## BEFORE YOU WATCH

### Documentary

- 1 As a result of globalisation, we have the same products, the same brands, the same experiences. Give examples of experiences, products and brands that are the same all over the world.



### Same Language, Different Lives

- 2 What cultural effects have the following countries had on other countries? (Think about food, drink, products, music, traditions ...)

1 Italy    2 the USA    3 the UK    4 Mexico



## AFTER YOU WATCH

### Documentary

- 3 Choose the correct answer.

- Globalisation is happening fast because of ...  
a technology                      b government action
- International food companies are replacing ...  
a high street brands            b family businesses
- The most popular type of globalisation is ...  
a product                          b cultural
- In Ken Wilson's opinion, globalisation is good for ... countries.  
a rich                                b poor
- ... of conversations in English are between non-native speakers.  
a 70%                                b 80%
- Ken Wilson says that people started learning English fifty years ago to ...  
a trade with the USA            b use the Internet

- 4 Match the types of globalisation to the examples.

- |            |                            |
|------------|----------------------------|
| 1 economic | a Starbucks is everywhere  |
| 2 product  | b watching American films  |
| 3 cultural | c buying and selling goods |

## Road Trip

- 5 Complete the sentences with Sam (S) or Katy (K).

- ... is American.
- ... is British.
- ... works in Birmingham.
- ... is on holiday now.
- ... has grandparents from Wales.

- 6 Answer the questions with words and dates from the box. You can use some words more than once.

Birmingham	
London	India
Pakistan	1950s
1960s	1970s



- Where is the Balti Triangle?
- Who started the restaurants in the Balti Triangle?
- When did they start them?
- When did the waiter's family come to Britain?
- Where did they come from?
- Where was the waiter born?
- Where does Saeed's friend's family come from?

### Same Language, Different Lives

- 7 Complete the table with the nationality that has influenced the people's countries culturally.

Person	Cultural influence
1 Woman from New Zealand	<i>Polynesian</i>
2 Man from Scotland	
3 Man from USA	
4 Man from Jamaica	
5 Man from India	<i>Doesn't say</i>
6 Woman from Australia	

## NOW YOU!

- 8 What influences from other cultures have affected social and eating habits in your country in recent years?

*There are many cheap Chinese shops in my country.*



## READING

### 1 Look at the pictures. Answer the questions.

- 1 Which of these shops do you have in your country?
- 2 What do you buy there?



### 2 Read the article. Match one of the questions (1-4) to each paragraph (a-c). There is one extra question.

- |   |   |
|---|---|
| <p>1 What are the advantages and disadvantages?</p> <p>2 What can we do about it?</p> | <p>3 What type of shops are there in the UK?</p> <p>4 Why do all the shops look the same?</p> |
|---|---|

## The globalisation of the High Street

**a** ... I'm standing in the city centre of Stockholm in Sweden and I'm looking around at all the shops, and there is a familiarity about them. I can see a big H&M, a Stockmann and a Zara. Over there, people are queuing in McDonald's. There isn't a single shop that I don't recognise. When I go abroad, I want to experience different shops and buy **local produce**, but every **high street** and shopping centre in Europe is identical. But is this really a problem? Isn't it true that there are positive benefits, as well as **drawbacks**, to having the same shops all over the world?

**b** ... On the one hand, major international **chain stores** offer value and quality. They sell products at low prices because they buy them in large quantities from manufacturers. They also employ a lot of people – they offer jobs in design and marketing as well as in their shops. On the other hand, the globalisation of our high streets has reduced choice. A lot of independent clothes shops have disappeared. Traditional shops, such as butcher's, baker's and local bookshops, have all **closed down**. Small shops employ fewer people. However, they still can't compete because their costs are higher.

**c** ... Most **consumers** would like to have interesting local shops and high street international stores. So, we should support both. Although we might continue to shop in major stores, we should also buy things from local shops. Local governments can help, too. They can help small businesses by giving them low rents and they can build small shopping centres where only small independent shops can sell their produce. In conclusion, the globalisation of the High Street is not a bad thing if we can also protect independent shops.

### 3 Read the article again and mark the sentences true (✓) or false (X). Correct the false ones.

- 1 There is less variety in the types of shops in Europe.
- 2 High Street products are low quality.
- 3 International stores offer well-made products which aren't too expensive.
- 4 We have lost a lot of old traditional shops.
- 5 There is a reduction in the number of employment opportunities on the High Street.
- 6 Major international stores are large employers.

### 4 Match the words or phrases from the text (1-6) to the definitions (a-f).

- |                 |  |
|-----------------|--|
| 1 local produce | <b>a</b> stopped selling things                |
| 2 high street   | <b>b</b> disadvantage                          |
| 3 chain stores  | <b>c</b> things made in that area              |
| 4 consumers     | <b>d</b> main street with shops                |
| 5 closed down   | <b>e</b> shoppers who buy things               |
| 6 drawback      | <b>f</b> a group of shops owned by one company |

1 ... 2 ... 3 ... 4 ... 5 ... 6 ...



# LANGUAGE STUDY

- 1** Look at these pairs of words. Listen and mark the stress.



- |            |             |
|------------|-------------|
| 1 improve  | improvement |
| 2 discuss  | discussion  |
| 3 consumer | consumerism |
| 4 identity | identical   |
| 5 politics | politician  |

Note that **prefixes** or **suffixes** are not usually stressed.

- 2** Read the words and predict the stress. Then listen, check and repeat them.



- |               |                |
|---------------|----------------|
| 1 economical  | 7 global       |
| 2 community   | 8 diversity    |
| 3 linguistics | 9 physics      |
| 4 immigration | 10 deportation |
| 5 pessimist   | 11 communist   |
| 6 development | 12 arrangement |

- 3** Make nouns from the verbs and adjectives below. Then write them in the correct column.

	-(a)tion	-ment	-sion	-ity
reduce				
popular				
govern				
conclude				
familiar				
employ				

see page 116

- 4** Complete the sentences with nouns from the table in exercise 3.

- Jack wants to find ... in the supermarket business. He's looking for a job.
- I have thought about all the facts. In ... , I think that it is good to have international shops.
- We voted for a change in the ... . We were bored with the old politicians.
- Chain stores like Zara or Primark have achieved great ... lately.
- The number of small shops has gone down. I'm worried about this ... .
- People like the ... of shopping locally.

## Connectors for Contrasting Ideas and Concluding

### Contrasting

But	<i>I want to experience different shops, <b>but</b> every high street in Europe is identical.</i>
However	<i>Small shops employ fewer people. <b>However</b>, they still can't compete because their costs are higher.</i>
Although	<i><b>Although</b> we might continue to shop in major stores, we should also buy things from local shops.</i>
On the one hand ... On the other hand ...	<i><b>On the one hand</b>, major international stores offer value and quality. <b>On the other hand</b>, the globalisation of our high streets has reduced choice.</i>

### Concluding

Finally, In conclusion, To sum up,	<i><b>In conclusion</b>, multiculturalism has been responsible for a lot of changes where I live.</i>
--	---

see page 116

- 5** Complete the text with connectors for contrasting ideas and concluding from the table above.

A lot of old shops have closed down in my local High Street recently, (1) ... it is still an interesting place to go shopping. (2) ... it doesn't have any traditional baker's shops or greengrocer's anymore, it now has shops that sell food from all over the world.

Some people don't like the idea of losing our traditional shops. (3) ... , I believe that it reflects our changing society. I see that there are advantages as well as disadvantages. (4) ... , I'll miss the old shops. (5) ... , I look forward to buying exciting new foreign food. (6) ... , multiculturalism has changed my neighbourhood and, in many ways, it has changed it for the better.

- 6** Write an email (100-120 words) to a relative or a friend who is living abroad. Describe the changes in your neighbourhood due to multiculturalism.

@mail

Hi Dory,

You've been away for a while now. Many things have changed since you left. To start with, there are new shops now. There is...



## CONSOLIDATION



### 1 Look at the photos of New Zealand and answer the questions.

- 1 Where is New Zealand?
- 2 What do you know about New Zealand?
- 3 Would you like to live in New Zealand? Why? Why not?

### A new life in New Zealand

Every year, a lot of people emigrate to New Zealand. It is a beautiful country with a relaxed lifestyle. We spoke to Dan, an IT consultant from Britain, and Astin, an engineer from Singapore, and asked them about their new lives in New Zealand.

#### Dan

- 1 ... I come from London and I live in Christchurch on the South Island. We're staying with friends but my girlfriend and I are looking for our own apartment. She's a Londoner, too. We've only been here for six months but we want to stay.
- 2 ... Everybody comes to New Zealand because life is very relaxed here and there is an opportunity to

enjoy the beautiful mountains and beaches. I'm no different. I've always loved outdoor sports like canoeing and climbing, and, since I came here, I've learnt to surf.

- 3 ... Well, it's been hard to find a job. Companies prefer to give jobs to New Zealanders. When you're an immigrant, you're at the back of the queue.

#### Astin

- 4 ... Well, Singapore is so crowded that it's no fun living there. New Zealand, on the other hand, is quiet and relaxed, and has fabulous scenery. I love all that. It's why I'm here. I've got a great job here in Auckland, too. Although I've only been here for eight months, I know that I'll stay.

### 2 Read the interviews with two immigrants to New Zealand, Dan and Astin. Match the questions (a-f) to the correct paragraphs (1-6).

#### • Questions for Dan

- a What has been difficult about living in Christchurch?
- b Where are you from and where do you live in New Zealand?
- c Why have you decided to start a new life in New Zealand?

#### • Questions for Astin

- d What do you find interesting about people in Auckland?
- e Why have you emigrated to New Zealand?
- f Do you feel welcome here?

### 3 Read the article again and say if these sentences are true (✓), false (X) or doesn't say (DS). Then correct the false sentences.

- 1 Dan works as an engineer.
- 2 Dan's girlfriend comes from New Zealand.
- 3 Dan doesn't have his own apartment at the moment.
- 4 Dan was good at canoeing and surfing before he came to New Zealand.
- 5 Astin prefers New Zealand to Singapore.
- 6 Astin says that there are more Asians than there are Maoris or Pacific Islanders in Auckland.
- 7 Astin prefers eating Asian food.
- 8 Most of Astin's new friends are 'Kiwis'.

5 ... The city is so multicultural. It's the largest city on the North Island, and almost 20% of the population is from Asia, and about a quarter is Maori or from the Pacific Islands. As a result, there are great ethnic restaurants and there are interesting cultural festivals.

6 ... Yes and no! Ordinary New Zealanders – or 'Kiwis' as they call themselves – are friendly and helpful, but they don't make friends easily. Because I'm Asian, many people take a stereotypical view of me, which isn't true. I find it easier to make friends with other immigrants. They understand how it feels to be new.



**4 Read the article again. Answer the questions.**

- 1** Write four reasons why people emigrate to New Zealand.
- 2** Why has Dan found it difficult to get a job?
- 3** What are the advantages of living in 'multicultural' Auckland?
- 4** Why does Astin find it difficult to make friends with 'Kiwis'?

**5 Listen to a conversation between two friends, Mark and Jo. Jo is in Thailand. Tick (✓) the topics she talks about.**

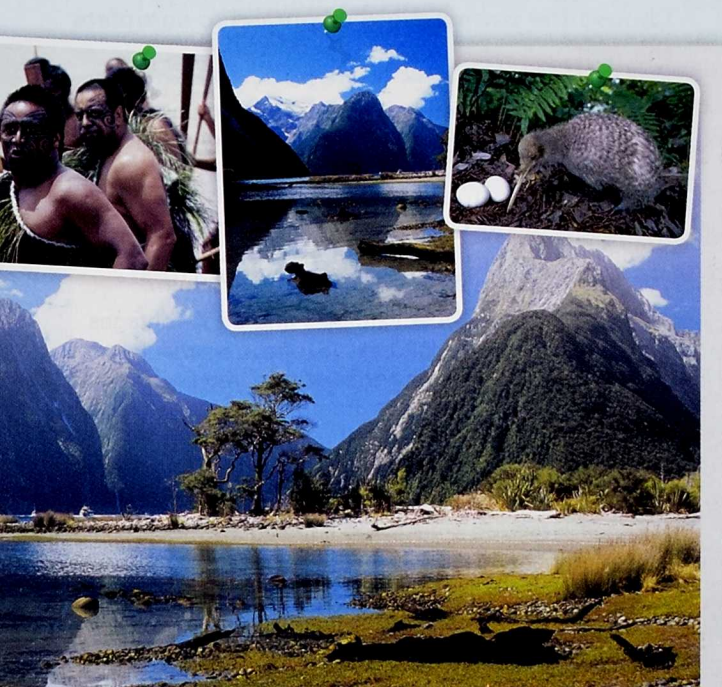


- |                |                      |
|----------------|----------------------|
| her job        | her holidays         |
| food           | free time activities |
| the school day | her family           |

**6 Listen again. Choose the correct answer.**



- 1** Why is Jo in Thailand?
  - a She's doing a course.
  - b She's on holiday.
  - c She's teaching children.
- 2** Where is Jo in Thailand?
  - a in the north
  - b in the centre
  - c in the south
- 3** How long has Jo been in Thailand?
  - a six months
  - b since January
  - c a few weeks
- 4** How does Jo describe Thai children?
  - a They're hard-working.
  - b They're clever.
  - c They're friendly.



- 5** What time does the school day finish in Thailand?
  - a three o'clock
  - b five o'clock
  - c eight o'clock

- 6** What does Jo think of hot Thai curries?
  - a She likes eating them for breakfast.
  - b She sometimes likes eating them.
  - c She never likes eating them.

- 7** What do Thai people do in their free time?
  - a They go to markets.
  - b They do a lot of sports.
  - c They often meet with friends.

**7 Talk about the different habits and customs of a foreign country. Use the categories below to help you.**

food and drink    school or work days  
free time activities    shopping

*In Thailand people often have a hot curry with chillies for breakfast. I usually have toast and white coffee.*

**8 Imagine that you are in one of the countries below. Write an email using the following questions**



- Where are you?
- Why are you there?
- What are you doing?
- What do you do in your free time?
- What is your daily routine?
- What customs are different in this culture?



@mail

Hi Anna

I'm in India. I've been here for a month and I'm working on an environmental project...



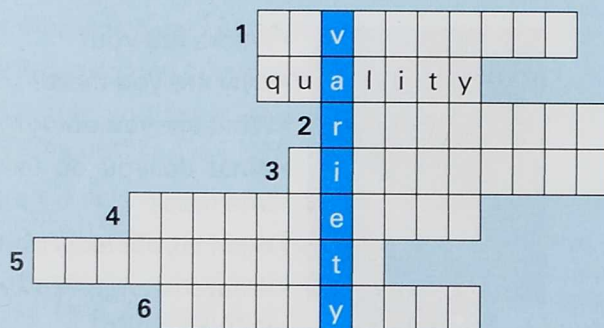
## 1 Match the topics to the statements.

poverty    mixed marriage  
integration    brain drain    deportation  
religious persecution    political oppression

- 1 People from different cultures quickly become a part of my country.
- 2 There are a lot of poor people with no money in my country.
- 3 Our government is unfair towards some groups of people in my country.
- 4 If you have no right to be in my country, you must leave.
- 5 My country does not allow people to be Christians.
- 6 Black and white people often get married in my country.
- 7 Well-educated people often leave their country to get good jobs.

## 2 Complete the word puzzle with nouns formed from the verbs and adjectives.

- |          |           |            |
|----------|-----------|------------|
| 1 govern | 3 discuss | 5 familiar |
| 2 reduce | 4 improve | 6 employ   |



## 3 Read the blogs and write the verb in brackets in the correct form.

Hi! My name's Olga. I (1) ... (live) here in Edinburgh for six months now, and I love it! It's February now, so it's really cold. I (2) ... (sit) in my small flat in the city centre at the moment, and I (3) ... (wear) a coat and a big hat! But it's OK! I (4) ... (come) from St Petersburg in Russia so I (5) ... (know) what it is like to be in a cold northern city. *Olga*

My husband and I are American and we (6) ... (rent) a house in Musselburgh, near Edinburgh. We (7) ... (be) here since last Saturday, and we (8) ... (stay) for three more weeks, until the end of this month. So, we're just holidaymakers. We (9) ... (love) the old, historical centre. It's wonderful. We (10) ... (not know) what to do in the city today – it (11) ... (depend) on the weather. *Frieda*

I (12) ... (not work) in the city at the moment. I'm a student at Edinburgh University. I (13) ... (do) a really interesting course in English and Scottish culture. Scotland (14) ... (have) some very interesting customs, and they often (15) ... (eat) very strange food! It's all very different from Japan! *Yoko*

## 4 Listen to an interview with Elena. She's Spanish but she lives in London. Choose true (✓) or false (X).

- 1 Elena is living in the north of London.
- 2 Elena has lived in London for seven years.
- 3 Elena often goes to see a play or musical in London.
- 4 Elena has a job in London.
- 5 Elena enjoys going to London's parks with her friends.
- 6 Elena says that London isn't polluted.
- 7 Elena used to go out more often when she was in Spain.
- 8 Elena still misses drinking good coffee.

## 5 Choose the correct word or phrase to complete the text.

(1) **Although / However** I was born in England, I (2) **still feel / feel still** Irish as well as English. That's because my parents are both from Ireland, (3) **but / however** all my friends are from London. I've spent a lot of time in both countries. My grandparents aren't alive (4) **still / anymore**, but when I was young, we often went to Ireland to visit them.

Of course, there are advantages and disadvantages for me with both cultures. (5) **On the one hand, / However**, I can enjoy the art and music of two countries, and I support England at football and Ireland at rugby! (6) **On the other hand, / Although**, I don't really know where I want to live. I feel very Irish in London, (7) **but / although** very English in Dublin.

(8) **Although / In conclusion**, I feel lucky that I have spent my life enjoying two cultures.

## 6 Write an email to a foreign friend describing three aspects of your culture. You can write about customs, meals, sport...





# Science: inventions

## OBJECTIVES

- To talk about scientific inventions, innovations and discoveries
- To describe past routines and habits

## A Cool Science

### BEFORE YOU WATCH

- 1** Match the photos (1-3) with the school subjects (a-c).

a Information Technology   b Art   c Science



- 2** Which subjects were you interested in at school? Which subjects were you good at?

### WHILE YOU WATCH

- 3** Answer the questions.



- 1** What are the different Nobel Prizes?   **2** What did Bill and Laura use to do before the invention of the Internet?

### AFTER YOU WATCH

- 4** Match the famous people (1-5) to the sentences (a-g). Sometimes there is more than one answer.

- 1 Michael Faraday   4 Humphry Davy  
2 Alfred Nobel   5 Tim Berners-Lee  
3 Nelson Mandela

- a He invented the Internet.  
b He won the Nobel Peace Prize.  
c He discovered sodium.  
d He discovered electromagnetic rotations.  
e He invented dynamite.  
f He studied Chemistry and Physics at the Royal Institution.  
g He was professor of Chemistry at the Royal Institution.

- 5** Are these statements true (✓) or false (X)? Correct the statements that are false.

- 1 Claire has been on a school trip before.  
2 At the start of the trip, all Claire's students think that museums are interesting.  
3 For over three centuries, scientists have worked in the museum.  
4 Fourteen Nobel Peace Prize winners have worked at the Royal Institution.  
5 The Nobel Prize is presented for science, art, literature and medicine.  
6 While Faraday was at the Royal Institution, he invented a lot of things.  
7 Laura never went on school trips when she was young.  
8 At the end of the trip, Claire's students think that science is interesting.

- 6** Match speakers (1-7) to the technical advances.



- a better public transport   d faster travel  
b flying cars   e micro robots  
c more things on the Internet   f warmer clothes  
g voice recognition

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ...

### NOW YOU!

- 7** Describe a famous scientist or inventor. What is she or he famous for?

*A famous inventor was Gutenberg. He...*



## READING

1 Match the words in the box (1-4) to the kitchen appliances in the pictures (a-d).

1 vacuum cleaner    2 microwave oven    3 dishwasher    4 washing machine



2 Read the text and list the appliances mentioned in exercise 1.

### Accidental Inventions

We like to think that the great scientists, mathematicians, engineers and inventors of history knew what they were doing. But this hasn't always been true. Many of the world's most important inventions are actually the result of very lucky accidents!

Did you know that an American engineer called Percy Spencer invented the microwave oven? At the time he was trying to develop a machine for sending microwaves in order to detect the position of aeroplanes. One day, while he was standing next to this machine, he noticed that the chocolate bar in his pocket was melting. The microwaves were cooking his chocolate bar! Spencer's company designed and manufactured the first microwave oven, and, only two years later, in January 1947, it was cooking hot dogs in Grand Central Station in New York.

One day, while he was sitting in a restaurant, the British designer Hubert Cecil Booth noticed that there was a lot of dust on the chair next to him. He placed his handkerchief on the chair, opened

his mouth, placed it against the handkerchief, and sucked. All the dust was on his handkerchief. He had a brilliant idea. He designed and

built the first electric vacuum cleaner, which was so successful that the King of England used it to clean the carpets at Westminster Abbey before his coronation in 1901.

Josephine Cochrane had no interest in being an inventor. She was a very rich American woman, and she often used to have large dinner parties. The problem with dinner parties, however, was that her servants had to wash hundreds of dishes every day – and they were very slow. Consequently, in 1886, she decided to design a kitchen appliance to clean the dishes. It was so useful that her friends started to order dishwashers from her. Josephine found a manufacturer and her dishwasher went into production.



3 Match the kitchen appliances in exercise 1 to the definitions.

- 1 It sucks **dust** from carpets and rugs.
- 2 It **warms up** milk, **melts** butter or chocolate, and cooks food quickly.
- 3 It washes and cleans plates, cups and glasses.
- 4 It cleans clothes, towels and **handkerchiefs**.

4 Complete the sentences below with the words in bold in exercise 3. Use the correct form.

- 1 There is a lot of ... on this cupboard. It's very dirty. I must clean it.
- 2 When I have a cold, I use a ... to blow and clean my nose.
- 3 Susie has to ... her food when she gets home from school.
- 4 At room temperature, ice cream ...

5 Read the article again and answer the questions.

- 1 What type of machine did Percy Spencer want to invent?
- 2 Where was Percy Spencer when he had the idea for the microwave?
- 3 Where was Hubert Booth when he had the idea for the vacuum cleaner?
- 4 How did Hubert Booth use a handkerchief to clean a chair?
- 5 What problem did Josephine Cochrane hope to solve when she invented the dishwasher?
- 6 Who were the first people to start using Josephine Cochrane's invention?



# LANGUAGE STUDY

- 1** Listen to the regular verbs. Put them in the correct column according to the pronunciation of the **-ed** endings.



/d/	/t/	/ɪd/

- 111** Listen again and check your answers. Repeat the verbs.

- 2** Answer the questions about the verbs in exercise 1.

- Which of the verbs in the table have the same number of syllables in their infinitive and their past forms?
- Which verbs end in a /d/ sound?
- Which verbs end in a /t/ sound?
- Which verbs end in an /ɪd/ sound?

- 3** Complete the table with the correct words. Some of the words are in the article on page 20.

noun	verb	profession
science	—	1 ...
mathematics	—	2 ...
3 ...	invent	4 ...
design	5 ...	6 ...
7 ...	engineer	8 ...
manufacturing	9 ...	10 ...
11 ...	produce	12 ...

see page 117

- 4** Complete the sentences with some of the words from the table.

- Spencer Windows is a ... . His company makes windows.
- Kelly is a fashion ... . She creates a new look in clothes every spring.
- Joe works in a laboratory. He wants to find new medicines. He's a ... .
- John Logie Baird was the ... of the TV in the 1920s.
- Jack is very good with numbers. He's a ... .

## Past Simple and Past Continuous

Se usa **past simple** para hablar de acciones acabadas y **past continuous** para hablar de acciones en proceso en un momento concreto del pasado.

Percy Spencer **invented** the microwave oven in the 1940s when he **was trying** to develop another machine.

Se usa **past simple** cuando una acción interrumpe otra que estaba en **past continuous**.

While the students **were visiting** the Faraday museum, the fire alarm **went off**.

see page 116

- 5** Choose the correct form: **past simple** or **past continuous**.

- Dr Philippe-Guy Woog **invented** / **was inventing** the first electric toothbrush in Switzerland in 1954.
- Konrad Zuse **invented** / **was inventing** one of the first computers while he **lived** / **was living** in his parents' apartment in Germany in 1936.
- In ancient times, people knew about electricity but they **didn't understand** / **weren't understanding** how it worked.
- Benjamin Franklin **was flying** / **flew** a kite in a storm when he **made** / **was making** important discoveries about electricity.
- Professor Alexandre Horowitz **worked** / **was working** for Philips laboratories in Holland when he **developed** / **was developing** a new type of electric razor.

- 6** Complete the text with the correct **past simple** or **past continuous** form of the verbs in brackets.

Richard Trevithick (1) ... (live) in the south-west of England when he (2) ... (design) and (3) ... (build) the first train. It (4) ... (make) its first journey in 1804. Unfortunately for Trevithick, however, his train (5) ... (be) so heavy and so slow that it (6) ... (not be) practical. Other inventors (7) ... (start) to manufacture faster, lighter trains, and Trevithick (8) ... (not make) any money from his invention. He (9) ... (live) in poverty when he (10) ... (die).





- 7** Look at the way of writing dates and years.  
**1121** Listen to the way of saying them. Which words can you hear but are not written?

- 1 1<sup>st</sup> August 1845
- 2 6<sup>th</sup> January 1901
- 3 22<sup>nd</sup> July 1963
- 4 17<sup>th</sup> April 2007
- 5 30<sup>th</sup> December 2011

- 8** Match the periods of time (1-4) to the years (a-d).

- 1 in the early 1800s
  - 2 in the late nineteenth century
  - 3 in the late 1890s
  - 4 about a hundred and thirty years ago
- a 1870 to 1900
  - b in 1884, 1885 or 1886
  - c 1800 to 1820
  - d 1896 to 1899

- 9** Write the historical date below in three different ways.

Alexander Graham Bell invented the telephone in 1876.

## Used to + verb and Past Simple

Se usa **used to + verb** para hablar sobre hábitos y estados pasados que ya no ocurren en el presente.

*Last year I **used to clean** the carpet every Monday.  
 He **used to be** very creative when he was in his twenties.*

Se usa **past simple** para hablar sobre acciones concretas en el pasado.

*I **cleaned** the carpet yesterday.*

see page 117

- 10** Write the verbs in brackets in **past simple** or the correct form of **used to**.

- 1 People ... (listen) to the radio in the 1950s?
- 2 In my childhood, people ... (not / watch) colour TV.
- 3 Jenny was washing the dishes when her friends ... (come) round.
- 4 Between 2007 and 2011, I ... (drive) my car to work every day.
- 5 I ... (have) a big, old-fashioned vacuum cleaner, but I don't have it anymore.
- 6 We were living abroad when Matt ... (lose) his job.

- 11** Listen to Matt and Fiona talking about how things have changed since they were young.  
**1131** Write their names next to the object they describe.

a record player ...      a cassette player ...

- 12** Listen again. Answer the questions.

- 1131** 1 Matt had these kitchen appliances: ...  
 a dishwasher and washing machine  
 b cooker and fridge
- 2 Matt's TV was ...  
 a small and with few channels  
 b big and with lots of channels
- 3 Fiona used to play her music ....  
 a on the record player  
 b on the cassette player
- 4 Fiona misses her ...  
 a cassettes  
 b portable TV



- 13** Write five sentences about how technology has changed in your life since you were young. Use **used to**, the prompts below, and your own ideas.

- 1 *When I was young, people didn't use to buy technological devices.*
- 2 People didn't ...
- 3 They ...
- 4 I never ... but nowadays, I ...
- 5 ...
- 6 ...

- 14** In pairs, ask and answer questions to discover what appliances your partner's family used to use twenty years ago.

*Did your family use to wash the dishes in the dishwasher?*

*No, they always washed the dishes by hand.*



# B Having a Eureka moment!

## BEFORE YOU WATCH

### Documentary

- 1 When were the everyday objects below invented? How have they changed people's lives?



the telephone



the plane



the dishwasher



the smartphone

### Road Trip

- 2 Look at the pictures of a heritage museum. Answer the questions.



- 1 What period of history does the museum celebrate?
- 2 What important inventions happened during that time?

9 Trevor's invention has changed lives in ...

10 Frank Whittle was ... years old when he invented the jet engine.

### Road Trip

- 4 Answer the questions.

1 How long did it take Katy to drive from Birmingham to Ironbridge?

2 When was the first iron bridge built?

3 How does the guide describe Blists Hill?

4 Which shops and workshops did they see in Ironbridge and Blists Hill?

5 When was Ironbridge declared a World Heritage Site?

6 Where do they decide to go next?



### Same Language, Different Lives

- 5 Match the speakers' countries (1-8) to the inventions that they mention (a-h).



- 1 England
- 2 England
- 3 USA
- 4 Jamaica
- 5 Canada
- 6 India
- 7 South Africa
- 8 Australia

- a World Wide Web
- b bicycle
- c television
- d canasol
- e a vaccine
- f telephone
- g digit 0
- h basketball

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ...

## AFTER YOU WATCH

### Documentary

- 3 Complete the sentences with words from the video.

- 1 A hundred years ago, we travelled by ... and ...
- 2 The plane was invented in ...
- 3 Man walked on the moon ... years after the invention of the plane.
- 4 The first telephone was invented in ...
- 5 In 1886, Josephine Cochrane invented the ...
- 6 The inventor Trevor Baylis lives in ...
- 7 Trevor gets his ideas for inventions from ...
- 8 Trevor's most important invention is ...

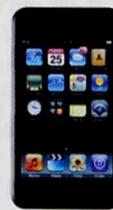
### NOW YOU!

- 6 Which inventions have changed ordinary people's lives in the last fifty years?

*In my opinion, mobile phones have changed our lives...*



## READING



### 1 Look at the pictures and answer the questions.

- 1 When did you buy your first mobile phone?
- 2 What do you use it for nowadays?
- 3 How have mobile phones changed in the last 25 years?

### 2 Read the opinions about mobile phones. Which one most closely reflects your point of view?

- 1 Mobile phones have improved our lives and our behaviour in many ways.
- 2 Mobile phones have caused a change in our behaviour which is not so positive.
- 3 With the invention of the mobile phone, people nowadays are rude, loud and selfish.

### 3 Read the article. Which opinion most closely reflects the point of view of the writer?

#### Has the mobile phone changed us?

On New Year's Day 1985, the popular comedian Ernie Wise made Britain's first mobile phone call. Since then, we have made billions of calls, sent billions of texts, and annoyed thousands of people on trains and buses. More recently, we have started using our phones for surfing the Internet, taking photos, making videos, and playing music. Our phones have taken control of our lives and changed the way we behave.

Thirty years ago, we never used to listen to the conversations of strangers. On public transport, people were silent. If they were with friends, they spoke to them quietly. It was **rude** to listen to what they were saying. But nowadays, it's impossible not to take a bus or walk down the street without **overhearing** one side of someone's conversation.

Every day, we tell strangers what we do in our jobs,

what we do in our free time, how we feel. And, of course, we **don't care** that they are listening to us.

We have changed our **behaviour** in other ways. For example, we have all developed a new way of speaking especially on the mobile phone. It's louder than the voice we use when we are talking to someone who is sitting next to us. We send tweets and texts all the time, commenting on everything we are thinking about and everything we are looking at.

Mobile phone technology is, of course, a wonderful thing. It has improved the lives of people in Africa and Asia where the old telephone system was terrible. It has helped business people who can now work when they are travelling. And it has changed the lives of teenagers who can now **stay in touch** with friends all the time. But there are **drawbacks**. We now live in a world of constant conversations and very few surprises.

### 4 Read the article again. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 We don't know who made the first mobile phone call in Britain.
- 2 People have always listened to other people's conversations on trains.
- 3 These days, we aren't happy when strangers listen to our phone conversations.
- 4 People speak louder on phones than they do in other situations.
- 5 The invention of the mobile phone has been a good thing for people in developing countries.

### 5 Match the highlighted words from the article to the correct synonym.

- |                                 |   |
|---------------------------------|---|
| 1 We <b>don't care</b> !        | 4 It's changed our <b>behaviour</b> .       |
| a We aren't interested.         | a It's changed how we think.                |
| b We don't complain.            | b It's changed the way we do things.        |
| 2 They're <b>rude</b> and loud! | 5 I <b>overheard</b> a conversation.        |
| a They're polite and quiet.     | a I listened to a conversation by accident. |
| b They're impolite and noisy.   | b I had a conversation with somebody.       |
| 3 Let's <b>stay in touch</b> .  | 6 There are some <b>drawbacks</b> .         |
| a Let's write and call often.   | a There are some advantages.                |
| b Let's never write or call.    | b There are some disadvantages.             |



# LANGUAGE STUDY

- 1** When different words are stressed, it changes the emphasis of the sentence. Look at the stressed words in red. Match sentences (1-5) to explanations (a-e).

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- 1 Paul used my phone to send a text.
- 2 Paul used my phone to send a text.
- 3 Paul used my phone to send a text.
- 4 Paul used my phone to send a text.
- 5 Paul used my phone to send a text.

- a He didn't use my iPad.
- b He didn't read a text.
- c Sally didn't use it.
- d He didn't send an email.
- e He didn't use Tom's phone.

Listen and check your answers.

- 2** Read the advertisements for two appliances. Which one is the most expensive?

- 1 Buy the new, **up-to-date** Ice800 refrigerator.



It comes in a fantastic silver colour. It's also very **long lasting** and **reliable**. You will still have it thirty years from now! And it's only 400 euros!

- 2 The new Spin900 washing machine is very **easy-to-use**. Everybody in the family can wash their clothes quickly and easily. It's very **efficient** and **eco-friendly** so you don't use a lot of water! The perfect wash every time! And it costs 250 euros.



- 3** Match the adjectives in bold in exercise 2 to the definitions below.

- 1 You can use it for many years.
- 2 It isn't difficult to operate it.
- 3 It will not break down or have problems.
- 4 It's very modern and has new technology.
- 5 It's not harmful to the environment.
- 6 It uses power and energy in a good way.

- 4** Describe two appliances from your kitchen with the adjectives in activity 3. Choose from the appliances below.

- 1 your cooker
- 2 your dishwasher
- 3 your microwave

## Past Simple and Present Perfect

Se usa **present perfect** para hablar sobre una acción que comenzó en el pasado y tiene relación con el presente.

*Mobile phone technology **has changed** the lives of teenagers.*

*I **have never been** to Italy.*

Se usa **past simple** para hablar sobre una acción acabada en el pasado.

*On New Year's Day 1985, Ernie Wise **made** Britain's first mobile phone call.*

*I **went** to Italy in 1997.*

see page 117

- 5** Choose the correct verb tense.

- 1 Last year, I **bought / have bought** a new tablet.
- 2 Jo **sent / has already sent** six tweets today.
- 3 What time **did Joe leave / has Joe left** yesterday?
- 4 Sarah **changed / has changed** her TV. I like her new one.

- 6** Complete the text with the correct **past simple** or **present perfect** form of the verbs in brackets.

I love trains. I (1) ... (visit) most of the great cities of Europe by train, and, once, I (2) ... (travel) on the Orient Express. Last week, I (3) ... (take) the train from London to Cardiff. The train to Cardiff (4) ... (be) very crowded. Though the train company (5) ... (increase) the number of trains in recent years, they are always full of people. I (6) ... (not notice) any improvement. Anyway, I (7) ... (sit) next to a young man. He (8) ... (not / talk) to me. He (9) ... (start) to listen to music on his MP3 so I (10) ... (watch) the programmed film until we got to Cardiff.

- 7** Listen to Ray talking about his favourite invention and complete the extract with the missing words.

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My hearing aid is really important for me. I use it to have conversations with (1) ..., and to listen to the radio and (2) ... I've had a hearing aid all my life, but I've only had this new one (3) ... I bought it in (4) ... because it is the best hearing aid on the market. It's (5) ... and very powerful. When I was young, I used to have a (6) ... hearing aid. But this hearing aid is (7) ... You can't see it. It's important to me because I can have a normal, busy life when I'm using it.

- 8** Write a blog entry (100-120 words) about your favourite invention. Use exercise 7 as a model.

My favourite invention is... I've had it for...  
It was a present from... I bought it from...  
because... Before I got it, I used to ...



## CONSOLIDATION

**1** Look at the pictures and answer the questions.



Sir Isaac Newton



Thomas A. Edison



John Pemberton



Alessandro Volta



Mary Phelps Jacob

1 What do you know about these famous scientists and inventors?

2 What do you know about their inventions and discoveries?

**2** Read the quiz. Choose the correct answer.



### HISTORY OF INVENTIONS QUIZ

1 Thomas Alva Edison was an American inventor who developed a lot of different things, including a film camera and a microphone. But which of the following did he not invent?

- a a type of light bulb  
b a type of radio      c a type of record player

2 While he was sitting under a tree, a type of fruit fell on the head of the great scientist Sir Isaac Newton. It gave him a brilliant idea. He suddenly understood that there was a natural force which caused objects to fall down to earth. He called the force 'gravity'. But what type of fruit fell on his head?

- a an orange      b a pear      c an apple

3 Alessandro Volta, Georg Ohm and André-Marie Ampère all played important parts in our understanding of a well-known type of energy. Which type of energy?

- a electricity      b steam      c gas

4 The first cars appeared in Germany in the 1880s. Although they weren't working together, two different engineers invented the car at about the same time. Who were they?

- a Gottfried Daimler and Karl Benz  
b Franz Mercedes and Wolfgang Volkswagen  
c Ferdinand Porsche and August Audi

5 Mary Phelps Jacob was an American publisher who spent many years in Paris but she's better known for inventing an item of clothing. What did she invent?

- a the brassiere  
b the belt      c rubber boots

6 In 1886, John Pemberton invented Coca-Cola. However, when he made it, he wasn't trying to develop a soft drink. What was he trying to invent?

- a washing up liquid  
b an alcoholic drink      c medicine

7 The Chinese invented printing over a thousand years ago. However, in Europe, a German businessman called Johannes Gutenberg designed and built the first printing press. It changed the history of Europe. In which century did he invent the printing press?

- a the fourteenth century  
b the fifteenth century  
c the sixteenth century

8 James Naismith was a PE teacher who invented a new sport in 1891. He was Canadian but he was working in Massachusetts when he decided to introduce a game that students could play indoors during the cold winters. Which sport did he invent?

- a volleyball      b basketball      c hockey

Now, check your answers below, and find out how many you got right. Which answers surprised you?

Answers: 1b, 2c, 3a, 4a, 5a, 6c, 7b, 8b



3 Which of the following did women invent? Use your general knowledge or guess.



Kevlar



the birth control pill



the calculator



the circular saw



the sewing machine



liquid paper

4 Listen to an interview. Which of the inventions in activity 3 did women invent?



5 Listen again. Choose the correct answer.



- 1 What is Judith's book about?
  - a Well-known inventions such as the sewing machine.
  - b Famous women who invented things.
  - c Less well known women who invented things.
- 2 What does Judith say about the woman who invented the circular saw?
  - a She used to work on a farm.
  - b She lived in a special type of community.
  - c She invented it for men.
- 3 We use Kevlar ...
  - a only in protective clothing.
  - b in building boats.
  - c in many everyday objects.
- 4 Betty Nesmith Graham invented liquid paper ...
  - a at home.
  - b for IBM.
  - c to help her famous son.

6 Design your own Inventions Quiz. Use the question starters below to help you.



- Who invented / designed / built... ?  
 Where did they invent... ?  
 Who was the first ... to invent ... ?  
 In which year / decade / century did ... invent ... ?  
 What did ... invent?

When you have written your questions, ask your partner.

Who invented the X-Ray?

- a) Guglielmo Marconi
- b) Marie Curie
- c) Thomas Edison

Oh, let me think. I know, it's Marie Curie!



# SELF TEST

## UNIT 2

### 1 Make nouns for professions from these words.

- 1 science      3 manufacture      5 invent  
2 engine      4 design

### 2 Match the following descriptions to the professions in 1.

- 1 Sally loves physics and chemistry and wants to be a ...  
2 Tom has brilliant ideas and thinks of new things. He's an ...  
3 Emma has new ideas for clothes. She's a fashion ...  
4 Susan helps build planes. She understands how they work. She's an ...  
5 Darren owns a company and makes products. He's a ...

### 3 Read about Igor Sikorsky and the first helicopters. Match the phrases in the text (1-6) to the years in the box below (a-f).

Igor Sikorsky was born in Ukraine in (1) **the late nineteenth century** and died in Connecticut in the USA in (2) **the late twentieth century**. He emigrated to the United States in (3) **the late 1910s** and started his own aircraft company in (4) **the early 1920s**. In (5) **the late 1930s**, he designed the first American helicopter, the VS-300, and, in (6) **the early 1940s**, he manufactured the first mass-produced helicopter, the R-4.

- |        |        |        |
|--------|--------|--------|
| a 1942 | b 1889 | c 1939 |
| d 1923 | e 1919 | f 1972 |

### 4 Complete the sentences with the *past simple* or *past continuous* form of the verbs in brackets.

- 1 While the three-year-old Louis Braille (1809-1852) ... (play) in his father's workshop, he ... (have) an accident, and ... (become) blind. Later in life, Braille ... (invent) a system of reading for blind people.  
2 Isambard Kingdom Brunel (1806-1859) ... (be) a great engineer who ... (build) bridges, ships and railways.  
3 Marie Curie (1867-1934) was Polish but she ... (work) in her laboratory in Paris when she ... (make) her greatest discoveries. She ... (discover) radium, but she ... (not invent) the atomic bomb.

### 5 Complete the sentences with the *past simple* or the correct form of *used to*.

- 1 Samuel Colt was born in 1814 and ... (die) in 1862.  
2 During his childhood, he ... (not play) with toys, but with guns.  
3 He ... (practise) shooting every day until his father decided it was a waste of money.  
4 When he ... (grow up), he ... (invent) a new type of gun, the *colt*.

### 6 Choose the correct verb or word.

Trevor Baylis is an English inventor who (1) **invented** / **has invented** many things in his long life. In 1989, he (2) **built** / **has built** the first wind-up radio in his workshop at home. It's a radio that works without batteries or electricity. It has (3) **already** / **yet** become very popular in Africa because many people there don't have electricity. However, it hasn't become popular in Europe (4) **still** / **yet**. Baylis (5) **won** / **has won** a lot of awards for his famous invention. In recent years, he (6) **designed** / **has designed** a pair of electric shoes and he (7) **started** / **has started** a foundation to help new inventors. He has (8) **just** / **still** published a new book.

### 7 Listen to an interview with Professor Amy White. Tick (✓) the six things that she has helped to invent.

credit cards    phone cards    CD covers  
laptops    DVD boxes    radios    pens    cameras  
mobile phones    electronic calculators

### 8 Listen again to Professor White. Choose true (✓) or false (X).

- 1 She has worked with other people.  
2 She started work at *New Ideas* in the late 1990s.  
3 She was working for *International Plastics* in 2001.  
4 She designed a new type of pen while she was working for *Plastic World*.  
5 Her company didn't use to work in electronics until recently.  
6 She has already started developing a new type of laptop.

### 9 Think about an invention that was a bad idea and explain why. Perhaps it killed people or destroyed the environment. Use the following questions as a guide.

- 1 Which invention was a bad idea? Why?  
2 Who invented it? When? Where? Why?  
3 What happened because of its invention?



# UNIT 3

## Life in the future

### OBJECTIVES

- To predict life conditions at the end of the century
- To talk about personal agendas
- To predict future personal achievements

## A Inventions that will change our world

### BEFORE YOU WATCH

- 1 Look at the photos. What do you use these inventions for?



electric toothbrush



underwater camera



electric tin-opener

- 2 In your opinion, which of these inventions are most useful and why?

- 6 Miles Slinger's invention makes your food *colder* / *warmer*.
- 7 Charlie's invention will help people in *poor* / *rich* countries.

- 5 Answer the questions.

- 1 According to Clark, what two characteristics should the winning invention have?
- 2 Name two things that people could control with Cath's invention.
- 3 How much money does Charlie want to make?
- 4 How much money does Deborah give to Cath and Charlie?

### WHILE YOU WATCH

- 3 Answer the questions.



- 1 What are the three people in the Future Techno show going to do?



- 2 Why is Deborah going to give Charlie a million pounds?

### AFTER YOU WATCH

- 4 Choose the correct option.

- 1 The café is providing *sandwiches* / *cakes* today.
- 2 Clark Hammond is the *director* / *presenter* of the TV show.
- 3 Deborah Cash is the richest businesswoman in *Britain* / *the world*.
- 4 Deborah's going to give *£200,000* / *£250,000* to the person with the best idea.
- 5 You can use your *mind* / *fingers* to control devices with Cath's invention.

### NOW YOU!

- 7 Describe a popular TV show that you know well. Who are the presenters and what do people on the show do?

*I'm going to tell you about The Wheel of Fortune. It's a game show...*



## READING

**1** Look at the pictures of three different types of robot and answer the questions.



1 What can robots do these days?

2 In the future, what will robots do for us?

**2** Read the article. Match one heading (1-3) to each paragraph (A-C). There is one extra heading.

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1 People will employ robot operators in distant countries.

2 Robots will help us to do our daily tasks outside the home.

3 We will use robots when we have medical problems.

4 Robots will do all our housework and cleaning.

**A ...** A recent article suggested that, when the cost and inconvenience of travelling rises, we will start using robots to **go out** into the world for us. It will become possible to rent a robot to do our shopping or **check out** a hotel that we're thinking of staying at. We might, for example, spend an afternoon sitting in bed with a computer, controlling a robot through a shopping centre in Beijing. Using live video and audio, we'll talk to shop assistants and buy things. We won't need to go anywhere! In the future, we'll use robots, not TV or the Internet, to take us to the world.

**B ...** Robotics may also change the way people work. A new idea is to design robots that can perform routine jobs such as being a cleaner or a security guard, while they are controlled by a person in a different country. Imagine having a robot cleaner in a big company in Japan, controlled by an operator in Thailand or Vietnam. It will create jobs in developing countries.

**C ...** Surgeons already use robots to **carry out** operations and scientists have developed the pillcam: a tiny robot that can travel through our bodies and take pictures. In the near future, we will see biological robots, microbots, used in medicine. Scientists are developing ways of **taking out** the insides of a bacterial cell and replacing them with robot technology. As a result, they hope to create a robot the size of a human cell, that can travel through the human body, identifying and **sorting out** problems.

**3** Read the article and say if the sentences are true (✓) or false (X). Correct the false sentences.

1 We'll use robots abroad because it'll be expensive to travel in the future.

2 The writer says that robots will actually stay in hotels.

3 Robots will be so advanced that they will work as shop assistants.

4 We'll use robots to guard or clean company buildings.

5 Microbots won't be bigger than the cells in our bodies.

**4** Match the verbs from the article to their meaning.

1 go out

a solve or repair

2 take out

3 check out

4 sort out

5 carry out

b do or perform

c leave the house

d inspect or discover

e remove

**5** Read the article again and complete with the verbs (1-5) from exercise 4.

One day, robots will (1) ... all our routine jobs and (2) ... some of our everyday problems. They will (3) ... interesting places to go to in the city. That way, we can stay at home – they'll (4) ... and do the shopping when the weather's bad. And if they break down, we'll just (5) ... their batteries and replace them.



# LANGUAGE STUDY

- 1** Listen to the short /l/ sound in 1 and repeat.  
Listen to the long /l/ sound in 2 and repeat.

1 a live b low c cleaner d black e like  
2 a we'll b travel c people d bacterial e world

- 2** Listen and repeat the sentences.

1 We'll control robots.  
2 I'll travel a lot.  
3 They'll wait in the hall.  
4 We'll look at bacterial cells.  
5 Cleaning will be easier.  
6 Daily tasks will change all over the world.

## Will

Se usa **will / will not (won't) + verb** para hacer predicciones.

*By 2055, there **will be** robots in every factory in the world.*

*In 30 years' time, we **won't have** any more wars.*

*Will robots **change** our lives in the future?*

see page 118

- 3** Complete the predictions about the future. Use each verb at least once.

know not get not go do  
order be not wash not do

By 2055, we (1) ... housework any more. We (2) ... clothes in a washing machine because they (3) ... dirty. And we (4) ... shopping because our fridges (5) ... when they are empty and (6) ... food online, using their own computer. It (7) ... amazing, but what (8) ... we ... with all our free time?

- 4** Complete the phrases with the correct verb.

have work live feel

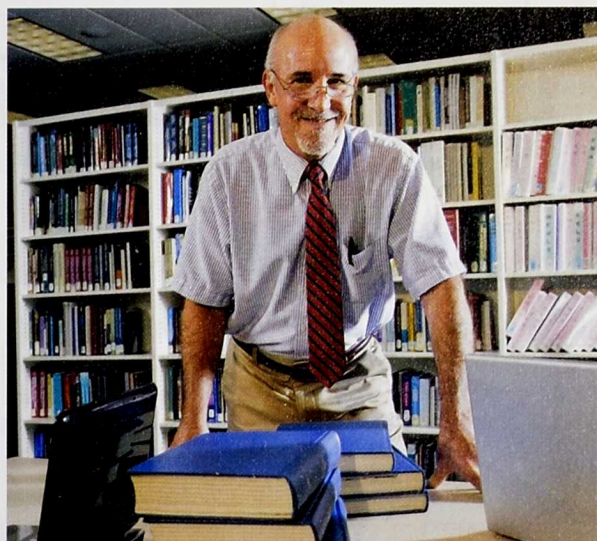
- 1 in poverty / on your own / to be 100 years old  
2 part-time / harder / at home  
3 healthier / happier / fitter  
4 more money / more free time / more friends

- 5** Give a response to these statements using phrases from exercise 4.

1 'Well, in my opinion, everybody will spend only eight hours a week doing a job.'  
'Yes, we'll **work part-time** and we'll **have more free time**'  
2 'People will buy small apartments; they won't share living space with anyone.'  
'We'll ...'  
3 'A lot of people will have no money and won't buy much food.'  
'Many people ...'  
4 'Nobody will be ill and we won't die until we're extremely old.'  
'We ...'  
5 'I don't think anybody will travel to offices or factories – their job will be online.'  
'We ...'  
6 'We'll all go to the gym every day and do sport until we're eighty!'  
'So, we ...'

- 6** Listen to an interview with Professor Ian Hughes about how our lives will change by the year 2055. Tick (✓) the three topics that he mentions.

- 1 Where we'll work.  
2 How we'll travel.  
3 What we'll do in our free time.  
4 How we'll travel to space.  
5 How long we'll live.  
6 How we'll bring up our children.





# Life in the future

## 7 Listen again. Choose the correct answers.

- 1221
- What does the professor say about energy in the future?
    - We'll probably use the same forms of energy.
    - We won't have any forms of energy.
    - We'll use a different form of energy.
  - What does the professor say about living in space?
    - It's very expensive – it'll never happen.
    - It'll happen but only after we develop the technology.
    - He hopes that he'll live in space one day.
  - According to the professor, why will we live longer?
    - Our diet will improve.
    - We will work shorter hours.
    - We will keep fit.
  - At what age will our bodies stop ageing in the future?
    - 13
    - 29
    - 30
  - When will the ageing process slow down or stop?
    - two generations from now
    - during our lifetime
    - in 100 years

## 8 How different will life be in 2055? Using the words below, prepare questions for your partner. Then, answer his or her questions.

work   free time   homes   health   age  
energy   phones   medicine   food   TVs

*How will work change?*

*I think people will work from home more,...*

### Be going to vs Present Continuous

Se usa **be going to + verb** para hablar de planes e intenciones.

*We're going to fly to Italy next month.*

*What are you going to do at the weekend?*

*Why aren't they going to visit Costa Rica?*

Se usa **present continuous** para hablar de actividades programadas.

*Executives are meeting at a conference next week.*

*Is the meeting taking place on Monday?*

*Mr. Jones is not attending the meeting.*

see page 118

## 9 Read the dialogue between two friends. Fill in the blanks with **be going to** or the **present continuous**.

**Tyler:** Sandra, when (1) ... (the plane / leave)?

**Sandra:** In one hour. It (2) ... (take off) at 12:15 pm.

**Tyler:** What's the first thing we (3) ... (do) when we get to Tokyo?

**Sandra:** I (4) ... (go) to an electronics shop. I hear that you can buy small robots.

**Tyler:** Really? Well, when we get on the plane, I (5) ... (sleep). It's (6) ... (be) a very long flight.

**Sandra:** And what (7) ... (we / do) in Tokyo?

**Tyler:** I (8) ... (not visit) Tokyo Tower. I hear that it is very expensive.

## 10 Prepare to talk about your future plans. Think about what you're going to do in the future.

- What I'm going to do to change my life in the next year.
- What events I'm going to go to.
- What activities I'm going to do.
- How I'm going to continue to learn English after the course.

*I'm going to get a new job next year. I think I'm going to work in the media.*

## 11 Read the paragraph and complete with the verbs in the correct form. Use **be going to**, **present continuous** or **will**.

I've decided that I (1) ... (save) my money because I really want to visit Seoul. My brother and I (2) ... (work) in the technology sector when we finish our degree in IT. Also, we think South Korea (3) ... (be) more advanced than Japan and China. We (4) ... (go) in May next year. The flight (5) ... (take) about 13 hours and we (6) ... (not make) any stops. When we get there we (7) ... (visit) the CEOX mall, which is a top entertainment attraction. We (8) ... also ... (walk) through the Seoul National University of Science and Technology.



# B How to live "green"

## BEFORE YOU WATCH

### Documentary

- 1** Look at the five important factors of living in an eco-friendly town in the future. What other things will we have in eco-towns in the future?



solar panels



recycling rainwater



recycling waste



play areas for children



using bikes and not cars

### Road Trip

- 2** Look at these pictures which show two eco-friendly solutions at the Centre for Alternative Technology.



cliff railway



turf roof

Can you think of any eco-friendly solutions for your every day life?

## AFTER YOU WATCH

### Documentary

- 3** Say if the sentences are true (✓) or false (X). Correct the false sentences.

- North-west Bicester is only ten miles from Oxford.
- They haven't built north-west Bicester yet.
- North-west Bicester is the only eco-town in the UK.
- Residents in north-west Bicester will have to agree to live in an eco-friendly way.

- Houses in north-west Bicester will generate their own electricity using wind power.
- There will be a lot of open spaces in north-west Bicester.
- They will finish building the town in 2022.
- Developers expect people will have a good quality of life in north-west Bicester.

### Road Trip

- 4** Answer the questions.

- Where has Sam always dreamed of going?  
a the city of Paris      b a forest in Wales
- How do they operate the cliff railway?  
a with water      b with steam
- Why is the compost display a good idea?  
a It is good for plants.      b It provides power.
- What are the young couple going to do at home?  
a recycle food more      b use solar panels



### Same Language, Different Lives

- 5** Circle the six social changes to their countries that the speakers mention.

- |                             |                                 |
|-----------------------------|---------------------------------|
| a stronger families         | f more electronic communication |
| b more houses               | g more travel                   |
| c more Chinese immigration  | h a more multi-cultural society |
| d more free time            | i a change to gay rights        |
| e more progressive politics |                                 |

### NOW YOU!

- 6** Would you like to live in an eco-friendly house in an eco-town? Why? Why not? What are the advantages and disadvantages?

*I'd love to live in an eco-friendly house in an eco-town. I think there are many advantages. First of all, recycling saves a lot of money and it is a great way to protect nature.*



## READING

### 1 How will your life change if you... ?

- 1 move to another country    2 get a divorce    3 win a lot of money

### 2 Read the article about life changes. Match the opening sentences below (1-3) to each paragraph (a-c).

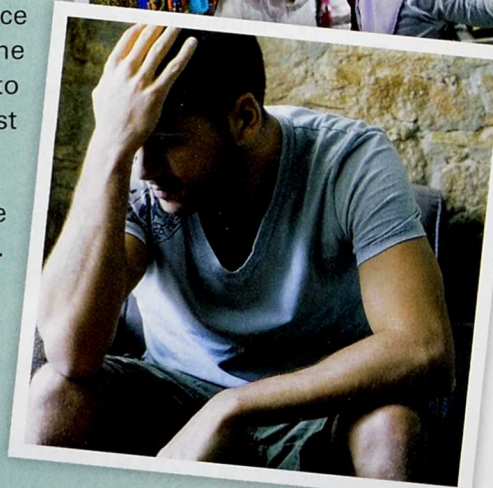
- 123 1 My boyfriend got a job in Malaysia six months ago and he's excited because he's doing his 'dream job'.  
2 Two months ago my wife told me that she wanted to separate.  
3 Last year I won 238,000,000 in the lottery and my life has not been the same.

## Life Changes

a ... **Greg:** I found it very difficult to be instantly **wealthy** overnight. However, the first thing I did was to buy a Porsche, pay off the house and take my family to Australia. Then we moved into a bigger house in a new area and of course, we started **losing** contact with old friends as we met new people. Then, I found it quite difficult to find **trustworthy** financial advisors. It's hard to believe, but I miss my old life and even my old job. It's a big change that happens very quickly, not gradually.

b ... **Lina:** So far it has been an amazing experience. The locals are very friendly, the food is delicious and the climate is ideal. At first I was very worried about how we were going to adapt to our new life, but that hasn't been a problem. However, it has been difficult to keep in touch with old friends and family. The time difference makes it impossible to skype and social networks aren't the same as being with the person. Not many people can afford to come to visit us so I feel a bit **cut off** from the world. The hardest part was leaving my old job. I'm still trying to find a new one.

c ... **Matthew:** I was completely **shocked**. I had no idea that she wasn't happy in our marriage. My life has changed completely. I miss her company, especially eating together and going places together. The house is a disaster and I am not taking care of myself. I look **scruffy** and I've lost weight. I am trying to convince my wife to go and see a marriage counsellor to see if we can work things out. To this day I do not know what went wrong.



### 3 Read the article again and answer the questions.

- 1 What was difficult for Greg?
- 2 What has been difficult for Lina?
- 3 What was the hardest part about moving to another country for Lina?
- 4 What does Matthew miss?
- 5 What went wrong in Matthew's marriage?

### 4 Match the words from the text (1-6) to their synonyms (a-f).

- |                |              |
|----------------|--------------|
| 1 trustworthy  | a astonished |
| 2 scruffy      | b separate   |
| 3 shocked      | c untidy     |
| 4 lose contact | d isolated   |
| 5 wealthy      | e honest     |
| 6 cut off      | f rich       |



# LANGUAGE STUDY

- 1** Listen to the conversations. Notice the strong and weak stress.



- 1 A: Can you call **me** a taxi?  
B: Why? I have a car. Come to the party with **me**.
- 2 A: How are **you** feeling?  
B: Fine. How are **you** today?
- 3 A: Are **you** going to have lunch later?  
B: Yes. Are **you**?

- 2** Listen again and repeat the conversations.



## Comparatives of Adjectives and Adverbs

### Comparativo

Mike is a lot **poorer** than us.

They will feel **more confident** than before.

Sarah works **more quietly** than Mike.

### Superlativo

One of **the biggest** problems is...

He made one of **the most difficult** decisions.

Sarah works **most quietly**.

### Inferioridad

They felt **less happy** than they used to.

She drives **less carefully** than him.

### Igualdad

They were **as trustworthy as** all the other accountants.

They gave advice **as honestly as** they could.

### Irregulares

Life was **better** than before.

It was **the worst** day of my life.

see page 119

- 3** Read how two people's lives have changed after winning the lottery. Complete the sentences with the correct **comparative** or **superlative** form.

- 1 Our new life in Malaysia is (1) ... (exciting) than our lives in Britain. The capital, Kuala Lumpur, is one of the (2) ... (big) and (3) ... (populous) cities in the world.
- 2 We had a civil wedding. It was the (4) ... (wonderful) and (5) ... (happy) day of life! At the wedding reception, my new husband danced (6) ... (beautiful) than ever before, and my sister sang (7) ... (well) than ever.

## WRITING SECTION

- 4** Read the webpage. Decide what the article is about.

- a The best technology of the 1980s.  
b How technology will improve in the next 25 years.  
c Which technology will no longer be around in 25 years.

### Technology Tomorrow. Dream on.

Have you ever heard of cassette tapes and record players? No? We neither. But just 25 years ago, this was how people listened to music. Music lovers of the 90s probably thought that this technology would last forever. But technology doesn't just change. Sometimes it disappears. Even today, there are great inventions that are on their way out; fax machines, dial up Internet modems, even CDs! So the *Dream on* team are looking at our world today and asking our readers, 'What technology will be obsolete in 25 years?' [Click here](#) to see what our readers say.

### Punctuation

Cuando se escribe, es conveniente usar signos de puntuación para facilitar la comprensión del texto.

- |                    |                      |
|--------------------|----------------------|
| (.) full stop      | (?) question mark    |
| (,) comma          | (!) exclamation mark |
| (M) capital letter | (') apostrophe       |

see page 133

- 5** Read a response to the article. Add one question mark, one exclamation mark, two commas and one apostrophe in the appropriate places. Use capital letters when necessary.

I definitely think that digital cameras will be gone in 25 years. I mean who actually uses cameras any more. I take all my pictures with my mobile phone. Its a lot easier to email my photos straight to my friends. I read an article titled gadgets of the future. by 2015 they will invent the technology to zoom in without needing a really big lens to capture things 50 100 or even 250 metres away. Imagine that.

- 6** Write a response to the question: 'What technology will be obsolete in 25 years?' Give your reasons. Remember to check your work for punctuation.

*In my opinion,...*



## CONSOLIDATION

**1** Read the future predictions. Which ones do you think will come true and why?

- 1** By 2100, learning a second language won't be necessary.
- 2** By 2100, the best food will grow in skyscrapers.
- 3** By 2100, thousands, perhaps millions, of people will have a life expectancy of over 150 years.
- 4** By 2100, only 2% of the world's population will live in extreme poverty.

**2** Read the extracts from an interview with 'futuurologist' Dr Susan Lee. Match the predictions (1-4) in exercise 1 to the extracts (a-d).

**a** We're all living healthier and longer lives than ever before, but the oldest person in history was 'only' 122 when she died, and in my opinion there won't be anyone alive who is much older in the next ten or twenty years. However, I think that the advances in medicine in the 2040s will mean that we may slow down ageing. There will be children alive in 2100 with the potential to reach 200 years old.

**b** There are plenty of pessimists around when it comes to predicting living standards in the future, but I genuinely think that we can reduce the problem of absolute poverty in our lifetime. Twenty years ago, over 40% of the world's population lived on a dollar a day, but the UN believes that number will go down to about 10% in the next few years. I believe that we'll be down to about 1 in 20 by the end of the 2090s.

## LIFE IN 2100

**c** At Columbia University in New York, scientists are planning to build huge, thirty-storey greenhouses in major cities all over the world. We'll produce more food for less money, and, although it won't be as good as organically grown food on traditional farms, it will still be good to eat. Growing food in this way will permit us to protect forests because we won't need so much land for food.

**d** You won't like this, but spending years learning thousands of new words will become a thing of the past in our lifetimes. Imagine an extremely small computer, which fits in your ear, and translates what you hear into your own language. The truth is that the technology to do this already exists. It's just a matter of time before somebody invents the machine.

**3** Read the extracts again. Which of the predictions in exercise 1 are true in Dr Lee's opinion, and which are false?

1 ... 2 ... 3 ... 4 ...

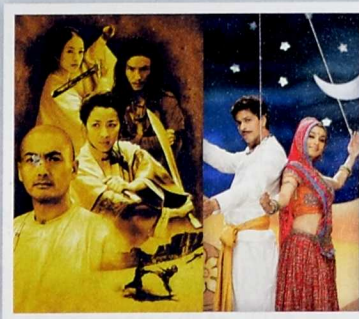
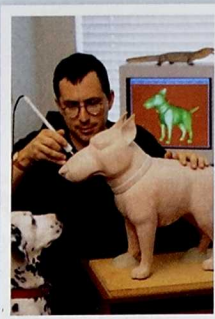
**4** Answer the questions about the reading.

- 1** Why will many children live to be 200 in 2100?
- 2** How will poverty change in 2100?
- 3** Why are scientists planning to build greenhouses in the cities?
- 4** What will fit in our ear in the future and what will it do?



- 5** Listen to an interview with futurologist Dr Lee talking about the future of films. Which three of the following topics does she talk about?

125



- 1 The history of films      2 Animated films      3 3D technology in films      4 Computer-generated actors      5 Countries that make the most films

- 6** Listen again. Choose the correct answers to the questions.

125

- 1 Dr Lee says that, in the future, 2D films will be ...  
 a very old-fashioned.      b harder to make than 3D films.      c less common than 3D films.
- 2 Dr Lee says that computer-generated actors in films will look ...  
 a more real than real actors.      b as real as real actors.      c less real than real actors.
- 3 Dr Lee says that Hollywood will make ...  
 a fewer films than now.      b more films than China.      c fewer films than India.

- 7** Read the situation below. Tell a partner what your plans for improving your English are.



You want to improve your English after the end of this course. Use your own ideas and the ideas below.

- ☒ Read books in English.
- ☒ Study grammar.
- ☒ Get an English-speaking email friend.
- ☒ Spend time in an English-speaking country.
- ☒ Listen to English on the radio or Internet.

*I'm going to get an English-speaking email friend. Then, I'm going to write to him or her every week. I'll tell her about my progress in English.*

- 8** Read the entry about weekend plans on the blog.



### Weekend plans

*It's my birthday. I'm going to party all weekend. My friends are going to join me but on Saturday we're taking Bono, our dog, to the vet because he hurt his leg. And on Sunday I'm going to watch Manchester United play. I'm so excited! We will win the cup!*

- 9** Now write your own entry about your plans.



### Weekend plans

*This weekend I...*



- 1** Complete the text with the verbs. Use *will* + verb where necessary.

have own build not grow  
be live leave

## Cities in China

Over 80% of Americans (1) ... in cities today, and that figure (2) ... very much over the next fifteen to twenty years. However, only 50% of the population in China (3) ... a home in the cities today. In the next few years, more people (4) ... the countryside, and architects (5) ... more skyscrapers. Today, China already (6) ... 90 cities with over 1 million inhabitants. By 2030, there (7) ... at least 220 big cities in China.

- 2** Listen to an interview with a spokesperson for The International Space Group. Tick (✓) the plan that he is talking about.

- 1 Flights into space
- 2 Hotel complex in space
- 3 Sports events in space

- 3** Listen to the interview again. Answer the questions.

- 1 Are they working with other companies or on their own?
- 2 Will they open a four star or a five star complex?
- 3 Will the food be Asian or European?
- 4 What sports will people play there: golf, tennis or football?
- 5 Will it be ten years or twenty years before there's a hotel in space?

- 4** John works for an aid agency in Africa. Look at his diary. Write sentences about his arrangements and plans. Use the *present continuous* and *be going to*.

- Friday morning / flight to Paris / must call Frank and Aimee
- Friday evening / party at Culture Centre / plan to raise 10,000 euros for Africa
- Saturday morning / have breakfast with Aimee / ask about project in Burundi
- Saturday evening / meet M. Duchamp / must ask for money
- Sunday afternoon / fly back to London / write report

- 1 On Friday morning, John ... (fly) to Paris. He ... (call) Frank during the flight.
- 2 In the evening, John ... (have) a party. They ... (raise) money for Africa.
- 3 John ... (ask) Aimee about her project in Burundi while he ... (have) breakfast with her on Saturday morning.
- 4 On Saturday evening, John ... (meet) Mr Duchamp. He ... (ask) him for money to fund some of his organisation's project.
- 5 John ... (write) his report while he ... (travel) to London on Sunday.

- 5** Look at the information about two cities in China and complete the sentences. Use the *comparative* and *superlative* forms.

	Shanghai	Beijing
<b>Population</b>	23 million (37% growth since 2000)	20 million (44% growth since 2000)
<b>Age</b>	1000 years old	2000 years old
<b>Land area</b>	6300 km <sup>2</sup>	16000 km <sup>2</sup>
<b>Economy</b>	GDP: 1.9 trillion yuan	GDP: 1.6 trillion yuan
<b>Life expectancy</b>	84 (women) 79 (men)	83 (women) 80 (men)

GDP gross domestic product = PIB producto interior bruto

- 1 Shanghai is the ... (big) city in China. Its population is ... (large) Beijing's, but the size of the population is growing ... (slow).
- 2 The capital, Beijing is ... (old) and ... (historical) Shanghai.
- 3 Beijing covers a ... (great) area ... Shanghai.
- 4 Shanghai is the ... (rich and prosperous) city in China.
- 5 Women live ... (long) in Shanghai ... in Beijing.

- 6** Read and punctuate the paragraph with two question marks, one exclamation mark, ten capital letters, two full stops, and six commas.

What country has the highest population in the world shanghai is the largest city in the people's republic of china and it has the highest population in the world over 23 million people This global city has influence in commerce culture finance media fashion technology and transport shanghai is near the yangtze river on the chinese coast in eastern china. Is shanghai a popular tourist destination Most definitely



# UNIT

# 4

# Sports

## OBJECTIVES

- To talk about sports personalities, events and facilities
- To speculate about events connected to sports

## A This sporting life

### BEFORE YOU WATCH

- 1 How many football and rugby teams can you name? Which are the best teams in Europe? Who are the best tennis players?

### WHILE YOU WATCH

- 2 Answer the questions.



- 1 How is Tamara going to bet on the football and rugby scores?



- 2 Why are Shaun and Jess so happy?

### AFTER YOU WATCH

- 3 Choose the correct option.

- 1 Newcastle's record against Chelsea is **good** / **bad**.
- 2 Tamara thinks that real sport is **rugby** / **football**.
- 3 Tamara is going to make a bet on the **football** / **tennis** score.
- 4 Lawrence bets **£10** / **£20** that his team will win the tennis match.
- 5 Shaun can only play on the **left** / **right**.
- 6 In the match, Newcastle scored **two** / **six** goals.
- 7 Tamara won **£200** / **£500**.

- 4 Choose the best answers to the questions.

- 1 Who thinks that Newcastle will win the football match?  
a Lawrence    b Jess    c Shaun
- 2 What do experts think about the match between Falcons and Harlequins?  
a Falcons will win easily.  
b Harlequins will win in a close match.  
c It will be a draw.

- 3 Why does Tamara say she won't marry Lawrence?  
a He likes football too much.  
b He doesn't really understand her.  
c He always changes his mind.

- 4 What are the friends going to play tonight?  
a tennis    b rugby    c football

- 5 What hand did Nadal play with when he was young?  
a his right hand  
b his left hand    c his left and right hands

- 6 What were the scores in the sports matches?  
a Harlequins won but Newcastle lost.  
b Falcons and Newcastle won.  
c Chelsea lost but Harlequins won.

- 5 Match the speakers (1-6) to what they say about sport and exercise (a-f).



- a I used to play a bit of golf.
- b I'm a keen cyclist.
- c I try and exercise every day.
- d I'm a huge sport fanatic.
- e It's a good thing to do with friends.

1 ...    2 ...    3 ...    4 ...    5 ...

### NOW YOU!

- 6 What are your favourite sports and teams? Are they playing well this year?

*I love the LA Lakers. They're the best basketball team ever but they're not doing very well this year.*



## READING

## 1 How will sports change in the next 20 years? Do you agree with these predictions?

- 1 Football players will have bionic legs.
- 2 Cyclists will be able to take drugs to improve their performance.
- 3 Tennis players won't play such long matches.
- 4 Baseball players will play in winter, during the American football season.

## 2 Read the article quickly. Which of the sports in activity 1 are mentioned in the article?

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## The Evolution of Sports

In the future, the way that we watch and play sport might be very different. The development of sports equipment, digital TV technology and sports science is so amazing that we can already see the start of the change. So, how could sport **evolve** in the next twenty years?

Revolution in sport technology has already **raised** the standards in sport today. Tennis players can **hit** better shots with modern graphite rackets than they could with old, wooden rackets. In football, both boots and balls are lighter, stronger and more aerodynamic. The next step could be digital sensors in sports equipment. Scientists might even invent baseball bats, rackets and boots that are able to work out the position of a ball in the air before they hit it, and then make small **adjustments** to hit the ball perfectly. We might all



become great players! Today, most people think that watching sport live must be more fun than watching it on TV. But some experts believe that spectators won't like to watch live

sports in the future because TV **coverage** will become so realistic and exciting that live sport will be boring in comparison. Before long, everybody could have large, flat-screen TVs with 3D



pictures and amazing surround sound. We'll be able to interact with what's on TV: view goals from different angles, follow the performance of individual players and access information about the match and the players. Watching from home will offer the fan an experience they won't be able to get in a stadium.

There is the possibility that top professional sportsmen and women could play matches without spectators. A more probable scenario is that spectators at live sports will expect to have the same experience as at home. In the future, at a football match, we may have TV monitors in our seats to watch replays and listen to commentary. It's a fact. Sports are continuing to change, and changing fast.

## 3 Read the article again. Choose the best answer.

- 1 In what way is tennis different now?
  - a Tennis balls are lighter and more aerodynamic.
  - b Tennis rackets are made of a different material.
- 2 According to the text we will all be great players in the future thanks to...
  - a advances in technology
  - b having a good education in sports
- 3 Why might people stop seeing live sport?
  - a The quality of the matches won't be as good as now.
  - b It will be more fun to watch it on television.
- 4 In what way might we interact with sport on TV in the future?

- a We'll be able to watch what our favourite footballer does during the whole match.
- b We'll be able to communicate with players during the match.

- 5 According to the writer, professional sports matches with no spectators in the future will be...
  - a not probable
  - b probable

## 4 Match the definitions with the highlighted words in the text.

- 1 the way the Media reports an event
- 2 small changes
- 3 the standard or level has gone up
- 4 to develop slowly over time
- 5 to touch something quickly and with force



## LANGUAGE STUDY

## 1 Listen to the schwa sound /ə/ in the words below. Repeat the words.

- 1 equipment    2 development    3 probable  
4 Olympic    5 adjust    6 about

## 2 Listen and circle the word with /ə/.

- 1 a sport                      b women  
2 a racket                    b about  
3 a graphite                  b weather  
4 a flat-screen               b performance  
5 a different                  b tennis  
6 a ball                        b equipment

## Listen again and repeat.

## Expressing Ability

Usamos **can** para expresar habilidad en presente y **could** en pasado.

Male tennis players **can hit** the ball at 145 km/hr.  
I **could ride** a bike when I was 6.

Se usa **be able to** para expresar habilidad en infinitivo y en futuro.

John wants **to be able to run** the marathon in 3 hours and 30 minutes.

We **will be able to interact** with what is on TV.

Melissa broke her ankle and **won't be able to compete**.

see page 120

3 Complete the sentences with **be able to** in infinitive or future.

- 1 She is a good athlete. She wants ... (run) 100 metres in 15 seconds.  
2 Raul ... (not / play) in the match on Saturday because he is injured.  
3 Finally, we ... (not / travel) to Australia next winter!  
4 All tennis players would like to ... (win) Roland Garros and Wimbledon.  
5 After much training, Peter hopes ... (go) to the Olympics.  
6 We ... soon ... (watch) sports on TV for free.

4 Complete the text with **can**, **could** or the correct form of **be able to**. Use the verbs in brackets.

Jessica Ennis won the gold medal in the heptathlon, a competition in which athletes compete in seven sports events, at the London Olympics in 2012. She is an amazing athlete.

Right now she (1) ... (run) the 200 metres in 22.8 seconds and she (2) ... (jump) over 1.95 metres in the high jump. She has always been good at the high jump. When she was only fourteen years old, she (3) ... (clear) a height of 1.70 metres in the event. In 2008, she (4) ... (not compete) in the Beijing Olympics because she broke her foot. However, she would love (5) ... (take part) in a major competition again, and she hopes she (6) ... (add) to her victories in the heptathlon by competing in the next Olympics.



## 5 Match the verbs (1-6) to the nouns that they go with (a-f).

- 1 take up    2 take    3 score    4 beat  
5 draw    6 break



a a shot



c a new sport



e match



b a record



d a goal



f an opponent

- 1 ...    2 ...    3 ...    4 ...    5 ...    6 ...

## 6 Rewrite the text. Replace the verbs or phrases in bold with verbs from exercise 5 in the correct form.

## Hockey star!

In 2008, (1) **I started playing** hockey for the first time. I loved it, and I was soon very good at it! Last month, my team played five matches and (2) **defeated** every team in our league except one. We won 5-0, 4-0, 3-0 and 6-0. In the last one, we (3) **didn't win or lose** the match. It was 1-1. It was the first time in history that a hockey team played so well in our league. We (4) **performed better than** the previous record for winning matches. In the first minute of my last match, I (5) **played** a shot towards the goal but the goalkeeper stopped it. In the second minute, I had another chance, and this time I (6) **got** the goal! It was 1-0.



- 7** Listen to an interview with two successful sports stars. Match the stars to the sports they are successful at. There is one extra sport.

1 Philip Ohorogu                      2 Kelly Bleasedale



a long jump      b high jump      c volleyball

1 ...      2 ...

- 8** Listen again and complete the sentences.

- 1 Philip was good at many sports, but he finally took up... .
- 2 Philip was ... years old when he took up the sporting event he is now famous for.
- 3 Philip's coach suggested that he should do this event because Phillip had ... .
- 4 The next important competition that Philip will take part in is the ... .
- 5 When Kelly was at school, she broke the record in ... .
- 6 Last year, Kelly's team won the ... .

- 9** Ask and answer the questions with your partner.

- 1 What sports can you play well?
- 2 What sports could you play well when you were young?
- 3 Have you taken up any sport recently? Why?
- 4 Which sport would you like to take up? Why?

What sport can you play well?

I can play tennis quite well.

## Expressing Probability and Certainty

Usamos **may**, **might** y **could** para expresar probabilidad o especulación.

*It's a cloudy day. It **may** rain.*

*There's still some time left. She **might** come on time.*

*Max is unemployed now. Maybe he **could** help you.*

Usamos **must** y **can't** para expresar certeza o deducción.

*Sue is crying. She **must** be very sad.*

*You have slept more than 10 hours. You **can't** feel tired.*

see page 120

- 10** Complete the dialogues about sport with **must**, **can't**, **might**, **may** or **could**.

**1 Tom:** Did you know that Arbroath beat Bon Accord 36-0 in a Scottish football match in 1870? It's the highest score in history!

**Andy:** No! That (1) ... be true! 36 goals in one match! It's impossible. It (2) ... be a joke!

**2 Tom:** The women's 100 metres world record is 10.49 seconds. Do you think that one day a woman will run the race in under ten seconds?

**Andy:** I'm not sure. It (3) ... happen. Somebody (4) ... break the record.

**3 Tom:** Which Olympic sport do you think is the hardest and most violent?

**Andy:** The most violent? It (5) ... be boxing, definitely. Although they wear helmets, boxers (6) ... be badly hurt in a fight. I'm sure, there (7) ... be any sport more violent than boxing, in my opinion.

## Collective Nouns

Nombres como **team**, **family**, **class**, **government**, **army**, **band**, **staff**, **crowd** describen un grupo de personas. Pueden ir con verbos en singular y en plural.

**Singular Form**

**Plural Form**

*My **team** is going to win.*

*My **team** are training hard.*

see page 120

- 11** Complete the sentences with the correct form of the verbs in the box.

love      want      play      win      try

**1** The band ... at the park at noon.

**2** Our volleyball team ... the national championships every year.

**3** Manchester United ... to defend! Oh no, Chelsea has scored!

**4** The government ... to invest more money in sport.

**5** I'm in a class which ... sport.



# B Try your luck...

## BEFORE YOU WATCH

### Documentary

- 1 Look at the pictures. Which of these are popular ways of betting or gambling in your country? Do you know any others?



betting on horse races



playing the lottery



buying scratch cards

### Same Language, Different Lives

- 2 Look at these sports: rugby, athletics, cricket, swimming, ice hockey and football. Which sport do you think is the most popular in these countries?



1 New Zealand



2 Jamaica



3 Canada



4 India



5 South Africa



6 Australia

## AFTER YOU WATCH

### Documentary

- 3 Choose the two correct options.

- 1 The Queen of England ... .
  - a owns race horses
  - b loves horse racing
  - c often bets on horses
- 2 Bookmakers take bets ... .
  - a at telephone call centres
  - b in high street shops
  - c at race courses
- 3 According to Chris, in recent years, more people have started gambling ... .
  - a using smartphones
  - b at race courses
  - c on computers
- 4 Chris mostly gambles on ... .
  - a football
  - b scratch cards
  - c horse races
- 5 People go to play bingo because they want to ... .
  - a win big prizes
  - b meet new friends
  - c have fun

- 6 Danny often... .

- a spends £30 a week on gambling
- b wins large amounts of money
- c gambles on horse races

- 7 On the Euromillions Lottery, someone has won... .

- a lots of money after only paying two pounds for a ticket
- b over 100 million euros in prize money
- c ten million euros for a two euro stake

### Road Trip

- 4 Choose the correct option.

- 1 The Wenlock Games in Much Wenlock inspired the **modern / ancient** Olympic Games.
- 2 The Wenlock games started in **1840 / 1850**.
- 3 The founder of the Wenlock Games was William Penny **Holmes / Brookes**.
- 4 Competitors are **only adults / children and adults**.
- 5 Sam is good at **running / swimming**.

### Same Language, Different Lives

- 5 Match the speakers (1-6) to the sports event (a-f) that they mention.



- a the Olympic games ...
- b the Winter Olympic Games ...
- c the Rugby World Cup ...
- d an important cricket match ...
- e the 1995 World Cup ...
- f the Sydney 2000 Olympic games ...

### NOW YOU!

- 6 What are the three most important annual sporting events in your country? Who takes part in these events? What do you know about the history of these events?

*I'm French. I think the most important event is the Tour de France every July...*



## READING

1 Look at the pictures and answer the questions.



weightlifting



spinning



yoga



aerobics

1 Which of these fitness classes or ways of keeping fit have you tried?

2 How do you keep fit?

One answer is not used.

2 Read the reviews of three different gyms in London. Match each review (A-C) to the name of a gym (1-4). One answer is not used.

1 The Superstar Boxing Club

3 The Up to the Skies Club

2 The People's Gym

4 The Swimmers' Gym Club

A ... It's right in the heart of the city and it offers some really fun classes. You'll love the 'Tour de London' spinning class with Lady Gaga music. It has extremely modern equipment, of course, and an Olympic-size boxing ring in the middle of the main space. You can have **boxing** lessons with trained professional boxers while watching yourself on a huge movie screen. The place is open until 2 a.m. every night, and it really comes alive after 10 when it takes on the atmosphere of a nightclub, with loud music, a trendy bar and disco lights. It's perfect for someone like my sister Sally! She won't do **weightlifting** or go **cycling**, but she'll do keep-fit classes when there's great music and lots of people to talk to!

B ... You can find one of London's most exclusive gyms in Highgate, not too far from the city centre. It's on four different levels, with a **table tennis** table on a glass floor above the swimming pool, and an amazing **climbing** wall. There's a glass roof above the wall which means that you feel like you're climbing up towards the sky. This is a gym for people who are adventurous and love **extreme sports** and luxurious surroundings.

C ... Although it will take you an hour to get here from central London, try to find this gym if you're looking for a place with a real community atmosphere at prices that are much lower than in London's. Here, you'll find a healthy mix of ordinary people who just want to keep fit, as well as big, strong bodybuilders in the large weights room. Two local **football** and **rugby** teams use the gym regularly. The big, open gym is great for **exercise**, **pilates** and **gymnastics**, and there are classes in **yoga** and **dancing** every day of the week. Sadly, there's nowhere to go if you enjoy **swimming** or **diving**.

3 Read the messages on the message board. Match them with the best gym and give a reason.

1 'I just want to find a cheap gym in the city.'  
*Gym A because it is in the heart of the city.*

2 'I'd like to train for my expedition to Mount Everest.'

3 'Please find me a gym to practise bodybuilding.'

4 'I want a place that's great for a night out as well as for keeping fit.'

5 'I won't join a gym if it doesn't have a pool.'

4 Match the highlighted sports and fitness activities in the text to the verbs **do**, **play** and **go** below. The first one is given as an example.

do (x7)	play (x3)	go (x5)
<i>boxing</i>		



# LANGUAGE STUDY

- 1** Practise saying the sentences to express weak possibility and strong possibility. Consider the differences in intonation.

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- a I might go climbing.  
b I may try yoga.                      c I could lose weight.

In sentences with **weak** possibility, the intonation rises, falls and rises.

In sentences with **strong** possibility, the intonation rises and falls.

- 2** Listen to the sentences. Mark which ones suggest a weak possibility (W) and which ones suggest a strong possibility (S).

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- 1 a I might try out the new gym.  
b I might try out the new gym.  
2 a It could be cheaper than my gym.  
b It could be cheaper than my gym.  
3 a They may have a swimming pool.  
b They may have a swimming pool.

Listen and repeat.

## Expressing Willingness and Rejection

Usamos **will** para expresar voluntad.

Sally **will** join the gym if it offers dance classes.

**Will** you come running with me? Yes, I **will**.

Usamos **won't** para expresar rechazo.

He **won't** do any exercise although he is quite fat.

see page 120

- 3** Write responses from the prompts. Use **will** or **won't**.

- 1 'There's no milk!' 'OK, I ... buy some on my way back from work'  
2 'Please marry me, Sylvia. You're wonderful and I love you.'  
I'm sorry, Gavin. I ... marry you. I don't love you!  
3 'Is there anybody here who can help put the chairs back in the room?'  
Sure! I ... help you. I'm not busy.'  
4 'Has Emma eaten her lunch?'  
No, she ... eat the carrots or potatoes.'  
5 'Has your sister joined the cycling club?' 'Of course not! She ... do anything that's hard work!'

- 4** Match the sports to the places where they take place.

## SPORTS

- 1 tennis    2 boxing    3 football  
4 athletics    5 swimming    6 climbing

## VENUES



a ring



b track



c pool



d court



e wall



f pitch

- 5** Match the words below to these sports: tennis, boxing, football, athletics and swimming.

... match

... race

... event

- 6** Listen to the four sports commentaries. Which sports are described?

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1 ...    2 ...    3 ...    4 ...

- 7** Write a short paragraph to the organisers of a competition to nominate the sportsperson who has had the most effect on young people's attitude to sport. Mention two reasons why he or she should win. Use this paragraph as a model.

*I nominate Olympic gymnast Louis Smith for the best sportsperson award. He won his first Olympic medal at just 19 years of age. He is a very successful sportsman because he really works hard. He usually trains for 6 hours every day, including weekends. He's an inspiration to young people because he shows them how important discipline and hard work are to achieve your goals. Therefore, my vote is for Louis Smith.*

I nominate...



# CONSOLIDATION

- 1** Read the headlines from a sports newspaper of the future. Match them (1-4) to the phrases (a-d) depending on your opinion.

- 1 MAJOR SKIING RACE CANCELLED FOREVER BECAUSE OF GLOBAL WARMING
- 2 THE WORLD'S BEST DISTANCE RUNNERS WILL BE TEENAGERS
- 3 AFRICAN WOMAN BEATS THE MEN IN THE MARATHON IN WORLD RECORD TIME
- 4 COMPETITOR WINS CHAMPIONSHIP WITH ARTIFICIAL HAND

a

*I really think this might become true in the near future.*

b

*Nobody will ever be able to do this.*

d

*It's inevitable. This must happen eventually.*

c

*I think this could take place one day but not in my lifetime.*

- 2** Read the future news reports. Choose a headline from exercise 1 for each report.

## Sports News of the Future

How might sport change in the future? What records will people be able to break? In *Sports News of the Future*, we predict some amazing breakthroughs.

**A ... October 2nd 2036**

Yesterday, sixteen-year-old Ethiopian girl Abeba Bikele broke the world record in the New York Marathon. She became the first athlete to run the race in under two hours, and is the first woman to win the long distance race since it became a mixed race for both men and women in 2031. Her winning time was 1 hour 49 minutes and nine seconds. So, what next? Could she beat the time of 1 hour 48 minutes and thirty seconds? Experts believe humans will never be able to go under that time.

**B ... January 19th 2026**

Organisers have announced the cancellation of the Vasaloppet – the world's longest cross-country ski-race. It has taken place almost every year in Sweden since 1922, but global warming means that there isn't enough snow in central Sweden in winter to continue with the event. It was previously cancelled in 1992 and 2020. What might happen in the future? Organisers could decide to cancel the event forever, or they may choose to move the event north to the Arctic Circle – the only place left on the planet that guarantees winter snow.

**C ... April 1st 2048**

World karate champion Sandra Rodriguez is celebrating tonight after winning the world championships for the first time in five years. She beat Irish competitor Sheila Bannen. You may remember that Sandra lost her right hand in a car accident in 2043, but following hand regeneration surgery, she has grown a new hand which is stronger than the one she had before. Sandra believes she will be able to defend her title for many years to come.

- 3** Read the article again and say if the sentences are true (✓) or false (X). Correct the false sentences.

- 1 Abeba Bikele has run the marathon in a faster time than any man or woman in history.
- 2 Abeba has run a time for her event of under 1 hour 49 minutes.
- 3 The Vasaloppet took place every year from 1922 to its cancellation in 2026.
- 4 Unfortunately, by 2026, there will be no regular winter snow left on the planet.
- 5 In 2048, Sandra Rodriguez will win the karate world championships for the first time.
- 6 Sandra hopes to be able to defend the world title after 2048.



- 4** Read the situations and give your opinion. Use **must**, **might** or **can't** to express your ideas.

*Handball will become a bigger, more highly paid sport than basketball.*

*Handball can't have such glamorous stars as basketball has.*

- 1 Women footballers will one day be good enough to play in professional league.
- 2 An athlete with artificial legs will win the 400 metres race against athletes with no disability.
- 4 Governments will ban bullfighting everywhere in the world.
- 5 'Pelota' will become an Olympic sport.

- 5** Listen to the Mayor of Overpool talking about sports venues in her city. Tick (✓) the venues that Overpool has now.



... swimming pools



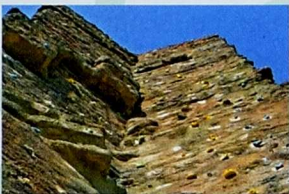
... outdoor tennis courts



... a boxing ring



... an athletics track



... a climbing wall



... indoor tennis courts



... a football pitch



... a hockey pitch

- 6** Listen again. Choose true (✓) or false (X).

- 1 The mayor agrees that there aren't enough sports venues in Overpool.
- 2 The mayor says that they have money to build new sports venues.
- 3 There are four Olympic-sized swimming pools in the city.
- 4 People don't use the city's athletics track very often.
- 5 The mayor would like to build facilities for hockey players and climbers.
- 6 The mayor says that they'll probably build the new sports centre in the next five years.

- 7** Read the email. What facilities are there in Paul's town and what facilities would he like to have?

@mail

Dear Sports Daily,

In our town, there is a swimming pool and a tennis centre with indoor and outdoor courts. We also have a football pitch. However, I think these are poor facilities for a large town.

I would like to have a sports centre with an indoor swimming pool, a weights room and a sports hall for gymnastics, and indoor sports such as handball, basketball and badminton. If we have good venues, we might develop young athletes. They'll be able to train and practise with good facilities.

Yours,

Paul Daventry

- 8** Write an email to a local newspaper (100-120 words). Describe the sporting facilities in your town and say which facilities you would like to have and why. Use activity 7 as a model.

@mail

Dear Daily News,

In my town, there is...



**1** Complete the venues where the sports are usually played.

- 1 football p\_\_\_\_\_
- 2 swimming p\_\_\_\_\_
- 3 boxing r\_\_\_\_\_
- 4 athletics t\_\_\_\_\_
- 5 tennis c\_\_\_\_\_

**2** Complete the sentences with these words: **event, match (x2) and race.**

- 1 Who'll win tonight's football ... ?
- 2 Long Jump is my favourite athletics ... .
- 3 Last night's ... in the boxing ring was great.
- 4 The next ... at the swimming championships is the 400 metres breaststroke.

**3** Complete the responses with **can, can't, could, couldn't, or the correct form of be able to.**

- 1 **A:** This mathematical problem is very difficult.  
**B:** I ... help you with it.
- 2 **A:** Could you swim when you were 5 years old?  
**B:** No, I ... swim until I was fifteen.
- 3 **A:** Why are you learning to dance?  
**B:** I want ... dance at my wedding next month.
- 4 **A:** ... you speak any foreign languages?  
**B:** Yes, I ... speak Mandarin and Arabic.
- 5 **A:** Do you think David Ferrer ... win the Roland Garros next year?  
**B:** No, he ... win.

**4** Circle the correct option.

- 1 Michael has worked a lot! He **might / must** be tired.
- 2 You've just had lunch. You **can't / must** be hungry.
- 3 **A:** Where's Michele?  
**B:** I don't know. She **might / must** be in her office.
- 4 I can't find my mobile phone. I'm not sure where it is. It **could / can't** be at work.
- 5 **A:** Sophie didn't come to work yesterday.  
**B:** She **may not / must** be ill.

**5** Complete the sentences with **may, might, could** or the future of **be able to.**

- 1 I haven't decided about going to the match yet. I ... (go).
- 2 Joshua ... (go) to the next Olympics, but he's not sure.
- 3 The Americans ... (win) the ice hockey match this time. They are a very good team.
- 4 ... you ... (get) me tickets for next weeks football match?
- 5 Tomorrow you ... (not ski) with the terrible storm.
- 6 If we don't hurry, we ... (be) late to the basketball game.

**6** Listen and tick the three countries that the journalists think might win the next football World Cup.

Brazil	Spain	England	Germany
	Argentina	Italy	

**7** Listen again and choose the best answer.

- 1 Where do the journalists come from?  
a Spain, Italy and England  
b Germany, Spain and England  
c Brazil, Germany and Spain
- 2 How does the first journalist describe Spain?  
a They have done well in competitions recently.  
b Their players are good at scoring lots of goals.  
c They aren't as good as Italy at the moment.
- 3 Why does the second journalist think that England might make progress?  
a They have such great players.  
b Their first games aren't difficult.  
c They are a difficult team to beat.
- 4 What does the third journalist say about Germany?  
a They are a very talented team.  
b Everybody thinks that they are the favourites to win.  
c They are good at scoring goals.

**8** Write about a championship in which the Spanish national team is competing. What are Spain's chances? Who are Spain's biggest opponents and why?



- To discuss different ways of spending your free time
- To describe leisure activities
- To understand a short review

## A Life is but a dream...

### BEFORE YOU WATCH

- 1 Look at the photos of characters from Shakespeare plays. Answer the questions.



Hamlet      Romeo and Juliet      Macbeth

- How many Shakespeare plays and characters do you know?
- Have you ever seen a Shakespeare play? When and where did you see it? What was it called and who was in it?

### WHILE YOU WATCH

- 2 Answer the questions.



- 1 Did Orlando enjoy the French classes? Why / why not?



- 2 What do the friends decide to do and why?

### AFTER YOU WATCH

- 3 Complete the sentences with the names.



Ariel      Orlando      Phoebe      Marina

- ... doesn't like to act.
- ... likes modern drama.
- ... isn't very good at dancing.
- ... enjoyed going to the book club.

- 4 Answer the questions.

- How many of the friends like watching old Shakespeare plays?
- Why didn't Phoebe like dancing with Orlando?
- What was the first French lesson about?
- In the dream, where does 'Juliet' agree to meet 'Romeo'?
- In the end, what do the friends decide to join?

- 5 Match the speakers (1-8) to the hobbies (a-h).



- a horse riding      d power lifting      g golf  
b paragliding      e basketball      h hockey  
c dancing      f photography

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ...

### NOW YOU!

- 6 Answer the question about you.

*Which free time activities do you prefer doing and why?*

*I enjoy doing sport and exercise, because it keeps my mind relaxed. I also like...*



## READING

### 1 Look at the pictures and answer the questions.

1 Which of the following activities would you like to do in your free time?



eating out



DIY



taking dancing lessons



hiking

2 What other leisure activities do you often do?

### 2 Read the article quickly. Match the headings (1-3) to the paragraphs (A-C).

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1 Why don't Americans do regular, organised leisure activities?

2 Why do Americans have more free time these days?

3 Do Americans use their free time well?

### How Americans spend their leisure time

**A** ... Life seems busier than ever before to most Americans, but statistics show that the **average** American actually has over forty minutes a day more leisure time than he had forty years ago. Nowadays, we all have dishwashers and washing machines, ready-made meals and access to online shopping, so all those hours that our grandparents used to spend on **household chores** are now free. People's jobs have changed and working long hours in factories isn't something that most of us have to do anymore. Instead we work shorter, more flexible hours in offices.

**B** ... It's great to have lots of free time and fewer jobs about the house. Who wants to do chores? The problem, however, is that people don't always use their leisure time very well. Many Americans prefer watching TV to going outdoors and doing something new. On average, Americans spend 2.5 hours a day in front of the TV. That's almost half the leisure time they have! It isn't a crime to

watch TV, but it is a **waste** of time when there are so many other things to do.

**C** ... Nowadays, Americans don't want to **join** organised sports clubs or **commit** themselves to new **leisure activities**. That's because they don't want to agree to do something for a long time. In the past, everybody had free time at the same time – the weekend. Consequently, they were happy to join a bowling league and play every Saturday evening, or buy a season ticket for their favourite baseball team. But today, the time when Americans are 'free' is **unpredictable**. People go away for the weekend more often, or decide to work on Saturday and not Monday. On the positive side, statistics show that there is a **growing** number of leisure activities which have become common now. About 7 million Americans have become members of a book club, for example. However, it is a shame that although typical Americans enjoy having more free time, they seem less sure about what to do with it.

### 3 Read the article again. Decide if the sentences are true (✓) or false (X) according to the writer's opinion. Correct the false sentences.

- Most Americans used to have more free time in the past.
- Most Americans still work long hours in factories.
- Most Americans don't do as much housework as they used to.
- Most Americans are free to do regular activities only at weekends.

5 The number of Americans in book clubs is increasing.

6 Americans try to enjoy their free time as much as they can.

### 4 Find words in the text that have the same meaning as the definitions.

- |   |              |
|---|--------------|
| 1 jobs about the house                  | 5 typical    |
| 2 very bad way of using                 | 6 hobbies    |
| 3 agree to do something for a long time | 7 unexpected |
| 4 become members of                     | 8 increasing |



# LANGUAGE STUDY

## 1 Listen to the pronunciation of the diphthongs and the words. Practise saying them.

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- 1 /ei/ day great wait late  
 2 /ai/ life crime buy try  
 3 /oi/ join enjoy coin destroy

## 2 Complete the table with the words below. Listen, check and repeat.

139

boys waste time high employ  
 play guy annoy late train lie

/ei/	/ai/	/oi/

### Verb patterns

Se usa *infinitive + to...*

- detrás de verbos como *want, need, expect* y *decide*.  
*People often **decide to work** on Saturday.*
- después de adjetivos.  
*They were **happy to join** a bowling league.*

Se usa *-ing...*

- detrás de verbos como *like, love, enjoy, hate, can't stand* y *prefer*.  
*Many Americans **love watching** TV.*
- después de preposiciones.  
*I met a lot of new friends **after joining** the team.*
- como sujeto de una oración.  
***Walking to work** helps me keep fit.*

see page 121

## 3 Choose the correct form.

- 1 Susan hates to **work** / **working** at the weekend.  
 2 To **join** / **Joining** a club is a good way to meet people.  
 3 It's fun to **go** / **going** hiking in the mountains  
 4 Most adults can't stand to **eat** / **eating** out in fast food restaurants  
 5 He was thinking about to **take** / **taking** dancing classes in the evenings.  
 6 They were happy to **see** / **seeing** that a new gym has just opened near their house.

## 4 Complete the text with the correct form of the verbs in brackets.

Most people think about (1) ... (join) a gym after Christmas. They want (2) ... (lose) weight because

they prefer (3) ... (be) in good shape for the summer. In the beginning they are interested in (4) ... (attend) classes and tell all their friends how much better they are feeling, how they like (5) ... (exercise) at least 4 times a week and that they are going to take up (6) ... (run) as well. But in February, people are unhappy (7) ... (see) that they have only lost a kilo. They can't stand (8) ... (go) to the gym after work and prefer (9) ... (stay) at home and (10) ... (watch) TV.

## 5 Match the leisure activities to the pictures.

go fishing go hiking go jogging  
 go for a walk have a picnic  
 go rollerblading go bowling go sightseeing



## 6 Listen to three friends talking about their leisure activities. Match the speakers (1-3) to the activity that they don't do (a-c) and the reason (A-C).

140

- |          |           |  |
|----------|-----------|--|
| 1 Philip | a fishing | A It's too boring.                     |
| 2 Jenny  | b bowling | B It's tiring.                         |
| 3 Tim    | c hiking  | C He can't feel the wind and the rain. |

## 7 Listen again and tick true (✓) or false (X).

140

- 1 Philip loves spending time outside.  
 2 Philip doesn't think it's important to exercise.  
 3 Jenny thinks fishing is exciting.  
 4 Jenny is good at bowling.  
 5 Tim goes bowling every week.  
 6 Tim isn't very fit.



## 8 Ask and answer the questions with a partner.

- 1 Have you got a hobby? What is it?
- 2 How long have you had this hobby?
- 3 Is it an expensive hobby?
- 4 Why do you like it?
- 5 How much time do you spend on your hobby?

Have you got a hobby?

Yes, I have.

What is it?

Gardening.

### Giving Opinions

Para expresar opinión se usan los siguientes verbos: **believe, think, realise, know, understand, suppose, imagine, doubt, consider**. Recuerda que estos verbos no se usan en **present continuous**.

*I believe hiking is healthy.*

*Tim thinks he is not very fit.*

see page 121

## 9 Choose the correct option.

- 1 a What are you thinking of me?  
b What do you think of me?
- 2 a I believe we have a good President.  
b I am believing we have a good President.
- 3 a Joe understands the lesson perfectly.  
b Joe is understanding the lesson perfectly.
- 4 a Are you believing that man?  
b Do you believe that man?
- 5 a I am realizing that I have a lot of work.  
b I realize that I have a lot of work.

### Subject and Object Questions

#### Subject questions

**Who** y **what** pueden ser el sujeto de una pregunta. El orden de la frase es el siguiente.

Wh- Word	Verb	... ?
Who	cooked	dinner last night? Sonia did.
What	happened	last night? The lights went out.

#### Object questions

Recuerda que para hacer estas preguntas debes seguir este orden.

Wh- Word	Auxiliary	Subject	Verb ... ?
What	did	you	do last night?
Who	will	we	invite to the party?

see page 121

## 10 Choose the correct words to complete the subject questions.

- 1 Who ... to come bowling with me tonight?  
a does want    b wants    c do they want
- 2 What ... you change your mind about going camping?  
a made    b did make    c made it
- 3 How much money ... for your trip to New Zealand?  
a needs    b you need    c is needed
- 4 Which night ... for you come to dinner? Tuesday.  
a is best    b best is    c it is best
- 5 Whose car ... reliable?  
a it is most    b is most    c is it most
- 6 How many people ... to join the class?  
a they want    b did want    c wanted

## 11 Read about the relationships and activities of the different people. Ask subject and object questions and write the answers.

John and Claire go to yoga classes together on Wednesdays. Claire works with Samantha. John likes Samantha a lot! Sam takes cooking classes on Saturday with Daniel and he likes Claire. Daniel eats out every Tuesday after work with Rosalyn and she likes John.

- 1 Who / like / Claire / ?  
*Who likes Claire? Daniel does.*
- 2 Who / go / to class with Claire / ?
- 3 Who / work / with Samantha / ?
- 4 Who / take / classes with Daniel / ?
- 5 What / Daniel / do on Tuesdays / ?
- 6 Who / Rosalyn / like / ?

## 12 Complete the sentences with leisure time phrases from the box. Use the correct form of the verbs.

stay in and play board games    do voluntary work  
take up a new hobby    go out for the evening  
invite friends round for dinner    eat out

- 1 I love ... . So, I've booked a table at Luigi's Restaurant for Friday evening.
- 2 I prefer ... on cold winter evenings. My husband and I enjoy playing Scrabble.
- 3 I often ... I love Italian food and I'm quite good in the kitchen.
- 4 I hope ... in the summer for a charity in Africa.
- 5 I like ... . On Fridays, I go clubbing or I go to the theatre or the cinema.
- 6 I want ... I'm thinking of joining a cycling club or learning to paint.



# B What are your hobbies?

## BEFORE YOU WATCH

### Documentary

- 1 Look at the pictures. Which of these are popular leisure activities with people under 30 and with people over 50? What other leisure activities are popular?



doing exercise



gardening



dancing



modelling

### Road Trip

- 2 Look at the picture of a famous village. Where do you think this village is? Who lives there? What do you think people who live there do in their free time?



- 6 What hobbies do young people often do in the UK? Give three activities.

- 7 Why does Luke like Lego?



### Road Trip

- 4 Choose the correct option to complete the sentences.

- Portmeirion looks like a town in *Italy / England*.
- Portmeirion is *on the coast / in the mountains* of Wales.
- Only *tourists / local people* live in the village.
- Popular leisure activities include *jogging / walking* and bird-watching.
- The guide talks about *windsurfing and kayaking / surfing and rowing*.
- Sam wants to *walk up / take a train up* the mountain today.

### Same Language, Different Lives

- 5 Circle the free time activities that the speakers mention.

- |              |           |                    |
|--------------|-----------|--------------------|
| 1 netball    | 4 hiking  | 7 going to the gym |
| 2 basketball | 5 tennis  | 8 fishing          |
| 3 dancing    | 6 cycling | 9 going for dinner |

## AFTER YOU WATCH

### Documentary

- 3 Write the answers.

- Gardening is popular in England. How do people get advice about gardening? Give three ways.
- Why does Sue like gardening? Give two reasons.
- What sort of people give exhibitions at Regis Close? Give three jobs.
- What can children do at Regis Close? Give two activities.
- Why does Earl like ceramic modelling? Give two reasons.

### NOW YOU!

- 6 What leisure activities are you planning to do next weekend? What new leisure activities are you thinking of starting in the near future?

*I'm going to the gym on Saturday. I'm thinking of taking up bird-watching...*



## READING

### 1 Look at the pictures and answer the questions.

1 On a typical weekend, how much time do you spend reading books, watching films and listening to music?

2 Which book are you reading at the moment? What film or CD is important to you at the moment? Why?



### 2 Read the article and match the headings (1-3) to the paragraphs (a-c).

- 141 1 Our favourite new novel      2 The film on DVD that we recommend      3 The best new album of songs

### Something to read, something to watch and something to listen to

It's that time of the year when we all want to close our front doors, turn up the heating, and sit down with an imaginative and **gripping** book, an original and **entertaining** film, or a cool and **relaxing** album. So, here are our first three recommendations for how you could spend those long, dark evenings.

a ...

If you prefer listening to music that sounds like you're watching a band in a stadium, then this week's recommendation isn't for you. The Insiders have returned to the studio to produce their latest recording, and their new collection is quiet, **soothing** and thoughtful. In fact, it's something to play when you're lying in the bath or on the sofa after a long, hard day. It's a **surprising** change from the band's earlier work.

b ...

After spending a wet weekend in bed with *The Outsiders*, I can tell you that it is an interesting and original piece of fiction. The story is set in a small

town in the United States, and it's about a group of young people with a lot of free time but no real opportunities in life. They usually spend their time hanging out at Ruthie's, an inexpensive restaurant with a friendly manager. The characters are realistic and **credible**, and the plot is easy to follow but really exciting. To be honest, I usually prefer science fiction or fantasy stories, but I loved *The Outsiders* because it is such a **thrilling** and **believable** story.

c ...

One of last summer's **unexpected** hits was *The Upside*, a **hilarious** and **enjoyable** comedy which made Tom Clark into a star. I expect that everybody has seen it by now, and read the book that it is based on, but if not, then now's the time, because it's so **funny** that you won't stop laughing. From tomorrow, it's available to buy or rent for viewing at home, and the box set comes with lots of extras, including an interview with Tom Clark.

**plot** = argumento

### 3 Choose the correct answers.

1 At what time of year did the writer produce this review article?

- a winter    b summer    c spring

2 The Insiders don't usually ...

- a make this type of music  
b make studio albums    c play in stadiums

3 What does the reviewer say about *The Outsiders*?

- a It's typical of small town American novels.  
b It's a sort of science fiction or fantasy novel.  
c It isn't boring or difficult to read.

4 The reviewer says that the characters in *The Outsiders* ...

- a are hard to believe  
b often go to the same place  
c have lots of opportunities in life

5 What do we find out about *The Upside*?

- a It was very successful at the cinema.  
b It is based on Tom Clark's book.  
c A lot of people have watched it on DVD.

### 4 Match the synonyms from the text.

- |                |              |
|----------------|--------------|
| 1 credible     | a unexpected |
| 2 thrilling    | b soothing   |
| 3 hilarious    | c believable |
| 4 surprising   | d enjoyable  |
| 5 entertaining | e gripping   |
| 6 relaxing     | f funny      |

### 5 Which words from exercise 4 could you use to describe the following?

- a your favourite book or film    b a comedian  
c a hot bath    d an action film    e a wedding



## LANGUAGE STUDY

- 1** When we want to check that someone knows something, the intonation rises at the end of a sentence. When we tell the information, the intonation goes down. Listen and repeat.

A: You know Bill broke his leg skiing? ↗ B: Yes. ↘

A: You know Bill broke his leg skiing? ↗ B: No. ↘

- 2** Read the sentences below and decide whether the intonation falls or rises at the end. Listen, check your answers, and repeat.

A: You know Margaret?

B: Yes.

A: And you know she works for the bank on the corner?

B: That's right.

A: And she's worked there for five years?

B: Yes.

A: Well. She's just lost her job.

B: No!

### 's to indicate location

Fíjate en el uso de 's.

We went to Peter's to say hello. (Peter's house)

see page 121

- 3** Rewrite the sentences. Use 's.



- 1 I often buy Russian food at ...  
2 I love the pizzas at ...  
3 We go for a coffee on Saturdays at ...  
4 We always buy our vegetables at the ...

- 4** Match the places (1-6) to the things you see, do or enjoy there (a-f).

- 1 theatre    2 art gallery  
3 football stadium    4 concert hall  
5 rock venue    6 community centre

- a an evening class    b a gig    c a play  
d an exhibition    e a match    f a concert

- 5** Read the sentences. Decide which places and activities in exercise 4 they describe.

1 I come here every Tuesday at 7 p.m. to study photography and to meet new people.

*An evening class at a community centre*

2 They played Beethoven's Fifth Symphony the last time we went. It was fantastic!

3 My dad and I have season tickets to watch Manchester United play.

4 On this floor you can see some wonderful paintings by Picasso and Miró.

5 The Insiders are playing tonight. Let's go! Their last album was fantastic.

6 Peter Gray is on stage in Hamlet this evening.

- 6** Listen to two people talking about where to go. Which two places do they decide to go?

- 7** Listen again. Write true (✓), false (X) or doesn't say (DS).

1 There's a film on at the cinema at eight o'clock.

2 Shirley's favourite type of films are action films.

3 Andy doesn't really want to see the Boston Orchestra.

4 The play, *Behind the Door*, was written in the 1960s.

5 Thomas Crew is one of Shirley's favourite actors.

6 Andy booked the most expensive theatre tickets.

7 They decide to go to a place that they both know after seeing the play.

- 8** Read the review for *Behind the Door* and fill in the gaps with words in the box.

Scotland    thrilling    writer    lives    novel    actress

*Behind the Door* is a gripping play by the exciting, young (1) ... Tom Forth. It **is set in** (2) ... in the 1960s and it **stars** the talented, Scottish (3) ... Alice Strong. It **is based on** a (4) ... by Edna O'Neill. It **is about** the (5) ... and loves of a group of people who go to evening classes together. The **characters** are realistic and believable, and the **plot** is (6) ... and unexpected. It's a very entertaining play and I strongly recommend it.

- 9** Now write a description of a play, film or novel that you really like.

*The Phantom of the Opera is an exceptionally good play with impressive special effects...*



# CONSOLIDATION

## 1 Tick (✓) the activities you do in your leisure time.

Joining a club	Watching your favourite TV series	Social networking
Going for walks	Learning a musical instrument	Going to gigs
Doing an evening class	Cooking dinner for friends	Writing articles

## 2 Read the magazine article. Which of the leisure time activities in exercise 1 are mentioned in the article?

### • Your free time •

So, you've had a long, hard day at work. You're tired, and all you really want to do is take off your shoes, and fall asleep in front of the TV. But is that really the best way to spend your free time? Relaxing is easy but it is better to use our leisure time in a positive way instead of wasting it by doing nothing.

Recent research shows that people are happier and more confident when they have lots of things to do. Sometimes, when we get to the end of the week, we feel that all we've done is work, sleep and eat. By keeping busy, we feel better. Here is our advice for enjoying your free time.

#### 1 Socialise!

Staying in touch with old friends isn't difficult these days. There are social networking sites, emails, twitter and other ways of communicating. Spending a few hours each week keeping your own social network page up-to-date, and replying to friends and family, is a great way to keep your social circle active. However, it is also a good idea to make new friends, too. By joining clubs, you get to meet new people, and if you make the effort to invite people round for dinner, or out for the evening, you'll soon find that they'll invite you to do things, too.



#### 2 Learn something new!

You're never too old to learn something new, and learning to speak a foreign language or play the guitar can be very exciting. It's hard work, but that's one reason why it's such a good thing to do. You become a more interesting and confident person when you have abilities which other people admire. Of course, you don't have to learn really difficult things. Why not try something you enjoy doing and have always wanted to do well, like painting or salsa dancing?

#### 3 Get fit!

How about going jogging or doing aerobics after a long day at work? It's important to do regular exercise two or three times a week, although it doesn't matter what type of exercise that is. Going for long walks is a good way of keeping fit too.

#### 4 Work!

Do something that is very different from your usual job but is interesting and makes use of your abilities. So, for example, start a small online business, or write articles for websites or local newspapers. Perhaps you'll make a little money along the way.



**3** Read the first paragraph again. Which of these sentences express the writer's opinion?

- 1 Relaxing after a long day at work is the best way to use your free time.
- 2 It is a good idea to use your free time to prepare for the working day.
- 3 You should do something easy when you have leisure time after work.
- 4 It is a good idea to do something useful and interesting in our leisure time.

**4** Read the rest of the article again and answer the questions.

- 1 Why is it a good idea to be busy during our leisure time?
- 2 Why is it easier to stay in touch with friends nowadays?
- 3 What is a good way of getting an invitation from friends to do something?
- 4 Why is it good to learn to play the guitar? Give two reasons.
- 5 In the writer's opinion, how often should you exercise?
- 6 When we choose to work in our leisure time, what are the three most important factors to think about?

**5** Listen to Sally Marsden talk about how her life has changed since she took up a new leisure activity. What is it?

**6** Listen again. Write true (✓) or false (X). Correct the false sentences.

- 1 Paul has taken up a new hobby.
- 2 Sally wants to be a rock star.
- 3 Sally has started playing the guitar.
- 4 Sally is learning to make Spanish guitars.
- 5 Paul is a good salsa dancer.

**7** Read the evening classes on the leisure centre notice board. Talk to your partner and agree on one class to do together.

**NOTICES**

Monday	French for Beginners	7 p.m.
Tuesday	Guitar making class	7 p.m.
Wednesday	Salsa lessons	8 p.m.
Thursday	Painting and drawing	7:30 p.m.

*Which class would you like to go?*

*I'd like to go to French classes.*

*Really? Why?*

*Because I want to go to Paris next summer...*

**8** Read this tweet and answer the questions.

- 1 Who is Jason with?
- 2 What are they doing?
- 3 How is Jason feeling?

**Twitter!**

Login Join

With Anne in New Zealand. Great bungee jump. Feel excited. Now Anne's turn. She's white!

**tweet by**

Jason Murdock



**9** Imagine that you are at three different leisure events, e.g. a match, a restaurant, a concert. Write three tweets using the questions in exercise 8.

**Twitter!**

*With my best mates and football match. We just scored. Feeling better than ever. ...*



## 1 Answer the questions with one word.

- What do you see in a theatre? A ...
- When you see a local band at a rock venue, what do you call the show? A ...
- What do you call a group of paintings at an art gallery? An ...
- What do you see at a football stadium? A ...

## 2 Choose the correct answer.

- In which activity do you walk long distances?  
a fishing                      b hiking                      c jogging
- In which activity do you always eat?  
a having a picnic  
b rollerblading              c sightseeing
- In which activity do you move the fastest?  
a bowling  
b going for a walk      c rollerblading
- In which activity do you often sit next to a river?  
a having a picnic      b fishing                      c jogging
- In which activity do you walk round a city and look at interesting places?  
a sightseeing              b rollerblading              c hiking

## 3 Add 's in the correct place.

- Our local bakers sells great cakes.
- We met at Bobs and ate pizzas.
- I spent two nights at Emilys.
- Sunday nights are great at Freddys.
- The chemists don't have any aspirins.

## 4 Complete the text with the correct form of the verb in brackets.



In the US, a lot of people love (1) ... (go) bowling. In fact, (2) ... (join) a bowling club is very popular. On the weekends, it isn't unusual (3) ... (see) hundreds of people taking part in a tournament. It's fun (4) ... (play) but it's quite difficult (5) ... (win) a tournament. If you are interested in (6) ... (take up) a new hobby, and want (7) ... (become) a member of a club, why not call your local bowling club? Worldwide, over 100 million people enjoy (8) ... (participate) in the sport, and some expect (9) ... (see) it as an Olympic sport in the future.

## 5 Polly is telling her grandmother about her new hobby, but her grandmother can't hear very well and keeps asking questions. Complete the questions.

- 1 Polly:** I really like playing tennis.  
**Grandmother:** Pardon? What *do you like*?
- 2 Polly:** I've joined my local tennis club. My friend Karen has joined the club, too.  
**Grandmother:** Pardon? Who ... ?
- 3 Polly:** Fifty people play tennis at the club every evening.  
**Grandmother:** Pardon? How many ... ?
- 4 Polly:** The tennis club is really popular.  
**Grandmother:** I'm sorry. What ... ?

## 6 Listen to the interview with researcher Graham Howe. Put the leisure activities in the correct order from most to least popular.

- doing sport or hobbies
- watching TV
- going out and socialising with friends

## 7 Listen to the radio interview. Complete the chart with information given. There are two activities that you do not need.

football      hiking      cooking      rugby  
DIY              gardening      fishing

### Most popular hobbies

DIY,  
(1) ... , (2) ...

### Most popular spectator sport

(3) ...

### Most popular participation sport

(4) ...

## 8 Read the information about the book. Then write a description of the book. (100-120 words)

Title	<i>Murder at the Leisure Centre</i>
Author	Mike Moore
Location	a small town leisure centre
Idea based on	A true story in a newspaper
Characters	Tom, the centre manager, and Angie, a sports star
Plot	Somebody dies in the pool, and nobody knows who committed the crime.
Recommendation	*****
Comment	'believable' 'entertaining' 'surprising' 'funny'



# The best holiday ever!

## OBJECTIVES

- To talk about trips and ideal holidays
- To make travel arrangements
- To discuss how to deal with unexpected situations when travelling

## A Travel plans

### BEFORE YOU WATCH

- 1 Match the photos (1-4) with the words (a-d).



- a waterproof boots    b a torch  
c a rucksack    d a tent

- 2 Which pieces of equipment in exercise 1 will you take on a backpacking holiday, and why? What other pieces of equipment will you take?

### WHILE YOU WATCH

- 3 Answer the questions.



- 1 Why can't Ali go with the friends on their trip?



- 2 Would Laura like to travel anywhere in the world right now?

### AFTER YOU WATCH

- 4 Are these statements true (✓) or false (X)? Correct the statements that are false.

- The friends are going to go on a round-the-world trip.
- They'll get ten percent off if they buy a rucksack today.
- They really need all the things they have chosen.
- They buy three head torches.
- Ali is going to join the friends on their trip.
- Laura hasn't travelled to many places.
- The friends will spend about three months away on their trip.
- The friends will have about £2000 each to spend on their trip.

- 5 Match the sentence halves to make sentences from the video.

- If you take all of this,...
  - If you don't want anyone to steal your money,...
  - If you can take some time off for the next three or four months,...
  - If you get into trouble,...
  - If you're travelling to South East Asia,...
- a you'll be very welcome to come with us.  
b blow your whistle.  
c you may have to pay for excess baggage.  
d you should buy the Lonely World Guide.  
e this belt is essential.

1 ... 2 ... 3 ... 4 ... 5 ...

- 6 Write the type of transport that each speaker mentions. Write *bus*, *train*, *plane*, *road* or *doesn't say (DS)*.



1 ...



2 ...



3 ...



4 ...



5 ...



6 ...

### NOW YOU!

- 7 An English friend is planning a two week trip to your country. What advice will you give him or her? Where should they go and what should they take?

*You should visit the town of Mérida during the spring. If you travel by car you can see the flowering cherry trees in the Valley of Jerte.*



## READING

- 1 What do you like doing on holiday? Which places do you like going to?
- 2 Read the article and match the pictures (a-d) to the holidays described (1-4).

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### Looking for an alternative to camping trips, busy hotels and package holidays?

We sent our travel reporters out to find holidaymakers with unusual travel plans.

- 1 My best two trips were when I went couch surfing in Oregon and when I went to Vermont on a working holiday. In both cases, I paid for my flight but I got my bed for free. With couch surfing, you stay at someone's house and they lend you a bed or a sofa. On a working holiday you can work on a farm and get full board and accommodation. If I have enough money for the flight, I'll go to the USA again this year, but this time I'd like to do a home exchange. This means someone will stay in my house in Britain while I go and stay in his or her house abroad. Dave, 32.
- 2 My husband and I went on honeymoon to Turkey and we looked for unusual places to stay. We stayed in a cave in Cappadocia. The room was amazing, and very romantic. Then in Istanbul we stayed in a luxury hotel, which used to be a prison! It was near all the famous monuments and it made our honeymoon perfect. If I convince my husband, we may go to Sweden. We'd love to stay at the Ice Hotel. Alice, 35.
- 3 We thought about a nice, quiet holiday on a farm but my husband and I love boats. A cruise is too organised and busy. Three years ago we rented a canal boat in England for a weekend and we loved it, so we're going to travel through France, from the Atlantic to the Mediterranean on a canal boat this summer. It'll be so peaceful, and we can stop where we want. Wonderful. Patricia, 55.
- 4 They say Switzerland is expensive, but not if you hike across the country. My girlfriend and I are going on a hiking holiday. We'll take our sleeping bags with us because refuges are very basic. Sometimes they have nothing more than a kitchen and bed. We may also stay at hay hotels, which are farm buildings with beds made of hay. Farmers offer them to backpackers as comfortable, fun, ecological accommodation. James, 23.

### 3 Answer the questions.

- 1 Which of these titles is better for the article?  
a Follow the Crowd.  
b I'll do it my way.
- 2 What did Dave not have to pay for on his last two holidays?
- 3 What kind of accommodation does Alice like?
- 4 What type of holiday does Patricia dislike and why?
- 5 What does James say about hay hotels?
- 6 Where does each speaker hope to go for his or her next holiday?

### 4 Find the words in the text and match them to the meanings.

- 1 When you exchange your house with another family. ...
- 2 Three meals a day included in your stay. ...
- 3 People who are on holiday at a destination away from home. ...
- 4 A holiday with lots of walking. ...
- 5 A holiday with flights, hotel, excursions, etc. all included. ...
- 6 Very high quality and often expensive. ...
- 7 People who travel cheaply and carry their clothes and sleeping bags on their backs. ...



## LANGUAGE STUDY

- 1** Listen to the sounds of *will* and *would* contracted.

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- 1 It'll be so peaceful.  
 2 We'll take our sleeping bags.  
 3 I'd like to do a home exchange.  
 4 We'd love to stay at the Ice Hotel.

- 2** Listen and mark the option you hear.

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- 1 a I'll eat it all.                      b I eat it all.  
 2 a I like his house.                  b I'd like his house.  
 3 a He'll buy six of them.           b He'd buy six of them.  
 4 a They want to visit us.           b They'll want to visit us.  
 5 a You'll enjoy this film.           b You'd enjoy this film.  
 6 a Nigel'll help you.                b Nigel'd help you.

Listen again and repeat.

- 3** Match the verbs with the correct expressions.

book   book   check in   check out   give  
 make   pay   stay   take out



luggage



a hotel room



of your room

a table  
for twoat a five-star  
hoteltravel  
insurance

in advance

an online  
bookingcredit card  
details

- 4** Put the phrases in exercise 3 under these headings. Some phrases may come under more than one heading.

in a hotel	at an airport	online

## First Conditional

*will*  
 if + subject + present simple, subject + *can* + verb  
*may*

Se usa para expresar situaciones posibles si se cumple la condición establecida.

If I **have** enough money for the flight, I'll **go** to the US.

If you **go** on a cruise, you **can** rest.

If I **convince** my husband, we **may** go to Sweden.

see page 122

- 5** Choose the correct form.

- 1 If we **arrive** / **will arrive** before 3 o'clock, we **may not** / **can not** be able to go to our room.  
 2 If we **leave** / **will leave** our room after 12 a.m., we **may** / **can** have to pay extra.  
 3 What **may** / **will** we do if we **don't** / **won't** find a taxi?  
 4 There **may** / **can't** be a phone number if you **don't** / **won't** want to give credit card details online.  
 5 **Will** / **May** we get a special price if we **book** / **'ll book** our room online?  
 6 We may get a better room if the hotel **knows** / **will know** we're on honeymoon.

- 6** Complete the sentences with the correct form of the verbs in brackets.

- 1 If he ... (check out) late, he ... (have to) pay extra for his room.  
 2 You ... (not see) the rooms beforehand if you ... (make) an online booking.  
 3 If you ... (travel) by plane, you ... (have) to put liquids in your hand luggage.  
 4 She ... (burn) her legs if she ... (not remember) to put sun cream on.  
 5 If they ... (not like) the campsite, they ... (pack up) and change place.  
 6 You ... (get) a great view if you ... (climb) to the monument at the top of the hill.  
 7 If we ... (have) time to go shopping, what ... we (buy) you as a souvenir?



# The best holiday ever!

## Second Conditional

*would*  
if + subject + past simple, subject + *could* + verb  
*might*

Se usa para describir situaciones imaginarias.

If someone **offered** you a free holiday, where **would** you **go**?

If my boss **gave** me a day off, we **would go** to Granada.

If it **stopped** raining, we **could go** to the mountains.

If there **was** a short queue, I **might visit** the Alhambra.

see page 122

### 7 Complete the sentences using the verbs in the box.

chose didn't know might not go  
went would take wouldn't go

- 1 She ... me with her if she won a holiday for two.
- 2 How would we talk to the locals if we ... to Tanzania?
- 3 I ... on a cruise if I had all the money in the world.
- 4 If he didn't speak French, he ... to Morocco so often.
- 5 I couldn't travel as much if I ... how to drive.
- 6 If you ... to go on an adventure holiday, you could learn a new sport.

### 8 Complete the sentences with the correct form of the verb in brackets.

- 1 I hate travelling by ship. If I ... (go) on a cruise, I ... (feel) ill.
- 2 Bernard is always open to new experiences. If he ... (go) to Switzerland, he ... (like) to stay in a hay hotel.
- 3 My sister is spending two months in Prague. What city ... you ... (choose) if you ... (do) a home exchange?
- 4 Some relatives of Sally live in Canada. She ... (visit) her aunt and uncle if she ... (travel) to Vancouver.
- 5 We are quite old now. If we ... (be) younger, we ... (go) backpacking in South America.

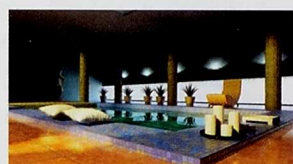
### 9 Listen to the radio programme and decide which photos they talk about.



### 10 Listen again and choose the correct answer.

- 1501 1 If your suitcase gets broken,...  
a the suitcase shop will give you a piece of paper.  
b the airline company will buy you a new suitcase.  
c you will have to buy a new suitcase.  
d the airline company won't buy you a new one.
- 2 If a volcano erupts,...  
a you can go to your bank for extra money.  
b you may not be able to go to your bank for extra money.  
c you may lose your money.  
d you may get a nice surprise from your bank.
- 3 You may feel stressed if you...  
a travel by bus, train or taxi.  
b don't speak the local language when you are on holiday.  
c have to share a taxi.  
d don't check travel options from the airport beforehand.
- 4 If you want to book a hotel,...  
a you may find good offers online.  
b you'll find the phone is the easiest.  
c you'll have to give your credit card details.  
d you can ask them for photos beforehand.

### 11 Answer the questions using complete sentences.



- 1 What kind of holiday would you prefer?
- 2 Who would you take with you on your perfect holiday?
- 3 What kind of accommodation would you prefer?
- 4 If you could visit any countries in the world which three would you choose and why?
- 5 What kind of holiday would you never choose to go on?

### 12 Ask your partner the questions above and take turns to answer.

What kind of holiday would you never choose?

I'd never go to a campsite because I hate bugs.



# B On the road

## BEFORE YOU WATCH

### Documentary

- 1 Look at the advertisement on a couch surfing website.

Friendly guy, 20s, is looking for a place to stay in London. Can I come and stay on your couch?

What are the advantages and disadvantages of inviting travellers to stay at your home?

### Same Language, Different Lives

- 2 Which of the following means of transport have you used? When and where did you use them?



bike



boat



rickshaw



camel



plane



high-speed train

## AFTER YOU WATCH

### Documentary

- 3 Tick (✓) the sentences about couch surfing that are true. Correct the false ones.

- 1 It's expensive.
- 2 You can only do it in London.
- 3 Travellers stay with local people.
- 4 Mark lives in London.
- 5 The couch surfing website began in 2000.
- 6 It's a good way to find out how other people live.
- 7 You don't have to offer your couch to everybody on the website.
- 8 Marks thinks you have to be sociable if you have guests.
- 9 Mark has to wash up if his guests cook in his house.
- 10 Sam was nervous when he first went couch surfing.

### Road Trip

- 4 Choose the correct option to complete the sentences.

- 1 What does Sam decide to take on the railway journey?  
a sandwiches      b cookies
- 2 Why did they build the railway?  
a to carry tourists      b to carry rocks
- 3 Where does the man on the train usually go on holiday?  
a in Europe      b in Britain
- 4 Why does the man say he doesn't like flying?  
a He's afraid of flying.  
b It's bad for the environment.
- 5 When did the railway open?  
a 1865      b 1955
- 6 Who runs the railway?  
a the government      b volunteers



### Same Language, Different Lives

- 5 Circle the ways of travelling that the speakers mention.

- |         |            |
|---------|------------|
| a bike  | e train    |
| b bus   | f boat     |
| c car   | g rickshaw |
| d plane | h camel    |

## NOW YOU!

- 6 Describe the following journeys.

- 1 Your journey from home to school or work.
- 2 A journey you always make once a year.
- 3 An exciting journey you made when you were on holiday.

*I cycle to the bus station. Then I take the bus to work...*



## READING

**1** Look at the photos and the title of the quiz below. Match the words (a-c) to the pictures in exercise 1.

a tourist ... b holidaymaker ... c traveller ...



**3** Do the quiz.



### TOURIST, HOLIDAY-MAKER or TRAVELLER? WHICH ARE YOU?

If you look up these three words in a dictionary, the differences between them are not very obvious. A tourist is someone who visits places of interest when they are on holiday; a holidaymaker is a person on holiday somewhere away from home; and a traveller – well – a traveller is someone who travels. To understand the true meaning of these words, you must understand the attitude that they represent. If you're a tourist, your holiday will be filled with day trips, sightseeing and guided tours; if you're a holidaymaker, your number one aim is to relax; and if you're a traveller, well, whatever you do, you'll do it to experience something new and you prefer to collect memories than souvenirs. Tourists pack a guidebook and phrasebook in their hand luggage to study on the plane; holidaymakers fill suitcases with things beginning with sun – sunscreen, sunglasses, sundress, etc. but travellers? Travellers only pack things that fit in one backpack – essential clothes, a small first aid kit ... and not much more.

But how do you know which type of person you are? Try our quick quiz and find out.

#### 1 If I'm offered a holiday to an exotic place,...

- ☐ a I may go, I may not. I'm not interested in hiking up mountains, but if I can get a suntan, and perhaps try the local beer without going too far from the hotel, I'll accept.
- ☐ b I'll say yes. It doesn't matter where the place is, if it's unusual, I'll go.
- ☐ c I'll find out about the local sights and tours on the Internet before I leave home.

#### 2 If I get lost while I'm there, I'll...

- ☐ a panic! If the maps app on my phone doesn't work, we'll be in trouble!
- ☐ b enjoy the moment and have a drink with local people.
- ☐ c try to use my phrasebook to ask where my hotel is.

#### 3 If I'm invited to try the local food,...

- ☐ a I probably won't accept the invitation, especially if the food has tentacles. I don't want to be ill on holiday.
- ☐ b perfect! I love new experiences, and if I don't like the food, well, never mind, I'll try something different next time.
- ☐ c I may try one or two dishes, especially if you can find them in cookery books or on menus at home.



**4** Match the highlighted words in the texts with these meanings.

- |   |   |
|---|---|
| 1 Essential medical things for emergencies. | 7 To put things in a suitcase.                      |
| 2 To occupy the right amount of space.      | 8 A book that translates foreign words and phrases. |
| 3 A book of information for travellers.     | 9 They protect your eyes from the sun.              |
| 4 Cream protection from the sun.            | 10 A bag you carry on your back.                    |
| 5 Bags that you can carry on a plane.       | 11 A darkening of the skin when exposed to the sun. |
| 6 Experiences stored in your memory.        | 12 A dress typically worn in summer.                |

Now match eight of the words with photos (a-h) on this page.

**5** Complete the answers to the quiz with A, B or C.

**1 You answered mostly as a Tourist.** You like to be prepared and to find out about new places before you get there.  
**2 You answered mostly as a Holidaymaker.** You prefer a holiday with little stress and the comforts of home.  
**3 You answered mostly as a Traveller.** You see every challenge as an opportunity to discover something new.

Key



# LANGUAGE STUDY

- 1** Listen to these short dialogues. Which person agrees completely?

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1 A: I think tourists also like going to the beach.  
B: Yes.

2 A: I think I'm a traveller not a holidaymaker.  
B: Yes

- 2** Listen and decide if the listeners express agreement (A), uncertainty (U) or polite disagreement (P). Then practise the dialogues.

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1 A: It's best to pack all your shampoos and shower things.

B: I don't think you're right.

2 A: Local food is usually good.

B: Really?

3 A: It's a nice idea to take a lot of photos.

B: That's true.

4 A: Shopping for souvenirs is fun!

B: I don't think so.

5 A: Holidays are about collecting memories.

B: You're right.

## Prepositions of time

at / on / in / by

The cruise leaves **at** 20:00 **on** Friday.

## Prepositions of place

in / on / at / above / across / along / beyond / by / opposite / next to / in front of / near / behind / between / through / over

The hotel is **on** King Street, **opposite** the theatre.

## Prepositions to indicate length of time

during / until / from / from ... to / for / since

We'll be in France **from** 5th June **to** 12th June.

see page 122

- 3** Choose the correct preposition.

1 You must drive **above** / **across** / **between** the Golden Gate Bridge to get to San Francisco.

2 We hiked **next to** / **behind** / **through** the Alps **from** / **during** / **since** our summer holidays.

3 My parents are flying **over** / **through** / **along** Hong Kong right this minute!

4 Angela will be in New Zealand **since** / **from** / **until** next week.

5 Walk **through** / **beyond** / **along** the street until you reach the monument.

6 The museum is open **to** / **from** / **at** 10:00 a.m. **from** / **in** / **to** 5:00 p.m.

7 I'll be home from Egypt **from** / **until** / **by** Monday.

## WRITING SECTION

- 4** Read the blog and choose the final sentence.

a If you don't check the weather before you go, surfing can be dangerous.

b If you don't know how to swim well, surfing may not be a good idea.

### Something frightening

Something frightening happened to me last summer in Italy. I was on holiday with friends and we decided to go surfing. **First** we borrowed surfboards from the hotel, and **then** we went to the beach. We left our towels by some rocks and went straight to the sea. **After** half an hour, everybody started leaving the beach but we didn't know why. **By the time** we found out, it was too late.

**Suddenly**, the sun disappeared and it started to rain. The sky was black above us, and the rain was terrible. We tried to swim to the beach but we were beyond the rocks. **Then** we saw a boat. A couple were sailing and they rescued us. **In the end**, we lost the surfboards but we were safe. I learned an important lesson too: ... !

- 5** Read again and answer the questions.

1 Where did the story take place?

2 What happened before the main event?

3 When did the unexpected event happen?

4 What happened unexpectedly?

5 What did they do?

6 How did the friends survive?

- 6** Complete the story with the words below.

after first in the end next suddenly while

We were in Berlin and went for a walk. (1) ... , we went to a park and had a coffee in a nice café. (2) ... we tried to find the Brandenburg Gate, but we didn't speak German. We started to walk using an old map. (3) ... we were walking, we noticed the things on the map didn't coincide. (4) ... walking for an hour, we found we were back at the park! (5) ... my wife realised it was the wrong map. (6) ... , we took a taxi.

- 7** Write a blog entry (100-120 words) about an unexpected event that happened while you were on holiday.

a Take notes: answer the questions in exercise 5.

b Organise your answers into two paragraphs and write your blog entry using *first*, *then*, *next*, etc.

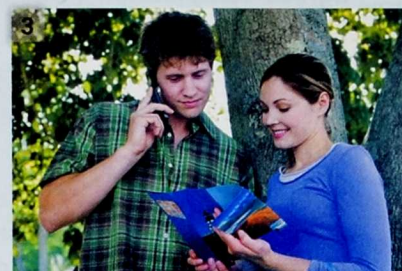
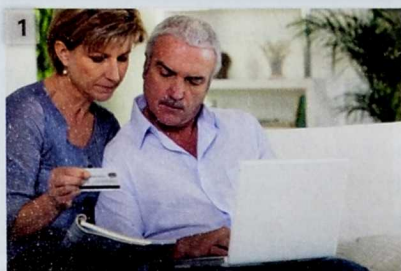
c Check your grammar. Then write a final version.

Something... happened to me last...  
In the end, I learned an important lesson too... !



## CONSOLIDATION

**1** Look at the photographs (1-3). Which methods do you use to book and organise your holidays? Why?



...

So you'd like to go on an amazing, memorable trip to celebrate your special birthday? Well why not? Here are three ways you can organise that magical holiday.

There used to be only one person who could organise your trip – a travel agent. You spent a morning sitting in the travel agency, looking at incredible photos of cruises, luxury hotels and tropical beaches before choosing your dream holiday. A cruise in Egypt or Norway, a luxury package holiday to Machu Picchu or a beach holiday in the Maldives – the travel agent had everything you wanted and could organise your hotels, flights and even meals in under an hour. Of course, you can still organise your perfect day this way if you like, but the Internet has brought the art of perfect holiday-planning into your home.

One way of planning online is to look at a website that offers special birthday package holidays. There are many to choose from and if you wanted to spend one week hiking or go on an adventure holiday with extreme sports, you might try Uganda or New Zealand.

For cruise fans, you may find your dream cruise in Alaska, Greece or the Galapagos Islands – a once in a lifetime holiday for sure! There are sightseeing holidays in Paris or Amsterdam, cookery courses in the USA – if you know what your dream holiday is, you'll be sure to find it somewhere.

Of course not everyone wants a package holiday with everything organised. If you have more time to spend planning, you really could organise your own unique trip to remember. You can book planes, trains and other transport online, and if you imagine a hotel, you may find it exists! Just put your idea in a search engine and hit 'enter'. 'Tree house' hotel? Yes. We found some in Sweden and Costa Rica. Camping on a beach in Australia? You can find a list of places... The possibilities are unlimited. If you organise your accommodation, everything else you need will be easy to find too.

So, if you don't know what to do for that special birthday next year, go and see your travel agent or get online – and dream!

**2** Read the article and answer the questions.



a Which two booking methods are mentioned in the article?

b Choose the best title for the article.

1 *Online Dreams!*

2 *Happy Birthday Holidays!*

3 *The Perfect Package Holiday*

**3** Read the article again. Complete the table by marking what you can do in each place.



	France	the Maldives	Norway	Sweden	Uganda	the USA
hiking						
learn to make food						
sleep in a tree						
go on a cruise						
sunbathe on the beach						
visit monuments						







## 1 Complete the texts with the words below.

cruise fit full board hand luggage  
holiday makers honeymoon luxury  
memories pack sailing holiday  
sunscreen sunglasses

For their (1) ... , they decided to go on a (2) ... . They said it was like staying at a (3) ... hotel with (4) ... accommodation but at sea. Their most romantic (5) ... were of the sunsets and the Italian coast.



Last summer, we went on a (6) ... . It was a great way to avoid groups of (7) ... , and we didn't need to (8) ... a lot of clothes as the room is small so not many things (9) ... . With a good pair of (10) ... , (11) ... and a few clothes in my (12) ... , I had enough.



## 2 Match 1-5 with a-e. Then write the sentences with *if*.

- 1 I won't be able to drive very easily
  - 2 We'll have to pay extra
  - 3 You may not like the person you stay with
  - 4 I'll need a new pair of boots
  - 5 We can try to talk to the locals
- a we check out of our room after 12:00  
b I forget my sunglasses  
c we take a phrasebook  
d we go on a hiking holiday this summer  
e you go couchsurfing

## 3 Complete the sentences by putting the verbs in the correct form.

My friend Sally went to Santorini on a backpacking holiday last summer and she had a great time. If I (1) ... (go) on a backpacking holiday, my backpack (2) ... (be) too heavy, and it (3) ... (not be) fun if I (4) ... (be) too tired to enjoy my holiday. On the other hand, I (5) ... (do) what I wanted and I (6) ... (not have to) stay in busy hotels. However, if I (7) ... (not book) my hotel rooms in advance, I (8) ... (not find) anywhere to stay. Oh dear, I can't decide what to do!

## 4 Listen and choose the correct answer.

1551

- 1 The O'Dowde's have booked ...  
a a family room      b two rooms
- 2 The restaurant is closed ...  
a for cleaning      b in the afternoon
- 3 The O'Dowdes want to go ...  
a sightseeing      b on a day trip

## 5 Complete the texts with the words below.

most evenings      Monday 10<sup>th</sup>  
Wednesday      until      at      tomorrow  
seven o'clock      to      in

The O'Dowdes have gone on a family holiday to Miami. They are staying at a nice hotel from (1) ... (2) ... Saturday 15<sup>th</sup>. The hotel has Children's Night every (3) ... from (4) ... to nine o'clock but they have activities (5) ... . The restaurant is open (6) ... 6 p.m. The swimming pool is closed (7) ... night, and it opens at 10 (8) ... the morning. (9) ... the O'Dowdes are going sightseeing.

## 6 Read about a package holiday at a big hotel. Complete the text with the words in the box.

first      while      after      then  
by the time      in the end

Come to the Paradise Hotel to relax and recharge your batteries! If you want to get away from everyday stress we can help you. (1) ... you could spend some time lying by the swimming pool and (2) ... have a massage. (3) ... that, you could have lunch in our five star restaurant. In the afternoon, go sailing and (4) ... it gets dark, return to the hotel. Enjoy the sunset (5) ... you have dinner. (6) ... you will have a very enjoyable stay.



- To understand texts on new cooking and eating trends
- To give advice on a healthy diet
- To explain how to cook a dish

## A What's on the menu today?

### BEFORE YOU WATCH

- 1 Match the photos (1–4) with the words (a–d).



a carrots



b oil



c red chili



d prawns

- 2 Invent a dish with the ingredients in exercise 1. Use these verbs to help you.



put



chop



grate



cook



fry

### WHILE YOU WATCH

- 3 Answer the questions.



- 1 What should Bill do if he wants more customers?



- 2 What ingredient didn't Bill use in his recipe and why?

### AFTER YOU WATCH

- 4 Are these statements true (✓) or false (X)? Correct the statements that are false.

- 1 The TV chef is showing how to make chilli prawn noodles.
- 2 Ariel likes watching cookery programmes.
- 3 In Bill's café they serve vegetarian food.
- 4 Bill thinks that serving low-calorie food is a good idea.

- 5 Bill doesn't feel well because his diet is unhealthy.
- 6 The chef asks everybody to cook something in one hour.
- 7 The chef thinks there's too much salt in Ariel's food.
- 8 The chef really likes Bill's recipe.

- 5 Write Bill (B), Ariel (A), or Marina (M).

- 1 ... read about the chef in the local newspaper.
- 2 ... cooked scrambled eggs by accident.
- 3 ... prefers vegetarian food.
- 4 ... eats too much unhealthy food.
- 5 ... thinks that the café should serve different food.
- 6 ... didn't use much olive oil when cooking.
- 7 ... didn't use butter when cooking.



- 6 What do the speakers in the street interviews think about British food? Tick (✓) the five opinions they give.

- 1 British food is worse than before.
- 2 There is a lot of diversity in food in the UK.
- 3 English people prefer vegetarian food.
- 4 London has lots of good places to go for food.
- 5 British food is as good as in other parts of Europe.
- 6 Brits expect a lot more from food these days.
- 7 Fish and chips isn't popular in the UK now.
- 8 The quality of food in the UK is better.

### NOW YOU!

- 7 Do you eat healthy food? What do you usually cook and eat for lunch? What's your favourite recipe and how do you cook it?

*My favourite recipe is spaghetti bolognese because it is so easy to make! First, you boil a big pot of water...*



## READING

1 Look at the dishes. Which ones are familiar? Which ones do you like?



beans



stew



roast beef



Black forest gâteau



chickpeas

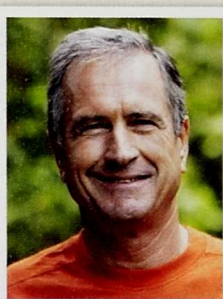


Shepherd's pie

2 Read the magazine article and find the dishes in the photos (1-6).

### Family meals - Robert Porter

When I was young, in the 1960's, a lot of food was similar to now – roast meat and vegetables, sausages and beans, that kind of thing, but nearly everything was home-made, and not precooked and microwaved like now. People ate a lot of meat, in pies and stews; we ate a lot of shepherd's pie in our house – minced beef with carrots and onions, with mashed potato on top. On Saturdays, we had salad: a few pieces of tomato, a bit of lettuce and some cucumber and cold meat like ham, and on Sundays we had roast beef, chicken, pork or lamb, with vegetables, usually carrots, peas, cauliflower or cabbage, and potatoes. Potatoes were always boiled, mashed or roasted. My mother baked a lot of cakes and pies, so for pudding, or dessert as the Americans say, we often had a slice of fruit pie and milk or some cake. There was very little yoghurt, but we sometimes had some ice cream on special occasions and we usually had bread and jam. The fruit bowl on the table contained apples, pears, bananas and oranges. We ate some fish, of course – fish and chips was the only takeaway food in those days – but we didn't eat other kinds of seafood. The first seafood I had was a prawn cocktail in the '70s.



### Karen Porter (Robert's daughter)

I was a child in the 1970s, and I still remember the first time I saw a kiwi! In those days, a special meal was melon, then lasagne and a green salad and maybe Black Forest gâteau.

A gâteau was basically an expensive cake with cream! We didn't really have any curries or international food like we have now, but you could buy Chinese takeaways. I think the '70s was when people started eating more rice and pasta – macaroni cheese and spaghetti bolognese were typical. Pulses like lentils and beans were popular in the past and now, particularly in lentil soup or beans on toast, but we didn't have all the pulses we have now, and of chickpeas were new for me. I think people eat too much precooked and fried food nowadays; we had fried, and of course Sunday breakfast was mostly fried food, but we really didn't eat many precooked meals. Is food better or worse now? I don't know, but it's certainly different.







minced beef = carne picada

3 Answer the questions.

- 1 How much meat did people eat in the 1960s?
- 2 What food was typical on a Sunday, in the '60s?
- 3 How many kinds of vegetable did people put in salad in the 1960s?
- 4 What was an unusual food for Karen in the 1970s?
- 5 What foods were for special occasions in the Porter family in the 1970s?
- 6 How did diets begin to change in the 1970s?

4 Find the words in the text that correspond to the following categories.

<b>Meat &amp; poultry</b>  <i>chicken</i>	<b>Dairy products</b>  <i>milk</i>
<b>Pulses</b>  <i>chickpeas</i>	<b>Dishes</b>  <i>lasagne</i>



# LANGUAGE STUDY

1 Listen to these words from the text on page 70.

157 /əʊ/ toast /aʊ/ now /aɪ/ rice

2 Write these words under the correct diphthong.

caulif <b>l</b> ower	pie	homem <b>a</b> de
potat <b>o</b> es	micr <b>o</b> wave	c <b>o</b> ld
ro <b>a</b> st	sl <b>i</b> ce	k <b>i</b> lo

/əʊ/	/aʊ/	/aɪ/

158 Now listen and check.

3 Complete the sentences with these cooking techniques. Some verbs can be used twice.



bake

boil

chop



fry

grill

mash



roast

scramble

slice

1 You need a knife to ... or ... food, for example onions.

2 You need an oven to ... , ... or ... food, for example potatoes.

3 You need hot water to ... food, for example rice.

4 You can ... potatoes or bananas with a fork.

5 It is typical to ... or ... eggs.

6 It's better to ... sausages than to ... them.

4 Complete with the words in the box.

bunch piece spoonful tin pound  
handful loaf slice pinch

a a ... of bananas

f a ... of ham

b a ... of sardines

g a ... of jam

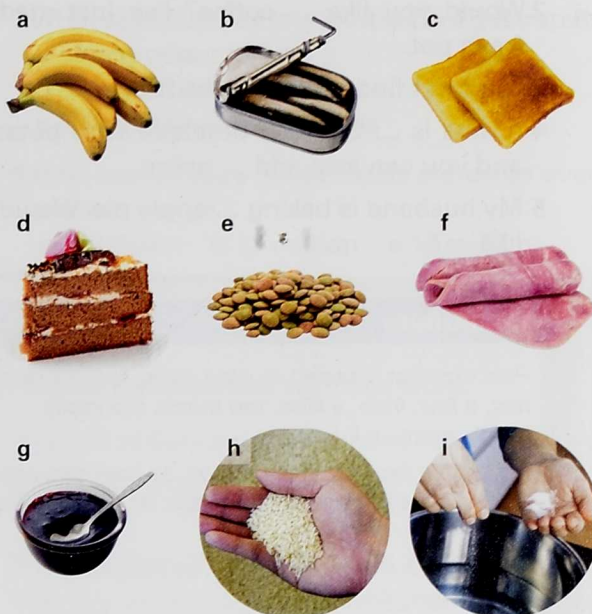
c a ... of bread

h a ... of rice

d a ... of cake

i a ... of salt

e a ... of lentils



## Countable and Uncountable Nouns

Recuerda que los nombres contables tienen forma singular y plural y los incontables no tienen forma plural.

Countable: *an apple - apples, a carrot - carrots*

Uncountable: *cereal, stew*

see page 124

5 Write the words in the correct column.

bacon bread cake chickpeas  
chips cucumber lasagne lemons  
mushroom onion pears pork  
seafood yoghurt macaroni

Countable	Uncountable	Both

## Some and Any

- Se utiliza **some** en oraciones afirmativas y para hacer invitaciones.

*We have got **some** eggs in the fridge.*

*They have got **some** bread to make the sandwiches.*

*Would you like **some** biscuits?*

- Se utiliza **any** en oraciones interrogativas y negativas.

*Do you have **any** eggs in the fridge?*

*I haven't got **any** bread to make the sandwiches.*

see page 125



# Cooking for real

## 6 Complete the gaps with *a, an, some* or *any*.

- 1 I don't eat ... meat or poultry. I'm a vegetarian.
- 2 Would you like ... coffee? I've just made ... fresh pot.
- 3 You can't find ... milk in the fridge.
- 4 Tortilla is ... Spanish omelette with potatoes, and you can also add ... onion.
- 5 My husband is baking ... apple pie. Would you like ...?

### Quantifiers

Para expresar cantidad se usan estas expresiones:

**few, a few, little, a little, too much, too many, much, many, a lot of...**

There are **few** cars in the garage, so I can park easily.  
There are **a few** cars in the garage, so parking will be difficult.

This month I have **little** money, so I can't buy Christmas gifts.

This month I have **a little** money, so I can spend it on gifts.

There is **too much** food on the table!  
They eat **too many** chips.

**A lot of** people go to fast food restaurants.

see page 125

## 7 Choose the correct option.

- 1 I can't eat this. It's got **too much / too many / not many** salt.
- 2 There's **few / a few / no** food in the house.
- 3 Oh good! There's **too much / no / a little** chocolate left! Yum!
- 4 There isn't **many / a lot of / no** cereal in the packet.
- 5 I've only got **a few / a little / few** chips but we can share them.
- 6 **None / Any / Many** of this food is mine.
- 7 People eat **less / a little / few** home cooked food nowadays.
- 8 There are **fewer / too many / none** people at this restaurant!

## 8 Complete the list of ingredients.

Ingredients:

- a **half** a lemon
- b ... chopped ham
- c ... of rice
- d half ... of wine
- e a ... of asparagus



- f ... hot water
- g ... of salt
- h ... oil
- i ... cooked chicken



## 9 Now listen and check.

**10** Rick has used the ingredients in exercise 8 to make a special dish. What dish do you think he has cooked? Listen again.

**11** Put the nine ingredients in the order in which Rick says them.

1 c

2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ...

**12** Explain to your partner how to make one of your favourite recipes. Use the following phrases to help you.

First... And then... Then...  
After a minute or two... Next...  
When you've done that ...  
Finally... And that's it!

What do I need?

You need a bar of good chocolate, four eggs, some butter, four spoonfuls of sugar and some flour.

OK. And what do I do?

First you heat the chocolate and butter for five minutes. Then you... When you've done that...

**13** Write your own recipe for the web. Remember to use the expressions above to show the steps.



First, you need...





# B Changing eating habits

## BEFORE YOU WATCH

### Documentary

- 1 Which countries are famous for cooking and eating the kinds of food below? What type of food do people typically eat in the UK?



### Road Trip

- 2 Look at the pictures of Conwy. Describe the town from the pictures.



- 7 What does Gus say is important in a gastropub?  
 a only modern dishes  
 b only fresh ingredients  
 c only traditional ingredients
- 8 How many ready-made meals are eaten every week in the UK?  
 a 12 million    b 13 million    c 14 million

### Road Trip

- 4 Answer the questions with one word.

- 1 Which of Sam's relatives were born in Conwy?  
 2 How do you say barman or barmaid in US English?  
 3 Where does the cook buy the meat and fish?  
 4 In the chef's opinion, do British people eat better food these days?  
 5 What was the name of the English king who built Conwy Castle?  
 6 Katy mentions a sport that England and Wales play. What sport is it?

## AFTER YOU WATCH

### Documentary

- 3 Choose the correct options.

- 1 How does the speaker describe traditional British pub food?  
 a not very healthy  
 b influenced by the USA  
 c interesting and creative
- 2 What does a gastropub serve?  
 a only traditional food  
 b drinks and snacks only  
 c good quality food
- 3 How does Ronnie describe typical British pub food?  
 a tasty                      b healthy                      c unpleasant
- 4 How have British supermarkets changed?  
 a They sell more foreign food.  
 b They sell more fresh food.  
 c They sell better quality meat.
- 5 What does Ronnie say that his customers are worried about?  
 a good value    b good service    c good location
- 6 Where is the Butcher's Hook?  
 a Cookham    b London    c Bristol

## Same Language, Different Lives

- 5 Match the speakers (1-6) to the changing eating habits that they mention (a-f).



- a healthier food                      d less salt  
 b more salads                      e more fast food  
 c more Mexican food              f more Chinese food

1 ...    2 ...    3 ...    4 ...    5 ...    6 ...

## NOW YOU!

- 6 How have eating habits changed in your country in the past ten years? How have your family's eating habits changed?

*These days, people eat a lot of Asian food...*



## READING

- 1** Look at the pictures. Can you visit similar places in your town? Which would you most like to visit? Put them in order of preference.

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### London for Foodies



Traditional food options are changing in London, so if you're looking for a **tasty** trip to Britain's capital, here are our tips.

**A** ... London has lots of food markets but Brockley Market is our top choice. If you're looking for the best hamburgers, juicy steaks or delicious snacks like samosas, **spicy** Indian **lamb and vegetable pastries**, you should come here. Vegetarians and even meat-eaters who want some extra **vitamins**, had better not miss the thick fruit juices or 'smoothies' from the juice bar! And you ought to try the sandwiches with local vegetables and **free-range eggs**. Delicious!

**B** ... are a tradition you'd better not miss, if you're looking for 'The British Experience' you should have: a pot of tea, with lemon or milk, strawberry jam, cream and **scones** – typical, small, biscuit-like bread. You can also try the memorable, modern alternative: the Tate Modern café. London's Modern Art gallery with its views of the River Thames is the perfect place for a cream tea. If you're not a tea fan or are counting calories, you should try their organic apple juice and low-fat cakes. Amazing!

**C** ... are another way to taste Britain's greatest secret – good food. They're not cheap, but if you want to try traditional dishes with good beer or wine in a typical English pub, The Gun, and The Bull and Last are two places you ought to visit. Wonderful English **slow-food** like rabbit, lamb or fish and amazing desserts are on the menu, but vegetarians had better look for somewhere else!

**D** ... owned by celebrity chefs are becoming popular places for tasty, precooked meals. At some of them, you can also try a cooking skills lesson. Restaurants may lose **customers**, as these shops teach you how to cook marvellous Mexican street food, perfect pasta or fantastic fish and you eat it there, after the class.

**2** Match the headings with the correct paragraphs.

- |                |                      |
|----------------|----------------------|
| 1 Cream teas   | 3 Gourmet food shops |
| 2 Food markets | 4 Gastro-pubs        |

**3** Which of the places in the text (A-D) is the best option for someone who...

- 1 doesn't want a full meal. ...
- 2 likes high-quality classic food and doesn't mind paying. ...
- 3 wants to visit a famous place in London at the same time. ...
- 4 is concerned about the environment. ...
- 5 wants to try international food. ...
- 6 likes traditional recipes in a relaxed environment. ...
- 7 doesn't eat meat or fish. ...

**4** Find the words in the text.

- 1 Small pies filled with meat and / or vegetables.
- 2 Another word for delicious.
- 3 Food that is not cooked quickly is ... , such as lamb.
- 4 A person who buys things in a shop or at a restaurant is a ... .
- 5 Chickens that live outside in fields produce these eggs.
- 6 Small light traditional bread cut in circles or triangles and served with tea.
- 7 The article says you should try a smoothie because it's full of these.
- 8 Food from Mexico, India and other countries can be hot and ... .



# LANGUAGE STUDY

## 1 Listen to the sentence stress.

161 Traditional food options are changing in London. You ought to try the sandwiches

Only the important words in a sentence take stress.

## 2 Mark which words take stress.

- a Vegetarians had better not miss the smoothies.
- b London's Modern Art gallery, with its views of the River Thames is the perfect place.
- c If you feel like meat, you should order their steaks.

## Now listen and check.

## 3 Match six of the words to the pictures below.

celebrity chef    cooking skills  
free-range    vegan    gastropub  
organic    slow food    street food



### Giving Advice

Para dar consejo se usan *should*, *ought to* y *had better*.

Everybody *should* try organic juice!

Why *should* everybody keep fit?

We *shouldn't* eat fast food.

You *ought to* try the sandwiches with local cheese.

Mike *had better* start cooking healthy food!

see page 124

## 4 Choose the best alternative.

- 1 We *ought* / *had better* leave. Even the waiter has already gone home!
- 2 Do you think we *should* / *ought* to order dessert? I'm still hungry.

3 Susan *had better to* / *ought to* hurry or we'll be late.

4 What *should* / *ought* I have? I've never been here before.

5 We *ought to* / *had better* not come here again. It was very good.

6 I'm really hungry. I *should to* / *ought to* try the new Indian restaurant.

## 5 Look at the photos and give advice.



## 6 Look at these foods. Do you think they can make you feel happy or sad?

bananas

fish

ice cream

pizza

turkey

coffee

chocolate

a glass of brandy

spinach

sodas

## 7 Listen to the radio programme and check your ideas.

## 8 Listen again and decide which advice Alan gives. Write Yes (Y), No (N) or Doesn't say (DS).

1 We should eat turkey at Christmas. ...

2 We ought to have some chocolate when we feel sad. ...

3 We ought to write down what we eat, when we eat etc. ...

4 We had better get more exercise if we want to be healthy. ...

5 We should eat fish and bananas every day. ...

## 9 Think about your eating habits. Write a short blog entry explaining how you could improve them.

### blog

Hi everyone. Today I'm going to tell you about my eating habits and how I can improve them...

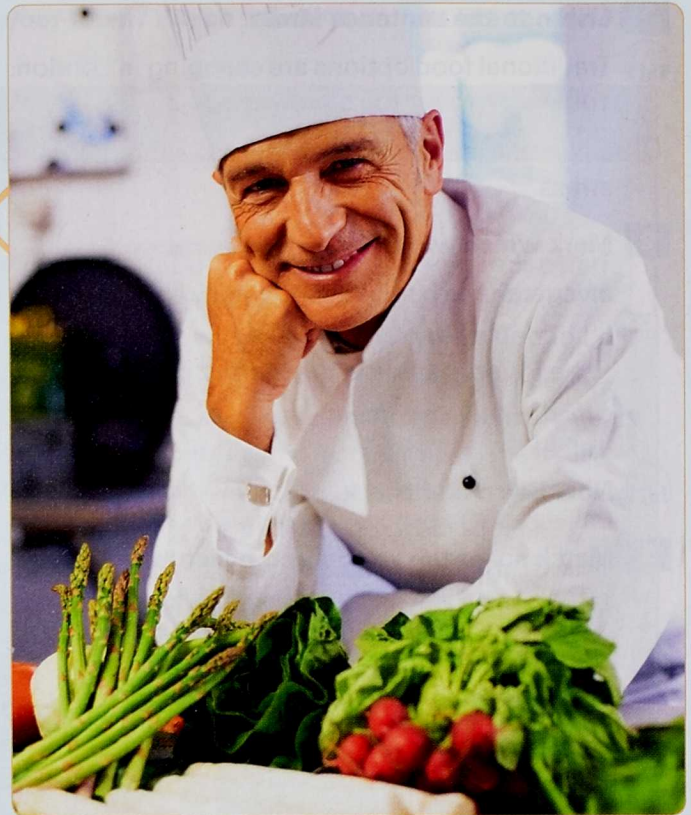


## CONSOLIDATION

- 1** Look at the list of food shopping tips this famous chef gives us. Which do you think are good food shopping tips?

### Food shopping tips

- You should buy precooked meals, not fast food, for quick meals.
- You should go shopping when you're hungry.
- You'd better not go shopping when you're hungry.
- You ought to make a list.
- You should never buy things spontaneously.



- 2** Listen to the celebrity chef. Which of the tips does she / he give?

- 3** Listen and choose the correct answer.

- According to the chef,
- 1 It's extremely important to eat ...
    - a a healthy diet.
    - b no comfort food.
    - c breakfast.
  - 2 Precooked food is ...
    - a healthy.
    - b economical.
    - c full of salt.
  - 3 You should shop ...
    - a when you're hungry.
    - b before lunch.
    - c after lunch.
  - 4 For salads, you should always have ...
    - a tins of fish and seafood.
    - b tins of fish and free-range eggs.
    - c seafood and free-range eggs.
  - 5 Low-calorie cereal ...
    - a is low fat.
    - b is not low sugar.
    - c is a healthy snack.

- 4** Look at the list of shopping habits. Think about your shopping habits and write about them in the box below.

### Shopping habits

- 1 shopping lists
- 2 shopping – time of day
- 3 spontaneous shopping
- 4 buying snacks
- 5 buying pre-cooked food / comfort food

### My shopping habits

*I don't usually write a shopping list.*

*I don't usually buy snacks.*

- 5** Talk to a partner about your shopping habits and give advice on how to shop better; use *should*, *ought to* and *had better*.

*You should write one to avoid buying things you don't need.*

*You should...*



**6** How many kinds of breakfast food can you name? Look at the photos to help.



**7** Read the paragraphs and match them to the pictures.



- 1 ... I love a big breakfast on Sundays. It makes it a special day. I start with cereal and milk, then toast, and finally I have tea and a typical English breakfast. It's not very healthy, but it includes tomatoes and although there's a lot of fat in the bacon and sausages and cholesterol in the fried eggs, I do a lot of sport so I'm alright.
- 2 ... I'm at work on Sundays, so I have breakfast there. My Sunday favourite is what I call an 'American TV Police Breakfast': I get a huge coffee and doughnuts. There's too much sugar, but I burn a lot of calories at work. I sometimes get tired later in the morning, but I keep apples in my bag as a snack.
- 3 ... Sunday morning is for relaxing with breakfast and the newspapers. Our favourite is a breakfast that hotels call 'continental', but it's fairly typical in the UK, too. We have coffee, orange juice, some croissants with jam and butter, and fresh bread. We sometimes have a little yoghurt too, and at Christmas we add a glass of champagne!
- 4 ... I try not to eat fats or sugars, as I'm training for a marathon in the mornings, so no typical breakfasts for me. I discovered a traditional Chinese breakfast when I was going out with a Chinese girl a few years ago, so now I have rice porridge, or 'congee'. It's like a soup made of rice and water. I drink green tea with it because I have to avoid caffeine.
- 5 ... My favourite breakfast for a Sunday is one I discovered in Egypt, years ago. I have flat bread with olive oil and za'atar, a mixture of herbs, sesame, salt and spices, and a small cup of strong black coffee. It isn't a big breakfast, which is perfect for me, and I can eat it very quickly.
- 6 ... When I was a child I lived in Scotland, so on Sundays, I like a Scottish breakfast, as it brings back memories. I have kippers, which are smoked fish, half a grapefruit with a little sugar, & porridge, the typical warm cereal from Scotland. You make porridge with water, so sometimes I add a little cream. I usually have tea with it, too. It's a great breakfast in winter, as it gives you lots of energy.

**8** Answer the questions.



- 1 Where do people sometimes eat fish for breakfast?
- 2 How many of the breakfasts are not originally British?
- 3 Why are the first two speakers not worried about calories?
- 4 How many people include dairy products in their breakfasts?

5 How many people eat hot or warm food for breakfast?

6 How many of the breakfasts would a vegan not eat?

**9** Write a blog post about your typical Sunday breakfast. Use the paragraphs in 6 as a model.



blog

In my family, after church we like to go out to a Mexican restaurant called El Torito for a Mexican brunch. We have...



## 1 Match the sentences.

- 1 You should boil...
- 2 You'd better slice...
- 3 You ought to try...
- 4 Put that cold mashed potato in a pan and fry...
- 5 You ought to grill...
- 6 You should cook...

- a scrambled eggs with vegetables.
- b it with a little oil and some chopped ham.
- c lamb if you don't want too much fat.
- d pulses in salted water for at least an hour.
- e rice in a special machine.
- f those onions in water if you don't want to cry.

1 ... 2 ... 3 ... 4 ... 5 ... 6 ...

## 2 Complete the sentences with these quantifiers: *much, many, a little, little, few, a few, a lot of*.

- 1 There wasn't ... traffic this morning.
- 2 How ... people will be coming to the party?
- 3 Unfortunately, she doesn't have ... friends.
- 4 I bought some wine, some oranges and ... bananas.
- 5 There are a lot of films I like, but ... that I would see twice.
- 6 There is ... water on the floor because of the storm.

## 3 Choose the correct option to complete the dialogues.

- A 'Would you like a *cereal / milk / boiled egg* for breakfast?'
- B 'I think I should just have a *coffee / egg / orange juice* now. I'll have something to eat later, thanks.'
- C 'Do you fancy a few *peas / mashed potato / bread* with that?'
- D 'No thanks. But have you got a little *lentils / rice / onions*?'
- E 'There is no *protein / pulses / dairy products* in his diet.'
- F 'I know. And he doesn't eat any *cereal / lentil / chickpea* either.'

## 4 Choose the correct option.

- 1 My clothes are dirty.
  - a I should / ought to wash them.
  - b I should to wash them.
- 2 You need your sleep.
  - a You should stay not up late.
  - b You should not stay up late.

## 3 I'm late for work.

- a I had better hurry.
- b I had better to hurry

## 4 a You had not better eat that fish. It smells bad.

- b You had better not eat that fish. It smells bad.

## 5 Read the review of Frank's Fabulous Fish restaurant.

Frank's Fabulous Fish is clean and bright, in blue and white, with big windows looking onto the food market on Peter Street. It is one of the most popular places in town.

Frank isn't a celebrity chef, but he knows how to cook fish. Fried, grilled, barbecued on the special grill in the garden, or in tasty fish stews, Frank's fish dishes are the best you'll find here in Charterborough. He has a special low fat, low calorie section on the menu. Although the fish dishes are incredible, you ought to leave space for dessert. You should forget counting calories, though, as, apart from baked organic fruit, there are few low calorie options available. Some choices are organic yoghurt ice cream and homemade jam, orange and apple pie, white chocolate brownies and more. So, definitely a five-star recommendation from us. There is nothing negative to say about Frank's Fabulous Fish – it even smells nice! – but if you're planning to go, you'd better book a table. Something tells us it's going to be busy.

## 6 Decide if the sentences are true (✓) or false (X) or doesn't say (DS).

- 1 Frank's restaurant isn't very popular.
- 2 Frank is a famous chef.
- 3 Some of the food is cooked outside.
- 4 You can order a plate with a lot of different desserts on it.
- 5 Frank's restaurant doesn't smell of fish.

## 7 Write sentences giving the following people recommendations.

I'm a vegan.

You should...

I'm trying to lose weight.

You'd better...

I love food markets and street food.

You'd better not...

I'm a foodie! I love all kinds of food!

You ought to...



- To talk about rules and regulations
- To learn about different school systems

## A School rules

### BEFORE YOU WATCH

- 1 At school, who were your favourite teachers? Why did you like them?

### WHILE YOU WATCH

- 2 Answer the questions.



- 1 What lie did Claire tell the principal?



- 2 What mistake did the principal make?

### AFTER YOU WATCH

- 3 Choose the correct answer.

- The students are having a lesson on ...  
a information technology    b science
- Suzie has a text message from ...  
a her mother    b her father
- Suzie's mother is going to have ...  
a a consultation    b an operation
- There are four weeks to the ... at the school.  
a exams    b school party
- Students ... wear a uniform at Claire's previous school.  
a had to    b didn't have to
- Claire says that the problem with her job is that she has to ...  
a work in her holidays  
b do a lot of marking

- 7 The principal is sorry because she ...  
a gave Claire the wrong syllabus  
b replaced the previous teacher with Claire

- 4 Answer the questions.

- What is the school's rule about mobile phones?
- Why do the students think the previous teacher was better?
- What is Claire's explanation for shouting?
- What does Claire think is stressful about her job? Say at least two of the things she mentions.
- Why does Paul need good grades?



- 5 Put the favourite teachers in the order that the speakers in the street interviews mention them.

- |                               |     |
|-------------------------------|-----|
| a (first) history teacher     | ... |
| b (second) history teacher    | ... |
| c (third) history teacher     | ... |
| d religious education teacher | ... |
| e headmaster                  | 1   |
| f drama teacher               | ... |
| g first grade teacher         | ... |
| h (first) biology teacher     | ... |
| i (second) biology teacher    | ... |

### NOW YOU!

- 6 What are the rules in your *That's English* class? Think about the following.

mobile phones    homework  
speaking out in class    being on time

*I have to do my That's English homework.*



## READING

### 1 Read what four people say about their school days. Do you agree with them?

- 1 'Life was easy back then. I spent all day wasting time with my friends and I didn't have a worry in the world.'
- 2 'I remember being very stressed, especially around exam time. My whole life depended on getting good results.'
- 3 'I was mainly bored. Nothing stimulated me and I didn't understand how algebra was ever going to help me in my life.'
- 4 'I just remember feeling insecure about everything; the way I looked or if I had a boyfriend. It's a pity I didn't enjoy it more.'

### 2 Match one final sentence (1-4) to each paragraph (A-D).

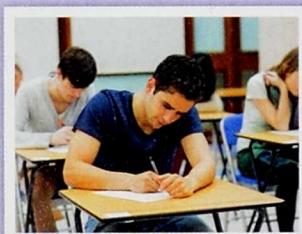
165

- 1 Big decisions.
- 2 The most prestigious universities want only the best students, so the pressure is on.
- 3 Busy days, but why so busy?
- 4 Some universities also interview students before offering them a place.

Who said school days are the best days of our lives? Primary school is one thing, but secondary school – or high school in the US – is a different story. Secondary school students have to survive adolescence and prepare themselves for adult life. They need to take decisions about subjects; will languages or science open more doors? And about their future direction; should I leave school and get a job, study a **vocational qualification** to be an electrician or a plumber etc., or take higher school qualifications to go to university and study a **degree**? **A ...**



Then, if they choose to stay at school and apply for university, they will spend two years combining out-of-school activities with sitting exams, working to get good **marks**, finding out about courses and going to interviews. As well as doing homework, exam revision, hobbies and having a social life. **B ...**



In the UK, sixth form students have to send applications to universities one year prior to entrance. They need to have good marks in their GCSE exams and perhaps other skills such as playing a musical instrument, public speaking or computer **literacy**, and be involved in voluntary work because there is a lot of competition for places. They are then required to pass their **A levels** and get the marks set by their chosen university. **C ...**

In the US, getting into the university of your choice is a full-time job. Students spend long hours writing essays for the universities. They must work hard to get a high **GPA**. Some families employ agencies to prepare their children for interviews. Others send their children on weekend courses at the universities to improve their chances.

Who said school days are the best days of our lives? Nostalgia is a curious thing. **D ...**

### 3 Match the highlighted words and phrases from the text to the definitions.

- 1 Evaluation of school work.
- 2 The acronym for 'grade point average'.
- 3 The exams British secondary school students take before going to university.
- 4 Specific education and skills that prepare you for a particular type of job.
- 5 A qualification from university.
- 6 The ability to read and write.

### 4 Decide if the statements are true (✓) or false (X). Correct the false ones.

- 1 Teenagers have to decide if they want to get a job or study further.
- 2 Sixth form students have to apply to university six months in advance.
- 3 In the last two years of school, students have to balance studies and hobbies.
- 4 You need to play a musical instrument to go to university in the UK.
- 5 You don't need to write an essay for university entrance in the US.



# LANGUAGE STUDY

**1** *l, s, b, t* are sometimes silent in words. Listen.

**166** 1 plumber 2 should 3 island 4 Christmas

**2** Identify the silent letters in these words.

1 talk 2 listen 3 chalk 4 castle 5 would  
6 climbing 7 isle 8 mustn't 9 lamb

**167** Listen and check. Then listen and repeat.

**3** Complete the sentences with expressions in the box.

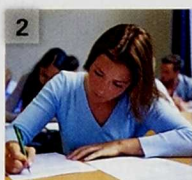
compulsory education professor  
state school sixth form higher education

- ... students are busy getting ready for A Levels and university.
- In some states in the US, ... starts at age 5.
- I hope that my children will go on to ...
- Stephen Hawking was a ... of Mathematics at Cambridge University.
- We believe it's possible to get a good education at a ...

**4** Match the words (1-6 with a-f) to make expressions. Then use the expressions to describe each photo.

- |                            |                                |
|----------------------------|--------------------------------|
| 1 get                      | a class                        |
| 2 put someone / be         | b in detention                 |
| 3 set / follow / respect   | c an exam                      |
| 4 pass / fail / take / sit | d rules                        |
| 5 do / hand in / set       | e homework / essays            |
| 6 attend                   | f good marks / into university |

1 ... 2 ... 3 ... 4 ... 5 ... 6 ...



In photo 3, the student gets a good mark.

## Obligation and Lack of Obligation in the present

Para expresar obligación en presente se usa **must**, **have to** y **need to** + verb.

*They **must** work towards their goal.*  
*Students **have to get** good marks in their GCSE exams.*  
*She **has to take** her A levels on Monday.*  
*They **need to take** decisions about subjects.*  
*He **needs to pass** his driving test soon.*

Cuando no es necesario u obligatorio hacer algo se usa: **don't / doesn't have to**, **don't / doesn't need** y **needn't**.

*She **needn't speak** to her tutor before class.*  
*Students **don't have to go** to college.*  
*Anne **doesn't need to do** competitive sports in P.E.*

see page 125

**5** Complete the sentences with a correct modal verb. There is more than one option for each sentence.

- I ... be at the airport by 11:00 or I will miss the flight.
- We ... hurry. We have plenty of time.
- In California, you ... take a driver training course. A friend or family member can teach you.
- If he wants to stay out late, he ... ask his parents for permission.
- You ... take a coat. It's warm outside.
- My teacher says that my project is excellent. I ... make any changes.
- We ... to ask our teacher to explain this problem during science today.

## Rules and Regulations in the present

- Para hablar de reglas y requisitos en un contexto formal se usa **be required to** + verb.  
*Students **are required to pass** their A levels if they want to go to university.*
- Para indicar quién impone una obligación se usa **make someone do something**.  
*Many universities **make candidates take** entrance tests.*

see page 125



**6 Complete the sentences with the correct form of *be required to*, *not be required to* or *make*.**

- 1 In Spain, you ... do military service. However, in Israel you ... do 3 years military service.
- 2 My boss always ... me work long hours. I'm really tired and stressed out.
- 3 Students in the US ... wear school uniforms. They can wear whatever clothes they like.
- 4 All drivers ... wear seatbelts when driving. It's the law.
- 5 If we do not pass the exam, our teacher will ... us sit the exam again.

**Obligation and Lack of Obligation in the past**

- Para expresar obligación en pasado usamos *had to* y *needed to*.  
*We had to study Latin in 6th Form.*
- Para expresar falta de obligación se usa *didn't have to* y *didn't need to*.  
*We didn't have to wear a uniform in Sixth Form.*

see page 125

**7 Complete the sentences with the correct form of *had to* or *needed to* and the verbs in brackets.**

- 1 When I was at school, we ... (not study) Greek.
- 2 I ... (take) a spelling test every Friday until I was thirteen.
- 3 In those days, you ... (not do) nine paintings to pass Art.
- 4 We ... (take) a Cookery exam; I made a terrible cheese sauce!
- 5 We ... (study) very much for some subjects.
- 6 Mark ... (wear) glasses when he was a boy.

**8 Write about things that you *had to* and *didn't have to* do at school.**

*When I was at school we had to take a spelling test every Friday.*

**Rules and Regulations in the past**

- Para hablar de requisitos y normas en pasado se usa *was / were required + verb*.  
*We were required to sit at least six 0 levels.*
- Para expresar quién impuso una obligación se usa *made someone do something*.  
*They made us stay after school for an hour.*

see page 125

**9 Complete the sentences with *was / were required to* or *made somebody do something* and the verb in brackets.**

- 1 In my father's day, students ... (write) 500 lines in detention.
- 2 Years ago, teachers sometimes ... (students / stand) in the corner.
- 3 My parents always ... (me / do) my homework before I watched TV.
- 4 In the summer, we ... (wear) our school blazers.
- 5 When my father was young, he ... (do) military service
- 6 The teachers ... us ... (stay) in class during break if we were bad.

**10 Listen to a conversation between Karen and her daughter Amy. What are they discussing?**

- a Karen is telling Amy about the rules she followed at school.
- b Amy is telling Karen about the rules in her school.
- c Amy is reading out her homework about school rules in different countries.

**11 Listen again. Read the sentences and write true (✓), false (X) or doesn't say (DS).**

- 1 Japanese students must wear the same socks.
- 2 Some Australian students are required to have strange haircuts.
- 3 You must write in blue pen in many schools in the UK.
- 4 Students are required to help clean floors in the USA.
- 5 You have to keep left when walking in corridors in British schools.
- 6 When Karen was at school, she didn't have any of the rules mentioned.

**12 Imagine you are organising a short course. Decide on five rules and add one 'strange' rule. Then, tell your partner.**

**Possible ideas:**

- a course in making sushi
- a weekend yoga course
- an online course in Dutch
- an evening photography course

*I'm organising a photography course.  
Students need to have a digital camera.*

*At my yoga course, students must take their shoes off!*



# B Opening your mind

## BEFORE YOU WATCH

### Documentary

- 1 Look at the photos of a classroom in an English secondary school. Is it similar to or different from classrooms that you know?



### Road Trip

- 2 Read the name of this town. In which country do you think it is? How do you think you say it?

LLANFAIRPWLLGWYNGYLLGOGERY-  
CHWYRNDROBWLLLLANTYSILILOGOGOCH

## Road Trip

- 4 Answer the questions.

- 1 What percentage of people in Llanfairpwll speak Welsh?
- 2 What percentage of people in Wales speak Welsh?
- 3 Is the number of Welsh speakers going up or down?
- 4 Why are young Welsh people moving to England?
- 5 Until what age do you have to learn Welsh at school in Wales?



## AFTER YOU WATCH

### Documentary

- 3 Complete the notes about the video with one word in each space.

#### Learning to Learn

First, in this type of lesson, the teacher tells students what the (1) ... is.  
Students work in small (2) ... and do an exercise.

They learn better if they have to (3) ... about what they're doing.

This teaching method is called learning to learn or (4) ... minds.

It has three parts: (5) ...; (6) ... activity; and, at the end, the class (7) ... with the teacher.

Students control how much (8) ... they make. Teachers have to (9) ... a lot of activities.

Students come from very different (10) ... in modern schools, so teachers have to think about this.

## Same Language, Different Lives

- 5 Circle the three things that the speakers liked about their educational system.

- 1 learnt trade skills
- 2 easy exams
- 3 chose your own subjects
- 4 good at teaching science
- 5 encouraged to do music and drama
- 6 only had lessons on four days

## NOW YOU!

- 6 What did you like and dislike about the educational system in your school? What subjects did you like and why?

*My school was very strict. There were a lot of exams...*



## READING

**1** Which of the rules on the blackboard were there at your school? Can you think of any more?

**2** Read the text and choose the best ending for the title.

- A Education today
- B Schools for the future
- C Schools with a difference

- 1 Students have to do one hour of homework every night.
- 2 Students must work in silence.
- 3 Classes are divided according to academic ability.
- 4 Maths and Science are obligatory subjects.
- 5 Students must study at least one other language.

### To discover learning and learn by discovery...



If you visit the website of most schools today, you will find information on exam results, the curriculum and year groups. Schools want to show that they are academically successful so they post a list of how well their students do in state exams. They also post a list of **staff** members and their experience, as well as the subjects that are offered at the school. Less importance is given to extracurricular activities and school trips.

However, there are some schools that avoid putting exam results and academic subjects as more important than students' social skills and individual potential; instead school trips and art projects are as important

as Maths. In Britain, Summerhill is one school where **pupils** and staff decide on school rules democratically, instead of the **Headmaster**. In Spain, Montessori Schools have become well-known to parents looking for effective, alternative education.

There are about 20,000 Montessori schools around the world. The Montessori Method is based on natural human characteristics like curiosity, communication, sensory exploration and repetition, and it develops independent thinking and freedom of thought. Students are allowed to work on whatever subjects they like for long periods of time, there are no school bells and no one may interrupt them. Teachers act more like **monitors** than **tutors**; they can observe and help but they are not allowed to interrupt the students. The schools let students learn subjects that interest them and they have access to the materials that they need. Because they enjoy working, students remember what they learn.

Children of different ages also work together, so five-year-old pupils may participate in activities with eight-year-old pupils. Older children can do research projects on anything that interests them. They usually concentrate for long periods of time and are interested in what they do, that is why Montessori **school-leavers** become successful, confident adults.

**3** Find words in the text to match these definitions.

- 1 School students.
- 2 All the people who teach in a school.
- 3 Young people who have recently left school.
- 4 A man who is in charge of a school.
- 5 A personal teacher, or the teacher responsible for a particular class of students.
- 6 A person who observes, supports learners and checks if work is correct.

**4** Answer the questions.

- 1 What aspects of education do regular schools consider the most important?
- 2 How do most schools show their academic success?
- 3 Who is allowed to make the rules at Summerhill School?
- 4 What is the Montessori Method based on?
- 5 What are pupils allowed to do at a Montessori school?



# LANGUAGE STUDY

- 1** Listen to the sentences. Notice where the stress falls.

- 1 a Teachers can **observe** and **help**.  
b Teachers **can't** tell them what to **study**.  
2 a **No one** may **interrupt** them.  
b They may **not interrupt** them.  
3 a They **have to** attend normal **lessons**.  
b They **don't** have to **attend** normal **lessons**.

- 2** Underline the stressed words in the following sentences.

- 1 Where did you go?      3 My boss is wonderful.  
2 What did he say?      4 I want to go to Paris.

- Now listen and check.**

- 3** Create compound nouns by matching words in box A to words in box B. Use text from page 84 for help.

**A**      academic   exam   research  
         school (x3)   social   year

**B**      bell   marks   groups   leaver   project  
         results (x2)   skills   subjects   trips

## Expressing Permission and Prohibition in the present

- Para pedir y otorgar permiso se utilizan los verbos **can**, **may**, **be allowed to** y **let**.

*Can I ask you a question please? Yes, you **can**.  
May I interrupt Ms Clark's class? Yes, you **may** interrupt them to tell them the news.*

- Para rehusar permiso se usa **can't** y **may not**.

*You **can't** eat in the classroom.  
Sorry, you **may not interrupt** students now.*

- Para expresar prohibición se utilizan **mustn't**, **be not allowed to** y **don't let**.

*You **mustn't** smoke at school.  
Students **are not allowed to** make noise in the corridors.  
Teachers **don't let us** use our mobile phones.*

see page 127

- 4** Complete the sentences with the verbs in brackets.

- 1 Students **are not allowed to go** on school trips without parental consent.  
2 In the USA students ... (eat) lunch in the classroom.

3 Teachers ... (not interrupt) the students in Montessori schools.

4 Students ... (not see) exams in advance.

5 Students ... (leave) early with permission from their parents.

6 Schools ... students ... (smoke) in class.

7 Students ... (write) on their desk.

8 My teacher ... me ... (come) early to class.

## Expressing Permission and Prohibition in the past

- Para pedir y otorgar permiso en pasado se utilizan los verbos: **could**, **was / were allowed to** y **let**.

*Older secondary students **could** leave school during breaks.*

- Para expresar prohibición en pasado se usan:

**couldn't**, **was / were not allowed to** y **didn't let**.

*Women **couldn't** attend university in the 18<sup>th</sup> century.*

see page 127

- 5** Write sentences to describe the rules at schools in the 60s.

- 1 we / allowed / leave / school / at / lunchtime  
2 teachers / let / us / hand / homework / in / late  
3 students / could / create / their / own / homework / assignments  
4 the / school / let / us / retake / our / exams

- 6** Read the blog entry and choose the correct option.

### blog

My school had a lot of rules. Some of the rules were reasonable, but many were not.

One strange rule was that we (1) **could / couldn't** pass the teachers in the corridor. If you were in a hurry, but behind a teacher, you had to walk slowly and possibly arrived late to class.

Another rule was that the teachers (2) **let us / didn't let us** leave the dining room until we finished all our lunch. The food was terrible, but we (3) **weren't allowed / mustn't** to leave anything. It was awful.

Finally, if we dropped a pencil, we (4) **had to / were allowed to** ask permission to pick it up. I really hated that rule.

- 7** Write a blog entry (100-120 words) titled 'The School Rules I Hated Most'.

*There were some strange rules at my school...*



## CONSOLIDATION

**1** Look at the pictures. What do they have in common?



**2** Read the comments quickly and match the photographs (1-4) to the paragraphs (A-D).



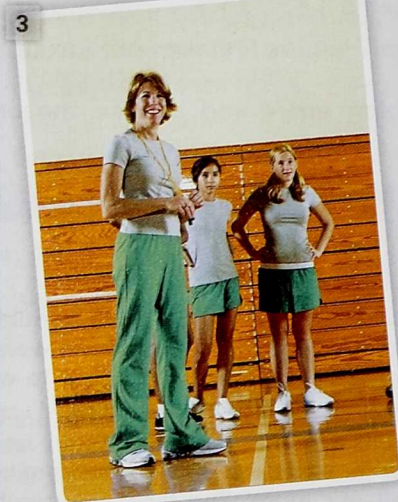
**How ridiculous!**

**This week's question is: "What was the silliest rule at your school?"**

**A ...** I was at a state school that was modern for its time and similar to a Montessori school, but there was one silly rule I remember. There were rooms called Quiet Rooms and we weren't allowed to speak in them! We had to pass questions to the teacher on pieces of paper!

**B ...** I went to a large public school and I lived there most of the year. I only saw my parents during holidays. We had a lot of silly rules, but the silliest was about where you could walk. Only prefects, senior students in charge of discipline, were allowed to use some of the corridors; other pupils had to go out of the building, round the garden and in again, even in bad weather. How ridiculous!

**C ...** My school was a public school for girls and we had to wear a uniform. One of the silliest rules was that we had to wear a hat when we were in public in our uniform. A hat! In winter, they made us wear a horrible beige hat, but in summer they let us choose one of two styles. Two horrible styles. I still hate hats.



**3**

In winter, they made us wear a horrible beige hat, but in summer they let us choose one of two styles. Two horrible styles. I still hate hats.

**D ...** The silliest rule at my school was also the easiest rule to break. We had a



**1**



**2**

green uniform and, officially, we were required to wear green underwear! The teachers couldn't check, of course, but we had to wear a very short skirt for P.E. - so we all took green knickers to school on those days and changed before P.E.!



**4**

**3** Read the text again and decide if a *British public school* is a private school or a state run school. Explain your answer.



**4** In which paragraph the speaker talks about ...



1 clothes.

2 being silent at times.

3 breaking a rule.

4 more than one silly rule.



**5 Answer the questions.**



- 1 Why did one speaker have to pass notes in class?
- 2 Who was allowed to walk in the corridor?
- 3 How many hats did each girl need to have for the year?
- 4 What special clothes were the girls required to wear for P.E.?

**6 Think about silly rules – or other rules – at your school when you were young. Use these headings to help you.**



clothes / uniform    speaking in class  
where you could / couldn't go    homework

*At my school we weren't allowed to wear jeans.*

**7 Think of five questions to ask a partner about their school rules.**



*Did you have to wear anything strange at your school?*

*Could you leave school during break-time?*

**8 Ask a partner about the rules at their school. Were there any silly rules?**



*Were you allowed to take toys to school?*

*Oh yes! Different games were popular, but I loved playing marbles.*

**9 Listen to two people commenting on their old school websites. Match them to two of the people in *How ridiculous!***



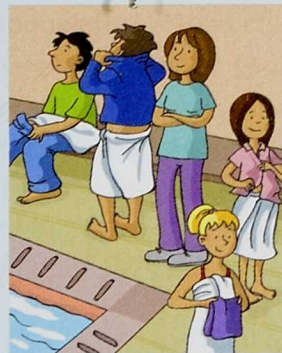
Speaker 1 ...

Speaker 2 ...

**10 Are the statements true (✓) or false (X) or doesn't say (DS)? Listen again and check.**



- 1 Speaker 1 thinks the new uniform is nicer.
- 2 Speaker 1 says she could study the same languages that the students study today.
- 3 Speaker 1 says she could study more than one language.



- 4 Speaker 2 had to change clothes in the school toilets after swimming.
- 5 Speaker 2 says teachers put students in detention for looking at girls.
- 6 Speaker 2 sometimes fell asleep at school.

**11 Read the list of school rules. Which ones do you think are important? Why?**



Students are required to wear a school uniform.

Students must be in class on time.

Students are not allowed to change their hair colour during term time.

Students cannot wear jewellery to PE class.

Students are not allowed to talk on their phones during school hours.

Students need to work in silence.

Students must put up their hand if they want to ask a question.

Students cannot run in the school corridors.

*In my opinion, students should be required to wear a uniform because...*

**12 Write a list of new rules to discuss at the school parent association meeting.**



*Students mustn't take their mobile phones to school. If there is an emergency, they can use the school phone.*



**1** Answer the questions with *pupil, teacher, monitor* or *headmaster*. Some questions may have more than one answer.

- 1 Who sets school rules?
- 2 Who sits exams?
- 3 Who maintains discipline in a classroom?
- 4 Who puts people in detention?
- 5 Who does research projects?
- 6 Who helps with research projects?
- 7 Who gets good marks?
- 8 Who attends class?
- 9 Who hands in essays?
- 10 Who is in charge of a school?

**2** Tick (✓) the correct sentences.

- 1 A school-leaver recently graduated from University.
- 2 Many sixth form students need to prepare for higher education.
- 3 Vocational qualifications are optional.
- 4 State schools are expensive to go to.
- 5 Secondary school is obligatory.
- 6 You get a degree at 16 years old.

**3** Complete the sentences with the correct forms of the verbs in brackets.

- 1 You ... come to all the classes. (not need).
- 2 If you're in detention, you ... stay after school. (required)
- 3 You ... have a calculator, but you ... bring it to every class. (must / not have to)
- 4 In the past, teachers... stand in the corner and look at the wall. (make pupils)
- 5 When I was at school, we ... wear green socks. (have to)
- 6 In Year 5, we ... do sport on Tuesday and Thursday afternoons. (required)

**4** Choose the best option.

**'As this is your first day at Cotely High School, are there any questions? Yes?'**

- 1 'Are we **let** / **may** / **allowed** to stay in the classroom when it's raining?'
- 2 '**Let** / **May** / **Allowed** we go to the bathroom during class?'

**3** 'We **mustn't** / **'re not allowed** / **aren't required** to use our mobiles in school, right?'

**4** 'Do teachers **allow us** / **allowed us to** / **let us** eat our sandwiches in the classroom during break?'

**5** 'At my old school, we **mustn't** / **couldn't** / **weren't allowed** run in the corridor. Is it the same here?'

**6** 'And at my old school, they **didn't let** / **weren't allowed** / **couldn't** us do our homework by computer. Is that the same too?'

**5** Listen to the careers advisor and decide which of these things is the least important for most jobs.

- a social skills
- b academic success
- c academic subjects

**6** Listen again and choose the best answers.

- 1** What is the man doing at the school?
  - a going to give someone a job
  - b giving the students advice
  - c talking about how to become a car mechanic
- 2** What does the pupil ask about?
  - a what they need to do in an interview
  - b the man's job
  - c why they have to study school subjects
- 3** What does the man say about academic qualifications?
  - a that you need them
  - b that you don't need them
  - c that you need qualifications in particular academic subjects
- 4** The man says that academic success shows ...
  - a an ability to work hard
  - b intelligence
  - c both
- 5** According to the man, what do you need to be a car mechanic?
  - a a vocational qualification
  - b French
  - c a University degree

**7** Imagine that you have a friend staying at your house for two weeks while you are on holiday. Write a list of 'dos' and 'don'ts' under the title 'The Rules of My House'. Include at least eight rules.

*You must lock the door when you leave the house.  
You aren't allowed to smoke inside the house.*



## Let's get together!

## OBJECTIVES

- To respond to invitations
- To express surprise
- To use polite expressions in social interaction

## A Shall we dance?

## BEFORE YOU WATCH

- 1 Look at the photos. What is the connection between the photos?



## WHILE YOU WATCH

- 2 Answer the questions.



- 1 Why can't Mr Salsa do another dance class next week?

- 2 What does Shaun invite Jess to do?

## AFTER YOU WATCH

- 3 Choose the correct answer.

- 1 Why isn't Laura coming to the salsa lesson?  
 a She is busy with work.  
 b She and Bill had an argument.
- 2 What sort of people has 'Mr Salsa' taught in his career?  
 a celebrities                      b sports stars
- 3 Where is Mr Salsa going to be next week?  
 a Italy                                  b Spain
- 4 How many dance floors are there at the RaRa Club?  
 a four                                  b five

- 5 Why doesn't Mr Salsa go back to the café?  
 a He has to work.                  b He wants to sleep.
- 6 Why is Laura angry?  
 a She wants to clean up.  
 b She wants to go dancing.
- 7 What time does the café usually open?  
 a at 7:00 a.m.                      b at 8:00 a.m.

- 4 Match the people (1-6) to the things (a-f) that are true about them.

- 1 Shaun      a has two left feet.  
 2 Bill        b has a birthday today.  
 3 Tamara    c is angry and impolite.  
 4 Mr Salsa   d invites Tamara to the dance club.  
 5 Laura      e thought the club was brilliant.  
 6 Jess        f has done his job all over the world.

- 5 Choose the taboo subject the speakers mention. Sometimes there is more than one possible answer.



- a Sexuality ...                      c Politics ...  
 b It depends on how you say something ...      d Religion ...  
 e Age ...

## NOW YOU!

- 6 How good are you at dancing? Would you like to go to dance classes? Why? Why not?

*I go to ballroom dances classes every week. It's great fun!*



## READING

- 1 Look at the pictures in the text below. Which of these events do you enjoy most? Why?
- 2 Tick (✓) the topics you would talk about at the events in the photos.  
memories family religion money age sport food gossip
- 3 Mario isn't from the UK. Read his blog and decide which of these cultural traditions he has learned about.  
1741 a How to react when you are introduced to someone. c When to give people tips.  
b When to pay in a pub.

### Mario goes to Great Britain

This week has been interesting. Megan took me to her school reunion on Tuesday, and today we went to a family get-together to celebrate her grandparents' Golden Wedding Anniversary. People normally say I **have good manners**, but I'm not sure if Megan's friends and family agree. Here's what I've learned.

#### Lessons from the school reunion.

When you meet people in the UK, **shake hands**, don't kiss them. A smile and a handshake are fine – you can even **nod** your head slightly – but no kisses. And you shouldn't stand too close to people. There are also some conversation topics that are not polite, especially age. Everyone at the school reunion was the same age, so I didn't see the problem, but when I said, 'Twenty years since you were 18? That's such a long time!' people were upset. The same happened with 'Wow, you look good for your age!'

#### Lessons from the family get-together

I tried to **behave** well, really. We met in a gastropub, and when I ordered drinks, I didn't know that you had to pay immediately. I just said '**cheers**' and walked away. The barman came to our table for the money. Then when I gave him a big tip, everyone got upset. They only give small tips, no more than 10%, and not in front of people. 'Be **discreet**!' is the rule.

At the table, we needed another glass, so I shouted 'Waiter!' and **waved** at the man. Everyone looked **embarrassed**. Apparently, to attract a waiter's attention, you raise a finger, smile and say 'Excuse me'... discreetly. Then I asked Megan's brother his opinion on this week's election. He looked uncomfortable and changed the subject. He preferred to talk about the weather. To mention politics or religion at a table is considered bad **table manners**. At least I was OK when I proposed a **toast**. When everyone raised their glasses, I said 'To Patricia and Tony. Fifty years together, incredible!'



a school reunion



a family get-together



a dinner party

- 4 Match words in the blog to these definitions.
  - 1 be polite, be well-mannered
  - 2 move your head up and down
  - 3 take someone's hand as you greet them
  - 4 an expression used to say 'Thank you'
  - 5 careful not to attract too much attention
  - 6 act in an appropriate and polite way
  - 7 an accepted way to act when eating a meal with others
  - 8 raise your glass in honour of someone
  - 9 moved a hand from side to side in the air
  - 10 feel uncomfortable in front of others
- 5 Answer the questions.
  - 1 What actions are acceptable when you meet people in Britain?
  - 2 What did Mario do wrong at the reunion?
  - 3 Why did the barman go to Mario's table in the gastropub?
  - 4 In what way did Mario tip incorrectly?
  - 5 Why were people embarrassed at the family reunion?
  - 6 What subject is considered good table manners?



# LANGUAGE STUDY

- 1** Listen to the sentences, pronounced slowly (A) and fast (B). What happens to the sounds /t/ /d/ in each case?

- 1 I'll call you next **t** week.  
2 He phoned **d** me to cancel our date.

- 2** Practise saying the sentences at a fast speed.

- 1 It's good Danny is so friendly.  
2 I get nervous when I first meet people.  
3 My mother taught me good table manners.  
4 I felt bad about how I acted last night.

- 176** Then listen and repeat.

- 3** Match the card (1-5) to the event (a-e).



- a baby shower      d retirement party  
b engagement party      e wedding anniversary  
c house warming

- 4** Answer the questions.

Which event(s)...

- 1 would you celebrate with family?  
2 would you celebrate with your partner?  
3 celebrate(s) a new beginning?  
4 celebrate(s) something that is ending?  
5 would you take a present to?  
6 could take place at your work?

- 5** Match the verbs and nouns. Then use them to complete the sentences.

1 attract    2 give    3 propose    4 raise    5 make

a a toast    b a speech    c a tip  
d a glass    e attention

1 ...    2 ...    3 ...    4 ...    5 ...

- 1 I'd like to ... to Jim, Amy and their new son, Arthur. Ladies and gentlemen, please ... your ... ! To Jim, Amy and Arthur!  
2 When I take a taxi, I ... the driver a ... , usually between one and three euros.  
3 I'm trying to ... the waiter's ... . so that we can order more drinks.  
4 I have to ... at my best friend's wedding. I'm really nervous about speaking in public.

## Expressing Surprise and Admiration

Cuando se quiere expresar sorpresa y admiración se utilizan los siguientes conectores: **so, such, how, what, that**.

*He's **so** big!*

*It's **such** a surprise to see you here!*

*It's **such** terrible weather at the moment.*

*They are **such** terrible kids!*

***What** a wonderful party!*

***What** adorable babies!*

***How** cute!*

***That's** incredible!*

***That's** an amazing achievement!*

see page 128

- 6** Rewrite the sentences using the words in brackets.

- 1 What a long speech!  
It is ... ! (long speech)  
2 What a romantic wedding ceremony!  
It was ... ! (romantic)  
3 How rude! He didn't leave us a tip!  
That was ... ! (rude)  
4 What happy news! April is having a girl!  
It's ... ! (good news)  
5 How cute! I love your dogs!  
They ... ! (cute dogs)  
6 It was such a fantastic party.  
What ... ! (fantastic party)





# Let's get together!

## Making Invitations

Se pueden realizar invitaciones de manera formal o de manera coloquial.

Formal

*Would you like to come to the Christmas party?*  
*Could I possibly invite you to go to my sister's wedding with me?*

Informal o coloquial

*How about going to the school reunion together?*  
*What about going to the school reunion together on Saturday?*  
*Do you fancy coming to the concert with me?*

## Accepting and Refusing Invitations

Para aceptar y rechazar invitaciones, se utilizan expresiones como *I'd like that!*, *Good idea!*, *I'd love to but...*, *Sorry I can't...*

see page 129

### 7 Complete the sentences with the correct form of the verbs in brackets. Then, write the replies.

1 A: Could I possibly ... you ... to dinner with me at The Palace on Saturday? (invite, come)

B: I ... to!

2 A: Do you fancy ... *The Sound of Music* at the Savoy next weekend? (see)

B: ..., ... can't ... time.

3 A: How about ... the new slow food restaurant on Curzon Street? (try)

B: What ... idea! I'd ... to.

4 A: ... I possibly ... you ... my partner at my cousin's engagement party? (ask, be)

B: I ... to, really, but ...

5 A: Do you fancy .... the Oscars ceremony at my place, tonight? (watch)

B: Yes, ... idea!

## Thanking and Responding

Para dar las gracias se utilizan expresiones como *Thanks*, *Thank you*, *I (really) must thank you for...*

Para responder se usan expresiones como *That's alright*, *That's ok*, *You're welcome...*

see page 129

### 8 Listen to four conversations. Find at least one alternative way of saying the following:

1 Hello ...

3 You're welcome ...

2 Thank you ...

4 Goodbye ...

### 9 Listen and complete the table.

1771

	Formal	Informal	Accepted	Refused
Uncle Brian				
Jenny				
John				
Polly				

### 10 Listen again and answer the question: Why can't these people go to the event?

1771

1 Jenny & Jeff can't go because it's ...

2 Mark can't go because he has a ...

### 11 Think of five expressions to invite a friend to some of the following events. Then, think of expressions to accept or refuse your partner's invitations.

office Christmas dinner   family get-together  
 opening of an art gallery   your sister's wedding  
 new film at the cinema   new sushi restaurant  
 a paintball party   an interactive theatre show

*Would you like to come to my office Christmas dinner?*

*I'm afraid I'm busy that day.*

### 12 With a partner, take turns to make invitations and respond to your partner's invitations.

*Do you fancy coming to a paintball party with me?*

*What a great idea! I'd love to! Thanks for inviting me!*

*Not at all. Any time.*



# B Good manners

## BEFORE YOU WATCH

### Documentary

- 1** Have you ever been to a very formal dinner? How many of the following questions about formal dinner rules can you answer?

- 1 Does the waiter or butler serve you on your left or on your right?
- 2 Do you use the knife and fork on the outside or on the inside when eating your first course?
- 3 Do you speak to the person to your right or to your left first?
- 4 Should you say thank you when the waiter serves you?
- 5 Should you write a thank you letter after the meal?

- 2** *Cittaslow* cities are friendly and kind to the environment. Tick (✓) the words you think describe a *cittaslow*.

- ☐ quiet
- ☐ noisy
- ☐ clean
- ☐ polluted
- ☐ green
- ☐ grey
- ☐ organic products



## AFTER YOU WATCH

### Documentary

- 3** Write true (✓) or false (x). Correct the false sentences.



- 1 Modern butlers follow rules that have existed for a long time.
- 2 British people are famous for having good manners.
- 3 The society lunch is at Sally's house.
- 4 Guests should always arrive on time for a society lunch.
- 5 You speak to different people when you're eating different courses at a society lunch.

6 You should never talk about being ill at a society lunch.

7 You should keep the same knife and fork for each course.

8 Sally thinks it is still important to say please and thank you when you are in England.

### Road Trip

- 4** Mold is a *cittaslow* city. Tick (✓) the four factors that a city has to meet to be *cittaslow*.



- 1 It must be in Wales or England.
- 2 It must have a market.
- 3 It should try to be quiet.
- 4 It has to try to have cleaner air.
- 5 It should welcome visitors in a respectful way.
- 6 There should be over 50,000 people in the city.
- 7 People in the town should buy local food.
- 8 Market traders should sell cheaper food.

### Same Language, Different Lives

- 5** Circle the surprising social customs that the six speakers mention.

- a the national dress
- b the festivals
- c the smoking ban
- d the politeness of the people
- e rude people on public transport
- f the way people address older people
- g the way people hug each other
- h the way people talk a lot

### NOW YOU!

- 6** What are the most surprising social customs in your city or country?

People kiss you three times when they meet you...



## READING

1 Look at the pictures. Which expression would you use to be politically correct?



- a midget
- b vertically challenged
- c small person



- a dustmen
- b sanitation engineers
- c refuse collectors



- a homeless
- b a tramp
- c residentially flexible



- a queer
- b gay
- c homosexual



- a homemaker
- b housewife
- c domestic engineer

2 Now read the article and find the expressions used to refer to people in a politically correct way.

3 According to the article, what is the best definition of 'politically correct'?

- 1 Offensive language that relates to religion and politics.
- 2 Language used to avoid causing offense to other people.
- 3 Popular language used today that has replaced old fashioned words.

### To be politically correct or not to be politically correct... That is the question.

Political correctness was originally a good idea. Influential linguists felt that the language we use helps us to form our opinions, so we reinforce our prejudices every time we use certain words. In this context, eliminating words that are offensive to some groups was understandable. Choosing the words to eliminate was logical too – words that were offensive. No one would describe themselves as a *negro* or *midget*, for example. As *tramp* had two meanings, *sexually promiscuous woman* or *person who lives on the street*, a person could be upset. Other words to eliminate were ones that excluded people and said 'you're not normal', like *crazy*, *queer* (which also means *strange*) and *foreign food* (*foreign* meaning not from here, but in some contexts 'and shouldn't be here'). With time, however, the idea of political correctness had some *unexpected* effects, some of which are, to be honest, a little silly. Politically correct (PC) language has become almost humorous. Being *Black British*, *Afro-American*, *small*, *not very tall*, or *homeless* is

fine, but how about being of *Afro-Caribbean ethnic origin*, a person of *restricted* growth, *vertically challenged*, or *residentially flexible*? *Broken homes* are now *dysfunctional homes*, which make them sound like the title of a thesis, and you might expect to take a university degree to become a *sanitation engineer* or a *domestic engineer*. *Refuse collector* and *homemaker* are easier and more sensible *replacements* for *dustman* and *housewife*. *Ethnic cuisine* sounds more expensive than *foreign food*, but it is acceptable. *Mentally ill* is still *crazy*, and *gay* means *happy* not *weird*, so that really is better, but why do homosexual married people have, officially, *civil partners* rather than *husbands* or *wives*? It's amazing what words are invented in order to be 'politically correct'. However, some *swearwords* related to the bathroom and sexual activity are now almost acceptable because 'everybody says them', though words referring to gender and religion are not OK apart from 'oh my god'. Mad, really.

4 Find words in the text to match the definitions.

- 1 confronted by obstacles
- 2 strange, unusual, not normal
- 3 obscene words
- 4 not behaving or working normally
- 5 his job is to remove rubbish from containers outside people's houses
- 6 someone who is very small
- 7 rubbish, waste
- 8 not anticipated

9 substitutes

10 limited

5 Answer these questions.

- 1 Was political correctness a good idea?
- 2 Why does the language we use reinforce our opinions?
- 3 How do we choose which words are politically incorrect?
- 4 What are the unexpected effects of using politically correct language?
- 5 What type of words are now acceptable?



# LANGUAGE STUDY

- 1** We raise the pitch of our voice to indicate surprise. Listen and tick (✓) the sentences that express surprise.

- 1 a You must be joking!      b You must be joking!  
2 a I can't believe it!      b I can't believe it!  
3 a Really!      b Really!

## Useful expressions

Para dar la bienvenida, se usan estas expresiones:  
**Welcome home, Make yourself at home,**...

Para decir adiós, se usa **Goodbye, Take care,**...

Para reaccionar a observaciones, se usa **Oh my God!, Are you kidding me?**...

see page 129

- 2** Write the sentences and phrases in the correct place to complete the dialogue.

fancy a coffee	Make yourself at home.
nice room	Thanks
Thank you.	Welcome to my new flat!

- Sarah: Come in! (1) ...  
Anna: (2) ... Wow, what a (3) ...  
Sarah: (4) ... Do you (5) ... ?  
Anna: Great idea. (6) ...

## Every time that / Any time that

Se usa para expresar algo que ocurre siempre en una situación concreta.

*We reinforce prejudice every time we use certain words.*

*Any time you use a stereotype, you say a lot about yourself.*

see page 129

- 3** Match the two parts of a sentence using **every time** or **any time**.

- |                             |                    |
|-----------------------------|--------------------|
| 1 She goes to a wedding     | a I make an excuse |
| 2 He talks about his weight | b he spends it     |
| 3 You need some advice      | c she cries        |
| 4 She invites me to dinner  | d give me a call   |
| 5 He has a lot of money     | e he gets upset    |

1 *Every time she goes to a wedding, she cries.*

- 4** Work with a partner. Take turns to read the sentences from Exercise 3 and react using colloquial expressions.

*Every time that she goes to a wedding, she cries.*

*Are you kidding me?!*

## WRITING SECTION

- 5** Read the email from Alex and Mark and find the expressions they use to ...

- a say hello. ...      d make an invitation. ...  
b start writing. ...      e end. ...  
c refuse an invitation. ...      f say goodbye. ...

Dear Mark,  
How are things? How's your new job?  
Just a quick line to say Gerry and I have just got engaged and moved into a new flat, (1) ... on Saturday. Do you fancy coming? Don't be late, (2) ...  
Hope to see you there,  
Best, Alex  
PS Bring a bottle!

Dear Alex,  
Thanks for your email. It's good to hear from you. Also thanks for the invitation to your party. I'm really sorry but I can't make it (3) ... He lives in London (4) ... Again, thanks for the invitation. Have fun!  
See you soon, Mark

- 6** Read the emails again and complete them with the sentences below.

- a as it starts at 8pm  
b because it's my nephew's birthday  
c so I'll be away all weekend.  
d so we're having a party

## So, as, because

Se usa **so + subject + verb** para expresar consecuencia o resultado.

*My sister's wedding is next weekend so I won't be able to go to the match.*

Se usa **as / because + subject + verb** para expresar causa.

*I won't be able to go to the match next weekend as / because it's my sister's wedding.*

see page 136

- 7** Think of excuses to refuse these invitations.

- a a wedding      c a house-warming party  
b a school reunion      d an engagement party

*a Sorry I can't go to your wedding because I'll be out of the country.*

- 8** Write an email to a friend. Thank them for an invitation, refuse politely and give reason(s).

@mail

Hi Norma,  
Thanks for your invitation to...



## CONSOLIDATION



**1** Look at the photos. Which event are the people in the pictures (a-c) going to celebrate?



- |                    |               |
|--------------------|---------------|
| 1 Engagement party | 3 Baby-shower |
| 2 House warming    | 4 Birthday    |

**2** Listen to these conversations and say what type of parties Shelly is organising.



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



**Conversation 1: Shelly and David**

**1** What is David doing while Shelly is talking to him?

- a talking on the phone      b answering a text message      c watching a football match

**2** What is Shelly trying to show David?

- a her new baby      b her new house      c a text message

**Conversation 2: Shelly and Eric**

**3** Who is Eric?

- a Shelly's decorator.      b Shelly's husband.      c Shelly's brother.

**4** What is Eric's response to Shelly's invitations?

- a He accepts both.      b He declines both.      c He accepts one and declines one.

**Conversation 3: Shelly and Katy**

**5** Who does Katy want to see?

- a Shelly's sister      b Shelly's cousin      c Shelly's baby

**6** What does Katy offer to do?

- a buy a present      b bring a bottle      c make a toast

**4** Work with a partner. Read the role cards and choose a role each.



**A** You are showing a friend your new house.

- Welcome your friend. Show your friend your new house and thank him/her for compliments.
- Invite your friend to a house warming.
- Invite your friend to your birthday party next week.
- Thank your friend for the visit.
- Say goodbye.

**B** You are visiting a friend's new house.

- Show surprise at your friend's house.
- Don't accept your friend's first invitation.
- Accept your friend's second invitation.
- Thank your friend for the invitation and for showing you the house.
- Say goodbye.



5 Use the language from the boxes to do the role play with a partner.



### Role A

Come in! Make yourself at home!  
Would you like to... this weekend?  
How about... next week?  
Thanks for...  
Bye. See you soon.

### Role B

Oh my God, how... !  
I'd love to but..., it's...  
Thank you! Yes, I'd like that.  
Thank you so much for... It's so / such a...  
Cheerio. See you next week.

6 Read the text and say which kind of advice they give to accept a Brit or an American invitation for dinner.



## Blog

Lesson 1: Taxis, buses and trains.

Lesson 2: Restaurants, pubs / bars, cafés.

Lesson 3: Visiting Brits and Americans at home.



## An intensive course in travelling to the UK and US

If a Brit or an American invite you to their home for dinner, there are rules to follow if you want to stay friends.

- 1 When a Brit or American invites you to their home, be careful how you accept the invitation. If you are speaking to a Brit, a simple and polite 'Oh, that would be lovely, thank you' is enough, but with an American, enthusiasm is essential. I recommend 'That sounds like so much fun! I would love to come.'
- 2 If you bring dessert to a Brit's house, don't bring fruit. British people give fruit to people in hospital, so you may give the wrong message: *You don't look healthy, have some fruit.* Traditionally, people take wine, but cheap wine is not acceptable – if your wine is cheap, YOU are cheap. And the host is more likely to use their own bottle of wine. An expensive wine is fine in the US, but not in the UK. They call this 'showing off' (showing how much money and how little sense you have). A medium-priced bottle is ideal.
- 3 You must say something nice about women's clothes, the house and the food. Don't compliment the wine if you took it. In the UK, compliments should be discreet: 'Lovely potatoes' 'This is delicious', etc. In the US, compliments should be exaggerated. For example, when you taste something, you can say 'This is amazing!' or 'This is even better than my mother's cooking'.
- 4 DON'T help with the cooking but offer to help (you'll get the answer 'It's all under control. Thank you!'); then you can stand in the kitchen, watching and drinking wine. You should, however, carry things to the table, help clear up, and even help wash the dishes if you are at an informal dinner.
- 5 Finally, Brits and Americans don't go to bed very late, so look tired about 11pm and say sometime before midnight 'Oh, is that the time? It's so late! I must go!'

7 Decide if these statements are true (✓), false (X), or doesn't say (DS).



- 1 Americans like inviting people to their homes more than Brits.
- 2 Americans are less formal than Brits.
- 3 Americans like to eat fruit for dessert.
- 4 It is bad manners to take cheap wine to a dinner party.
- 5 If you want to drink wine at a dinner party, you have to take it.
- 6 The Americans don't like people to show off.

7 It is good manners to say something nice to your host.

8 It is impolite to help your host during the party.

8 Write a blog post giving at least 5 tips for visitors to your country.



### blog

*If you're visiting friends in Spain, there are a few things you should know before you arrive.*



## 1 Complete the paragraphs with the correct form of the verbs in the box.

attract behave make have nod propose  
raise (x2) shake shout wave welcome

1 At his victory celebration, the politician (1) ... his hand and (2) ... at the audience. Before leaving, he (3) ... hands with some of the people. One man (4) ... swearwords at him, but he just smiled and (5) ... his head slightly at his security people. It is very important for politicians to (6) ... discreetly at all times, and to (7) ... good manners.

2 'Look, the bride's father is trying to (8) ... everyone's attention. Ssh. He's going to (9) ... a toast, I think.' 'Ladies and gentlemen, it is traditional for the bride's father to (10) ... a speech and (11) ... the newcomer into the family. I'm not going to say much, but I would like to invite everyone to stand, (12) ... a glass and toast the groom. To Max, my lovely daughter's new husband. Welcome to the family, son.'

## 2 Match the dialogues (1-4) with one of these four events (a-f).

a engagement party    d school reunion  
b retirement party    e family get-together  
c Christmas party    f wedding anniversary

1 A: Could I ask you to come with me? We're going to sing Jingle Bells and you could wear your penguin jersey.

B: It would be a pleasure.

2 A: Thank you so much for the watch. That was such a surprise!

B: Not at all. Thank you for your hard work and dedication over the last 40 years! Keep in touch.

3 A: How long has it been? 15 years? What are you doing now?

B: Well, I own a small printing business in town. I married Margret and we've got two kids.

A: I'm not surprised you married Margret. You two were inseparable at school.

4 A: I'd like to propose a toast to my lovely wife. What an amazing woman! Thirty years together and she still looks the same...and cooks the same! No, I'm joking. I still love you the same.

B: Oh, thank you. That's so sweet of you.

## 3 Choose the correct option.

1 Oh gosh, **what** / **how** a strong hand-shake! Ouch!

2 **Would you like** / **Do you fancy** to come to that new gastropub with me?

3 A: See you soon! **Cheers** / **Cheerio**.

B: Bye, take **care** / **in touch**.

4 A: Thanks for dinner. It was delicious.

B: **Not at all.** / **It would be a pleasure.**

5 A: He is **such a** / **so** rude!

B: I know. And she's **such an** / **so** idiot for getting engaged to him.

## 4 Listen and decide if the conversations are:



a formal    b informal (friends, family)

1 ... 2 ... 3 ... 4 ... 5 ...

## 5 Listen again and complete the invitations.



1 **Do you fancy coming to the new pub in town tonight?**

2 ... for coffee some time?

3 ... to the house-warming party with me tonight?

4 ... after work this evening?

5 ... the theatre with me this evening?

6 ... the office Christmas party together?

## 6 Write your own replies to the invitations in Exercise 5. Refuse at least three, giving your reasons. Use this as a model.

*Thanks for the invitation. I'd love to come to the party, really, but I can't because I'm looking after my little sister this evening. Perhaps another time. ...*



## The dating game

## OBJECTIVES

- To talk about intentions
- To predict immediate events
- To discuss different ways of dating

## A Would you like to go out with me?

## BEFORE YOU WATCH

- 1 Look at the photo of two people who are meeting each other for the first time at a singles night. Think of five questions that they might ask to find out about the other.



## WHILE YOU WATCH

- 2 Answer the questions.



1 What does Rob think is important in a relationship?



2 Why are Rosie and Paul going to go out for a romantic meal?

## AFTER YOU WATCH

- 3 Match the people (a-f) to their occupations or their marital status (1-6).



Tracey



Rosie



Bobby



Peter



Paul



Rob

- 1 policewoman  
2 businesswoman

- 3 single  
4 landlady

- 5 widower  
6 divorced

- 4 Write Peter, Paul, Rob, Rosie, Tracey or Bobby.

- 1 ... and ... are more interested in business than in romance.
- 2 ... and ... think they are going to be happy for a long time.
- 3 ... has three children.
- 4 ... has a good sense of humour.
- 5 ... is planning a birthday party with his partner's sister.
- 6 ... and ... don't want to give up their careers.
- 7 ... has planned an anniversary meal out.

- 5 Listen to people giving their opinion about online dating and write true (✓) or false (X). Correct the false ones.



- 1 Not everyone online is honest.
- 2 I would try it.
- 3 Online dating is a bad way to meet a future partner.
- 4 It is more difficult to find compatibility.
- 5 Online dating is good for busy people.

## NOW YOU!

- 6 Imagine that you are at a singles night. What questions will you ask? What do you want to find out about your partner? What type of person is your perfect partner?

Where did you go to university?



# The dating game

## READING

1 Look at the photos and answer the questions.



1 What are the people doing in each picture? 2 What do the pictures have in common?

2 Read the article and choose the best title.

**A** The Magic of Love    **B** Looking for The Right One    **C** Love Online

Most people looking for a relationship think that it depends on magic and patience. We like to believe that one day we are going to **catch someone's eye** and that the attraction will be mutual. (1) ... , they'll probably answer 'at the office', 'at university', or even on 'a blind date'. But are these still the best places to meet your future **bride** or **groom**? And are we still happy to wait for destiny to bring us our perfect partner? (2) ... , how do you know you're meeting the right one? Well, you can believe in magic... or in chemistry... or in maths.

Chemistry happens between two people who are instantly attracted. People **trust** it because the reaction happens quickly and naturally. **Speed-dating** is one system that **relies on** chemistry. People spend an evening having a series of short 'five-minute dates' with strangers. Speed-daters take seconds to decide if there is chemistry or not, and if they want to invite someone for a second date. However, (3) ... . Interests, sense of humour and personality are also important in creating chemistry. Studies say that meeting people online through social networking sites is more successful because friendships are formed without the distraction of physical attraction.

But the big new tendency for **singles** is **online dating**. Our dependence on the Internet is (4) ... . You join an online dating agency by filling in a questionnaire and they use your answers to calculate compatibility. Then the agency sends you a selection of **profiles** to choose from. (5) ... It's because the system uses both physical attraction and long-term compatibility to find the perfect partner. Is this mathematical equation a passionless way of finding love? Not at all; it's exciting and romantic to choose people you know you're going to like. And it's more efficient than magic. So, if you're feeling lonely, your computer may be the place to go.

3 Match the sentences (a-e) to the correct gap (1-5) in the text.

- a first impressions can be wrong
- b about to get bigger
- c It's very successful, but why?
- d With so many people to choose from
- e If you ask the couples you know how they met

4 Find words or expressions in the article that match these definitions.

- a meeting someone romantically via the Internet
- b a woman who is about to get married
- c to attract someone
- d a man on his wedding day
- e an arranged romantic meeting with a stranger
- f depends on

- g people who are not in romantic relationships
- h meeting a lot of people quickly
- i short descriptions of people
- j believe in

5 Decide if the sentences are true (✓) or false (X). Correct the false sentences.

- 1 People want to believe in magic.
- 2 In speed-dating, people need a second date to decide if there is chemistry.
- 3 Chemistry is only about physical appearance.
- 4 Singles prefer traditional dating to online dating.
- 5 The writer implies that online dating is the best way to meet a partner.



# LANGUAGE STUDY

## 1 Listen to the words and repeat the sounds.

183 /i:ə/ here /eə/ where /ʊə/ pure

## 2 Write the words under the correct diphthong.

a questionnaire d fear g tour  
b appearance e cure h bear  
c sure f shared l beer

/i:ə/	/eə/	/ʊə/
here	where	pure

## 184 Now listen and check.

## 3 Put the labelled photos in the order in which they usually happen in a relationship.



get on



chat up



go out with



split up



ask someone out

1 ... 2 ... 3 ... 4 ... 5 ...

## 4 Substitute the underlined words with the verbs in activity 3 in the correct form.

- I feel really sad because my boyfriend and I are going to finish our relationship.
- If you really like Susie, why don't you ask her for a date?
- Max is always talking to a girl. He sure loves women!
- I would like to be in a relationship with someone very rich.
- Dave and I have a lot in common. We connect really well.

## 5 Write the words in the table.

boyfriend widower couple divorcee  
fiancé fiancée girlfriend groom wife  
partner single widow husband bride

	Female	Male	Female or male
Without a partner			
With a partner			

## Be going to vs Present Continuous to Talk About the Future

- Se usa **be going to + verb** para hablar de planes e intenciones.

*I'm going to try online dating.*

*Are you going to send her flowers?*

- Se usa **present continuous** para hablar de actividades programadas.

*I'm having a party tomorrow night.*

*We are meeting online at six tonight.*

see page 130

## 6 Complete the sentences using the verbs in the correct form of **be going to** or **present continuous**.

- I ... (meet) her at 6 o'clock this evening.
- She can't decide but she thinks she ... (get) married in white.
- John and Sheila get on very well. He ... (ask) her to marry him.
- We ... (fly) to Costa Rica for our honeymoon. We've just bought the tickets.
- It's my wife's birthday and I ... (take) her to the opera tonight.

## Be going to and be about to to Make Predictions

- Se usa **be going to + verb** para hacer predicciones basadas en hechos evidentes.

*It's very cold. It's going to snow.*

*Jack is having a blind date at 10. He's still at home. He is going to be late.*

- Se usa **be about to + verb** para indicar que algo está a punto de ocurrir.

*She is about to get her divorce in two days' time. He's about to leave.*

see page 130



# The dating game

- 7 Look at the pictures and write predictions using *be going to* and *be about to* and a verb from the box.

meet someone interesting    buy  
have an argument    ask someone to marry



- 8 Listen to the interview. What are the people talking about?

- a The best James Bond film  
b Questions to ask at a speed-dating event  
c Agatha Christie's detective stories

- 9 Listen again. Do the speakers agree or disagree?

- 1 Miles is an expert in speed-dating. He **agrees** / **disagrees**.  
2 Questions about opinions of books work well. Chloe **agrees** / **disagrees**.  
3 Asking someone where they have travelled works well. Miles **agrees** / **disagrees**.  
4 It is okay to talk about imaginary travel. Miles **agrees** / **disagrees**.  
5 Chloe is an absolute expert in speed-dating. Linda **agrees** / **disagrees**.

- 10 Tick (✓) the person who says the following.

	Miles	Chloe	Linda
1 I don't think so.			
2 I completely disagree with you.			
3 Oh absolutely not!			
4 Yes, I agree.			
5 I think so, too.			

## Expressing Agreement or Disagreement

Para expresar acuerdo o desacuerdo con las opiniones de otras personas se utilizan distintas expresiones: **Me too!**, **Me neither!**, **I don't think so**, **I disagree...**

*I like getting flowers.*

**Me too!**

*I didn't enjoy the film much.*

**I disagree.**

see page 130

- 11 Give a response to each of the opinions expressing agreement or disagreement.

*I don't like chatting on the Internet.*

*- Well, I do.*

- 1 I love *All you need is love*. It's an incredibly romantic song.  
2 You should give her chocolates.  
3 It's silly to believe that Mr Right is going to come along by magic.  
4 Speed dating can be stressful.  
5 Online dating is fun, isn't it?

- 12 Write five questions you would ask at a speed-dating event to find out relevant information about a future partner.

*Do you like watching football matches on Saturday evening?*

*What would you cook for me on Valentine's Day?*

- 13 Talk to a partner and discuss which questions would be best. Remember to agree and disagree.

*Yes, I agree with your question on what to do on Saturday evenings. You will know if your partner is fun.*

*Oh, great.*

*I don't agree with your question about cooking. Maybe he can't cook.*

*I don't think so. I think...*



# B Find your perfect match

## BEFORE YOU WATCH

### Documentary

- 1 Think of one advantage and one disadvantage of these three different ways of meeting a new partner?



online dating



a singles party



an introduction agency

### Road Trip

- 2 Look at the pictures from an old Welsh legend. What do you think the story is about?



## AFTER YOU WATCH

### Documentary

- 3 Put these ways of meeting a partner in the order that they are mentioned.

- a singles parties ...
- b introduction agencies ...
- c online dating sites ...
- d singles only cruises ...
- e speed dating ...

- 4 Read the information that Sandra and Mark give. Correct the words and phrases in bold that are incorrect.

Sandra McMahon (agency manager)

Clients are often **1 unemployed**. They are often **2 busy** but **3 shy**. Clients are aged from their early **4 twenties** to their **5 eighties**. Sandra meets new clients **6 in her office** and asks personal questions.

Mark (a client)

Mark is an **7 old** client. He is looking for **8 an intelligent** woman. He hopes to meet the love of his life.

### Road Trip

- 5 Choose the correct answer.

- 1 In the legend, where did Blodeuwedd and Lleu live?
  - a in the castle      b in a house near the castle
- 2 What type of bird did Blodeuwedd become?
  - a an owl      b a blackbird
- 3 What type of stories do the Welsh like?
  - a horror stories      b romantic stories
- 4 When did they first mine for gold in the Welsh town?
  - a in the nineteenth century
  - b in the twentieth century
- 5 What did they give the Queen on her sixtieth birthday?
  - a a kilo of gold      b a gold ring
- 6 When is Sam coming back to Britain?
  - a next month      b next year



### Same language, different lives

- 6 Circle the views about marriage that the speakers mention.

- a Getting a house is more important.
- b Nobody gets married now.
- c It's very expensive to get married.
- d More people live together now.
- e Marriage is more common now.
- f Fewer people get married now.

### NOW YOU!

- 7 Imagine that you are about to join Affinity dating agency. How will you describe yourself? What are you looking for in your perfect partner?

*I am tall and intelligent, and I'm looking for a very rich woman who...*



## READING

**1** Which of these characteristics attract you to a person? Number them (1–10) in order of importance to you.

a nice smile ... an interesting voice ... confidence ... intelligence ... sense of humour ...  
clean teeth ... skin colour ... hair colour ... physique/figure ... eye colour ...

**2** Read the article and decide which question the writer is answering.

- 186** a Do most people find a certain 'type of person' attractive?  
b Do attractive men marry attractive women, and vice versa?  
c Do people look for partners that remind them of Hollywood stars?

Hollywood seems to think that they do. In any romantic comedy, the most attractive girl is usually a **waitress**, a **chambermaid**, a nurse or a secretary. This is because these jobs are typically more feminine and show women as caring and vulnerable. However, if the beautiful woman is a businesswoman, you instantly know she's unkind, **heartless** and a villain; very unattractive qualities. And the heroine always marries the strong, rich and handsome businessman, **journalist** or detective because they show confidence, sensitivity and intelligence. It doesn't seem to matter if the hero is a male **chauvinist**. He will still be attractive to women if he is rich and famous.

Hollywood seems to think that there is universal agreement on what makes someone physically attractive. For example tall, slim women, with full-lips and long shiny hair or broad-shouldered men, with **tanned** skin and blue eyes. Just look through photos of similar-looking famous people. You'll see what Hollywood defines as 'good-looking'.

But Hollywood isn't always right. Is Halle Berry a long-haired, blue-eyed beauty?

**There's no set rule** to define attractiveness, we all know that. Have you ever been in that situation where you meet a **gorgeous** person but the moment they open their mouth, their attractiveness dissolves? Perhaps it's their voice or how they express themselves; the opinions they express or their intelligence. So next time you look in the mirror to ask yourself 'Am I attractive?' The answer is... I don't know, but Hollywood doesn't know either.



**3** Answer the questions according to the article.

- 1 In films, what jobs are considered more feminine?
- 2 What type of men do the female characters marry? Why?
- 3 What roles do female villains play?
- 4 What is Hollywood standard for attractiveness?
- 5 What characteristics can make a person attractive?

**4** Complete the sentences with the highlighted words or phrases in the text.

- 1 ... about how to have a perfect date.
- 2 Martin is such a ... . He thinks men are more intelligent than women.
- 3 Some people think that Angelina Jolie is ... .

4 A ... writes about things that happen in the world.

5 We spent our holiday in Hawaii. We're ... .

6 Not many people want to work as a ... , cleaning rooms in hotels.

7 When Amy was at university, she worked as a ... to help pay her bills.

8 My ex girlfriend is ... . She broke up with me on my birthday.

**5** Match the words to make compound adjectives. Some adjectives have more than one option.

1 short 2 long 3 blue 4 brown  
5 full 6 thin 7 broad

a lipped b shouldered c haired d eyed

*short-haired*



# LANGUAGE STUDY

- 1** Listen to the sentences. Decide which word in blue is stressed.

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- a **As soon as** the attractive girl walks onto the screen, you'll know she's the one.  
 b **The moment that** they open their mouth, their attractiveness dissolves.  
 c **At the time**, he didn't realise she was the love of his life.  
 d I'll help you **as soon as** I finish making dinner.  
 e **The moment** the film started, I fell in love with the main actor!

- 2** Listen again and repeat the sentences.

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## -ful / -less

Estos sufijos se añaden a un nombre para formar adjetivos.

**-ful** (lleno de)

He is a **careful** driver.

That guide book will be very **helpful** for our trip.

**-less** (sin)

He is a **careless** worker, he never wears a helmet.

I can't solve the problem and I feel **helpless**.

see page 131

- 3** Add **-ful** or **-less** to each adjective to complete the sentences.

help   care   hope   meaning

- 1 Linda met an interesting guy and feels ... about having a future relationship with him.  
 2 It's ... ; it's broken and can't be repaired.  
 3 His wife is in hospital and he feels ...  
 4 His words are completely ... . He says he loves me but I don't believe him.  
 5 Be ... ! You can't trust everyone online!

## Time Clauses

Las oraciones temporales indican cuándo ocurre un acontecimiento con relación a otro. Van introducidas por: **as soon as**, **until**, **once**, **as**, **the moment that**, **at the time that**.

Se pueden utilizar en lugar de **when**.

Fíjate que el verbo en la oración temporal va en presente, no en futuro.

**As soon as** she arrives, we'll order the food.

I'll wait by the phone **until** she calls.

**Once** I get a new job, I'll start dating again.

see page 131

- 4** Complete the sentences with the correct form of the verb in brackets.

- 1 You ... (make) a decision as soon as he ... (sit) down.  
 2 Once you ... (relax), you ... (feel) more comfortable speed-dating.  
 3 As soon as they ... (receive) your questionnaire, they ... (calculate) compatibility.  
 4 You ... (begin) to feel excited the moment they ... (send) you people's profiles.  
 5 You ... (form) an opinion as you ... (chat).

- 5** Read the entry for a dating forum and answer the questions.

I think the ideal date can be something original like a really romantic meal in a park, or something really simple, like going for a walk. First dates are really stressful. So I think you need to do something relaxed and easy for both of you – a coffee in a nice place. Sit down somewhere nice and talk and listen. And I never give chocolates, but a flower from your walk – something meaningful. In fact, most of my first dates have been good, you know – that's how I've learned that simple is best. Once, when I was quite young, I tried to take a girl for a nice meal and give her flowers – I wanted to impress her – but she was a vegan and allergic to the flowers! AND the restaurant was really noisy – it was terrible.

- 1 What is the ideal date for the man in the dating forum?  
 2 Does the man like taking his first date out to a restaurant? Why or why not?  
 3 What does the man usually give his date?  
 4 Do you agree that first dates are stressful?

- 6** Write an entry for the dating forum describing your perfect date (100-120 words). Include the following information and use the model in exercise 5 to help you.

- Describe your ideal partner; physical description, profession, habits and personality.
- Suggest good places to go and say why.
- Describe what would happen on the date.
- Give a final piece of advice.

*My ideal partner would have an excellent sense of humour, green eyes and...*



## CONSOLIDATION

- 1** Look at the photos. Think of two positive and two negative consequences of forming relationships online. Consider the following ideas: privacy, honesty, compatibility, accessibility.



*You can talk to the other person anytime.*

*People sometimes lie about their age, their appearance, etc.*



- 2** Listen to the radio programme. Which sentence summarises Dr Moore's attitude to online dating?



- 1 There are more negative than positive consequences of online dating.
- 2 Online dating is good and it's not going to change relationships in the future.
- 3 The real consequences of online dating are not known yet.

- 3** Listen again and complete the table about online dating and friendships.



	Positive consequence	Negative consequence	Doesn't mention
Less physical attraction			✓
Easy to do in secret			
Cheaper than going out			
Sharing personal information			
Talk about problems			
Friends around the world			

- 4** Think of one advantage and one disadvantage about the following:

traditional dating    speed-dating    social networking    online dating agencies

*I think one advantage of traditional dating is that getting to know someone takes a lot of time. One disadvantage is that organising a first date can be stressful.*

- 5** Discuss with a partner the pros and cons of modern dating. Remember to use expressions for agreeing and disagreeing.



*I think modern dating is unromantic.*

*I completely disagree. The Internet makes it easier for you to meet someone from another country. That's very romantic.*

- 6** Skim the article about online dating to find the answers to these questions.



- a What is the average age of an online dating user?
- b What percentage of online dates end up in a relationship?
- c Out of every 100 online dating users, how many do not tell the truth?



## Online Dating: The Truths, The Lies

What do you know about online dating? There are many myths; people lie, they don't tell the truth, they don't use their own photos, most people are old... But, are they true? Here are some facts and figures to consider.

### The facts:

- The average age of users is 48 –but this is because the number of 'senior' dating sites is increasing. Many sites are for particular groups of people; so whether you are older or younger, divorced, single or widowed, working or retired, there are dating sites for everyone, including you!
- Almost exactly half of users are men. So it's going to be equally easy for both sexes to find their other half.
- For every three women you meet online, one may become your girlfriend. That means 33% of first dates from online dating turn into a relationship.
- The average length of a relationship that starts online is 18 months.
- 40% of all singles in the US use online dating agencies.
- Studies say the kind of person you're going to meet is more social, thinks romance is important and has higher self-esteem than people you meet offline.
- In the UK, the online dating industry grows by 6% a year, and 15% in the US.
- 80% of people who use online dating lie. Men lie about age, height and how much they earn (aspects which attract women); women lie about their age, weight and figure (men are more attracted by physical attributes). And most people use old photos, or even someone else's.
- Most people describe themselves in a similar way; everyone is 'sporty, quite attractive, has a good sense of humour...', even if this isn't true. This makes it difficult to choose between potential partners.
- A large percentage of users are actually looking for sex, not marriage. This is inevitable. But surely it's also true of traditional dating.

### 7 Decide if these sentences are true (✓) or false (X). Correct the false sentences.




- 1 The three myths mentioned at the start of the article are true.
- 2 Most relationships that start with online dating only last 18 months.
- 3 It's easier for women to find a partner.
- 4 Men and women are initially attracted by the same things.
- 5 Most people who use online dating are sporty.

### 8 Read the profile and find information that might be a lie.



### About me



About the person I'm looking for  
My idea of the perfect first date  
My perception of an ideal relationship

I'm a sporty, quite attractive, long-haired, blonde businesswoman with green eyes. I'm 38 with a great sense of humour and I love travel, reading and simple things.

I'm looking for someone tall, successful and romantic. He should be a good listener and intelligent. I don't like smokers.

A perfect date has no mobile phones and is in a quiet, romantic place like an art gallery, or walking along a beach.

It gives me support. The moment I walk through the door in the evening, my partner will ask me how my day was. He'll phone me when I'm away and he'll be totally faithful. We need to share a sense of humour.

### 9 Complete your own dating profile (100-120 words). Remember that you can lie – most people do!



About me	
About the person I'm looking for	
My idea of the perfect first date	
My perception of an ideal relationship	



## 1 Complete the text with words in the box.

profile   attraction   divorced  
compatibility   singles   agency   partner

Best ever online dating (1) ... Are you looking for love? Then why not join over 1000 other (2) ... who have already signed up? It's simple to join. Just fill in a questionnaire, upload a photo and write your (3) .... We'll do the rest. Our database uses the most advanced search technology and will find you the perfect (4) ... based on (5) ... (you will have a lot in common with the person) and physical (6) .... We have made more couples than any other dating site in a year. So whether you are a widow, (7) ... or just free and single, sign up... and fall in love.

## 2 Complete the sentences by adding suffixes *-ful* and *-less* to the adjectives.

beauty   care (x2)   pain   hope   help   meaning

- How could you be so ... as to lose your wallet?
- The weather was ... so we went for a walk.
- Splitting up with my boyfriend was very ... I cried a lot.
- Be ... with who you go out with when dating.
- He said he was sorry, but I don't believe him. His words are ...
- We have tried to solve our problems but it is ... We're going to split up.
- Thanks for your advice. It was really ...

## 3 Complete the sentences with the correct form of the verbs in brackets.

- Once you ... (register) with the online dating agency, you ... (fill in) the questionnaire.
- You ... (know) if you like him as soon as he ... (speak)
- As you ... (get) to know a person, little by little your first impression ... (change)
- You ... (not enjoy) dating again until you ... (relax)
- The moment he ... (ask) me to marry him, I ... (say) yes.

## 4 Listen to three conversations. Say if each pair agrees or disagrees.

1 ... 2 ... 3 ...

## 5 Listen again and circle the correct option.

- Speed dating is a **good** / **bad** way to meet people.
- The woman **knows** / **doesn't know** someone who met through speed-dating and they **are** / **are not** still together.
- The second man's ideal date is **going out to a restaurant** / **going hiking**.
- Most men **don't tell truth** / **don't lie** about themselves on dating websites.

## 6 Complete the email with the verb in the *present continuous* or *be going to*.

@mail

This year, I (1) ... (fall) in love. There are so many different ways to meet new people now, and I (2) ... (try) them all. Starting with speed-dating. Next Saturday, they (3) ... (organise) a speed-dating event at my local community centre. My friend David and I (4) ... (meet) some lovely ladies there.

The following week, I (5) ... (take out) a girl named Sarah. It's a blind date but I have a feeling that we (6) ... (get on) well together. But if that doesn't work, it's OK because right now, I (7) ... (join) an online dating agency. They are doing a special promotion this month – 50% off the registration fee. So I'll sign up as soon as I finish this email. Yes, this year, I'm definitely falling in love.

## 7 Write your own plans and intentions for finding love this year (100-120 words). Use the model above to help you.

*This year, I am going to...*



- To review the contents of this module
- To prepare for the end of module test

## GRAMMAR

## 1 Choose the correct options

- Paul is ... confident than before.  
a least      b as      c less
- Their new house is as ... their old house.  
a big as      b big than      c bigger
- I don't go to the gym ...  
a so      b still      c anymore
- I ... play tennis when I was younger.  
a can      b could be      c was able to
- I won £10,000 but I have ... money left.  
a little      b few      c fewer
- Have you decided ... speed dating?  
a going      b go      c to go
- I'm thinking about ... the gym.  
a to join      b join      c joining
- If I ... the lottery, I would give money to charity.  
a win      b won      c will win
- You ... take exams in my school.  
a must be      b don't must      c don't have to
- You shouldn't eat ... sweets.  
a too much      b too many      c a lot

## 2 Complete the conversation.

- A: I (1) **used to join / joined** an online dating site last week.  
B: Really? That's (2) **so / such** a great idea. Was it easy to join?  
A: Very easy. I (3) **must / had to** fill in an application and then write an online profile. Now I just (4) **wait / will wait** for the emails to arrive.  
B: (5) **Did you have / Have you had** any emails yet?  
A: Actually, yes! (6) **Every / Any** time that I check my emails, I have a new one!  
B: (7) **How / What** exciting!  
A: Yes, but you have to be careful. You (8) **can't / aren't able to** believe everything you read. For example, you can find (9) **much / a lot of** single handsome, rich and sporty doctors out there.  
B: I'm sure people lie. They probably (10) **too / also** put up different photos. Did you tell the whole truth?

- A: More or less. I said I worked in advertising. But I didn't say that I was (11) **a / an** receptionist. I don't think that is too much of a lie.  
B: (12) **Me too / Me neither**. You've got to keep some mystery about you.  
A: (13) **Absolutely / Absolutely not**. It's good to keep them guessing. (14) **As soon as / Until** I meet someone I like, I will tell them the whole truth.

## 3 Complete the text with the correct form of the verbs in brackets.

When I was younger, I (1) ... (not go) to a traditional school. We (2) ... (can) choose the subjects that we wanted to study and the way in which we wanted to learn. For example, when I was at school, I didn't like (3) ... (do) long essays or research projects during the year. Instead, I (4) ... (choose) to study hard for exams at the end of each term. Since I left school, I (5) ... (follow) the same work pattern. In my job now, I prefer (6) ... (work) to tight deadlines. In fact, this week I (7) ... (prepare) for a big presentation at work. I stayed up till 2 a.m. last night because I (8) ... (work) on the presentation. Now, I (9) ... (believe) my school was a good school because it (10) ... (allow) me to develop the things that I am good at. If I (11) ... (be) a school mistress, I would also encourage my students to learn about who they really are, because this (12) ... (help) them later in life.

## 4 Rewrite the sentences using the words in brackets.

- He might ask me out. I will probably say yes. (if)
- John arrives at 7. Then we will go out. (as soon as)
- I can't go to the cinema because I'm very busy. (if)
- The match finishes soon. We must leave immediately after that. (the moment)
- I met someone online. I am really excited. (because)
- I am going to a wedding on Saturday. I can't come for dinner. (as)
- I love Chinese food. It is not very healthy. (although)
- I really like her. I asked her out. (so)



## VOCABULARY

- 1 Complete the text with the words in the box. There are five words that you do not need.

integrated visitors oppression  
monument economic diversity memories  
inhabitants souvenir heritage centuries  
tourist descent day trip multicultural

New York City is one of the most (1) ... cities in the world. Its (2) ... originate from many different countries, which gives the city (3) .... While the city is very well (4) ..., there are also areas where ethnic communities live. For example, parts of Brooklyn are full of people of Polish (5) ..., and parts of Queens have a large Greek population. Last year I took a (6) ... to Ellis Island. This is where immigrants first registered their entry into America. (7) ... can look through a record book that dates over two (8) ... . Next to Ellis Island is the Statue of Liberty. This famous (9) ... is a symbol of freedom. I was so moved that I bought a (10) ... to remind me of my trip.

- 2 Match each verb (1-6) to a phrase (a-g).

1 check out      3 sort out (x2)      5 go out  
2 work out      4 take up      6 take out

a all your options      e a hobby  
b everyday tasks      f to get a pint of milk  
c what you need      g the rubbish  
d complicated problems

1 a 2 ... 3 ... , ... 4 ... 5 ... 6 ...

- 3 Choose the correct option.

- 1 After college I'm going to get a vocational **qualification** / **result**.
- 2 Alexander Bell **discovered** / **invented** the telephone?
- 3 If you want to lose weight, you shouldn't have more than 2000 **calories** / **fat** per day.
- 4 'I'm at football training tonight.' 'Great, let's meet by the football **court** / **pitch** then.'
- 5 Children must be at school on time or they get a detention. This way we teach them **discipline** / **punishment**.
- 6 It was such an exciting game! Brazil **scored** / **hit** a goal and won in the last five minutes.
- 7 'When are you getting married?' 'My **fiancé** / **husband** and I have decided to wait until next June.'
- 8 'I was looking for love online and I met a **widow** / **divorcee** on this new dating site.' 'Really? How long ago did her husband die?'

- 9 'Did you see the match last night?' 'No, but I'll watch the **coverage** / **replay** tonight.'
- 10 'Would you like your eggs scrambled or **fried** / **baked**?' 'Mmm, scrambled, please.'

- 4 Complete the texts with the words in the box. There are four extra words that you do not need.

manufacturers uniform invented  
subjects detention exams vegan rules  
results dairy machine discovered  
allowed vitamins organic appliance  
required vegetarian free-range design

The refrigerator is an essential (1) ... , but it is difficult to say who actually (2) ... it. William Cullen demonstrated the idea of artificial refrigeration in 1748, but it was Oliver Evans who built the first (3) ... over 50 years later. In 1876, Carl von Linden patented an important cooling (4) ... that refrigerator (5) ... still use today.

I am a (6) ... , which means that I don't eat any food that comes from an animal, for example meat or (7) ... . It doesn't matter if the eggs are (8) ... or the meat is (9) .... I prefer to get my (10) ... from food that grows in the earth or on trees.

There were many (11) ... that we had to follow at our school. For example, we were (12) ... to wear a school (13) ... and we weren't (14) ... to colour our hair. And if we didn't get good (15) ... in all our (16) ... , we were made to retake the exams.

## PRONUNCIATION

- 1 Choose the word that does not belong. Listen and check.

- 1 day, rain, why, frame      4 peer, near, tie, here
- 2 pure, toy, join, coin      5 hair, stair, rare, fear
- 3 now, may, shout, how

- 2 Listen and repeat the dialogues. Mark the stressed word in the second sentence of each dialogue.

- 1 'Paul now lives in New York.' 'No, he lives in Amsterdam.'
- 2 'Did you go to the theatre on Wednesday?' 'No, I went to the cinema on Wednesday.'
- 3 'It's Andrea's birthday on Friday.' 'No, it's my birthday on Friday.'
- 4 'Tina likes Jazz music.' 'Really? I thought she liked rock music.'
- 5 'Would you like a hamburger?' 'No thanks. I'm a vegetarian.'
- 6 'I'm happy to stay in cheap hotels when I go on holiday.' 'Not me. I prefer five-star hotels.'



## READING COMPREHENSION I

- 1 Read and match the holidays (1-3) to the pictures (a-d).



- 1 ... When I go on holiday, I don't know where I'm going to stay until I get there. I like to travel light, bringing only the most essential things. Experiences can't be planned so I prefer to travel with an open mind. *Zoe*
- 2 ... Holidays are for relaxing and doing nothing. When I go away, I like everything to be arranged for me. I much prefer package holidays where food, accommodation, even entertainment is included, so I can just concentrate on getting a suntan. *Joan*
- 3 ... I am generally interested in the places that I visit. I like to learn about its culture, history and cuisine. I spend weeks before my trips planning a tightly packed sightseeing itinerary. *Bradley*

- 2 Answer the questions.

- 1 Who has most probably bought a guidebook?
- 2 Who prefers to go somewhere hot?
- 3 Who talks about trying local food?
- 4 Who talks about things that they pack?
- 5 Who doesn't think organisation is important for a holiday?
- 6 Who would you describe as a holiday-maker, tourist or traveller?

## READING COMPREHENSION II

- 3 Read the text and choose a heading for each paragraph.

- |                    |                     |
|--------------------|---------------------|
| a Climate change   | e Longer life       |
| b New countries    | f Robotic love life |
| c Cheaper holidays | g A new world order |
| d Space tourism    | h Higher population |

When we think ahead to our future, what do we imagine it will look like? Read five predictions for 2060.

- 1 ... The only place left for us to go is up. The world's richest people are already preparing for the day the technology exists to send themselves into space. But it'll be years before a trip to space is as affordable as a package holiday.
- 2 ... Weekly news reports about floods and hurricanes remind us we are vulnerable to changes in the weather. But no forecast can prepare us for the change that will alter the shape of our landscape forever.
- 3 ... Some believe Brazil will be the new economic power, some say China. It's not clear which country will rise, but it's certain the United States will one day lose its claim as the leader of the free world.
- 4 ... Robots have always been an image of the future. But in our future, they look like humans, talk like humans and act like humans. Some think people may one day have relationships with robots.
- 5 ... We will live to be 150 years old, but look like we're 30. Research today will undoubtedly lead us to the technology of tomorrow to rapidly slow down ageing.

- 4 Mark the sentences as true (✓) or false (X).

- 1 Wealthy people want to create cheap space holidays for the general public.
- 2 The effects of climate change will be irreversible.
- 3 Developing countries will have more power than the US.
- 4 Robots will date each other in the future.
- 5 We will find ways to slow down ageing in 150 years time.

- 5 Correct the false sentences.



## LISTENING COMPREHENSION I

- 1** Listen to the conversation and tick the activities Luke or Andrea like (✓) or dislike (X). Write Not mentioned (NM) where necessary.

	Luke	Andrea
1 reading		✓
2 joining a book club	X	
3 volunteering		
4 joining in a drama group		
5 doing a painting class		
6 doing sports		
7 going to the gym		
8 learning a new language		

- 2** Listen again and answer the questions.

- 192**
- Why does Andrea want to take up a new hobby?
    - To meet more people.
    - She is bored.
    - Mark recommends it.
  - What does Luke say about book clubs?
    - He doesn't like reading.
    - It's difficult to get to know people.
    - They're boring.
  - How will acting help Andrea?
    - She'll meet more people.
    - She'll be more confident.
    - She'll earn money.
  - Why won't Andrea join a gym?
    - She doesn't like sports.
    - It's boring.
    - She doesn't want to pay.
  - What does Andrea want to do?
    - Learn Portuguese.
    - Learn Japanese.
    - Meet people in a bar.

## LISTENING COMPREHENSION II

- 3** Read the invitations below and write [A] if they accept the invitation or [R] if they reject it.

- 193**
- What about having Christmas lunch at our house this year? ...
  - We're having a baby shower on Saturday. Can you come? ...

- We'd like to invite you to our wedding. It's in June. ...
- Can you come to our engagement party next Saturday? ...
- Would you like to come to our house-warming party on Thursday? ...

- 4** Listen again and write what they say to accept or reject the invitation.

- 193**
- That would be great!*
  - I ...
  - Congratulations! Of ...
  - I ...
  - I ...

## WRITING I

- 1** Read the recipe for how to make the perfect toasted cheese sandwich. Then write a recipe for your favourite dish. (100-120 words).

- Take two slices of bread, and butter one side of each slice.
- Grate some cheese and put it on the buttered side of one slice.
- Slice one tomato thinly and place it in the centre of the bread.
- Then spread some light mayonnaise on the other buttered bread.
- Add a little salt and pepper.
- Put the two slices of bread together and butter the outsides.
- Place the sandwich under the grill.
- Cook for 10 minutes or until the bread is golden.

## WRITING II

- 2** Write a profile for an online dating site (100-120 words). Include the following information.

- physical description of yourself
- your job or studies
- your likes and dislikes
- describe your ideal partner
- say what your idea of romance is.

*My name is Steve and I'm 33 years old. I am 5ft 10...*



## ORAL EXPRESSION: MONOLOGUE

**1** Speak for 90 seconds about an invention that is important in your life. Use the following questions to guide you.

- What is the name of the invention and what does it do?
- How long has the invention been in existence?
- When and why did you first get it?
- How often do you use it?
- What did you use to have, or what did you use to do, before you got it?
- Why is it so important to you?

## ORAL EXPRESSION: INTERACTION

**2** Select A or B and practise the role-play with a partner.

**A:** You want to join a gym and you go to your local sports centre to find out about the facilities and prices.

- Decide what sports or fitness activities you would like to do.
- Discuss your reasons for wanting to join the gym.
- Ask about which facilities and clubs are available at the sports centre.
- Find out about opening hours and prices.

**B:** You are the manager of a local sports centre. Answer questions about your sports centre and find out about your partner's requirements.

- Ask your partner his reasons for joining the gym.
- Describe the facilities at the sports centre.
- Talk about other clubs and training support available at the gym.
- Answer questions about opening hours and prices.



## Useful words and phrases:

I'd like to...

I'm looking for...

I'm interested in...

I will / I won't...

Can you tell me about...?

Could you give me some information on...?

There is / There are...

You could / should / ought to try...

I recommend...





# Reference Section

## Unit 1

### 1 PRESENT SIMPLE

#### 1 Forma

Afirmativa	I/You/We/They He/She/It	go goes
Negativa	I/You/We/They He/She/It	do not (don't) does not (doesn't) go go
Interrogativa	Do Does	I/you/we/they he/she/it go? go?

#### 2 Ortografía en la tercera persona del singular

- La mayoría de los verbos añaden **-s** para formar la 3ª persona del singular: **stops, walks, develops, employs**
- Los verbos acabados en **-ch, -o, -sh, -ss** y **-x** añaden **-es**: **teaches, goes, finishes, passes, fixes**
- Los verbos que acaban en consonante + **-y** cambian la **-y** por **-ies**: **carries, studies**

#### 3 Expresiones de tiempo

- Adverbios de frecuencia: **always, usually, often, sometimes, never**. Se colocan delante del verbo principal pero detrás del verbo **to be**.  
*Companies **sometimes** prefer to give jobs to New Zealanders.*  
*It is **always** hard to emigrate.*
- Otras expresiones: **every day / every week / every month / every year, on Sunday / Tuesday / Friday, once a week, twice a year**. Normalmente se colocan al final de la oración.  
*Small shops **don't open on Sunday**.*  
*A large number of people **emigrate** from their country **every year**.*  
*Congolese people **meet once a week**.*

#### 4 Uso

- Acciones repetidas, hábitos o rutinas.  
*I **do** my shopping in chain stores.*
- Hechos que son siempre verdaderos.  
*Immigrants **tend** to live in one particular area of the city.*
- Hechos o acciones permanentes.  
*My father **works** in a local shop.*

#### 5 Still / Not ... anymore

Estos dos adverbios se utilizan para indicar que algo continúa **still** o que ya no se sigue haciendo **not ... anymore**.

- Still** se coloca delante del verbo principal pero detrás del verbo **to be**.

En oraciones negativas se coloca delante del auxiliar.

*My family **still** lives in Morocco.*

*She **is still** unemployed.*

*I **still haven't** forgotten my home country.*

- Not ... anymore** se coloca al final de la oración  
*Traditional stores **don't employ** people **anymore**.*

### 2 PRESENT CONTINUOUS

#### 1 Forma

Este tiempo se forma con el presente del verbo **to be** y el verbo principal terminado en **-ing**.

*She's **visiting** her parents in Bangladesh.*

Afirmativa	I You/We/They He/She/It	am ( <b>'m</b> ) are ( <b>'re</b> ) is ( <b>'s</b> )	going going going
Negativa	I You/We/ They He/She/ It	am not ( <b>'m</b> ) are not ( <b>aren't</b> ) is not ( <b>isn't</b> )	going going going
Interrogativa	Am Are Is	I you/we/they he/she/it	going? going? going?

#### 2 Ortografía para la terminación -ing

- La mayoría de los verbos añaden **-ing** al infinitivo: **study → studying, work → working**
- Los verbos que acaban en **-e** la pierden antes de añadir **-ing**:  
**live → living, take → taking**  
(excepto los acabados en **-ee**: **agree → agreeing**)
- Los verbos que acaban en vocal acentuada y consonante doblan la consonante:  
**put → putting, stop → stopping, refer → referring**
- Los verbos que acaban en vocal + **-l** doblan la consonante:  
**travel → travelling**

#### 3 Expresiones de tiempo

Se usa: **now, at the moment, nowadays, today, this morning / afternoon / evening / this month / this year**.

Normalmente se colocan al final de la oración aunque también pueden colocarse al principio.

*He comes from Pakistan and he's **staying** with some people from his country **this month**.*

***At the moment** I'm **having** a great time living in such a multiethnic city.*

#### 4 Uso

- Acciones que están ocurriendo en el momento.  
*I'm **sitting** outside a café in Hackney in north London and it reminds me of Vietnam.*
- Hechos o acciones temporales, que no tienen por qué estar ocurriendo ahora.  
*My girlfriend and I **are looking** for an apartment in this city.*



### 3 CONTRASTE DE PRESENT SIMPLE Y PRESENT CONTINUOUS

En algunas ocasiones cuando en inglés se usa **present continuous**, en español usamos presente simple.

*We're staying with friends until we find a flat to rent.*  
(Nos alojamos con unos amigos hasta que encontremos un piso para alquilar)

Small shops **aren't closing** this Sunday. (Las tiendas pequeñas **no cierran** este domingo)

### 4 STATE VERBS

En inglés existe un grupo de verbos que normalmente no se usan en tiempos continuos porque describen estados y no acciones. Entre los más comunes se encuentran verbos relacionados con:

las emociones y los sentimientos	<i>care, hate, hope, like, love, prefer, want, wish</i>
el pensamiento y la opinión	<i>agree, believe, forget, know, imagine, suppose, think (creer), understand</i>
la posesión	<i>belong, have (poseer), need, own</i>
los sentidos	<i>hear, smell, taste, see (ver)</i>

#### Fíjate

Algunos de estos verbos pueden usarse en tiempos continuos pero con un significado diferente que describe una acción y no un estado.

*He's thinking of learning French.* (think = pensar)

*He thinks French is a useful language.* (think = opinar)

*I'm having lunch now.* (have = tomar)

*I have a house by the sea.* (have = poseer)

### 5 PRESENT PERFECT

#### 1 Forma

Este tiempo se forma con el presente del verbo **to have** (**have / has**) y el verbo principal en participio pasado. Los verbos regulares forman el participio pasado en **-ed** (ver página 116) y los irregulares tienen una forma propia (ver lista en página...).

*He's visited his family in China several times.*

*They've learnt new customs in Britain.*

Afirmativa	I/You/We/They	<b>have</b>	<b>gone</b>
	He/She/It	<b>has</b> ( <b>'ve</b> ) ( <b>'s</b> )	<b>gone</b>
Negativa	I/You/We/They	<b>have not</b> ( <b>haven't</b> )	<b>gone</b>
	He/She/It	<b>has not</b> ( <b>hasn't</b> )	<b>gone</b>
Interrogativa	<b>Have</b>	I/you/we/they	<b>gone?</b>
	<b>Has</b>	he/she/it	<b>gone?</b>

#### Fíjate

*He's been to London.* (**Ha visitado** Londres / **No está** allí ahora)

*He's gone to London.* (**Está** en Londres o de camino)

#### 2 Uso

Este tiempo tiene distintos usos y para cada uso se utilizan distintas expresiones de tiempo.

- **Recently, in the last years, several times, lots of times, all my life...**

Se refiere a hechos o acciones que ocurrieron en el pasado pero cuyo resultado permanece en el presente.

*Many immigrants have come to my town recently.*

*I've tried to learn Spanish several times in the last years because I want to speak to my neighbours.*

- **For y since**

Se usan **for** y **since** para referirse a acciones que empezaron en el pasado y continúan en el presente.

- **For** indica la duración de la acción y se utiliza con periodos de tiempo (*two hours, three years...*).

*I've had a British passport for eight years.*

- **Since** indica el comienzo de la acción (*2009 / I came to Britain*).

*A lot of immigration has taken place since the 1940s.*

- **How long** se usa para preguntar por la duración de una acción o situación.

*How long has he lived in this country?*

- **Ever y never**

- **Ever** se usa para preguntar sobre experiencias vividas o hechos que han ocurrido en algún momento de nuestra vida.

*Have you ever eaten Vietnamese food?*

- **Never** se usa para hacer oraciones negativas.

*I've never felt part of this community.*

### 6 CONTRASTE DE PRESENT SIMPLE Y PRESENT PERFECT

En algunas ocasiones cuando en inglés se usa **present perfect**, en español usamos presente simple.

*I know Reza. He's from Iran.* (**Conozco** a Reza. Es de Irán)  
*I've known my best friend Reza since he arrived to this country* (**Conozco** a mi mejor amigo Reza desde que llegó a este país).

*He has a British passport.* (**Tiene** pasaporte británico)

*He's had a British passport for 8 years.* (**Tiene** pasaporte británico desde hace 8 años)

#### Fíjate

En español los verbos de las dos oraciones en **present perfect** se traducen por presente, igual que las oraciones en **present simple**.



# Reference Section

## 7 FORMACIÓN DE PALABRAS: SUFIJOS

Los sufijos se utilizan para formar nuevas categorías de palabras, por ejemplo sustantivos a partir de adjetivos, sustantivos o verbos, o adjetivos a partir de sustantivos.

BASE	SUFIJOS PARA FORMAR SUSTANTIVOS		
Verbo	- <b>(a)tion</b> : - <b>(s)sion</b> : - <b>ment</b> :	<i>produce</i> <i>admit</i> <i>improve</i>	<i>production</i> <i>admission</i> <i>improvement</i>
Adjetivo	- <b>ity</b> : - <b>ness</b> : - <b>ism</b> :	<i>diverse</i> <i>happy</i> <i>real</i>	<i>diversity</i> <i>happiness</i> <i>realism</i>
Sustantivo	- <b>ist</b> :	<i>science</i>	<i>scientist</i>
Sustantivo	- <b>al</b> : - <b>ian</b> :	<i>ethnics</i> <i>Italy</i>	<i>ethnical</i> <i>Italian</i>

## 8 CONECTORES

Para relacionar ideas se utilizan distintos tipos de conectores.

### 1 Conectores para expresar contraste

Cuando queremos expresar que existe un contraste u oposición entre dos ideas podemos utilizar diferentes conectores.

<i>but</i> (pero)	Es el conector más común. Se coloca entre las dos ideas que se desea contrastar. <i>I like living in this country, but I sometimes miss my family.</i>
<i>however</i> (sin embargo)	Se usa tras una pausa fuerte (punto / punto y coma) y va seguido de coma. <i>Chain stores offer value and quality. However, they can't give each customer a personalized attention.</i>
<i>although</i> (aunque)	Introduce una oración completa. Puede ir al principio o en medio de la oración. Cuando va al principio se separa de la siguiente oración con una coma. <i>Although some people are afraid of immigration, I've never had any problems with them.</i> <i>New Zealanders are helpful although it's not easy to make friends.</i>
<i>On the one hand... on the other hand...</i> (Por un lado..., por otro...)	Contrastan ideas en dos oraciones o párrafos separados. <i>On the one hand, a multicultural society can help us be more tolerant with other cultures. On the other hand, we tend to think that our customs are the best.</i>

### 2 Conectores para indicar una conclusión

Para indicar que lo que sigue es un resumen y/o una conclusión de lo expuesto anteriormente podemos utilizar también varios conectores.

<i>Finally,</i>	<i>Finally, living in a village has more advantages than disadvantages.</i>
<i>In conclusion,</i>	<i>To sum up, I think immigrants have to enjoy both their own traditions and British customs.</i>
<i>To sum up,</i>	

## Unit 2

### 1 PAST SIMPLE

#### 1 Forma

Los verbos regulares forman el pasado añadiendo **-ed** al verbo mientras que los irregulares tienen una forma propia (ver lista en página 144).

Afirmativa	I/You/He/She/It/We/They	<i>lived / went</i>
Negativa	I/You/ We/They He/She/It	<i>did not (didn't) live / go</i>
Interrogativa	<i>Did I/you/he/she/it/we/they</i>	<i>live / go?</i>

#### 2 Ortografía para el pasado de los verbos regulares

- La mayoría de los verbos añaden **-ed** para formar el participio pasado: *talk* → *talked*, *climb* → *climbed*
- Los verbos que acaban en **-e** añaden sólo **-d**: *arrive* → *arrived*, *live* → *lived*
- Los verbos de una sílaba con vocal + consonante al final doblan la consonante: *rob* → *robbed*
- En los verbos que acaban en consonante + **-y** se cambia la **-y** por **-ied**: *carry* → *carried*, *study* → *studied*

#### 3 Expresiones de tiempo

*yesterday, (two hours / days / weeks / months / years) ago, last Sunday/week/month/year, on the 7<sup>th</sup> May, in 1999 / the 14<sup>th</sup> century.*

Suelen ir al final de la oración aunque también pueden colocarse al principio.

*Josephine Cochrane invented the dishwasher in 1886.*  
*Yesterday I bought my first mobile.*

#### 4 Uso

- Acciones y situaciones acabadas en el pasado.  
*Thirty years ago, people didn't have mobile phones.*  
*He bought a microwave three weeks ago.*
- Estados en el pasado.  
*When I was young, I didn't have a computer.*

### 2 PAST CONTINUOUS

#### 1 Forma

Se forma con el pasado del verbo **to be** y el verbo principal en **-ing** (ver página 114 para la ortografía de esta forma).

*He was working on a new project last night at 9 o'clock*

Afirmativa	I/He/She/It You/We/They	<i>was were</i>	<i>going going</i>
Negativa	I/He/She/ It You/We/They	<i>was not (wasn't) were not (weren't)</i>	<i>going going</i>
Interrogativa	<i>Was Were</i>	<i>I/he/she/it you/we/they</i>	<i>going? going?</i>



## 2 Uso y expresiones de tiempo

- Acciones en progreso en un momento concreto del pasado (**at the time**, **at 10 o'clock yesterday morning**, **during the flight**, etc).

**At the time**, he **was trying** to make money from his invention.

We **were watching** a program about new technology **at 7 o'clock yesterday evening**.

- When** y **while** introducen oraciones temporales y se usan con los tiempos **past simple** y **past continuous** para expresar:

- acciones simultáneas.

**While** he **was talking** on the mobile, his mother **was cooking**.

- acciones que se ven interrumpidas por otras.

**While** he **was cleaning** the dust, he **had** a brilliant idea.

**When**she **was doing** an experiment, he **phoned** her.

## 3 USED TO

### 1 Forma

Este tiempo se forma con **used to** + verbo.

Afirmativa	I/You/He/She/It/We/They <b>used to go</b>
Negativa	I/You/He/She/It /We/They ( <b>didn't</b> ) <b>did not use to go</b> I/You/He/She/It/We/They <b>never used to go</b>
Interrogativa	<b>Did</b> I/you/he/she/it/we/they <b>use to go?</b>

### 2 Uso

Se utiliza para expresar hábitos o estados en el pasado pero que ya no ocurren en el presente.

We **used to have** a video when we were younger but now we have a DVD.

When I was a child, I **didn't use to chat** online with my friends.

My father **never used to buy** new gadgets when he was younger but now he does.

**Did you use to wear** contact lenses when you were at university?

### Fíjate

Para expresar hábitos en el presente se utiliza **usually** + **present simple**.

They **usually buy** their kitchen appliances at Ikea.

## 4 CONTRASTE DE USED TO Y PAST SIMPLE

- A veces pueden usarse indistintamente **used to** o **past simple**.

She **used to live** by the sea in the 1950s.  
She **lived** by the sea in the 1950s.

- Pero cuando se utilizan verbos que indican acciones únicas acabadas en el pasado sólo se puede usar **past simple**.

He **used to design** strange appliances when he was young. (Solía diseñar aparatos raros cuando era joven.  
Se refiere a un hábito que ya no tiene)

He **designed** a strange appliance when he was young. (Diseñó un extraño aparato cuando era joven.  
Acción única en el pasado)

## 5 CONTRASTE DE PAST SIMPLE Y PRESENT PERFECT

La diferencia de uso entre estos dos tiempos es la relación que establecen con el pasado.

- Se usa **past simple** para expresar una acción finalizada en el pasado. Suele ir con una expresión de tiempo que indica cuándo se realizó dicha acción.

People **made** millions of mobile calls **last year**.

My life **changed** when I bought my hearing aid **two months ago**.

- Se usa **present perfect** para hablar sobre una acción que comenzó en el pasado y tiene relevancia en el presente.

People **have made** millions of mobile calls **since its invention**.

Life **has changed** with new technology.

## 6 JUST, YET Y ALREADY

Estas expresiones suelen ir con **present perfect**.

- Just**

Expresa una acción que acaba de ocurrir. Se coloca delante del participio pasado.

We've **just read** about the invention of dynamite. I can explain everything to you.

- Already**

Se usa en oraciones afirmativas e interrogativas para indicar que una acción ha ocurrido o se espera que ocurra antes de lo esperado. Se coloca delante del participio pasado.

**Has** he **already turned in** his physics assignment?  
Today is the deadline.

They've **already visited** the Science Museum. Now they want to go to the National Gallery.

- Yet**

Se usa en oraciones negativas e interrogativas para hablar de acciones que no han ocurrido todavía. Se coloca al final de la oración.

The new gadgets exhibition **hasn't started yet**.

**Have** you **been** to the Faraday Museum **yet?**

Yes, I have. It was very interesting.

## 7 FORMACIÓN DE PALABRAS: SUFIJOS

Para formar sustantivos que indican profesiones se usan los siguientes sufijos.

BASE	SUFIJOS	
Verbo	-or:	invent      inventor
	-er:	develop      developer
Sustantivo	-ian:	mathematics      mathematician
	-ist:	science      scientist



# Reference Section

## Unit 3

### 1 FUTURE SIMPLE (WILL)

#### 1 Forma

Este tiempo se forma con **will ('ll) + verb.**

*I think we'll **work** longer hours in the year 2020.*

Afirmativa	I/You/He/She/It/We/They	will ('ll)	go
Negativa	I/You/He/She/It/We/They	will not (won't)	go
Interrogativa	Will I/You/He/She/It/We/They		go?

#### 2 Uso

Expresa predicciones basadas en una opinión.

*They don't think technology **will change** a lot **in a few years**.*

Verbos como **think, believe, expect**, suelen introducir un futuro o **will**.

*I **don't think** she'll **be** home now.*

*I expect we **won't use** so much petrol **in the year 2030**.*

### 2 BE GOING TO

#### 1 Forma

Se forma con el presente del verbo **to be + going to + verb.**

Afirmativa	I	am ('m)	going to help
	You/We/They	are ('re)	going to help
	He/She/It	is ('s)	going to help
Negativa	I	am not ('m)	going to help
	You/We/They	are not (aren't)	going to help
	He/She/It	is not (isn't)	going to help
Interrogativa	Am	I you/we/they he/she/it	going to help?
	Are		going to help?
	Is		going to help?

#### Fíjate

Normalmente evitamos usar **be going to go**.

*They're **not going (to go)** to school tomorrow.*

#### 2 Uso

Expresa planes e intenciones decididas de antemano.

*She's **going to do** a master's degree to improve her CV.*

*They've won the lottery but they **aren't going to change** their lives.*

*Are you **going to celebrate** your birthday?*

### 3 PRESENT CONTINUOUS PARA EXPRESAR FUTURO

**Present continuous** también se utiliza para referirnos a acciones futuras ya planeadas y programadas para una fecha fijada.

*She's **starting** a master's degree **next week**. She has already enrolled and paid for it.*

*Are they **interviewing** him in their program **tomorrow evening at 10 o'clock**?*

### 4 EXPRESIONES DE TIEMPO

Se utilizan con los tiempos que expresan futuro y, como otras expresiones de tiempo, suelen colocarse al final de la oración.

***Tonight, tomorrow, soon, in the future, tomorrow afternoon / evening / night, next Monday / week / month / year, in a minute / a few hours...***

*I think we'll see Clara **tomorrow afternoon**.*

*Are you **going** shopping **next weekend**?*

*They **aren't meeting** Sheila **tonight**.*

### 5 CONTRASTE DE BE GOING TO Y PRESENT CONTINUOUS

Ambas formas se utilizan para referirse a planes para el futuro.

- A veces son intercambiables.

*We're **going to travel** to Costa Rica soon.*

*We're **travelling** to Costa Rica soon.*

- Sin embargo, es más frecuente usar **present continuous** cuando hablamos de planes ya confirmados con otras personas.

*We're **going to get** married soon. (Intención, no hay preparativos)*

*We're **getting** married **in two months**. (La boda está preparada y con fecha)*



## 6 FORMAS COMPARATIVAS DE LOS ADJETIVOS

Para comparar dos o más cosas se usan las formas comparativas o superlativas del adjetivo.

### Forma

#### Comparativo de inferioridad

##### less adjective (than)

Some people think that paper dictionaries are **less useful than** online ones.

#### Comparativo de igualdad

##### as adjective (as)

Computer-generated actors don't look **as real as** real actors.

#### Comparativo de superioridad

- Adjetivos de una sílaba y adjetivos de dos sílabas acabados en **-y/-er/-ow**:

Se añade **-er** al adjetivo (**than**).

Chatting online is **cheaper than** talking on the phone.

Life now is **easier than** 100 years ago.

Roads were **narrower** when my father started driving.

- Otros adjetivos de dos o más sílabas:

**more adjective (than)**.

Machines can be **more careful than** human beings.

Your life is **more comfortable** after winning the lottery.

- Adjetivos irregulares:

good **better**  
bad **worse**

I'm not sure that a CD is **better than** a tape.

#### Superlativo

- Adjetivos de una sílaba y adjetivos de dos sílabas acabados en **-y/-er/-ow**:

**the adjective -est**.

This is **the fastest** vehicle in the market.

She's one of **the luckiest** persons I've met. She's won the lottery three times.

He's one of **the cleverest** men in the world.

- Otros adjetivos de dos sílabas y adjetivos de 3 o más sílabas:

**most adjective (than)**.

The lecture on green energy was **the most boring**. I've ever been to.

The Internet is **the most important** invention of the last 100 years.

- Adjetivos irregulares:

good **the best**  
bad **the worst**

**The best way** to do your shopping is online.

## 2 Ortografía para las terminaciones -er / -est

- Normalmente se añade **-er/-est** al adjetivo o adverbio:  
**hard** → **harder** → **the hardest**
- Los adjetivos que acaban en **-e** sólo añaden **-r** o **-st**:  
**fine** → **finer** → **the finest**
- Los adjetivos de una sílaba con una vocal + una consonante al final doblan la consonante:  
**thin** → **thinner** → **the thinnest**
- En los adjetivos que acaban en consonante + **-y** se cambia la **-y** por **-ier / -iest**.  
**busy** → **busier** → **the busiest**

## 7 FORMAS COMPARATIVAS DE LOS ADVERBIOS

Para comparar dos o más acciones se usan las formas comparativas o superlativas del adverbio.

### Forma

#### Comparativo de inferioridad

##### less adverb (than)

We listen to CDs **less often than** we used to.

#### Comparativo de igualdad

##### as adverb (as)

Robots will perform a lot of tasks **as precisely as** we do in the future.

#### Comparativo de superioridad

- Los adverbios de una sílaba añaden **-er** al adverbio y (**than**).

People will live **longer** in 2030.

- Los adverbios que terminan en **-ly** añaden la palabra **more adverb (than)**.

I can do my job **more quickly** thanks to the Internet.

Ella sang **more beautifully than** Cecilia.

- Adverbios irregulares:

well **better**  
badly **worse**

I'd like to think my children won't live **worse than** me.

#### Superlativo

- Los adverbios de una sílaba añaden **the** y la terminación **-est**.

Did she run **the fastest**?

- Los adverbios en **-ly** añaden **the most** delante del adverbio.

They're working **the most carefully** to prevent future accidents.

- Adverbios irregulares:

well **the best**  
badly **the worst**

He sang **the best** he could.

She did **the worst** job ever that day.



## Unit 4

### 1 VERBOS MODALES

#### Forma

Los verbos modales son **can, could, may, might, must, will, would, should, ought to**.

- No llevan **-s** en la 3.<sup>a</sup> persona singular del presente.  
*She **can** break her record in the next Olympics.*
- No llevan **do / does / did** en la forma negativa e interrogativa.  
***Could** they train yesterday?*  
*We **may not** win the World Cup this year.*
- La forma negativa se hace añadiendo **not** al verbo.  
*He **cannot** swim so fast.*  
*They **should not** insult the referee.*  
*I **must not** be late for the training session.*

Normalmente, se utilizan las formas contraídas: **can't, shouldn't, mustn't**.

Sin embargo, **may** or **might** no suelen contraerse: **may not, might not**.

- Van seguidos de infinitivo sin **to** (excepto **ought to**).  
*He **must be** one of the best players in the world.*  
*She **couldn't compete** in the Beijing Olympics because she broke her foot.*

### 2 HABILIDAD

Para expresar habilidad se usan **can, could, be able to**.

#### CAN

Expresa habilidad en presente.

***Nowadays**, we **can play** better thanks to our new graphite rackets.*

*I **cannot swim** as fast as my teammates.*

***Can** Heather **jump** 1.70 metres?*

#### COULD

Expresa habilidad en pasado.

*They **could take** part in the competition.*

*Jessica Ennis **couldn't run** the 200 metres in 22.8 seconds **two years ago**.*

***Could you run** so fast when you were 10?*

#### BE ABLE TO

Se usa **be able to** para expresar habilidad en:

#### • Pasado

*Usain Bolt **was able to win** three gold medals in London 2012 Olympics.*

*They **weren't able to win** the match although they trained hard.*

En este caso, **could** y **was / were able to** pueden usarse indistintamente.

#### • Futuro

*We **will be able to** go to the final match.*

*They **won't be able to** compete in the next Olympics.*

***Will** spectators **be able to interact** with what's on TV in a near future?*

#### • Infinitivo

*I **would like to be able** to attend the final.*

*Sportspeople don't **want to be able** to play matches without spectators.*

### 3 PROBABILIDAD

Para expresar la probabilidad de que algo ocurra se usan **may, might, y could**.

En este uso se suelen añadir adverbios y expresiones como **maybe, perhaps, I'm (not) sure, I (don't) think,...**

#### MAY / MIGHT / COULD

*I **may go** to the match on Sunday.*

*I'm not sure but Jameson **might not play** next Sunday because he's got a cold.*

***Could** basketball **become** more popular than football in the future?*

#### Fíjate

**May** indica mayor seguridad.

### 4 DEDUCCIÓN

Para hacer deducciones se utilizan **must** y **can't**.

#### MUST

Expresa certeza de que algo es verdad.

*Boxing **must be** the most violent sport, definitely.*

#### CAN'T

Expresa certeza de que algo no es verdad.

*He **can't have** a gold medal because he finished third in the 100-metre final.*

### 5 VOLUNTAD Y RECHAZO

Para expresar voluntad y rechazo se usan **will** y **won't**.

#### WILL

Expresa voluntad de hacer algo.

***Will** you **join** our classes tomorrow? Yes, I **will**.*

*The council **will support** young players.*

#### WON'T

Expresa rechazo a hacer algo.

*I **won't** stop doing exercise if it's not necessary.*

### 6 SUSTANTIVOS COLECTIVOS

Los sustantivos que describen un grupo de personas como **army, band, class, crowd, family, government, staff**, o **team** pueden ir con verbos en singular o plural.

*This **team is / are** the winners of a silver medal in the last Olympics.*

*The **staff** at the hotel **was / were** ready to welcome the players.*

*The **government don't / doesn't invest** enough money on sport.*



## Unit 5

### 1 USOS DEL GERUNDIO Y EL INFINITIVO (TO)

El gerundio (-ing) y el infinitivo (to + verb) se usan en los siguientes casos.

#### USO DEL GERUNDIO (-ING)

- Detrás de verbos que indican gustos y preferencias: **enjoy, like, love, can't stand** (no soportar), **hate** y **prefer**.  
I **can't stand spending** my leisure time in a mall.  
He **prefers doing** outdoor activities.  
They **enjoy going** shopping.
- Detrás de las preposiciones.  
They've been thinking **of watching** less TV.  
Are you good **at organising** your free time?
- Cuando usamos un verbo como sujeto de la oración.  
**Walking** in the nature is one of the most popular leisure activities.  
**Eating out** is an expensive way to enjoy your free time.

#### USO DEL INFINITIVO (TO + VERB)

- Detrás de verbos como: **agree, decide, need, want, would like, expect, hope**.  
The government's **agreed to introduce** more bank holidays.  
**Would** you **like to work** fewer hours?
- Detrás de los adjetivos.  
It's not **easy to find** a leisure activity which you can enjoy for free.  
Don't you think it's really **boring to spend** your weekend at home?

#### Fíjate

Algunos verbos como **like** y **prefer** pueden ir seguidos tanto de verbo en -ing como de infinitivo con **to**.

I **like going** shopping. (Algo que disfruto haciendo)

I **like to go** shopping for clothes twice a year. (Se indica cuándo apetece hacer algo)

I **prefer eating** healthy food o I **prefer to eat** healthy food. (No cambia el significado)

### 2 STATE VERBS

Recuerda que en inglés existe un grupo de verbos que normalmente no se usan en tiempos continuos porque describen estados y no acciones (ver página 115).

### 3 SUBJECT AND OBJECT QUESTIONS

Podemos hacer preguntas sobre quién o quiénes realizan una acción (el sujeto de una oración) o sobre el objeto de una acción (el objeto de una oración). En ambos casos, se usan las mismas palabras interrogativas **who, what, which, whose, how much** y **how many**, pero la forma de hacer la pregunta cambia.

#### Subject questions

**Who** y **What** pueden ser el sujeto de una pregunta. El orden de la frase es el siguiente.

Wh-word	verb	...	?
Who	cooked	dinner last night?	Sonia did.
What	happened	at the leisure centre?	The lights went out.
Which film	is	best?	Skyfall.
Whose children	are coming	on the picnic?	My uncle's children.
How many people	like	fishing?	
How much cotton	grows	in the field?	

#### Object questions

Recuerda que para hacer estas preguntas debes seguir este orden.

Wh-word	Auxiliary	Subject	Verb	... ?
Where	did	you	go	last night?
What	is	she	doing	tomorrow?
When	does	the	train	arrive?
Which	book	do	you	prefer?
Who	will	we	invite	to the party?
Which film	did	you	see	yesterday?

#### Fíjate

**Who** are coming to the party? → **Sally and Robert**.

**Who** did **you** invite to the party? → Oh, I invited **many people**.

**What** was on TV last night? → **A travel show** was on.

**What** did **you** watch on TV last night? → I watched **a travel show**.

### 4 'S

#### Usos

- Se utiliza para expresar posesión.  
I decided to meet **George's sister** at the station.  
**People's musical taste** has changed a lot in the last years.  
We may use **my parents' country house** to celebrate my birthday.
- Se usa también para referirnos a un lugar conocido. Se omite el nombre de lugar y se utiliza solo **'s**.  
I prefer staying at **my parents' (house)** when I visit my home town.  
They enjoy eating at **Di Maggio's (restaurant)** once a month.



## ORTOGRAFÍA PARA AÑADIR 'S

Sustantivos singulares añaden 's.

*I love doing exercise with **Liam's** brother.*

*He doesn't remember his **boss's** name.*

*They made a party at **Martin's**.*

Sustantivos terminados en -s añaden solo '.

*Most **Americans'** free time is too little.*

*She always spends her Christmas holidays at **her grandparents'***

Sustantivos plurales que no acaban en -s añaden 's.

***Men's** hobbies are quite different from **women's**.*

## Unit 6

### 1 ORACIONES CONDICIONALES

Las oraciones condicionales constan de dos partes, la que introduce la condición (**if / whether**) y la que introduce la consecuencia de que se cumpla la condición establecida.

***If** your luggage gets lost, you'll have to buy some clothes at your destination.*

*I **wouldn't** go on a package holiday **if** I had more money.*

#### Fíjate

Separamos las dos partes con una coma solo cuando la condición se coloca al principio.

Existen varios tipos de oraciones condicionales y es importante entender la diferencia entre las que expresan situaciones reales y las que expresan situaciones irreales.

### 2 PRIMER CONDICIONAL (PROBABLE)

#### 1 Forma

**If + sujeto + present, sujeto + will + verb**

***If** you **travel** abroad, you **will practise** your English.*

***If** he **doesn't get** some money, he **won't be able to** go on holiday.*

**If + sujeto + present, sujeto + may/can + verb**

***If** the price of fuel **keeps** rising, travelling by plane **may become** even more expensive.*

***If** you **don't want** to spend much money, backpacking **can be** the right choice.*

#### 2 Uso

El primer condicional se usa para expresar situaciones posibles si se cumple la condición establecida.

***If** you **buy** your train tickets in advance, **they'll be** cheaper.*

*He **may** need to **borrow** some money for the hotel **if** he **loses** his credit card.*

### 3 SEGUNDO CONDICIONAL (IRREAL)

#### 1 Forma

**If + sujeto + past simple, sujeto + would / wouldn't + verb**

***If** the train **wasn't** delayed, we **would be** in time to visit the exhibition.*

*I **wouldn't** go to Berlin **if** I **couldn't** speak German.*

**If + sujeto + past simple, sujeto + might / could + verb**

***If** her family **didn't** live in Australia, she **might not travel** so often.*

***If** I **worked** at a travel agency, I **could travel** for free.*

#### 2 Uso

El segundo condicional se usa cuando la situación es improbable o para describir situaciones imaginarias.

***If** air controllers **weren't** on strike, there **wouldn't be** any flight delays.*

*She **might go** on a cruise **if** she **didn't get** sick at sea.*

### 4 PREPOSICIONES DE TIEMPO

#### AT

Se usa **at** con:

- Horas exactas  
**at** half past six **at** midday
- Momentos concretos del día  
**at** lunchtime **at** bedtime
- Períodos de fiestas  
**at** Christmas **at** Easter
- Estas expresiones  
**at** night **at** the moment  
**at** present **at** the same time

#### ON

Se usa **on** con:

- Los días de la semana  
**on** Saturday **on** Wednesday
- Días concretos  
**on** Christmas Day **on** my birthday
- Fechas  
**on** 24<sup>th</sup> May 1989 **on** 6<sup>th</sup> August

#### IN

Se usa **in** con:

- Las partes del día  
**in** the morning / **in** the afternoon / **in** the evening
- Los meses  
**in** January / **in** December / **in** July / **in** April / **in** October
- Las estaciones  
**in** summer / **in** spring / **in** winter / **in** autumn
- Los años  
**in** 2002 **in** 1995
- Las décadas  
**in** the 1980's **in** the 90's
- Los siglos  
**in** the 20<sup>th</sup> century **in** the 16<sup>th</sup> century



## BY

Se usa **by** con una expresión de tiempo para indicar que algo ocurrirá no más tarde de ese momento.

*If they want to enjoy that offer, they have to book **by 5 o'clock**.* (Tienen que reservar **antes de o a las 5**, no más tarde)

*I'll be back from my holidays **by the 10<sup>th</sup> July** because my sister is getting married on the 11<sup>th</sup>.* (Volveré **antes de o el 10 de julio**)

## 5 PREPOSICIONES QUE INDICAN DURACIÓN

### UNTIL

Se usa **until** para indicar cuánto tiempo dura una situación señalando el momento en que termina.

*They'll be away **until Monday**.* (Estarán fuera **hasta** el lunes. El lunes vuelven)

### FROM ... TO ...

Se usa **from ... to ...** para indicar cuánto tiempo dura una situación señalando el momento en que empieza y termina.

*They'll be away **from Thursday to Monday**.* (Estarán fuera **de** jueves **a** lunes. Se van el jueves y vuelven el lunes)

### DURING

Se usa **during** + **sustantivo** para indicar cuando ocurre algo.

*I saw a funny film **during the flight**.*

*She met him **during her last holiday**.*

### FOR

Se usa **for** + periodo de tiempo para indicar cuánto dura una situación.

*The passengers had to wait **for 2 hours**.*

*We've stayed at a campsite **for 10 days**.*

### SINCE

Se usa **since** + expresión de tiempo para indicar cuánto tiempo dura una situación mencionando su comienzo.

*The passengers had to wait **since 4 o'clock**.*

*We've stayed at a campsite **since the 12<sup>th</sup> June**.*

*We've lived in the city **since we were born**.*

## 6 PREPOSICIONES DE LUGAR

### AT

Se usa **at** con:

- edificios con una finalidad concreta  
**at the station** **at the cinema**
- puntos en el espacio  
**at the corner** **at the bus stop**  
**at the end of the road**
- eventos  
**at the party** **at a concert**
- direcciones cuando se da el número  
**at 13 Main Street**

Fíjate

**at work / at home / at school / at university**

### IN

Se usa **in** con:

- espacios cerrados  
**in my bedroom** **in the box**
- calles y avenidas  
**in High Street** **in Bedford Avenue**
- pueblos, ciudades, países y continentes  
**in Eton** **in London**  
**in England** **in Europe**

Fíjate

**in bed / in hospital / in prison / in church**

### ON

Se usa **on** con:

- superficies  
**on the wall** **on page 15**  
**on the floor** **on the table**
- las plantas de un edificio  
**on the ground floor** **on the third floor**

Fíjate

**on an island** **on a farm**  
**on the beach** **on the left/right**  
**on the bus / the train / the plane**

### OTHER PLACE PREPOSITIONS

#### ABOVE/OVER

encima de (sin tocar)

*They hung the picture **above / over the fireplace**.*

#### UNDER

debajo de

*He left his suitcase **under my bed**.*

#### BEYOND

más allá de

*My home town is **beyond those mountains**.*

#### NEAR

cerca de

*The hotel was **near the city centre**.*

#### BY

junto a (cerca)

*She's standing **by the window**.*

#### NEXT TO

junto a (a la derecha o a la izquierda)

*The hotel was **next to the museum**.*

#### IN FRONT OF

delante de

*Mark was sitting **in front of me** on the plane.*

#### BEHIND

detrás de

*I was sitting **behind Mark** on the plane.*

#### OPPOSITE

enfrente de (frente a frente)

*The hotel was **opposite** a restaurant.*

#### BETWEEN

entre dos cosas o personas

*The hotel was **between a museum and a clothes shop**.*

#### AMONG

en medio de un grupo

*I was lost **among the people**.*



## 7 PREPOSICIONES DE MOVIMIENTO

### ACROSS

cruzar de un lado a otro

We **walked across the road** and ate at the restaurant **opposite** the hotel.

### ALONG

de un extremo al otro

We **walked along the road** to the city centre.

### THROUGH

a través de (entrando en y saliendo de un espacio cerrado)

The train **went through the tunnel**.

### OVER

por encima de

The plane **flew over Paris**.

### UNDER

por debajo de

Walk **under the bridge** to get to the station.

### Fijate

Algunos de estos nombres son siempre plurales **trousers, scissors, clothes...**

**Casual clothes** are my favourite.

### • Sustantivos incontables

Solo admiten singular.

I eat **rice** every day.

You shouldn't drink **wine**.

### Fijate

Algunos de estos nombres acaban en **-s (news, maths, gymnastics, politics...)** pero el verbo solo puede ir en singular.

The **news** was a real surprise.

Algunos sustantivos incontables en inglés son plurales en español (**cereal, toast, spaghetti...**)

**Spaghetti** is a good source of carbohydrates. (Los **espaguetis** son una buena fuente de carbohidratos)

**Cereal** is healthier than muffins for breakfast.

(Los **cereales** son más sanos para desayunar que las magdalenas)

### • Sustantivos contables o incontables según contexto

Algunos sustantivos pueden usarse como contables o incontables: **chocolate, salad, coffee...**

**Chocolate** is good for your heart. (El **chocolate** es bueno para el corazón)

I eat one or two **chocolates** every day. (Me como uno o dos **bombones** todos los días)

### • Uso de sustantivos incontables como contables

En algunas ocasiones necesitamos indicar una parte de un sustantivo incontable. Para ello podemos recurrir a las siguientes expresiones:

a **slice** of (una loncha de) **ham**

a **loaf** of (una barra de) **bread**

a **piece** of **toast** (una tostada)

a **tin** of (una lata de comida) **soup**

a **can** of (una lata de bebida) **coke**

a **spoonful** of (una cucharada de) **sugar**

a **teaspoonful** of (una cucharadita de) **flour**

a **pinch** of (una pizca de) **pepper**

a **bottle** of (una botella de) **wine**

a **glass** of (un vaso de) **beer**

a **cup** of (una taza) **coffee**

a **drop** of (una gota de) **brandy**

a **packet** of (un paquete de) **biscuits**

a **bar** of (una tableta de) **chocolate**

a **box** of (una caja de) **cereal**

## 3 EL ARTÍCULO INDEFINIDO (A/AN)

### 1 Forma

**a/an** + sustantivo singular **a** bottle  
**an** orange

## Unit 7

### 1 DAR CONSEJO

Para dar consejo se usan **should, ought to** (ver página 119) y **had ('d) better**.

#### SHOULD

You **should eat** less fast food.

We **shouldn't drink** too much alcohol.

**Should they bake** the cake first?

#### OUGHT TO

• Expresa consejo en ocasiones más informales.

• Las formas negativa e interrogativa son poco comunes.

I **ought to change** my diet.

He **oughtn't to have** so much fat.

What things **ought we to buy** to prepare that recipe?

#### HAD BETTER

• Expresa consejo de forma autoritaria. Implica una amenaza velada.

• **Had better** no es usual en la forma interrogativa.

You're putting on weight. You'**d better start** doing some exercise.

We'**d better not change** our Mediterranean diet.

## 2 SUSTANTIVOS CONTABLES E INCONTABLES

Los sustantivos pueden ser contables o incontables.

### • Sustantivos contables

Son nombres que admiten singular y plural.

I eat **a banana** every day.

I eat **bananas** because they're healthy.



## 2 Uso

El artículo indefinido se usa:

- Con los nombres contables en singular.  
*You need **an orange** to make that cake.*
- Con los sustantivos que indican profesión u oficio.  
*He's **a cook**.*  
*Her mother is **a nutritionist**.*

## 4 SOMEY ANY

**Some** y **any** acompañan a los nombres contables en plural.

- **Some** se utiliza en oraciones afirmativas. (unos / unas, algunos / algunas)  
*There are **some oranges** on the table.*
- **Any** se utiliza en oraciones negativas (ninguno / ninguna) y en oraciones interrogativas (unos / unas algunos / algunas).  
*I haven't bought **any oranges** yet.*  
*Are there **any fresh oranges** in the fridge?*

## 5 CUANTIFICADORES

Para indicar la cantidad se añaden las siguientes expresiones a los sustantivos.

SUSTANTIVOS CONTABLES	SUSTANTIVOS INCONTABLES
<b>some</b> <i>You need <b>some carrots</b> to cook that stew</i>	<b>some</b> <i>They want <b>some bread and butter</b></i>
<b>any</b> (negativa e interrogativa) <i>Did you <b>have any vegetables</b> yesterday?</i>	<b>any</b> (negativa e interrogativa) <i>There isn't <b>any water</b> left.</i>
<b>a lot of / lots of</b> <i>There was <b>a lot of food</b> on my plate.</i>	<b>a lot of / lots of</b> <i>She had <b>lots of pans</b> in the kitchen.</i>
<b>no</b> + sustantivo <i>What foods have <b>no carbohydrates</b>?</i>	<b>no</b> + sustantivo <i>There is <b>no coffee</b> in the cupboard. Do you want some tea instead?</i>
<b>many</b> <i>There weren't <b>many grapes</b> so I had to buy some more.</i>	<b>much</b> <i>I didn't put <b>much salt</b> in the scrambled eggs because I'm on a low-salt diet.</i>
<b>a few</b> (some) <i>You can <b>have a few cups of coffee</b> a day but no more than 3.</i>	<b>a little</b> (some) <i>You can have <b>a little sugar</b> but not too much if you don't want to put on weight.</i>
<b>few</b> (not many) <i>We have <b>few spoons</b>. We need to buy some more.</i>	<b>little</b> (not much) <i>They usually drink <b>little water</b> and the doctor said they should drink at least 2 litres.</i>
<b>fewer</b> <i>There are <b>fewer groceries</b> now than 20 years ago.</i>	<b>less</b> <i>I eat <b>less meat</b> and more fish now.</i>

## Fijate

**Some** y **a lot of / lots of** se usan normalmente en afirmativa mientras que **any**, **many** y **much** se utilizan en negativa e interrogativa.

**none** Es un pronombre y significa 'ninguno'. Se usa en oraciones afirmativas.

*We tried a lot of new dishes and we liked **none**.*

## Unit 8

### 1 EXPRESAR OBLIGACIÓN EN PRESENTE Y EN PASADO

Para indicar que es necesario o importante hacer algo se usan **must**, **have to**, **need to**, **be required to**, y **make someone do something**.

#### MUST

Indica que la obligación viene de la persona que habla. Solo se utiliza en presente. Para expresar obligación en otros tiempos se utiliza **have to**.

*I **must study** harder if I want to pass the exam.*

*How many times **must** we **repeat** the lesson to learn it?*

#### HAVE TO

Indica una obligación impuesta por otros, por ejemplo en órdenes o normas.

#### • Presente

Afirmativa	I/You/We/They / He/She/It	<b>have to</b> <b>has to</b>	verb
Interrogativa	<b>Do</b> I/you/we/they <b>Does</b> he/she/it	<b>have to</b> <b>have to</b>	verb?

*We **have to hand in** our homework today.*

*She **has to be** on time for class.*

*How many times **do** I **have to tell** you?*

#### • Pasado

Afirmativa	I/You/We/They He/She/It	<b>had to</b>	verb
Interrogativa	<b>Did</b> I/you/we/they he/she/it	<b>have to</b>	verb?

*They **had to study** for their exams.*

***Did** she **have to wear** a uniform at school?*



## • Futuro

Afirmativa	I/You/We/They He/She/It	<b>will have to</b> verb
Interrogativa	<b>Will</b> I/you/we/they he/she/it	<b>have to</b> verb?

He **will have to get** good marks if he wants to study Medicine.

**Will** we **have to sit** exams every month?

## NEED TO

Indica una obligación o recomendación.

### • Presente

Afirmativa	I/You/We/They He/She/It	<b>need to</b> <b>needs to</b>	verb
Interrogativa	<b>Do</b> <b>Does</b>	I/you/we/they he/she/it	<b>need to</b> verb?

I think you **need to buy** a new tracksuit for our judo lessons.

**Does** she **need to study** French?

### • Pasado

Afirmativa	I/You/We/They/He/She/It	<b>needed to</b>	verb
Interrogativa	<b>Did</b>	I/you/we/they/he/she/it	<b>need to</b> verb?

They **needed to look up** new words in the dictionary to do their homework.

**Did** you **need to take** that exam too?

## BE REQUIRED TO

Indica una obligación o requisito legal.

### • Presente

Afirmativa	I He/She/It You/We/They	<b>am ('m)</b> <b>is ('s)</b> <b>are ('re)</b>	<b>required to</b> verb
Interrogativa	<b>Am</b> I <b>Are</b> you/we/they <b>Is</b> he/she/it		<b>required to</b> verb?

Teachers **are required to take** the competitive examination to work in state schools.

**Am** I **required to have** an identification card?

### • Pasado

Afirmativa	I/He/She/It You/We/They	<b>was</b> <b>were</b>	<b>required to</b> verb
Interrogativa	<b>Was</b> I/he/she/it <b>Were</b> you/we/they		<b>required to</b> verb?

Was he **required to show** his ID to take his A levels?

Students **were required to wear** a uniform.

## MAKE SOMEONE DO SOMETHING

Indica quién impone la obligación.

### • Presente

Afirmativa	I/You/We/They He/She/It	<b>make</b> <b>makes</b>	<b>IO</b>	verb
Interrogativa	<b>Do</b> I/you/we/they <b>Does</b> he/she/it	<b>make</b> <b>make</b>	<b>IO</b>	verb?

Teachers **make students do** homework at home.

**Does** the headmaster **make teachers punish** naughty students?

### • Pasado

Afirmativa	I/You/We/They He/She/It	<b>made</b>	<b>IO</b>	verb
Interrogativa	<b>Did</b> I/you/we/they he/she/it	<b>make</b>	<b>IO</b>	verb?

James **made Pam insult** the teacher.

**Did** you **make Sam call** his father?

## 2 FALTA DE OBLIGACIÓN

Para indicar que no es necesario o importante hacer algo se usan **not have to**, **not need to**, y **not be required to**.

## NOT HAVE TO

Indica ausencia de obligación, que no es necesario hacer algo.

### • Presente

I/You/We/They	<b>do not have to</b> <b>(don't)</b>	verb
He/She/It	<b>does not have to</b> <b>(doesn't)</b>	verb?

University students **don't have to participate** in extra-curricular activities if they don't want to.

She **doesn't have to hand in** her paper until next week.

### • Pasado

I/You/We/They He/She/It	<b>did not have to</b> <b>(didn't)</b>	verb
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At my time, **we didn't have to study** two languages at school.

She **didn't have to bring** her dictionary to class. We can take them from the library.



### • Futuro

I/You/We/They He/She/It	<b>will not have to</b> (won't)	verb
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The students **won't have to read** any books this term.  
He **won't have to pick** his sister **up** from school. My mum will.

### NOT NEED TO

Tiene el mismo uso que **not have to**.

### • Presente

I/You/We/They	<b>do not need to</b> (don't)	verb
He/She/It	<b>does not need to</b> (doesn't)	verb

Students **don't need to come** early on Monday morning. Their science class has been cancelled.  
Mary **doesn't need to look** words **up** in the dictionary. She has a good command of vocabulary.

### • Pasado

I/You/We/They He/She/It	<b>did not need to</b> (didn't)	verb
----------------------------	------------------------------------	------

I was tired, **but I didn't need to stop**.  
Students **didn't need to get** approval from other students, but from their teachers.

### NOT BE REQUIRED TO

Indica falta de obligación legal.

### • Presente

I	<b>am not</b> ('m not)	<b>required to</b>	verb
He/She/It	<b>is not</b> (isn't)		
You/We/They	<b>are not</b> (aren't)		

However, teachers **are not required to take** the competitive examination to work in private schools.

### • Pasado

I/ He/She/It	<b>was not</b> (wasn't)	<b>required to</b>	verb
You/We/They	<b>were not</b> (weren't)		

He **wasn't required to pass the exam** to get his degree.  
We **weren't required to attend** religious services at school.

## 3 PERMISO

Para expresar permiso se usan **can**, **could** y **may**, **be allowed to** y **let someone do something**.

### CAN

Se usa para indicar permiso en presente.

You **can go out** when you finish your homework.  
**Can I see** your answers?

### MAY

Se utiliza para dar y pedir permiso en presente de manera formal.

You **may talk** to your tutor after class.  
**May I ask** you a question?

### COULD

Se usa para expresar permiso en pasado.

Teachers **could smoke** in class in the 1970s.  
**Could** you **chew** gum in class when you were at school?

### BE ALLOWED TO

Expresa un permiso legal (normas, leyes, órdenes,...).

### • Presente

Afirmativa	I	<b>am</b> ('m)	<b>allowed to</b> verb
	He/She/It	<b>is</b> ('s)	
	You/We/They	<b>are</b> ('re)	
Interrogativa	Am		<b>allowed to</b> verb?
	Are	you/we/they	
	Is	he/she/it	

Students **are allowed to ask** questions after class.  
**Are** teachers **allowed to punish** their students?

### • Pasado

Afirmativa	I/ He/She/It	<b>was</b>	<b>allowed to</b> verb
	You/We/They	<b>were</b>	
Interrogativa	Was	I/you/we/they	<b>allowed to</b> verb?
	Were	he/she/it	

They **were allowed to have** tattoos at school when they were young.  
**Was** he **allowed to borrow** books without a library card?

### LET SOMEONE DO SOMETHING

Indica quién impone la obligación.

### • Presente

Afirmativa	I/You/We/They	<b>let</b>	<b>IO</b> verb
	He/She/It	<b>lets</b>	
Interrogativa	Do	I/you/we/they	<b>IO</b> verb?
	Does	he/she/it	

My maths teacher **lets us work** in pairs.  
**Do** they **let you use** your mobile in class?

### • Pasado

Afirmativa	I/You/We/They	<b>let</b>	<b>IO</b> verb
	He/She/It		
Interrogativa	Did	I/You/We/They	<b>IO</b> verb?
		He/She/It	



# Reference Section

Did your teachers **let you use** a calculator in the 60s?  
My mum **let us watch** TV when we got home from school.

## 4 PROHIBICIÓN

Para expresar la ausencia de permiso o prohibición en presente se usan **cannot (can't)**, **must not (mustn't)**, **not be allowed to** y **not let someone do something**.

### CANNOT (CAN'T)

Se usa para indicar prohibición en presente.  
You **can't check** the answers with your classmates.

### MUST NOT (MUSTN'T)

Se usa para indicar prohibición en presente al igual que **cannot (can't)**.  
You **mustn't speak** when the teacher is speaking.

### Fijate

**Must** y **have to** se usan en afirmativa para expresar obligación pero en negativa expresan algo totalmente diferente: **mustn't** indica prohibición mientras que **not have to** es ausencia de obligación.

You **mustn't tell** your classmates.  
(No debes decírselo a tus compañeros)

You **don't have to tell** your classmates.  
(No es necesario que se lo digas a tus compañeros)

### NOT BE ALLOWED TO

Indica una prohibición impuesta por otras personas (reglas, leyes...).

Se usa en lugar de **cannot** y **mustn't** en otros tiempos diferentes al presente.

#### • Presente

I	<b>am ('m) not</b>		
He/She/It	<b>is not (isn't)</b>	<b>allowed to</b>	verb
You/We/They	<b>are not (aren't)</b>		

We **aren't allowed to smoke** on school grounds.

Eating in class **isn't allowed**.

#### • Pasado

I/He/She/It	<b>was not (wasn't)</b>	<b>allowed to</b>	verb
You/We/They	<b>were not (weren't)</b>		

She **wasn't allowed to speak** Spanish in her English class.

Students **weren't allowed to be** late to class.

### NOT LET SOMEONE DO SOMETHING

Indica quién impone la prohibición y a quién o a quiénes se la impone.

#### • Presente

I/You/We/They	<b>do not let (don't)</b>	<b>IO</b>	verb
---------------	---------------------------	-----------	------

He/She/It	<b>does not let (doesn't)</b>	<b>IO</b>	verb
-----------	-------------------------------	-----------	------

Of course, my father **doesn't let me play truant**.  
Teachers **don't let us cheat** on exams.

#### • Pasado

I/You/We/They	<b>did not let</b>	<b>IO</b>	verb
He/She/It	<b>(didn't)</b>		

Her science teacher was really strict. She **didn't let her students misbehave**.

I **didn't let my daughter be late** for class.

## Unit 9

### 1 ORACIONES EXCLAMATIVAS

Las oraciones exclamativas se usan con los siguientes conectores: **so**, **such**, **how**, **what**, **that's**, para expresar sorpresa y admiración.

#### SO AND SUCH

Subject	verb	so	adjective / adverb!
Sean	spoke to me	so	rudely!
She	's	so	polite!

Subject	verb	such a/an	(adj.) noun!
That	's	such a	selfish behaviour!
It	was	such an	incredible situation!
I	have	such	little time to have guests!
You	can't have	such	terrible manners!

#### HOW AND WHAT

How	adjective /adverb!		
How	polite!		
How	rudely	she behaved to me!	
What	a/an	(adj.)	noun!
What	a	selfish	behaviour!
What	an	embarrassing	situation!
What		awful	food!
What		terrible	manners!

#### THAT'S

That's	a/an	(adj.)	noun!
That's	a	funny	toast!
That's		good	news!
That's		rude!	



## 2 REALIZAR, ACEPTAR Y RECHAZAR INVITACIONES

Las siguientes expresiones se usan para realizar, aceptar o rechazar invitaciones.

### REALIZAR INVITACIONES

#### FORMAL

*Would you like to + verb?*  
*Would you like to come to my birthday party?*  
*Could I possibly ask/invite you to + verb?*  
*Could I possibly ask you to have a drink?*

#### INFORMAL

*Do you fancy + -ing?*  
*Do you fancy going to the cinema with me?*  
*What/How about + -ing?*  
*What/How about going for a walk?*  
*It's my treat / I'll get this. (I will pay)*

### ACEPTAR INVITACIONES

*I'd like to.*  
*I'd like that.*  
*I'd love to.*  
*Good idea.*  
*What an excellent idea!*  
*It would be a pleasure. (formal)*  
*It / That sounds great, thanks!*

### RECHAZAR INVITACIONES

*I'd love to but...*  
*I'd love to but I'm afraid I can't.*  
*I'd love to, really, but I'm afraid it's not possible.*  
*I'm sorry but I can't. I'm busy.*  
*Sorry, I can't. (informal)*  
*Perhaps another time.*

## 3 DAR LAS GRACIAS Y CONTESTAR

Para dar las gracias y contestar se usan las siguientes expresiones.

### DAR LAS GRACIAS

#### INFORMAL

*Thank you. Thanks. Cheers!*  
*Thanks a lot! (Muchas gracias)*  
*Thanks a million. (Un millón de gracias)*

#### FORMAL

*Thank you so much.*  
*Thank you very much indeed.*  
*Thank you (so much) for...*  
*I (really) must thank you for...*  
 (Tengo que darle las gracias por... / Tengo que agradecerle que...)

### CONTESTAR

*Not at all* (No hay por qué)  
*You're welcome.*  
*Any time.* (De nada)  
*It's a pleasure.* (Es un placer)  
*That's all right/ok.* (Está bien)  
*Don't worry about it.* (No te preocupes)

## 4 EXPRESIONES DE BIENVENIDA Y DESPEDIDA

Para dar la bienvenida y despedirse se pueden usar las siguientes expresiones.

### EXPRESIONES DE BIENVENIDA

*Welcome home / Welcome to my...*  
 (Bienvenido/a a casa / a mi...)  
*Make yourself at home!*  
 (Como si estuvieras en tu casa)

### EXPRESIONES DE DESPEDIDA

*Goodbye / Bye*  
*See you soon! See you later! Cheerio!*  
 (Hasta pronto / Hasta luego)  
*Take care* (Cuidate)  
*Keep in touch* (Hablamos pronto)

## 5 EXCLAMACIONES

Estas son algunas de las exclamaciones más usuales en inglés.

*Oh my God!*  
 (Puede expresar entusiasmo, emoción, ilusión, asombro, susto, asco o desprecio. Algunas personas consideran la expresión ofensiva)  
*Leave me alone!* (Déjame en paz)  
*Come on! Hurry up! Let's go!* (¡Vamos!)  
*Are you kidding me?* (US)  
*You must be joking!* (UK) (¡Estás de broma!)  
*Shut up! Be quiet!* (¡Cállate!)

## 6 ANY TIME (THAT) / EVERY TIME (THAT)

Estos conectores normalmente introducen algo que ocurre siempre en una situación concreta.

*Every time* } *(that) + subject + verb, subject + verb*  
*Any time* }

*Every time (that) he uses swear language, he shows his rudeness.*  
*Any time (that) I go to a party, I bring a cake or some wine.*



Fijate

Every time indica la repetición de una situación mientras que any time se refiere a una situación, sin concretar el momento en que ocurre.

Unit 10

1 BE GOING TO Y PRESENT CONTINUOUS: PLANES E INTENCIONES

Recuerda que para expresar planes e intenciones se utilizan los tiempos be going to y present continuous (ver página 118).

2 BE GOING TO Y BE ABOUT TO: PREDICCIONES

Además del futuro will para expresar predicciones basadas en una opinión (ver página 118), se pueden usar be going to y be about to para expresar predicciones.

BE GOING TO

1 Forma

Consulta página 118.

2 Uso

Con este tiempo se hacen predicciones basadas en un hecho evidente.

She gave him her phone number so they're going to meet again.  
I heard Tom and his girlfriend broke up. They aren't going to get married.

BE ABOUT TO

1 Forma

Este tiempo se forma con el verbo to be, la expresión about to y el infinitivo del verbo correspondiente.

Afirmativa	I	am ('m)	about to verb
	He/She/It	is ('s)	
	You/We/They	are ('re)	
Negativa	I	am ('m) not	about to verb
	He/She/It	is not (isn't)	
	You/We/They	are not (aren't)	
Interrogativa	Am	I	about to verb?
	Are	you/we/they	
	Is	he/she/it	

2 Uso

Indica que la acción futura está muy próxima al presente, a punto de comenzar.  
He has taken a ring out of his pocket.  
Oh, he's about to propose to her.  
Are you about to split up? I can't believe it.

3 ACUERDO Y DESACUERDO

Existen varias formas de expresar acuerdo o desacuerdo con las opiniones de otros.

AGREEING	DISAGREEING
I hate being alone. – Me too. (Yo también)	I haven't met anyone interesting yet. – Well, I have!
I didn't celebrate St. Valentine's day. – Me neither. (Yo tampoco)	I met my husband on a dating website. – I didn't.
This couple has no future. – I think so. (Estoy de acuerdo)	He really loves her. – I don't think so. (No estoy de acuerdo)
Online dating can be risky. – I (absolutely) agree. (Estoy absolutamente de acuerdo)	I think he's not the right man for Carol. – I don't agree (at all). (No estoy de acuerdo en absoluto)
You must be sincere when you date someone online. – You're (absolutely) right. (Tienes (toda la) razón)	You need to know someone to love them. – I disagree. (No estoy de acuerdo)
A good sense of humour is essential. – Absolutely! (Sin duda)	They should have a baby. – Absolutely not! (¡De ninguna manera!)



## 4 SUFIJOS PARA FORMAR ADJETIVOS

Los sufijos **-ful** y **-less** se utilizan para formar adjetivos a partir de sustantivos. **-ful** sugiere 'lleno de' y **-less** que 'carece de' o 'sin'.

NOUN	ADJECTIVE	
	-FUL	-LESS
care	careful	careless
help	helpful	helpless
use	useful	useless
hope	hopeful	hopeless
colour	colourful	colourless
pain	painful	painless

### Fíjate

Estos adjetivos tienen varios significados en castellano, según lo que se quiera expresar: **helpful** (útil), **helpless** (incapaz), **hopeful** (esperanzador), **hopeless** (sin remedio).

The situation was **hopeless**. She felt as **helpless** as a baby.  
(La situación era desesperada. Se sentía tan desvalida como un niño)

They were **helpless** with laughter.  
(Eran incapaces de dejar de reír)

I'm **hopeless** at maths.  
(No puedo con las matemáticas)

## 5 ORACIONES TEMPORALES

### 1 Uso

Las oraciones temporales indican cuando ocurre un acontecimiento con relación a otro. Van introducidas por los siguientes conectores:

**after** (después de que), **as soon as** (tan pronto como), **at the time that** (mientras), **before** (antes de que), **once** (una vez que) **the moment (that)** (en el momento en que), **until** (hasta), **as** (cuando), **when**.

### 2 Forma

TIME CLAUSES			
<b>Before</b>		<b>must</b>	} verb
<b>After</b>		<b>should</b>	
<b>When</b>	sub present simple, sub	<b>will</b>	
<b>As soon as</b>		<b>can</b>	
<b>The moment that</b>		<b>may</b>	
<b>Until</b>	imperative		

### Fíjate

Aunque las oraciones temporales se refieren al futuro, siempre llevan el verbo en presente.

**As soon as you meet** the right person, you'll know.

They won't talk to each other **until the divorce is** over.

**Before you go** speed dating, you should try to meet people in a different way.

**After she gets** married, she may have a baby.

**When we find** the love of our life, we must keep it.



# Reference Section

## WRITING REFERENCE

### ANTES DE EMPEZAR A ESCRIBIR

Cuando vayas a escribir una redacción es imprescindible leer bien las instrucciones y tener en cuenta lo siguiente:

- La situación o el tema sobre el que tendrás que escribir. (p. ej. *You have a relative or a friend who is living abroad and is coming back in a month...*)
- Quién va a leerla (p. ej. *Write an email to a language school asking for information...*). Esto te ayudará a decidir que estilo debes utilizar: formal o informal.
- El tipo de redacción:
  - Emails informales a personas que conoces bien (invitaciones, contestaciones a invitaciones, ofreciendo o pidiendo información / consejo, etc).
  - Emails formales a personas que no conoces.
  - Descripciones de personas, lugares, celebraciones, etc.
  - Historias o anécdotas reales o inventadas.
  - Instrucciones (recetas, indicaciones para llegar a algún sitio o utilizar un aparato, etc).
  - Artículos expresando tu opinión sobre un tema.
  - Reseñas sobre películas, libros, conciertos, etc.
- Los puntos específicos que debes mencionar. (p. ej. *Write a request for information to an Internet travel agent's about places to visit, travel arrangements and things to do*)

### PLANIFICA LA REDACCIÓN

Antes de empezar a escribir es importante organizar las ideas que vas a utilizar.

- Empieza por anotar las ideas, palabras y expresiones que se te ocurran en relación con el tema de tu redacción. Asegúrate de que las ideas son relevantes teniendo en cuenta las indicaciones que se te dan.
- Organiza las ideas en párrafos. Un párrafo se organiza de la siguiente manera.
  - **Introducción:** Una frase que introduce el tema y atrae la atención del lector.
  - **Cuerpo:** Frases que desarrollan las ideas relacionadas con el tema.
  - **Conclusión:** Una frase que resume el tema o expresa una opinión.

### Introducción

There have been many inventions which have changed our lives. For example, kitchen appliances such as the washing-machine or the microwave have made our lives easier. Also, planes and cars have improved transport, and mobile phones have transformed communication. However, there is something which really has revolutionized our world: the Internet. It has provided us with a whole world of information and it's impossible to imagine a world without it nowadays. Therefore, I think the Internet is the most important piece of technology in the last 100 years.

### Cuerpo

### Conclusión

## REVISA LA REDACCIÓN

Una vez hayas acabado de redactar tu redacción **siempre** comprueba...

- que las oraciones están completas (recuerda que en inglés siempre se necesita sujeto).
- el orden de la oración.
- los tiempos verbales.
- la concordancia del verbo y el sujeto.
- la ortografía de las palabras.
- la puntuación (comas, puntos, signos de interrogación y exclamación, etc).
- que no se repiten las mismas palabras y expresiones.

## EL ORDEN DE LA ORACIÓN

En inglés el orden usual de los elementos de la oración es el siguiente:

S	V	IO	DO	Manner	Place	Time
She	sent	him	her reports	quickly	to the office	yesterday.
I	gave	her	a present		at the party	last week.
They	didn't ask	me	my name	politely.		



### Recuerda:

- Los adverbios de frecuencia (*always, usually, often, sometimes, never*) se colocan delante del verbo principal pero detrás del verbo **to be**.

*She **usually stays** at home on Sunday.*

*We're **never** late for work.*

***Something is** happening around the world.*

***No-one was** waiting for me.*

- Los adverbios de modo normalmente van detrás del verbo o del objeto directo si lo hay.

*We worked **hard**.*

*He talked to me **rudely**.*

- Los adverbios de tiempo normalmente van al final de la oración pero pueden colocarse al principio para darles más importancia.

*I saw that movie **yesterday**.*

***Yesterday** I saw that movie.*

- Los adjetivos calificativos siempre se colocan delante del sustantivo al que califican.

*The **old man** helped the **Asian immigrants**.*

- Cuando hay dos complementos (directo e indirecto) en una oración, normalmente el indirecto se coloca después del verbo.

*I sent **him an email**.*

Pero también puede ir después del complemento directo precedido de la preposición **to**.

*I sent **an email to him**.*

***Something is** happening around the world.*

***No-one was** waiting for me.*

- Algunos sustantivos acaban en **-s** pero son incontables (*news, maths, gymnastics, politics...*) y por lo tanto llevan el verbo en singular.

*The **news was** a real surprise.*

***Maths is** my favourite subject.*

- Algunos sustantivos son siempre plurales (*trousers, scissors, clothes...*) y no se pueden usar en singular.

***Casual clothes are** my favourite.*

***Tight trousers were** fashionable at that time.*

## SIGNOS DE PUNTUACIÓN

Utilizar los signos de puntuación adecuados es esencial para organizar las ideas de manera clara y precisa.

Observa el siguiente párrafo sin signos puntuación.

its difficult to imagine a life without a mobile phone the Internet or even without television weve built a society where most peoples everyday lives are linked to technology in one way or another were sometimes unable to spend a day without using our gadgets some scientists say were addicted to them in conclusion weve become a technosociety

Ahora comprueba la diferencia al poner los signos de puntuación.

It's difficult to imagine a life without a mobile phone, the Internet, or even without television. We've built a society where most people's everyday lives are linked to technology in one way or another. We're sometimes unable to spend a day without using our gadgets. Some scientists say "We're addicted to them". In conclusion, we've become a techno-society.

## LA CONCORDANCIA DEL SUJETO Y EL VERBO

El sujeto concuerda en número con el verbo.

***A man is** sitting on a bench.*

***Two men are** sitting on a bench.*

### Recuerda:

- Los sustantivos colectivos que describen un grupo de personas (*army, band, class, crowd, family, government, staff, team...*) pueden llevar el verbo en singular o plural.

*His **family like/likes** doing sport.*

- Con 'people' el verbo va en plural.

***People are** worried about the wrong use of mobile phones.*

- Con los pronombres indefinidos (*everybody, something, anybody*, etc) el verbo va en singular.

***Everybody uses** the Internet nowadays.*

### 1 Signos de puntuación

Los principales signos de puntuación son:

comma (,)

apostrophe (')

full stop or period (.)

quotation marks ('...')

question mark (?)

exclamation mark (!)



## 2 Usos

- **Comma** se usa para separar...

- palabras en una lista.

*I can't live without my mobile, my laptop, and my iPod.*

- las dos partes de una oración.

*Although he won the lottery, he didn't feel happier.*

- **Full stop** se usa...

- para terminar una oración afirmativa o negativa.

*He visited a palmist because he wanted to know his future.*

- con abreviaturas (no obligatorio).

*Mr. Johnson visited Dr. Douglas in the U.S.*

- **Question mark** se usa...

- al final de una oración interrogativa.

*Do you think you'll get a better job in the future?*

- **Exclamation mark** se usa...

- al final de oraciones exclamativas (que expresan sorpresa, enfado, admiración.)

*What a clever robot!*

*That's unbelievable!*

*Shut up!*

- detrás de interjecciones.

*Wow!*

*Yippee!*

- **Apostrophe** se usa para indicar...

- posesión.

*That is Michael's new laptop.*

- palabras contraídas.

*We'll get married soon.*

*Carol isn't going to learn any more languages.*

- **Quotation marks** se usan para indicar que lo que va entre comillas son las palabras exactas de alguien.

*'I prefer to write my books by hand than type them into my computer', the writer said.*

## EL USO DE MAYÚSCULAS

Se utilizan las mayúsculas en los siguientes casos:

- la primera palabra de una oración.

*Life will be different in the future. People won't work so long hours.*

- el pronombre 'I'.

*I think I will invest the money I won in the lottery.*

- los nombres propios de personas.

*The futurologist Susan Lee says we'll slow down ageing in the future.*

- los títulos delante de nombres de persona.

*Mr. Jones, Mrs. Sheila Lewis, Ms. Carol Pattinson, Dr. McDougall, Professor Ian Hughes...*

- los nombres propios de lugares (calles, ciudades, regiones, países, continentes, planetas, ríos, mares, montañas...).

*Knighton Road, Dublin, the English Midlands, Scotland, Europe, the Earth, the river Thames, the Mediterranean Sea, the Pyrenees...*

- los días de la semana, meses, días festivos y períodos vacacionales.

*Monday, September, Mother's Day, Christmas, Easter, etc*

- los nombres de nacionalidades e idiomas.

*He's English and studies French at school.*

## NARRACIONES EN PRIMERA PERSONA

Cuando escribimos sobre una experiencia que nos ha ocurrido es importante tener en cuenta los siguientes aspectos.

### 1 La estructura

Una anécdota o historia consta de:

- **Introducción:** un párrafo que describe el escenario (protagonistas, dónde, cuándo, circunstancias...).
- **Cuerpo:** uno o dos párrafos que desarrollan los principales acontecimientos en la historia, presentándolos en el orden en el que tuvieron lugar.
- **Conclusión:** Un párrafo que incluye la resolución de la historia (resultado, reacciones, sentimientos...)



## Introducción

**When** we were young, we used to travel a lot. So one weekend we planned a trip to Rome.

**After** we finished packing our suitcases, we drove to the airport. It was snowing heavily so we were caught in a traffic jam for an hour.

**By the time** we arrived to our terminal, a lot of furious people were shouting at the check-in desk.

**While** we were waiting there, someone **suddenly** hit one of the employees. **Next** some security guards arrived. **Then**, someone told us that there was a strike and our flight was cancelled.

We waited for half an hour and **finally** we decided to come back home. **In the end** we spent our weekend watching a movie called 'Roman Holiday'.

## Conclusión

### 2 Tiempos narrativos

Para contar una anécdota o historia se usan varios tiempos verbales.

- **Past Simple:** para describir las secuencias de acciones acabadas.

First we **finished** packing our suitcases and then we **drove** to the airport.

- **Past Continuous:** para describir las circunstancias o acciones en progreso.

It **was snowing** heavily so we were caught in a traffic jam.

We noticed a lot of furious people **were shouting** there.

- **Used to:** para describir hábitos en el pasado.

Two years ago my girlfriend and I **used to travel** a lot.

### 3 Cómo secuenciar los acontecimientos

Fíjate en las palabras resaltadas en azul en la historia (**when, after, by the time, while, suddenly, next, then, finally, in the end**).

Son conectores que indican el orden de los acontecimientos.

## Cuerpo

## CONECTORES DE SECUENCIA

### COMIENZO

First Firstly First of all To begin with

### CONTINUACIÓN

Then Next Later After that Immediately

### FINAL

Finally In the end Eventually

### ANTERIORIDAD

Before By the time

### POSTERIDAD

After When As soon as

### SIMULTANEIDAD

While When At that moment

### INTERRUPCIÓN

Suddenly Unexpectedly

## EMAILS INFORMALES

Un email informal se escribe a alguien que se conoce bien (amigos, parientes...) en un estilo personal y coloquial.

### 1 Tipos

Normalmente se escriben emails informales para...

- ponerse al día sobre lo que nos ha ocurrido.
- pedir o dar consejo sobre problemas personales.
- hacer, aceptar o rechazar una invitación.
- pedir o dar información.

### 2 Estructura

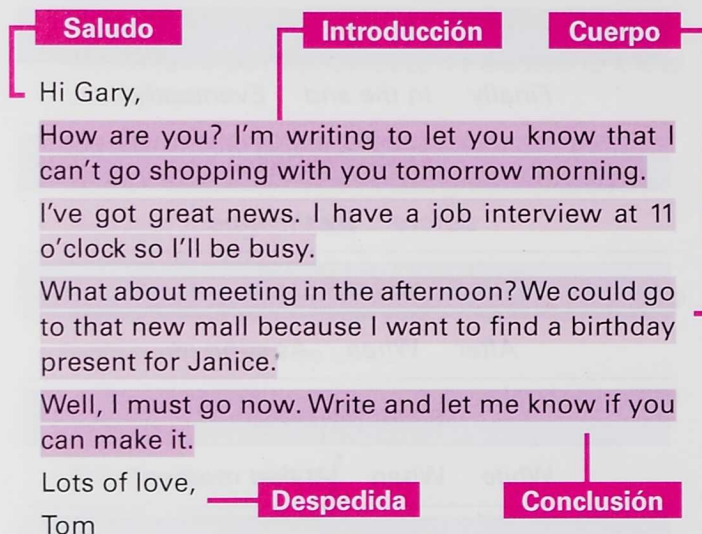
Un email informal consta de las siguientes partes.

- **Saludo:** Dear..., / Hi...,
- **Introducción:** se suele preguntar por la salud del destinatario y se menciona el motivo por el que se escribe.



# Reference Section

- **Cuerpo:** se desarrollan los diferentes temas en detalle. Cada tema debe aparecer en un párrafo distinto.
- **Conclusión:** normalmente se cierra el email con una frase que resume lo que te gustaría que pasase en el futuro.
- **Despedida:** *Love / Lots of love / Best wishes / Give my regards to... / Take care / Cheers.*



## 3 Frases usuales para introducir y concluir un email informal

### INTRODUCCION

How are you?  
 Sorry I haven't written for ages.  
 I haven't heard from you for ages.  
 Thanks very much for your email.  
 Congratulations on your...  
 I'm writing to let you know that...  
 I'm writing because...

### CONCLUSIÓN

That's all for now.  
 Well, I must'd better go now.  
 Write soon.  
 I can't wait to hear from you.  
 Write and let me know...  
 Please, write back soon.

## 4 Registro informal

El estilo informal se caracteriza por...

- expresiones y vocabulario coloquiales:  
*Thanks a million. / Drop me a line.*
- uso frecuente de formas verbales cortas.  
*I can't go shopping with you as I'm busy.*
- conectores sencillos como los resaltados en el email *but, so, because, and...*  
*We can have lunch together and then go for a walk.*  
*I'd like to see you but I have to work late.*
- oraciones cortas.  
*Thanks a lot for the invitation. I'd love to come.*
- tono personal (uso de la primera persona)...  
*I've got great news. I've found a job.*

## EXPRESAR CAUSA Y CONSECUENCIA

Para expresar **motivo** o **causa** se usan *as* y *because*.

### 1 Forma

#### CAUSE CLAUSES

*because* } subject + verb ..., subject + verb  
*as* }

### ¡Fíjate!

Las oraciones introducidas por *as* y *because* suelen iniciar la frase. Cuando la causa se pone primero, se añade una coma.

*As it's offensive, don't use the word 'negro'.*

*Don't use the word 'negro' as it's offensive.*

*Don't kiss people when you meet them in the UK because this is impolite.*

*Because she was late, she couldn't take the test.*

Para expresar **consecuencia** o **resultado** se usa *so*.

*Carl has a family reunion on Sunday so he won't be able to have lunch with us.*

*They invited Sally to the wedding, so she had to buy them a present.*



## WORDLIST

### UNIT 1

#### Adjectives

cultural /'kʌltʃərəl/  
ethnic /'eθnɪk/  
foreign /'fɔːrən/  
historical /hɪ'stɒrɪkəl/  
industrial /ɪn'dʌstriəl/  
local /'ləʊkəl/  
low /ləʊ/  
mixed /mɪkst/  
multicultural /,mʌlti'kʌltʃərəl/  
multiethnic /,mʌlti'eθnɪk/  
own /əʊn/  
racial /'reɪʃəl/  
stereotypical /,stɪəriə'tɪpɪkəl/

#### Adverbs

abroad /ə'brɔːd/  
anymore /,eni'mɔː/  
culturally /'kʌltʃərəli/  
ethnically /'eθnɪkəli/  
still /stɪl/

#### Nouns

benefit /'benɪfɪt/  
brain drain /'breɪndreɪn/  
brand /brænd/  
chain stores /'tʃeɪnstɔːz/  
consumer /kən'sjuːmə/  
consumerism /kən'sjuːməɪzəm/  
custom /'kʌstəm/  
descendant /dɪ'sendənt/  
dictatorship /dɪk'tetəʃɪp/  
drawback /'drɔːbæk/  
ginger /'dʒɪndʒə/  
globalisation /,glɒbəlaɪzəʃən/  
heritage /'herɪtɪdʒ/  
high street /haɪ'stri:t/  
immigration /,ɪmɪ'ɡreɪʃən/  
inhabitant /ɪn'hæbɪtənt/  
integration /,ɪntɪ'ɡreɪʃən/  
marriage /'mæɪrɪdʒ/  
minority /maɪ'nɒrɪti/  
oppression /ə'preʃən/  
persecution /,pɜːsɪ'kjuːʃən/

poverty /'pɒvəti/  
produce /'prɒdjuːs/  
queue /kjuː/  
refugee /,refjʊ'dʒiː/  
segregation /,seɡrɪ'geɪʃən/  
store /stɔː/  
trade /treɪd/

#### Verbs

close down /'kləʊz'daʊn/  
emigrate /'emɪɡreɪt/  
immigrate /'ɪmɪɡreɪt/  
make up /'meɪk'ʌp/  
own /əʊn/  
queue /kjuː/  
shop /ʃɒp/  
smell /smel/  
taste /teɪst/

### UNIT 2

#### Adjectives

deaf /def/  
developing /dɪ'veləpɪŋ/  
easy-to-use /'iːzɪtuː'juːz/  
eco-friendly /'iːkəʊ'frendli/  
efficient /ɪ'fɪʃnt/  
harmful /'hɑːmfəl/  
long lasting /'lɒŋləːstɪŋ/  
loud /laʊd/  
reliable /rɪ'laɪəbəl/  
rude /ruːd/  
up-to-date /,ʌptə'deɪt/

#### Idiomatic Expressions

stay in touch with /'steɪn'tʌtʃwɪð/  
(*maintain communications with someone*)

#### Nouns

appliance /ə'plɑːns/  
battery /'bætri/  
behaviour /brɪ'heɪvə/  
bulletproof /'bʊlɪtpruːf/  
care /keə/  
chemistry /'kemɪstri/  
contact lenses /'kɒntækt 'lenzɪz/  
cooker /'kʊkə/  
designer /dɪ'zaɪnə/

discovery /dɪ'skʌvəri/  
dishwasher /'dɪʃwɒʃə/  
dust /dʌst/  
engine /'endʒɪn/  
engineer /,endʒɪ'nɪə/  
environment /ɪn'vaɪərənmənt/  
fridge /frɪdʒ/  
handkerchief /'hæŋkətʃɪf/  
hearing aid /'hɪərɪŋ eɪd/  
improvement /ɪm'pruːvmənt/  
invention /ɪn'venʃən/  
inventor /ɪn'ventə/  
laptop /'læptɒp/  
launderette /ləʊn'dret/  
microwave oven /'maɪkrəʊweɪv'ʌvən/  
physics /'fɪzɪks/  
pill /pɪl/  
printing /'prɪntɪŋ/  
printing press /'prɪntɪŋ pres/  
science /'saɪəns/  
scientist /'saɪəntɪst/  
screen /skriːn/  
sewing machine /'səʊɪŋmə'ʃiːn/  
steam /stiːm/  
text message /tekst 'mesɪdʒ/  
vacuum cleaner /'vækjuəm 'kliːnə/  
washing machine /'wɒʃɪŋ mə'ʃiːn/  
workshop /'wɜːkʃɒp/

#### Verbs

annoy /ə'noɪ/  
behave /brɪ'heɪv/  
break down /'breɪk'daʊn/  
design /dɪ'zaɪn/  
detect /dɪ'tekt/  
develop /dɪ'veləp/  
download /,daʊn'ləʊd/  
improve /ɪm'pruːv/  
invent /ɪn'vent/  
manufacture /,mænʃʊ'fæktʃə/  
melt /melt/  
overhear /,əʊvə'hɪə/  
see /siː/  
suck /sʌk/  
surf /sɜːf/



## UNIT 3

### Adjectives

cut off /'kʌt,ɒf/  
dial-up /'daɪəl,ʌp/  
organically grown /ɔ:'gænikəli,grəʊn/  
scruffy /'skrʌfi/  
shocked /'ʃɒkt/  
tiny /'taɪni/  
trustworthy /'trʌstwɜ:ði/  
wealthy /'welθi/

### Adverbs

overnight /,əʊvə'naɪt/

### Idiomatic Expressions

be on the way out /bi ɒn ðə weɪ aʊt/  
(something fashionable becomes unpopular)  
keep in touch with /ki:p ɪn tʌtʃ wɪð/  
(to maintain communications with someone)  
lose contact with /lu:z 'kɒntækt wɪð/  
(stop communicating with someone)

### Nouns

device /dɪ'vaɪs/  
display /dɪ'spleɪ/  
gadget /'gædʒɪt/  
life expectancy /,laɪfɪk'spektənsi/  
pillcam /'pɪlkæm/  
poverty /'pɒvəti/  
storey /'stɔ:ri/  
surgeon /'sɜ:dʒən/  
surgery /'sɜ:dʒəri/  
waste /weɪst/

### Verbs

afford /ə'fɔ:d/  
age /eɪdʒ/  
carry out /'kæri'aʊt/  
check out /'tʃek'aʊt/  
fit /fɪt/  
go out /'gəʊ'aʊt/  
pay off /'peɪ'ɒf/  
perform /pə'fɔ:m/  
provide /prə'vaɪd/  
recycle /,ri:'saɪkl/  
run (a hotel) /rʌn/  
save (energy) /seɪv/

slow down /'sləʊ'daʊn/  
sort out /'sɔ:t'aʊt/  
take out /'teɪk'aʊt/  
work out /'wɜ:k'aʊt/

## UNIT 4

### Adjectives

fit /fɪt/  
flat /flæt/  
hurt /hɜ:t/  
indoor /'ɪndɔ:/  
injured /'ɪndʒəd/  
keen /ki:n/  
live /laɪv/  
luxurious /lʌg'ʒʊəriəs/  
outdoor /'aʊtdɔ:/

### Nouns

adjustment /ə'dʒʌstmənt/  
atmosphere /'ætməsfiə/  
award /ə'wɔ:d/  
bodybuilder /'bɒdi,bɪldə/  
boxing /'bɒksɪŋ/  
bullfighting /'bʊlfɑɪtɪŋ/  
championship /'tʃæmpɪənʃɪp/  
climbing /'klaɪmɪŋ/  
competitor /kəm'petɪtə/  
court /kɔ:t/  
coverage /'kʌvərɪdʒ/  
disability /,dɪsə'bɪlɪti/  
diving /'daɪvɪŋ/  
draw /drɔ:/  
extreme sports /ɪk'stri:m'spɔ:ts/  
fitness /'fɪtnəs/  
goal /gəʊl/  
goalkeeper /'gəʊlki:pə/  
helmet /'helmt/  
horse racing /'hɔ:s,reisɪŋ/  
performance /pə'fɔ:məns/  
pitch /pɪtʃ/  
race /reis/  
score /skɔ:/  
scratch card /'skrætʃkɑ:d/  
screen /skri:n/  
shot /ʃɒt/  
sport event /spɔ:t ɪ'vent/

sports venue /spɔ:ts'venju:/  
sportsman /'spɔ:tsmən/  
sportsperson /'spɔ:ts,pɜ:sən/  
sportswoman /'spɔ:ts,wʊmən/  
stake /steɪk/  
track /træk/  
weightlifting /'weɪtlɪftɪŋ/

### Verbs

achieve /ə'tʃi:v/  
beat /bi:t/  
bet /bet/  
break (a record) /breɪk/  
compete /kəm'pi:t/  
defeat /dɪ'fi:t/  
evolve /ɪ'vɒlv/  
gamble /'gæmbəl/  
hit /hɪt/  
join /dʒɔɪn/  
keep fit /ki:p fɪt/  
raise /reɪz/  
score /skɔ:/  
take on /'teɪk'ɒn/  
take up /'teɪk'ʌp/

## UNIT 5

### Adjectives

available /ə'veɪləbəl/  
average /'ævərɪdʒ/  
believable /bɪ'li:vəbəl/  
cool /ku:l/  
credible /'kredəbəl/  
enjoyable /ɪn'dʒɔɪəbəl/  
entertaining /,entə'teɪnɪŋ/  
gripping /'grɪpɪŋ/  
hilarious /hɪ'leəriəs/  
impressive /ɪm'presɪv/  
latest /'leɪtɪst/  
ready-made /'redɪmeɪd/  
relaxing /rɪ'læksɪŋ/  
soothing /'su:ðɪŋ/  
surprising /sə'praɪzɪŋ/  
thoughtful /'θɔ:tfʊl/  
thrilling /'θrɪlɪŋ/  
unexpected /,ʌnɪk'spektɪd/



## Adverbs

instead /ɪn'sted/

## Idiomatic Expressions

change one's mind /tʃeɪndʒ wʌnz maɪnd/ (*change your opinion*)

keep up-to-date /ki:p ,ʌptə'deɪt/ (*give or receive the latest information*)

## Nouns

bird-watching /'bɜ:dwɒtʃɪŋ/

bowling /'bəʊlɪŋ/

character /'kærəktə/

charity /'tʃærɪti/

exhibition /,eksɪ'brɪʃən/

gig /gɪg/

hall /hɔ:l/

heating /'hi:tiŋ/

hiking /'haɪkɪŋ/

hit /hɪt/

household chores /'haʊshəʊld tʃɔ:z/

knitting /'nɪtɪŋ/

leisure /'leɪʒə/

modeling /'mɒdəlɪŋ/

netball /'netbɔ:l/

paragliding /'pærəglɑ:ɪdɪŋ/

plot /plɒt/

power lifting /'paʊə 'lɪftɪŋ/

research /rɪ'sɜ:tʃ/

review /rɪ'vju:/

reviewer /rɪ'vju:ə/

rock venue /rɒk 'venju:/

rollerblading /'rəʊlə,bleɪdɪŋ/

rowing /'raʊɪŋ/

shape /ʃeɪp/

sightseeing /'saɪtsi:ɪŋ/

stage /steɪdʒ/

surfing /'sɜ:fɪŋ/

waste /weɪst/

## Verbs

commit oneself /kə'mɪt wʌn'self/

hang out /'hæŋ,aʊt/

play (a character) /pleɪ/

set /set/

star /stɑ:/

turn up /'tɜ:n,ʌp/

view /vju:/

## UNIT 6

### Adjectives

local /'ləʊkəl/

round-the-world /'raʊndðəwɜ:ld/

unlimited /ʌn'lɪmɪtɪd/

waterproof /'wɔ:təpru:f/

### Adverbs

beforehand /bɪ'fɔ:hænd/

### Idiomatic Expressions

be in / get into trouble /bi:n'trʌbəl/ (*have serious problems with someone for doing something wrong*)

couch surfing /kaʊtʃ'sɜ:fɪŋ/ (*sleep on someone's sofa when travelling*)

take some time off /teɪksəm'taɪmɒf/ (*stop working temporarily*)

### Nouns

aim /eɪm/

backpacker /'bækpækə/

belt /belt/

booking /'bʊkɪŋ/

bug /bʌg/

camping /'kæmpɪŋ/

campsite /'kæmpsɑ:t/

canoeing /kə'nu:ɪŋ/

cooking /'kʊkəri/

cruise /kru:z/

exchange /ɪk'stʃeɪndʒ/

first aid kit /'fɜ:steɪdkɪt/

full board /fʊlbɔ:d/

hand luggage /'hænd,lʌgɪdʒ/

hay /heɪ/

holidaymaker /'hɒlədeɪ,meɪkə/

honeymoon /'hʌnɪmu:n/

journey /'dʒɜ:ni/

landmark /'lændmɑ:k/

lantern /'læntən/

local /'ləʊkəl/

memory /'meməri/

pack up /pækʌp/

package holiday /'pækɪdʒ,hɒlədeɪ/

refuge /'refju:dʒ/

rucksack /'rʌksæk/

search engine /'sɜ:tʃ,ɛndʒɪn/

sight /saɪt/

sleeping bag /'sli:pɪŋbæg/

stove /stəʊv/

sunscreen /'sʌnskri:n/

suntan /'sʌntæn/

tent /tent/

torch /tɔ:tʃ/

whistle /'wɪsəl/

### Verbs

blow /bləʊ/

book /bʊk/

check in /'tʃek,ɪn/

check out /'tʃek,aʊt/

go away /'gəʊə'weɪ/

sail /seɪl/

sunbathe /'sʌnbeɪð/

## UNIT 7

### Adjectives

free-range /'fri:reɪndʒ/

home-made /'həʊmmeɪd/

juicy /'dʒu:si/

low-calorie /'ləʊkæləri/

low-fat /'ləʊfæt/

microwaved /'maɪkrəweɪvd/

precooked /,pri:'kʊkt/

spicy /'spɑ:si/

takeaway /'teɪkəweɪ/

### Adverbs

fairly /'feəli/

nearly /'niəli/

### Nouns

bar /bɑ:/

beans /bi:nz/

beef /bi:f/

bowl /bəʊl/

bunch /bʌntʃ/

cabbage /'kæbɪdʒ/

caffeine /'kæfi:n/

cauliflower /'kɒlɪflaʊə/

cereal /'sɪəriəl/

chickpeas /'tʃɪkpi:z/

chips /tʃɪps/

cucumber /'kju:kʌmbə/



# Reference Section

curry /'kʌri/  
 customer /'kʌstəmə/  
 dairy products /'deəri,prɒdʌkts/  
 dish /dɪʃ/  
 fat /fæt/  
 foodie /'fu:di/  
 gâteau /'gætəʊ/  
 grapefruit /'greɪpfɹu:t/  
 ham /hæm/  
 handful /'hændfʊl/  
 jam /dʒæm/  
 kettle /'ketəl/  
 kipper /'kɪpə/  
 lamb /læm/  
 lentils /'lentəlz/  
 lettuce /'letɪs/  
 loaf /ləʊf/  
 mushroom /'mʌʃrʊm/  
 noodles /'nu:dəlz/  
 oil /ɔɪl/  
 onion /'ʌnjən/  
 oven /'ʌvən/  
 packet /'pækɪt/  
 pastry /'peɪstri/  
 peas /pi:z/  
 pie /paɪ/  
 piece /pi:s/  
 pinch /pɪntʃ/  
 pork /pɔ:k/  
 porridge /'pɒrɪdʒ/  
 pot /pɒt/  
 poultry /'pəʊltri/  
 prawn /prɔ:n/  
 pulse /pʌls/  
 recipe /'resəpi/  
 sausage /'sɒsɪdʒ/  
 scone /skɒn/  
 seafood /'si:fu:d/  
 skill /skɪl/  
 slice /slaɪs/  
 slow food /'sləʊfu:d/  
 smoked fish /'sməʊkt fɪʃ/  
 smoothie /'smu:ði/  
 snack /snæk/  
 spices /'spɑ:ɪsɪz/  
 spinach /'spɪnɪdʒ/

spoonful /'spu:nfʊl/  
 steak /steɪk/  
 stew /stju:/  
 takeaway /'teɪkəweɪ/  
 tasty /'teɪsti/  
 tin /'tɪn/  
 toast /təʊst/  
 turkey /'tɜ:ki/  
 vegan /,vi:ən/  
 vegetarian /,vedʒ.ɪ'teə.ri.ən/

## Verbs

bake /beɪk/  
 boil /bɔɪl/  
 chop /tʃɒp/  
 fry /fraɪ/  
 grill /grɪl/  
 mash /mæʃ/  
 mince /mɪns/  
 roast /rəʊst/  
 scramble /'skræmbəl/  
 miss /mɪs/

## UNIT 8

### Adjectives

compulsory /kəm'pʌlsəri/  
 extracurricular /,ekstrəkə'rɪkjʊlə/  
 in detention /ɪn dɪ'tenʃən/  
 insecure /,ɪnsɪ'kjʊə/  
 mark /mɑ:k/  
 out-of-school /'aʊtəvsku:l/  
 primary /'praɪməri/  
 secondary /'sekəndri/  
 sensory /'sensəri/  
 stressed /strest/  
 stressful /'stresfəl/  
 vocational /vəʊ'keɪʃnəl/

### Nouns

A levels /'eɪ,levəlz/  
 application /,æplɪ'keɪʃən/  
 degree /dɪ'ɡri:/  
 essay /e'seɪ/  
 freedom /'fri:dəm/  
 grades /ɡreɪdʒ/  
 graduate /'ɡrædʒʊət/  
 headmaster /'hed,mɑ:stə/  
 marking /'mɑ:kɪŋ/

principal /'prɪnsəpəl/  
 professor /prə'fesə/  
 qualification /,kwɒlɪfɪ'keɪʃən/  
 sixth form /'sɪksθfɔ:m/  
 staff /stɑ:f/  
 state school /'steɪtsku:l/  
 subject /sʌb'dʒekt/  
 syllabus /'sɪləbəs/  
 thought /'θɔ:t/  
 trade /treɪd/

## Verbs

apply for /ə'plai fɔ:/  
 attend /ə'tend/  
 encourage /ɪn'kʌrɪdʒ/  
 fail /feɪl/  
 hand in /'hænd'ɪn/  
 pass /pɑ:s/  
 punish /'pʌnɪʃ/  
 set /set/  
 sit (an exam) /sɪt /  
 take (an exam) /teɪk/

## UNIT 9

### Adjectives

challenged /'tʃæləndʒd/  
 cute /kju:t/  
 discreet /dɪ'skri:t/  
 dysfunctional /dɪs'fʌŋkʃənəl/  
 effusive /ɪ'fju:sɪv/  
 embarrassed /ɪm'bærəst/  
 engaged /ɪn'ɡeɪdʒd/  
 enthusiastic /ɪn,θju:zɪ'æstɪk/  
 homeless /'həʊmləs/  
 queer /kwɪə/  
 respectful /rɪ'spektfəl/  
 restricted /rɪ'strɪktɪd/  
 unexpected /,ʌnɪk'spektɪd/  
 upset /,ʌp'set/  
 weird /wɪəd/

### Adverbs

slightly /'slartli/

### Idiomatic Expressions

be on time /bi ɒn taɪm/ (be punctual)  
 shake hands /feɪk hændz/ (offer someone your hand to say hello)



## Nouns

argument /'ɑ:gjumənt/  
baby-shower /'beɪbi,ʃaʊə/  
ban /bæn/  
bride /braɪd/  
butler /'bʌtlə/  
christening /'krɪsənɪŋ/  
collector /kə'lektə/  
compliment /'kɒmplɪmənt/  
course (in a meal) /kɔ:s/  
dustman /'dʌstmən/  
engagement /ɪn'geɪdʒmənt/  
enthusiasm /ɪn'θju:zɪæzəm/  
get-together /'gettə,geðə/  
gossip /'gɒsɪp/  
hand-shake /'hændʃeɪk/  
homemaker /'həʊm,meɪkə/  
house warming /'haʊs,wɔ:mnɪŋ/  
inside /ɪn'saɪd/  
manners /'mænəz/  
midget /'mɪdʒɪt/  
newcomer /'nju:,klʌmə/  
opening /'əʊpənɪŋ/  
outside /,aʊt'saɪd/  
politeness /pə'laɪtnəs/  
prejudice /'predʒʊdɪs/  
refuse /rɪ'fju:z/  
replacement /rɪ'pleɪsmənt/  
retirement /rɪ'taɪəmənt/  
sanitation /,sænɪ'teɪʃən/  
swearword /'sweəwɜ:d/  
tip /tɪp/  
toast /təʊst/  
trader /'treɪdə/  
tramp /træmp/  
wedding /'wedɪŋ/

## Verbs

address /ə'dres/  
behave /bɪ'heɪv/  
clear up /'klɪər'ʌp/  
compliment /'kɒmplɪmənt/  
fancy /'fænsɪ/  
frown /fraʊn/  
hug /hʌg/  
nod /nɒd/

show off /'ʃəʊ'ɒf/

wave /weɪv/

## UNIT 10

## Adjectives

blue-eyed /blu:'aɪd/  
broad-shouldered /brɔ:d'ʃəʊldəd/  
careful /'keəfʊl/  
careless /'keələs/  
caring /'keərɪŋ/  
faithful /'feɪθfʊl/  
full-lipped /fʊl'lɪpt/  
gorgeous /'gɔ:dʒəs/  
heartless /'hɑ:tləs/  
helpful /'helpfʊl/  
helpless /'helpləs/  
hopeful /'həʊpfʊl/  
hopeless /'həʊpləs/  
lonely /'ləʊnli/  
long-haired /lɒŋ'heəd/  
long-term /'lɒŋtɜ:m/  
male /meɪl/  
meaningful /'mi:nɪŋfʊl/  
meaningless /'mi:nɪŋləs/  
passionless /'pæʃnələs/  
retired /rɪtaɪəd/  
shiny /'ʃaɪni/  
similar-looking /sɪmələ'lʊkɪŋ/  
single /'sɪŋɡəl/  
singles /'sɪŋɡəlz/  
sporty /'spɔ:ti/  
tanned /tænd/  
vulnerable /'vʌlnərəbəl/

## Adverbs

(be) away /ə'weɪ/

offline /'ɒflaɪn/

## Idiomatic Expressions

blind date /blaɪndeɪt/ (*meeting someone for the first time in a romantic situation*)  
catch someone's eye /kætʃ'sə,mwənzəɪ/ (*to establish eye contact with someone*)  
it makes it difficult to... /ɪt'meɪksɪt'dɪfɪkəlttu:/ (*make a task hard or complicated to do*)

it makes it easy to...

/ɪt'meɪksɪt'i:zɪtu:/ (*make a task easy or simple to do*)

there's no set rule /ðeəznəʊsetru:l/ (*something that isn't established*)

## Nouns

blackbird /'blækbɜ:d/  
boyfriend /'bɔɪfrend/  
chambermaid /'tʃeɪmbəmeɪd/  
chauvinist /'ʃəʊvɪnɪst/  
couple /'kʌpəl/  
divorcee /dɪ,vɔ:'si:/  
fiancé /fɪ'ɒnseɪ/  
fiancée /fɪ'ɒnseɪ/  
figure /'fɪɡə/  
girlfriend /'gɜ:lfrend/  
groom /gru:m/  
height /haɪt/  
hero /'hɪərəʊ/  
heroine /'herəʊn/  
honeymoon /'hʌnɪmu:n/  
husband /'hʌzbənd/  
landlady /'lændleɪdi/  
length /leŋθ/  
marriage /'mæɪrɪdʒ/  
myth /mɪθ/  
online dating /'ɒn,lain'deɪtɪŋ/  
owl /aʊl/  
partner /'pɑ:tnə/  
percentage /pə'sentɪdʒ/  
profile /'prəʊfaɪl/  
retired /rɪ'taɪəd/  
self-esteem /,selfɪ'sti:m/  
social networking /'səʊʃəl'netwɜ:kɪŋ/  
speed dater /'spi:d,deɪtə/  
speed dating /'spi:d,deɪtɪŋ/  
support /sə'pɔ:t/  
truth /tru:θ/  
villain /'vɪlən/  
waitress /'weɪtrɪs/  
weight /weɪt/  
widow /'wɪdəʊ/  
widower /'wɪdəʊə/  
wife /waɪf/



## Verbs

ask (someone) out /'ɑːsk'aʊt/  
 chat up /'tʃæt'ʌp/  
 come along /'kʌmə'lɒŋ/  
 dissolve /dɪ'zɒlv/  
 end up /end'ʌp/  
 get married (to someone) /'get'mærɪd/  
 get on /'get'ɒn/  
 give up /'gɪv'ʌp/  
 lie /laɪ/  
 marry (someone) /'mæri/  
 rely /rɪ'laɪ/  
 split up /split'ʌp/  
 take (someone) out /'teɪk'aʊt/  
 trust /trʌst/  
 turn into /'tɜːn'ɪntə/  
 work (well/badly) /wɜːk/  
 work out /'wɜːk'aʊt/



## PHONETIC SYMBOLS

### Vowels

iː

eat /iːt/

ɪ

it /ɪt/

ʊ

look /lʊk/

uː

too /tuː/

e

when /wen/

ə

about /ə'baʊt/

ɜː

bird /bɜːd/

ɔː

sort /sɔːt/

æ

cat /kæt/

ʌ

cup /kʌp/

ɑː

hard /hɑːd/

ɒ

not /nɒt/

ɔɪ

boy /bɔɪ/

eɪ

day /deɪ/

aɪ

my /maɪ/

ʊə

tourist /'tʊərɪst/

eə

chair /tʃeə/

ɪə

here /hɪə/

əʊ

go /gəʊ/

aʊ

now /naʊ/

### Consonants

p

pen /pen/

f

fall /fɔːl/

θ

think /θɪŋk/

s

see /siː/

t

two /tuː/

ʃ

shop /ʃɒp/

tʃ

choose /tʃuːz/

k

keep /kiːp/

b

big /bɪg/

v

vain /veɪn/

ð

then /ðen/

z

zoo /zuː/

d

day /deɪ/

ʒ

pleasure /'pleɪʒ/

dʒ

job /dʒɒb/

g

get /get/

m

meet /miːt/

n

no /nəʊ/

ŋ

sing /sɪŋ/

h

house /haʊs/

r

right /raɪt/

l

long /lɒŋ/

w

will /wɪl/

j

yes /jes/



# List of irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was / were /wɒz/ /wɜːr/	been /biːn/
beat /bi:t/	beat /bi:t/	beaten /'biː.tən/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'ɡɪn/	began /bɪ'ɡæn/	begun /bɪ'ɡʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪt.ən/
blow /bləʊ/	blew /bluː/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /'brəʊ.kən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊ.zən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /də/ /du/ /duː/	did /dɪd/	done /dʌn/
dream /driːm/	dreamed / /driːmd/ / dreamt /dremt/	dreamed / /driːmd/ / dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪv.ən/
eat /i:t/	ate /et/ /et/	eaten /'iːtən/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fiːl/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'ɡɒt/	forgotten /fər'ɡɒtən/
freeze /friːz/	froze /frəʊz/	frozen /'frəʊ.zən/
get /get/	got /ɡɒt/	got /ɡɒt/
give /ɡɪv/	gave /geɪv/	given /'ɡɪv.ən/
go /ɡəʊ/	went /went/	gone /ɡɒn/
grow /ɡrəʊ/	grew /ɡruː/	grown /ɡrəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/ /həv/ /əv/	had /hæd/ /həd/ /əd/	had /hæd/ /həd/ /əd/
hear /hɪər/	heard /hɪər/	heard /hɪər/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/
keep /kiːp/	kept /kept/	kept /kept/
know /nəʊ/	knew /njuː/	known /nəʊn/



Infinitive		Past simple		Past participle	
learn	/lɜ:n/	learnt / learned	/lɜ:rnt/ /'lɜ:.nɪd/	learnt/ learned	/lɜ:rnt/ /'lɜ:.nɪd/
leave	/li:v/	left	/left/	left	/left/
lend	/lend/	lent	/lent/	lent	/lent/
lie	/laɪ/	lay	/leɪ/	lain	/leɪn/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪd.ən/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
rise	/raɪz/	rose	/rəʊz/	risen	/'rɪzən/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/si:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
set	/set/	set	/set/	set	/set/
shake	/ʃeɪk/	shook	/ʃʊk/	shaken	/ʃeɪkən/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sink	/sɪŋk/	sank	/sæŋk/	sunk	/sʌŋk/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊ.kən/
spell	/spel/	spelt	/spelt/	spelt	/spelt/
spend	/spend/	spent	/spent/	spent	/spent/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
steal	/sti:l/	stole	/stəʊl/	stolen	/'stəʊ.lən/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tʊk/	taken	/'teɪ.kən/
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:/	thrown	/θrəʊ/
understand	/'ʌn.də'stænd/	understood	/'ʌndər'stʊd/	understood	/'ʌndər'stʊd/
wake	/weɪk/	woke	/wəʊk/	woken	/'wəʊ.kən/
wear	/weər/	wore	/wɔ:r/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪt.ən/



## UNIT 1. A GLOBAL WORLD

### LANGUAGE STUDY 1

#### Activity 9 and 10



**Presenter:** Hello and welcome back to Britain Today. I'm talking to Mohammed Ahmed, who is a local politician in Leicester, one of the most ethnically diverse cities in England. Welcome to the show, Mohammed.

**Mohammed:** It's a pleasure to be here.

**Presenter:** So, tell me about life in Leicester. Why is there such a large south Asian population in the city?

**Mohammed:** Well, Leicester is a very industrial city in the centre of England and it has always had a large clothes industry, so, when people from India and Pakistan started arriving in the UK in the 1960s, Leicester was an attractive place to live for them. There were a lot of jobs for Asian people in the clothes factories, you know, making trousers and suits and dresses.

**Presenter:** Do south Asian people still work in the clothes industry in Leicester?

**Mohammed:** Well, yes, but there aren't many clothes factories any more. Many Indian and Pakistani families have started their own companies. They have restaurants and corner shops and work in the market. And, of course, the younger people have very different lives. They have integrated into British society. They are teachers and doctors, and many of them have moved away from living in the city.

**Presenter:** Over forty per cent of the population of Leicester is of Asian descent. Are there any problems in the city between the white British community and immigrant families?

**Mohammed:** Well, yes, there are. There are people in the Asian community, mostly women, who don't speak English. And, in the white community, there are racist political groups.

**Presenter:** It sounds bad.

**Mohammed:** Well, I don't want to be pessimistic. There are some very positive things about this multi-cultural city, too. We have fantastic celebrations of Indian festivals, and we have Melton Road, in the centre, a road which has restaurants and shops from all over the world. I love living here. It's so diverse.

**Jo:** Well, no, I'm working, believe it or not. I'm teaching in a language school in Chiang Mai in the north of the country. I've been here since January. That's five months.

**Mark:** Are you having fun?

**Jo:** Well, yes and no. On the one hand, the teaching is hard work, and I'm teaching a lot of hours. On the other hand, my students are great. They're Thai children and they're very friendly. The school day is very different here in Thailand. Lessons start at eight o'clock and students go home at three. They all bring their lunch from home and eat in the classroom.

**Mark:** Really? Do you like the food?

**Jo:** Oh, yes, I love it, but it's really hot and spicy. I love eating a hot curry in the evenings, but Thai people often have a hot curry with chillis for breakfast! They eat a lot of eggs and rice, too. And they love eating snacks. You can buy a lot of street food in Chiang Mai, and it's delicious.

**Mark:** What do Thai people do at weekends?

**Jo:** Thais spend a lot of time with their families. They often go to Buddhist temples, and, in their free time, they love shopping. It's very hot in the country, so they usually spend time in modern air-conditioned shopping centres or they go to traditional night markets. At a night market, you can buy anything... CDs and DVDs, designer clothes, antiques and souvenirs... I love the night markets.

**Mark:** They sound great. Right, I have to go now, Jo. Have fun in Thailand! See you soon!

**Jo:** Bye, Mark.

### SELF TEST

#### Activity 4



**Interviewer:** Where in London do you live, Elena?

**Elena:** I'm renting an apartment in Hampstead. It's a really nice area in the north of the city, but it's very expensive.

**Interviewer:** And how long have you lived here?

**Elena:** Well, I first came to London seven years ago – for the summer, but I didn't decide to actually move here until last year. I'm planning to spend five years here – but we'll see.

**Interviewer:** What do you enjoy about living in the city?

**Elena:** Well, there are a lot of things to do here. There are fantastic plays and musicals on in the theatres. Of course, I hardly ever see any of them because they're expensive and I'm busy working in the evenings. But it's great to be in a big city where these things happen. I often meet friends in local cafes and restaurants. There are some wonderful places to eat and drink in the city. And, on sunny weekends, we go to a park and have a picnic. People think that London is polluted and full of traffic. That's true, of course. But it's also a very green city with wonderful parks full of trees and flowers.

### CONSOLIDATION

#### Activity 5 and 6



**Mark:** Hi Jo. Where are you?

**Jo:** Hi Mark. I'm in Thailand.

**Mark:** Thailand? Wow! What are you doing there? Are you on holiday?



**Interviewer:** And are there any drawbacks?  
**Elena:** Well, yes. The cost of living is very high. I can't go out as often as in Spain because everything is so expensive. And the weather is, well, typically English. I didn't know it could rain so often. A lot of days are grey and cold. You need a good coat and an umbrella here.

**Interviewer:** What do you miss about Spain?  
**Elena:** The weather. My mum. I still miss having her around. I don't miss my two crazy brothers at all! When I first arrived, I used to miss good strong coffee. English people drink a lot of coffee but they like it very weak. It's like water. Anyway, now I've stopped drinking coffee and I've become a tea drinker. I'm starting to feel very English!

## UNIT 2. SCIENCE: INVENTIONS

### LANGUAGE STUDY 1

#### Activity 1



invented  
noticed  
designed  
started  
placed  
opened  
sucked  
used  
decided

#### Activity 7



- 1 first of August, eighteen forty-five
- 2 sixth of January, nineteen o one
- 3 twenty-second of July, nineteen sixty-three
- 4 seventeenth of April, two thousand and seven
- 5 thirtieth of December, twenty eleven

#### Activity 11 and 12



**Matt:** It's amazing to think how things have changed since I was a boy. In our kitchen at home, we had a cooker and a fridge, and that was it. We used to wash dishes and plates by hand. I don't think anybody in our street owned a dishwasher or a microwave oven. And when we wanted to wash our clothes, we used to go to a launderette – it was a small shop in the high street near our house where people went to do their washing. I think my mother loved the launderette because she used to meet her friends there and have a chat. In the living room, we had a TV, of course, but it had a very small screen compared to nowadays. And there were only three channels. We never used to watch it during

the week – only at weekends. And we had a record player. It belonged to my father and he loved it. It was a hi-fi stereo record player. He used to play Frank Sinatra records all the time.

**Fiona:** Well, I'm younger than Matt – much younger! So, I remember having a big American fridge, a microwave and a dishwasher at home when I was young. In fact, putting things in the dishwasher after dinner used to be my job when I was a teenager. But we didn't use to have a washing machine. All my friends' parents did, but we lived across the road from a launderette so my parents didn't think we needed one. I remember the old record player which we used to have, sitting in the corner of the living room. But I never used it. I had a portable TV and a cassette player in my room, so I used to sit for hours upstairs watching my favourite programmes and listening to cassettes. I still have all my old cassettes in a box somewhere in my parents' house. I never play them anymore, of course, now that everybody listens to CDs or downloads music from the Internet. It's a shame really. I have some great cassettes.

### LANGUAGE STUDY 2

#### Activity 7



**Presenter:** Hello, and welcome to Ordinary People. In today's programme, we're talking to Ray South. His life has changed because of an important new invention. So, Ray, what invention has changed your life and why?

**Ray:** Well, it's this really small thing that goes in my ear. I'm very deaf, so, without it I can't hear anything. My hearing aid is really important for me. I use it to have conversations with friends and family, and to listen to the radio and watch TV. I've had a hearing aid all my life, but I've only had this new one for six months. I bought it in Germany because it is the best hearing aid on the market. It's small, light and very powerful. I can hear everything with it. When I was young, I used to have a very large hearing aid. It was embarrassing because people could see it behind my ear. Everybody knew that I was deaf. But this hearing aid is inside my ear. You can't see it. It's important to me because I can have a normal, busy life when I'm using it.

### CONSOLIDATION

#### Activity 4 and 5



**Presenter:** Hello and welcome back to the show. My next guest is Judith Nicholson who has just written a book called *Underestimated Women*. Judith, tell us about your new book.

**Judith:** Most science programmes and books concentrate on the great inventions of men. I wanted to redress the balance and show how much women have contributed to modern society.



- Presenter:** OK. So, what sort of things have women contributed to the modern world?
- Judith:** Well, Sarah Babbit who was a Shaker, a member of a religious community in the north East of the USA invented the circular saw in 1810. It made the cutting of wood much easier and effective and has saved many hours of work for men and women who worked in building and farming, and still does.
- Presenter:** Wow! I didn't know that. In fact I never thought about it before.
- Judith:** Another surprising invention is Kevlar, which is used in protection clothing but also for tyres and strong ropes. If you have a boat, then it'll be tied up with a rope containing Kevlar.
- Presenter:** Oh, who invented Kevlar?
- Judith:** A Polish-American chemist, Stephanie Kwolek, in 1965 while she was working for a chemical company. Now, it's one of the most useful materials and you probably use something containing Kevlar at least once a day.
- Presenter:** And I suppose a woman invented liquid paper?
- Judith:** Well, I imagine you think that because secretaries are traditionally women. But yes. In 1951, Bette Nesmith Graham invented the first correction fluid in her kitchen. When she was working as a typist, she used to make many mistakes and wanted to find a way to correct them. She used to sell it from her home but offered the patent to IBM who didn't buy it and she continued to make it at home for 17 years until she sold it for \$47.5 million. Interestingly her son was more famous because he was a member of the pop group *The Monkees*.
- Presenter:** How amazing! Well, thanks for coming in to the studio and telling us about these inventions, Judith.

## SELF TEST

### Activity 7 and 8



- Presenter:** With me in the studio is Professor Amy White. You have invented an amazing number of useful things, professor. How have you managed to invent so many?
- Amy:** Well, it isn't just me, you know. I work in the laboratory of a large plastics company, and it's the job of me and the other scientists on my team to develop new plastic products. Together we've designed new types of credit cards, a revolutionary new type of CD cover, and even a disposable camera.
- Presenter:** So, when did you invent your first object?
- Amy:** Well, before I got my present job at *International Plastics*, I used to work for a company called *New Ideas*. That was between 1998 and 2003. There I developed a new type of pen.
- Presenter:** A pen?
- Amy:** Well, yes, it doesn't sound exciting, but it was a new design at the time. In the late 1990s, another company, called *Plastic World*, developed a lot

of new plastic products – headphones, lamps, radios... all made of plastic. They were very successful. So, it was important that my company invented new things, too.

- Presenter:** What have you and your team invented most recently?
- Amy:** OK. Well, we've recently moved into electronics so our inventions are in that area. We've invented a new type of electronic calculator and a mobile phone. And we want to start work on a new type of laptop next spring.
- Presenter:** Well, that's all fascinating, professor. Thank you for coming in to the studio to tell us about your career.
- Amy:** You're welcome.

## UNIT 3. LIFE IN THE FUTURE

### LANGUAGE STUDY 1

#### Activity 6 and 7



- Presenter:** Imagine that you could see into the future, professor, to the year 2055. What do you think life will be like then? Will it be very different from now?
- Professor:** Well, it won't be very different. We'll still think and feel the same. But you can see changes that are starting now which will definitely have an effect on life in the future. Take travel, for example. We won't have any more cheap oil, gas or petrol by 2055, but that won't stop us from moving around. We'll use a new form of energy – hydrogen from seawater. It'll be clean and safe, and it'll solve the energy crisis.
- Presenter:** Interesting. What about space? Will we live in space?
- Professor:** Well, we have the technology now to live in space. But it won't happen in my lifetime because it's too expensive. Space ships cost millions of euros. However, by 2055, we'll build a space lift.
- Presenter:** A space lift?
- Professor:** Yes, a lift or elevator that can go up from the earth into space. In 2055 we'll get into a lift and press 'up', and it'll go all the way up to the moon or a space station.
- Presenter:** Wow! Is that really possible?
- Professor:** Well, yes, but we'll have to invent a very, very strong, very, very light material to build the lift. Personally, I think we'll invent it.
- Presenter:** And will we be healthier and live longer, do you think?
- Professor:** Well, that's an interesting question. The fact is we'll eat better food, and we won't smoke or work in dirty factories, which means we will live longer. It will be possible for people to live to the age of ninety or a hundred. The ageing process will change. We will slow down or even stop ageing.
- Presenter:** Really?
- Professor:** Yes. Physically our bodies will stop ageing at 30 years. Our grandchildren will be 60, 80 or even 110 and still look 30.



**Presenter:** That's amazing.

**Professor:** Yes it is.

## CONSOLIDATION

### Activity 5 and 6



**Presenter:** So, Dr Lee, let's turn to the future of films. Do you think that films will change in the future?

**Dr Lee:** Oh, definitely. The technology is changing more quickly than at any time in history. We already have 3D technology – even 4D, for example, and more and more films are using it.

**Presenter:** So, do you think that one day soon ordinary 2D films will seem old-fashioned?

**Dr Lee:** Well, it's hard to say. In my opinion, filmmakers will continue to make 2D films but the majority of movies will be in 3D. All the big Hollywood action movies, for example, will be in 3D.

**Presenter:** What about actors? Will they be better in the future than they are now?

**Dr Lee:** Well, it's interesting you should ask about actors. What actors? I expect that we won't actually have any actors in the future.

**Presenter:** Really?

**Dr Lee:** Yes. Computer technology will get better and better. Filmmakers will generate 'actors' who look real and put in performances, which are better than anything a real actor can do. I think the day of the film star is over.

**Presenter:** What about Hollywood? Do you think it will continue to be the biggest producer of films?

**Dr Lee:** Er... funny you should say that, but it isn't the biggest even now. A lot more films are made in India, and, together, African countries, particularly Nigeria, make more films than the Americans. I don't think this will change. In fact, I think both China and India will continue to make a lot more films than Hollywood.

**Presenter:** OK. Well, thanks for your predictions, Dr Lee. I look forward to finding out if they come true.

## SELFTEST

### Activity 2 and 3



**Interviewer:** So, exactly what is the International Space Group? It sounds very much like science fiction to me.

**Spokesperson:** Well, we're real. And we're already making plans. We are working with a major international airline and other companies to make tourism in space a reality.

**Interviewer:** Really? So, how is that going to happen?

**Spokesperson:** Well, one day, there will be regular flights into space. At first, people will be happy to just go round the Earth taking photos for a day or two. But soon, space tourists will

want something more interesting to do. That's why we're going to open a five star hotel in space. It'll be a huge complex with top class French and Italian restaurants, conference facilities and a business centre. Hopefully, it'll attract business people as well as families and regular tourists.

**Interviewer:** It sounds amazing.

**Spokesperson:** It will be. We're going to build a sports arena in the complex.

**Interviewer:** A sports arena? So, do you imagine that you'll have major sports events there one day?

**Spokesperson:** Well, never say never, but I don't expect that'll happen. It won't be for football or golf or anything like that. We're going to have zero gravity sports. You know, people will play tennis in space suits, floating in space. It'll be a fantastic experience.

**Interviewer:** So, when will this happen?

**Spokesperson:** Well, not for a while yet. One of our partners, the airline, hopes to start space flights in the next ten years, but it'll probably be twenty years from now before our complex is open. It'll definitely happen though. We aren't the only company interested in opening a hotel in space. In the future, we think this will be a very competitive sector of the tourist industry. Let's face it, everybody will want to fly to the moon.

## UNIT 4. SPORTS

### LANGUAGE STUDY 1

#### Activity 7 and 8



**Presenter:** In the studio today, I'm with Philip Ohorugu and Kelly Bleasedale, two of our most successful sports stars. I'm going to ask them about their careers and what they might do next. Let's start with you, Philip. When did you take up athletics?

**Philip:** Well, um, I could always run really fast, and at school I was good at most sports. I played football a lot, and hockey, but I took up athletics at an early age. At first, I wanted to be able to compete in the Olympics as a 100 metres runner, and I won a number of competitions as a junior, but, when I was fifteen, my coach thought that I should try the long jump because I have very long legs.

**Presenter:** Long legs? Really?

**Philip:** Yes, exactly. Anyway, I've concentrated on long jump since then.

**Presenter:** Yes, and hopefully you'll win a medal for us in the next Olympic Games.

**Philip:** Well, yes, but before that I'll compete in the World Championships. I hope to be able to win a medal there.



**Presenter:** And you, Kelly, have you always been good at athletics?

**Kelly:** Well, yes. In fact, at school I was high jump champion. I broke the school record in the event, and I think my record still stands!

**Presenter:** Wow! Really! So, when did you decide to change to volleyball?

**Kelly:** Well, I was never very serious about athletics. In fact, I didn't take sport very seriously until I joined a volleyball club at the age of sixteen. I was good at it, and I got picked to play for my country. And well, that was the start of my career in sport.

**Presenter:** And last year you won the European Cup?

**Kelly:** That's right. We won matches against Germany and France, and we beat Russia in the final. It was really exciting.

**Presenter:** So, what's next?

**Kelly:** Oh, I'm not sure, to be honest. I'm injured at the moment so I don't think I'll be able to play again this year.

## LANGUAGE STUDY 2

### Activity 6



1

Hill on to Norton, who plays it wide to Gillespie on the right hand side of the pitch. Jones is in the middle. This is a promising attack. Gillespie crosses and Jones hits the shot first time. It's a goal! Jones caught the ball beautifully on his right boot, and that makes it two nil. It's Jones' second goal of the match.

2

Brown is in the lead as the runners are half way around the track. But Harris is catching him. It's Brown leading from Harris as they approach the line. Can Harris catch him? It's a really fast race. But Brown makes it over the line first, followed by Harris, and Garcia comes in third.

3

So, they turn for the last time and come down the final length of the pool doing the butterfly. Larson is first in the centre lane, with Holding on the far side of the pool in second place. Holding is racing down the final length but Larson is too far in front. Larson touches the wall first and wins the 400m butterfly.

4

Welcome back to the XL Arena for round two. Murray's in the middle of the ring, but it's Barrichello who throws the first punch. Murray hits back. And Barrichello hits Murray. This is a great fight so far and both men are doing well.

## CONSOLIDATION

### Activity 5 and 6



**Presenter:** In the studio today, I'm talking to Jill Douglas, the mayor of Overpool. Welcome to the studio.

**Jill:** Hello. Thank you for inviting me.

**Presenter:** A lot of our listeners are angry because the government isn't building sports venues or spending money on developing young talented sports men and women. What do you say to our listeners?

**Jill:** Well, it's true that this city needs more venues, but it's unfair to criticise the government. These are difficult economic times. We'll build new venues when we have the money.

**Presenter:** But how can we compete in the Olympics if we don't have good sports venues now?

**Jill:** Well, in this city, we have four swimming pools, an excellent athletics track, and two major tennis clubs with lots of courts. I think that's pretty good.

**Presenter:** You say that but the pools aren't Olympic-sized and they're so busy that talented young swimmers can't practise. And a football team plays in the athletics track most of the time. The venue is only used for athletics two or three times a year.

**Jill:** Yes, but...

**Presenter:** And the tennis clubs only have outdoor courts. And they're expensive to join. If we want to develop young players, we need indoor courts.

**Jill:** OK. Well, we might start work on a new sports centre with indoor tennis courts, a climbing wall, a boxing ring and a new all-weather hockey pitch.

**Presenter:** You say might.

**Jill:** Well, yes, these projects cost a lot of money. We don't know if we'll be able to build them, but we'd like to. We'll see.

**Presenter:** You'll see. So, how probable is it that we'll see these new sports venues in the next five years?

**Jill:** As I say, it depends on the economy. As things stand, we probably won't be able to build anything, but I really think it's unfair to criticise the government. How can we build things when...

## SELF TEST

### Activity 6 and 7



**Presenter:** As we all know, the next World Cup is going to start soon. So, in tonight's *Football Show*, we are talking to three top international journalists about their team's chances in the next tournament. First up is Manuel Hernandez who writes for a Spanish sport magazine. Manuel, do you think that Spain could win?

**Manuel:** Well, I think Spain must be one of the favourites. They have great players and they've been very successful in recent tournaments. They don't score a lot of goals but they're very good at keeping the ball. I don't think England or Italy will be able to beat Spain, but I think that Brazil have a really good chance. In fact, although I'm a big fan of Spain, I actually think that the Brazilians could be champions again this time.

**Presenter:** Really? OK. Let's now ask Mark Hughes his opinion. Mark writes for the English magazine *Football Today*. So, Mark, will England be able to win their first big trophy since 1966?



**Mark:** Well, you know that we'll be optimistic, and I think we might reach the semi-final this time. England's first few games are easy, so it gives the team a chance to make progress. Spain are very talented, of course, and Germany are difficult to beat. But, in the end, Brazil and Argentina must be the teams with the best chance.

**Presenter:** OK, Mark, thanks for your prediction. And now Dieter Bauer, who writes in Germany. Does Germany have a chance, Dieter?

**Dieter:** Of course. It's a well-organised team and they score a lot of goals. Everybody thinks that Spain or the big teams from South America will win because they are so talented, but this game is all about scoring goals, and that's why I really think that this year must be the year when my team finally bring the World Cup home again.

## UNIT 5. LEISURE

### LANGUAGE STUDY 1

#### Activity 6 and 7



**Jenny:** Hi Philip. Another long week is over – time to relax. How do you like to spend your weekends?

**Philip:** I always head out of town at the weekend. You know I enjoy going into the countryside to do some outdoor activities. I prefer hiking or fishing to going to the gym or bowling, or anything indoors. For me, it's important to get some fresh air, to feel the wind and the rain on your face, and to get some exercise, too, of course. How about you Jenny?

**Jenny:** Oh, I think so too. I love hiking and being outdoors. I don't go fishing though. It's too boring for me, sitting and waiting for the fish to bite. I prefer being active. I'm really good at bowling though! I play in a team on Saturday nights. Tim, what about you? Do you like bowling?

**Tim:** I went bowling once, some time ago, and I quite enjoyed it. Perhaps I could come along one night and watch. I like to go fishing on Saturdays though. I find it really relaxing - lots of peace and quiet. I prefer fishing to hiking. I never go hiking. I'm not very fit and I get tired after about half an hour's walking!

**Phillip:** Well, hiking is a great way to get fit. You have to start walking short distances first though...

### LANGUAGE STUDY 2

#### Activity 6 and 7



**Shirley:** I'm bored. Let's go out. What's on, Andy?

**Andy:** Hang on a minute. I'm just having a look at the website. OK. I think there's a good film on at the Odeon. Er... yes... *Dangerous Killers*. It's on at 8.

**Shirley:** Oh no, Andy. You know I prefer comedies to action films. And I can't stand violent films. I don't really want to go to the cinema anyway. Is there anything else on in the city?

**Andy:** Well, I'd really like to see the Boston Orchestra play at the Central Concert hall but they sold all the tickets a long time ago. It was really expensive, anyway. How about a play (and) then a meal?

**Shirley:** That sounds great.

**Andy:** Well, I'll just see if I can book tickets for the play first. It's called *Behind the Door*. It's a new play. It's set in Scotland in the 1960s. Is that OK with you?

**Shirley:** Yes, that's fine. Who's in it? Anyone I know?

**Andy:** Well, no, not really. Thomas Crew and Alice Strong... I've never heard of them.

**Shirley:** Me neither. Well, that's OK. It doesn't matter.

**Andy:** Right... There we go. I've booked two tickets. They're near the front, in the middle. And it starts at eight and finishes at ten thirty. Is that OK?

**Shirley:** Yes, that's great. There's that nice cafe opposite the theatre. We can grab some food there before the show.

**Andy:** Oh, yes, I know the one you mean. Good idea. Right, I think I'll go and put my new shirt on...

### CONSOLIDATION

#### Activity 5 and 6



**Paul:** I've heard you've taken up a new hobby.

**Sally:** Well, yes. But it's not really a hobby. You know how I've always been interested in music. I go to a lot of gigs and I buy all the latest albums.

**Paul:** Yes, I know. Don't tell me – you've joined a band. You're going on a world tour.

**Sally:** No, nothing like that. Sadly. I hoped to be a rock star when I was young, but not any more. I'm too old for that, I'm afraid.

**Paul:** OK. You've decided to learn to play the drums then.

**Sally:** No, of course not.

**Paul:** The guitar? You're having guitar lessons.

**Sally:** Well, you're getting closer. It is about the guitar but I'm not learning to play it. I'm doing an evening class that teaches you how to make guitars. You know, traditional wooden Spanish guitars.

**Paul:** Wow! Really?

**Sally:** Yes. It's really enjoyable. It isn't easy, of course. You have to learn how to cut the wood and put the different parts of the instrument together. But it's very interesting, and I feel that I'm learning to do something very traditional.

**Paul:** Well, that's great. It sounds much more difficult than what I'm doing. I've started going to a salsa dancing class. It's fun, but I'm completely hopeless. Two left feet...

### SELF TEST

#### Activity 6 and 7



**Interviewer:** Graham Howe has carried out research into leisure activities in the UK. He has found out how we spend our free time. Welcome to the studio, Graham.

**Graham:** It's good to be here.



**Interviewer:** So, which hobbies are most popular in the UK?

**Graham:** Well, the British have a lot of different hobbies. As you may know, a lot of people have small gardens in the UK, so they spend a lot of time at the weekend cutting the grass or looking after their flowers. And, although the British aren't famous for their food, they like cooking. They spend a lot of time watching cooking programmes and they buy a lot of cook books.

**Interviewer:** So, are these the most popular hobbies?

**Graham:** Well, they are two of the most popular hobbies, along with DIY.

**Interviewer:** DIY?

**Graham:** Yes. Do it yourself. The British love painting and decorating their houses, making furniture, that sort of thing. It's very popular. Of course, although the British are interested in sports and hobbies, they only spend twenty per cent of their free time doing them. In comparison, they spend forty per cent of their free time watching TV and about twenty five per cent of their time socialising. You know, inviting friends round for dinner, eating out, or going out to the cinema or to clubs.

**Interviewer:** Oh, OK. I'm disappointed. So, sitting in front of the television is what we spend most of our time doing?

**Graham:** Well, yes, I'm afraid so. But the British do a lot of sport, too, especially football and rugby. Football is the biggest spectator sport – more people watch football than any other sport. But, in terms of active participation – actually doing the sport – going hiking and going fishing are major activities. In fact, people prefer going fishing to doing any other sport.

**Interviewer:** Really? That's surprising. Anyway, after the break, I'm going to ask...

suddenly there it was – with an enormous hole in it! But if this happens to you, the airline company or the airport will buy you a new suitcase.

**Presenter:** Really?

**Annie:** Yes. If you go to the customer service desk, they'll look at the problem, the hole, and give you a piece of paper to take to a suitcase shop. And if you take the piece of paper there, they can give you a new suitcase!

**Presenter:** That's really good to know.

**Annie:** It is. And my second tip is related to volcanoes! Volcanoes can cause problems for travellers, as you know.

**Presenter:** Ah yes!

**Annie:** Well, if a volcano erupts near you, you'll need extra money. You may need to spend extra nights in a hotel or you may have to change city or... you know... other expensive surprises! So my second tip is always take extra money when you go to places near volcanoes – if there's no electricity because of a volcano eruption, the banks can't give you money because their computers won't work.

**Presenter:** So extra money. And a third tip?

**Annie:** Um. Before you travel, check how to get from the airport to your hotel. Taxis are expensive but most airports have a bus, train, or underground, and if you like meeting people, you may find there are shared taxis; taxis for four or more different people. They're a lot of fun! Shared taxis operate in a lot of countries. But remember, if you don't check this information before you travel you'll probably feel stressed or even panicky, especially if you don't speak the language.

**Presenter:** And a last tip.

**Annie:** And the last one is easy – book your holiday online! Especially hotels. If you visit a hotel's webpage, you'll get more photos, you may find offers and you can sometimes find ideas for things to do in the area... and it's easy. If you don't like giving your credit card details online, you can normally find the hotel phone number to call and book your room that way. And that's it!

**Presenter:** Brilliant, Annie! Thank you for those tips – just to run through them again, Annie says if your luggage appears with a hole...

## UNIT 6. THE BEST HOLIDAY EVER!

### LANGUAGE STUDY 1

#### Activity 9 and 10



**Presenter:** Welcome back. We're here in the studio with the travel blogger Annie Gordon who, obviously, is a great traveller... And as you travel a lot, Annie, what four tips could you give our listeners? What four pieces of advice do you think are the most useful or important?

**Annie:** Hmmm. Let me think. Only four? Ummm. Ah! Yes. Luggage. Suitcases.

**Presenter:** Ahhh, lost luggage. A frequent problem.

**Annie:** Yes. We all know that if your luggage is lost, you can tell the airport staff. They'll look for it and they'll send it to your hotel. If they don't find it quickly, you may have to buy clothes and things ... But what if something happens to your luggage, if something is broken? This happened to me! I was waiting for my suitcase at the airport carousel and

### CONSOLIDATION

#### Activity 5 and 6



**Steve:** I'm not sure how to do this, Sandy.

**Sandy:** Oh it's quite easy, Steve, and it's a great way to relax. It's like going on holiday... but free!

**Steve:** Alright. Let's try it. I need some relaxation.

**Sandy:** I know, I know. If we had some money, we could go away for the weekend and relax, but we don't. So we can try this.

**Steve:** Do I have to do anything?



**Sandy:** Just listen to the questions and try to see your answers in your imagination. When you see an answer, open your eyes for a moment and write down a few notes. Are you ready? It's your birthday and you're planning an amazing holiday to celebrate.

**Steve:** My birthday?

**Sandy:** Ssh. Just listen. You're planning an amazing holiday. If you could wake up anywhere in the world, where would you wake up?

**Steve:** Mmmm... ok.

**Sandy:** Can you describe your accommodation? Imagine you are there. There are people in the same place as you, you can hear them speaking – who would be there with you?

**Steve:** Nah, nobody's with me. It's my dream holiday...

**Sandy:** Mmmm you can smell breakfast... where is it? What is it? What would you drink, if this was your dream holiday?

**Steve:** Ummm, ok.

**Sandy:** Of course, if this was your dream holiday, you could learn any new sport or activity you wanted... If you could choose absolutely any sport or activity, what would you choose to learn?...

**Steve:** Oh that's easy. Sailing. I'd go sailing...

**Sandy:** Ssssh!! Just listen! Where would you do it? Where would you go sailing? Now you can choose a day trip to somewhere or a tour of a place on this holiday. Imagine you are on the way to this place. How would you get there, how might you travel, if you had to choose?

**Steve:** By motorbike! No, no. Hiking. On foot. Hiking. Yes! Oops. Sorry... yeek... just listen, I know.

**Sandy:** Haha, nearly finished. You are back at your accommodation and you want to relax, you want to feel happy and relaxed. If you could choose any way to relax on this special holiday, how would you do it? What would you do? Take a deep breath. Ok. That's it! How did you feel?

**Steve:** Wow! I feel great. Best holiday for years. Come on... now it's your turn to relax.

## SELF TEST

### Activity 4



**Receptionist:** Good afternoon, can I help you?

**Mother:** Yes, we have a booking for two rooms.

**Receptionist:** What name please?

**Father:** O'Dowde. O-D-O-W-D-E.

**Receptionist:** Thank you sir. Yes. Two rooms from today, Monday the 10th to Saturday 15th.

**Father:** Yes, that's correct.

**Receptionist:** Excuse me. How old are your children?

**Mother:** Um, eleven and nine.

**Receptionist:** If you prefer, we can offer you a family room. We have one available. You would have two sleeping areas and a bathroom.

**Mother:** Oh... er... yes, that would be better, yes. Thank you.

**Receptionist:** We also have Children's Night every Wednesday with fun activities for under 13s from seven o'clock to nine o'clock. In fact, we have activities most evenings – we put information about that in the restaurant.

**Father:** What time is the restaurant open?

**Receptionist:** It's open at lunchtime from 12 to 3.30pm, then it closes late afternoon until 6pm.

**Father:** Ah, so it's closed now...

**Receptionist:** Yes, but if you want a snack or a sandwich, there's a café by the swimming pool.

**Daughter:** Mummy, when's the swimming pool open?

**Receptionist:** It's open all day, normally. And there are activities during the afternoon – for adults and children. It's closed tomorrow for cleaning – but just in the morning. Don't worry. It'll be open at 1 o'clock. Normally it's only closed at night, and it opens at 10 in the morning.

**Son:** Can we go now?

**Mother:** I want to go sightseeing...

**Father:** But we've only just got here!

**Mother:** OK, but I want to go tomorrow.

**Son:** Me too. I want to see Romans! And lions!

**Daughter:** And I want to eat a real pizza and an ice cream and...

**Receptionist:** We have a day trip to Rome, if you'd like...

**Mother:** Oh no! Not a whole day! We'll go sightseeing but... well... little by little. We need a holiday...

**Receptionist:** I quite understand... Here's your key. It's room 314, on the third floor. The lift is there, next to the restaurant.

**Father:** Thank you.

**Receptionist:** Enjoy your stay!

## UNIT 7. COOKING FOR REAL

### LANGUAGE STUDY 1

#### Activity 9, 10 and 11



**Rick:** Sam! How are you?

**Sam:** Hey Rick. How did your date with Carla go?

**Rick:** Pretty good. I cooked and I made a risotto.

**Sam:** A what?

**Rick:** A risotto. An Italian rice dish.

**Sam:** Oh right!

**Rick:** Yes, and Carla loved it – we're seeing each other again tomorrow, because she wants to cook something special for me now.

**Sam:** Really? It was that delicious? Wow, how do you make it? My parents are coming at the weekend and I want to make them something special and I can't cook!

**Rick:** No, this is easy. Honest. You just need a handful of rice for each person – a big handful – and an extra handful for luck.

**Sam:** Any kind of rice?

**Rick:** Yes, you can use any kind, I think, but Italian rice is best.



**Sam:** OK. What else?

**Rick:** About half a bottle of white wine.

**Sam:** Isn't that too much?

**Rick:** No. The alcohol evaporates while the rice is cooking. Well, a lot of the alcohol evaporates.

**Sam:** So some rice, a bit of wine.... and?

**Rick:** Some chopped chicken.

**Sam:** Cooked?

**Rick:** Yes. Roast or grilled is good. And chopped. And you need half a lemon and a bunch of asparagus – you can use any vegetables you have in the house. Oh, and a bit of boiled ham, also chopped. Everything should be chopped. Except the lemon.

**Sam:** ...chopped boiled ham. So what do I do with the ingredients?

**Rick:** Well, first you put some oil in a pan and then, when it's hot, you put the meat and vegetables in the pan for a few minutes. Fry everything a little, not too much, then add the rice.

**Sam:** I put the rice in the pan with no water?

**Rick:** No water. Not yet. After a minute or two, you start to add hot water slowly, a little water, then a little more, and you let it cook, but not boil. Next add a little wine, then a bit more water. You do that constantly for half an hour. When you've done that, you add more wine, a pinch of salt, and the juice from the half a lemon... and you cover it.

**Sam:** Hang on a moment... half a lemon... cover it... OK, carry on.

**Rick:** Don't touch it for about ten minutes, then finally check it for salt, add a pinch more and a little more oil, mix it and that's it.

**Sam:** That sounds easy! But I don't think I have any white wine.

**Rick:** I didn't have any wine either. But I had whisky... so I improvised! And it was very good.

**Sam:** HAHAAHAHAHA. That would be a nice surprise for my parents! So. Let me check. I need some rice, some vegetables...

## LANGUAGE STUDY 2

### Activity 7 and 8



**Melinda:** Welcome to today's programme where we find out if food can make us happy. In the studio today, we have Alan Middleton, an expert in food science who is going to tell us if there is any relationship between emotions and food. Good morning, Alan.

**Alan:** Good morning, Melinda. And yes, there is a strong relationship between food and emotions. Some kinds of food affect our emotions, and emotions can also affect what, when and how much we choose to eat.

**Melinda:** Really? Food and emotions are linked?

**Alan:** Oh yes. It's partly chemistry. As you know, our brain tells our body what to do. Our brain says 'Stand up' and our body stands up. Our brain says 'feel happy' and we feel happy. There are substances, hormones

in some food, that help the brain send messages to the body.

**Melinda:** Ah yes, I understand.

**Alan:** Some hormones in 'Happy' foods help the brain tell the body to 'be happy'. These include bananas, which are wonderful for energy too, and spinach and turkey...

**Melinda:** Ah, turkey! Everybody's favourite bird at Christmas.

**Alan:** Indeed! Then there are 'sad and tired' foods that stimulate us first, like coffee, chocolate and alcohol, but then leave us feeling sad and tired. However, there is a substance that can stop depression, and you find it in fish and seafood. So if you like chocolate and coffee, you ought to eat fish to block the 'sad' effect.

**Melinda:** So more fish, less depression.

**Alan:** That's what scientists have found. And you should also avoid eating when you're not hungry. Sometimes you feel sad or bored or even happy, so you want a particular kind of food. Normally sugary food like chocolate or ice cream or fast food like pizza. We call these things comfort food. Many people under stress eat a lot of comfort food.

**Melinda:** So no comfort food?

**Alan:** No, no, we all need a little comfort food sometimes. But a little is enough. You shouldn't keep much chocolate in the house, for example. You should keep apples instead. Be happy, eat fish and bananas.

**Melinda:** Well, thank you very much Alan.

**Alan:** Not at all.

## CONSOLIDATION

### Activity 2 and 3



**Chef:** Right, now it's time for my Two Minute Tips – the two minutes when I give you my ideas for an easier life! Today, it's food shopping and how to shop for a healthy diet, including healthy breakfasts – breakfast is very important - you'd better remember to eat it! - and for quick healthy meals and snacks. So... the clock is on!

First, you should never shop without a list when you're in a hurry. Never. When you shop fast, you don't plan, you just buy attractive things, and fast food is usually more attractive!

So, you ought to always, always make a list! You can write things you need, but you can also see if your list is balanced or not – have you got fruit? No? Add some fruit. Have you got breakfast food? No? Add breakfast things. And so on.

Um, what's next? Oh yes. You should try not to buy things spontaneously. We always forget something on our list, but set a limit. Only three spontaneous things. No more.

Then, you should never shop when you're hungry. So you'd better shop just after lunch, really! When you're hungry, you see things, you think 'Oh, I like the look of



that, I'd like some right now...' and you fill your basket with comfort food or pre-cooked food or too many cakes... So no. You'd better eat before you shop.

Next. Let me think. You shouldn't look at the precooked food. Don't go near it! Precooked food in supermarkets looks good, but it's usually full of salt, and you ought to be careful of fats and artificial ingredients... avoid precooked food.

Buy tins of fish and seafood for snacks and for salads. You should always have salad in the house and and... free-range eggs. You ought to have free-range eggs for quick and easy omelettes and boiled eggs and things.

Then there's breakfast! You'd better put lots of healthy breakfast things on your shopping list like milk and fruit. Some fruit with breakfast is great. Yoghurt. Toast – nice bread! Real bread. Avoid white bread. And cereal. But you should be careful with cereal. A lot of cereal has got too much sugar in it. Low calorie does not mean low sugar. It's strange, but...

Ooh, nearly two minutes, oo oo, buy fresh fruit juices. You should read juice bottles and cartons for extra sugar. You shouldn't buy the extra sugar ones. And juice is better than cans of drinks.

One more one more! Oh no. That's it! Two minutes! PHEW! Happy shopping!

wear their socks in a particular way so that even their socks look exactly the same. Boys are often required to have very, very short hair in Japan, but this is also true in some other countries. Mum, did you know some schools make kids have boring haircuts in the UK and Australia too?

**Mum:** "Boring"?

**Daughter:** Well, you know, not strange. They have to have ... ordinary haircuts. Anyway In the USA, many schools make students change their shoes when they come in in the morning. Students must have two pairs of shoes, one for inside, one for outside, to keep the school floors clean. This is also true in Estonia and the UK. In Britain, you usually have to walk on the left in corridors. If you don't walk on the left, you may be put in detention. And finally, there is also detention for students who yawn more than three times in a class... Mum?

**Mum:** Hmm.

**Daughter:** What's is it? Is it terrible?

**Mum:** No, no! I was just thinking about something... You know, I've just realised we had ALL those rules at my school. Every one!

## LANGUAGE STUDY 2

### Activity 2



1 Where did you go?

2 What did he say?

3 My boss is wonderful.

4 I want to go to Paris.

## CONSOLIDATION

### Activity 9 and 11



**Female:** Oh, look! I see they still have to wear the green and white summer dress, but it looks like they don't have to wear those terrible hats any more. And they can study computer science, nowadays! Gosh, we had to calculate everything in our heads and we could only use a calculator in Physics – that was all the technology we had! Hmmm. Greek. We were allowed to do Greek but it wasn't obligatory – let's see, no that hasn't changed. They can choose Greek if they want... oh wow Mandarin Chinese! We couldn't do that! We had to study at least three languages, but they didn't let us do Chinese. The gardens are still there – ha-ha, and only teachers and prefects are allowed to walk in them. Some things never change...

**Male:** Hey, that's my old school! So they have a web page! Of course, all schools have to have a webpage nowadays, I suppose. I wonder if it's changed at all. Let's see... oh, that building is different – and... where's the swimming-pool?! We had a swimming-pool right there! It was FREEZING!! But it's GONE! I still remember... we had to get dressed standing

## UNIT 8. BACK TO SCHOOL

### LANGUAGE STUDY 1

#### Activity 2



- 1 I've come to talk to the Professor.
- 2 You need to listen carefully.
- 3 We don't use chalk any more.
- 4 My secondary school looked like a castle.
- 5 Would you go back to school, if you could?
- 6 They caught him climbing over the school wall.
- 7 My teacher is from the Isle of Mann.
- 8 You mustn't interrupt in class.
- 9 Lunch at school was always lamb and cabbage.

#### Activity 10 and 11



**Mum:** Do you need any help?

**Daughter:** Hm? Pardon?

**Mum:** If you want some help, just tell me, ok?

**Daughter:** Oh, in that case... can I read my homework to you? I just... you just need to tell me if it sounds ok.

**Mum:** Yes, sure – wait a second... ok.

**Daughter:** Strange school rules from around the world. In most schools in Japan, students are required to wear a uniform, which is quite normal, but sometimes they have to wear a particular colour of underwear too. Japanese students must also



next to the swimming-pool. We weren't allowed to change in the toilets because they didn't want water on the floor. So we had to stand and do acrobatics to change! It was terrible! And we weren't allowed to look at the girls. Teachers put us in detention if we looked. Haha, we were only nine or ten years old.

And then we were allowed to go to the library after swimming, and they let us sit on the floor – it was lovely and warm in the library. Some children fell asleep while we were reading! You weren't allowed to fall asleep, but... it was a modern school. We had a library in each area, and a big open classroom for two year groups. We had an area where you could do art and make things... Hey, look at the photos – the library... and those little rooms! The ones with the silly rule about talking!! They're still there!

## SELF TEST

### Activity 5 and 6



**Career Advisor:** Good morning, everyone.

**Students:** Good morning.

**Career Advisor:** Your Head Mistress, Ms Fisher, has invited me here today to give you some idea of (what we), um, employers, um, companies, look for in a job interview. (What we) Look for in a candidate in a job interview. The, um, the perfect candidate.

**Student:** Don't you just look at exam results and academic success? I mean, they're the best things...

**Teacher:** Ssh! Jade!

**Career Advisor:** No, no, that's a good question. And the answer is no, not really. A person's character is very important too, and their social skills – (if) they can work with people. In fact, depending on the job you have to have very good social skills, but you don't need to have many academic qualifications at all.

**Student:** No qualifications? No school qualifications? Then why are we here?

**Career Advisor:** I didn't say 'no qualifications', I said 'not many'. And 'depending on the job'.

**Student:** But if I want to be a car mechanic, why do I need French? And History and Geography and...

**Career Advisor:** Simple. You must show people that you can work, and that you can work hard. Academic success shows hard work, not just intelligence. A company looking for a car mechanic doesn't need to employ someone who can speak French, no, but they want people who can work hard. And who can learn!

**Student:** Ahhh...

**Career Advisor:** And if you want to be a car mechanic, it's also a good idea to study for a vocational qualification next year.

**Student:** A vocational qualification? Where do they let you do that?

**Career Advisor:** At a further education college. There's one in the centre of town. Next to the Sixth Form college, in fact.

**Student:** Ah! Great. I'll have to go and ask...

**Career Advisor:** Yes, so – social skills, hard work, an ability to learn – and academic subjects for some jobs. Also, if you want to go to university...

## UNIT 9. LET'S GET TOGETHER!

### LANGUAGE STUDY 1

#### Activity 9 and 10



**Clive:** Hello. Uncle Brian? It's Clive here.

**Uncle Brian:** Oh hello, Clive! What a surprise! How are you?

**Clive:** I'm fine, thank you. In fact, Sarah and I have just had a baby. Would you and Aunt May possibly like to come to the baby-shower on Sunday afternoon?

**Uncle Brian:** A baby-shower? Congratulations! Yes, it would be our pleasure. Thank you for inviting us.

**Clive:** Not at all. We'll see you soon. Goodbye.

**Clive:** Hey, Jenny?

**Jenny:** Hey Clive! How are you? It was so good seeing you and Sarah the other day. And Anna's such a beautiful baby.

**Clive:** Ta very much, yes, she is, isn't she? Listen, would you and Jeff like to come to the baby-shower on Sunday afternoon?

**Jenny:** Oh Clive! I'm really sorry, we can't. It's Jeff's parents' wedding anniversary... But how about we come round the following weekend?

**Clive:** Sounds great. I'll call you later about it. Bye for now.

**Jenny:** Yes, take care.

**Clive:** Good evening. Is John there? It's Clive. Clive Marshall.

**Older woman:** Hello Clive. I'll just get him.

**John:** Clive? What can I do for you?

**Clive:** Good evening, John. Sorry to call you at home, but we're organising a baby-shower this Sunday afternoon, and we would like to ask you to come along, you and your wife, of course.

**John:** Ah. Sunday afternoon. Um, yes, yes, why not. Thank you for inviting us.

**Clive:** It's our pleasure. I look forward to seeing you on Sunday.

**John:** Yes, OK, see you on Sunday. Cheerio.

**Clive:** Polly?

**Polly:** Hi Clive. How can I help you?

**Clive:** We're having Anna's baby-shower this Sunday. Do you fancy coming?



**Polly:** Oh yes! Great idea. I've bought your Anna a little present so I'll bring it round then.

**Clive:** Ah, cheers. That's really nice of you.

**Polly:** Don't mention it.

**Clive:** How about bringing that boyfriend of yours?

**Polly:** Mark? Ah, he can't come. He's got a school reunion or something.

**Clive:** Perhaps another time.

**Polly:** Yeah, sure.

## CONSOLIDATION

### Activity 2 and 3



#### Conversation 1: Shelly and David

**Shelly:** We want to paint all the rooms – the baby room's going to be green with animals on the walls; it's going to be so cool.

**David:** Mm. Shelly, is Paul going to the match tonight?

**Shelly:** Huh? Um, I don't think so, no. Anyway. The kitchen's just perfect. Paul chose it, and you can see the garden from the window. The living-room is so big, oh my God, I love it! So we're having a house-warming ...

**David:** Who's that? Let's see...

**Shelly:** ... um, yeah, we're having a house-warming party next Saturday. If you're free, would you like to come?

**David:** Pff, I'd better reply to this text... Don't you hate it when your boss sends you messages at the weekend? Any time something comes into his head. Never waits till Monday, no...

**Shelly:** David! Do you fancy coming to the house-warming party? Or the baby-shower? We're having a baby-shower at the end of the month...

**David:** What? What house-warming? What?

**Shelly:** David? You know what? Forget it.

#### Conversation 2: Shelly and Eric

**Shelly:** So what do you think? Isn't the garden just so cool?

**Eric:** Yeah, right. It's sooo huge. And what a great swimming pool!

**Shelly:** That's not a swimming pool. It's for fish!!

**Eric:** Is it really?

**Shelly:** I love our bedroom, the big windows – we're going to get this amazing bed. It's a bit expensive, but...

**Eric:** Oh, it's expensive. What a surprise.

**Shelly:** What does that mean?

**Eric:** Nothing.

**Shelly:** Well, look, we're having a house-warming party on Saturday. And then we're having a baby-shower at the end of the month. It'll be a family get-together. Mum and Dad will be there. How about coming with Anna?

**Eric:** Um, no, sorry, I can't. I'm busy that day.

**Shelly:** Eric, I haven't told you what day!

**Eric:** Saturday, the house-warming thing. I'm busy.

**Shelly:** Ah, but how about the baby-shower? All the family will be there.

**Eric:** Oh my God. How boring...

**Shelly:** Shut up! It's our first baby!! That's not boring.

**Eric:** Look, I'm sorry. Anna's not speaking to me. Sorry. I'd love to come to the baby-shower. Yes. I'd like that. I'll be alone. But yes, I'd love to.

**Shelly:** Oh come on, Eric, you're my brother. You won't be alone...

#### Conversation 3: Shelly and Katy

**Shelly:** Hi, Katy? How are you?

**Katy:** Tired. I went to my sister's engagement party last night and I didn't get home until late. How are you? How's the baby bump?

**Shelly:** Oh, it's so huge!

**Katy:** Oh wow, you must be so excited!

**Shelly:** I am, yes. We are. Listen, we're having a house-warming party next Saturday. It's my birthday too. Do you fancy coming?

**Katy:** Oh, I'd love to! Great idea! What fun!

**Shelly:** And then we're having a baby-shower at the end of the month, it's a family get-together, so my cousin Daniel will be there...

**Katy:** Oh, he's so cute! Oh my God! I have to go. Yes, please. I'd love to! Shall I bring a present...? What do you need for the baby...?

## SELF TEST

### Activity 4 and 5



- 1
 

**Voicemail:** Leave your message after the beep.

**Male voice:** Hi, it's me. Listen, do you fancy coming to the new pub in town tonight? There's a concert and apparently the band is so good. Anyway. Call me back, ok? Cheers.
- 2

**Female voice:** Excuse me, could I possibly, um, invite you for coffee some time? I see you every day, and um...

**Male voice:** Oh. Um. Thank you. I'm sorry, I can't really. I, er, I don't like coffee.
- 3

**Male voice:** Hi. Um. Some friends of mine have just moved into a new house and I would like to invite you to come to the housewarming party with me tonight?

**Female voice:** Oh! That's a surprise! Yes, that would be great, thank you.
- 4

**Female voice 1:** Do you fancy going for a sandwich after work this evening?

**Female voice 2:** I'd love to, but I'm sorry I can't tonight. I'm going to the doctors right now.

**Female voice 1:** Ah, ok. Don't worry about it. See you tomorrow.



5

- Male voice:** Could I possibly ask you to come to the theatre with me this evening?
- Female voice:** Oh, I'd love to, really, but I'm afraid I have a family dinner. Perhaps another time?
- Male voice:** Well, how about going to the office Christmas party together?
- Female voice:** It would be a pleasure. I'd like that. Thank you..

## UNIT 10. THE DATING GAME

### LANGUAGE STUDY 1

#### Activity 2



- a You fill in a questionnaire.
- b People often choose partners because of their appearance.
- c Are you sure you're going to meet someone?
- d Many people fear being alone.
- e There is no cure for love-sickness.
- f Shared interests are important.
- g Madeline and Christian went on a tour of Africa for their honeymoon.
- h During our romantic walk in the forest we saw a bear!
- i I hate it when men drink beer on a first date.

#### Activity 8, 9 and 10



- Linda:** Hi, this is Linda Tompson from *Hot Topics*. Today we're discussing speed-dating tactics. And in particular, which questions we should ask and which questions we should avoid asking during the five minute date. Dating gurus Miles Wilson and Chloe Long are here in the studio. Miles, I hear that you are a speed dating expert.
- Miles:** I don't think so! Not an expert, but I have been successful at speed-dating, yes.
- Linda:** So why are the questions so important?
- Miles:** Well, you only have five minutes to talk to one person. So you need to get the conversation right and find out the things that are important to know about a person. I find that questions about culture work well. Such as "What did you think of the latest James Bond film? Do you like Agatha Christie?" that sort of thing.
- Chloe:** I completely disagree with you there, Miles. Those questions can end a conversation very quickly. They could respond with 'Oh. Um. I haven't read any of her books'. Or 'James Bond? I hate that kind of film! It was terrible!' 'You're not about to ask to see someone again if you've just disagreed with them.... Statistics say that at a speed-dating event, questions about travel are going to be much more successful than ones about films or books or... music. In fact, they're the most successful.
- Miles:** Travel? Oh absolutely not! What if you've never travelled? Imagine it; 'Have you ever been to Paris?'

'Er, no, I've never been outside of England'. Well, I'd feel embarrassed!

- Chloe:** Ah, but if you ask creative questions... You know, like 'If I took you away for a romantic weekend, where would you like to go?'
- Miles:** Ah, I see, yes. Yes, I agree. Open questions about imaginary travel... those kinds of questions are very good. Get people to talk about their dreams, not their opinions. And how about 'What would you give me for our first anniversary?'
- Chloe:** Well, it's a little me me me, isn't it, but if you say 'How would you like to celebrate our first anniversary?' it gives a different message.
- Miles:** Well Linda, I think the real expert in speed-dating is Chloe!
- Linda:** I think so too, yes! Definitely.

### CONSOLIDATION

#### Activity 2 and 3



- Presenter:** So Doctor Moore, some people predict that terrible things are going to happen if we continue using the Internet to make friends and find dates.
- Dr Moore:** No, no I completely disagree. There is absolutely no evidence of that. In fact no one has really made many conclusions about the future consequences of online dating. They talk about the immediate advantages and disadvantages of online relationships, but it's too early to predict how this will affect our relationships in the future. All we know is that more and more people are using online dating agencies, I imagine, because the results are good. Very good.
- Presenter:** OK, so what are the immediate consequences of meeting partners online?
- Dr Moore:** Mostly good actually, only two are negative.
- Presenter:** Only two? And what are they?
- Dr Moore:** Well, the Internet gives you a certain amount of privacy. I mean, if you want to, you can meet someone online completely in secret ... and like reading a book, you can close the laptop if somebody comes into the room. So it is a lot easier for people with a partner – a boyfriend, girlfriend, husband or wife, um, it's much easier to cheat on your partner, to have a relationship with... um someone else... at the same time.
- Presenter:** Yes, I agree. It's much easier to cheat on your partner online.
- Dr Moore:** I think so, yes. Then a second negative consequence is about sharing personal information. Most networking sites expect you to have a written profile about yourself, with a picture. This means that anyone can find things about you. A little embarrassing, if for example, your son or daughter's schoolteacher uses the same online dating agency as you. Or your boss. You do have to be very careful what you say.



- Presenter:** I agree totally. We never know who's reading. Oh dear, yes, you're right.
- Dr Moore:** But those are the negative effects. The rest are positive. Statistics say that we make friends much quicker online. We are honest about ourselves earlier. We talk about our dreams, ambitions, problems... all much quicker. It means we can find someone to talk to much more easily than in the past. And this is very positive.
- Presenter:** That's very true actually. And doctor, tell us about the type of person who uses an online dating agency...

## SELF TEST

### Activity 4 and 5



1

**Man:** Speed-dating is a really bad way to meet someone. In five minutes, you only have time to decide if you think someone is physically attractive. It's so superficial. I don't like the idea of speed-dating at all.

**Woman:** Me neither. But I do know one couple that met during speed-dating. And they are still together. Surprising isn't it?

2

**Woman:** The perfect first date should definitely be at a romantic restaurant. Great food, good music and interesting conversation. Simple and romantic.

**Man:** I don't agree. My ideal first date would take place outside. Maybe hiking or bike riding. A place where you can really get to know someone without worrying if your hair looks good.

3

**Woman:** All men lie on dating websites. It seems like all the men I read about are rich, athletic and have a great sense of humour. If that is true, why are they still single?

**Woman:** Absolutely. I went out with a man from a dating site who said he was sporty. We had to run for the bus and he almost collapsed because he couldn't breathe.

## UNIT 11. REVISION

### LISTENING COMPREHENSION I

#### Activity 2



**Luke:** So, how are you feeling about living here in London? Are you settled in yet? (Are you happy here?)

**Andrea:** Hardly (Not really), It's a very big city and I feel quite lonely. I'm thinking of taking up a new hobby so I can meet some new people.

**Luke:** That's a good idea. What kind of thing are you thinking of?

**Andrea:** Well, I like reading, so I thought I'd start with joining a book club. It sounds like fun.

**Luke:** It sounds like my worst nightmare. I like reading, but I don't like the idea of having to analyse every word in a book. Plus, I don't know if you will get to know other people because you'll only be talking about one thing... the book.

**Andrea:** I guess that's true. The other idea I had was to do some amateur dramatics. I love acting and I think that being on stage will build my confidence too.

**Luke:** I see drama groups advertised all the time in local papers. I'm sure you'll find one that you like. It's not for me though. I can't stand dressing up in strange clothes and having to learn lines. It would feel like I was at school again.

**Andrea:** So what do you do in your spare time?

**Luke:** I enjoy doing sports, so I spend a lot of my time at the sports centre.

**Andrea:** I like doing sports too, but I prefer just running outside so I wouldn't want (have) to pay for a gym. Plus, I don't think I will meet new people while I'm sweating on a running machine.

**Luke:** Sure, well the other thing I'm doing is learning to speak Portuguese. I've joined a group that meets every Thursday in a local bar. I've met people from Spain, France and Italy. It's really good fun.

**Andrea:** I love that idea. I've always wanted to learn Japanese. Do you think I could find a similar group for Japanese?

**Luke:** In this city... anything's possible.

### LISTENING COMPREHENSION II

#### Activity 3



**A Paula:** That would be great. My parents are going away this year and my sister is at her boyfriend's house, so none of my family will be around. I'd be really happy to come to yours.

**B Peter:** I'm sorry, I wish I could, but I have a wedding to go to on Saturday. I'll be sorry that I can't meet the little baby. Have you given him a name yet?

**C Rachel:** Congratulations. Of course I will be there. I was going to go to Cyprus for holidays but my best friend is getting married... I wouldn't miss it for the world!

**D Liz:** I'd love to but I'm afraid I can't. We have tickets to the theatre on Saturday and I've wanted to see this play for ages. I promise I'll be there for your wedding though.

**E Andrew:** I'm sorry, I have a big presentation on Friday and I have to stay at work late all this week. You must give me your new address and I'll come by to see your new place soon.



## UNIT 1. A GLOBAL WORLD

### The world as we know it

#### Activity 1

1 d 2 c 3 a 4 b

#### Activity 2

Student's own answers.

#### Activity 3

- 1 They're studying for a Masters degree at a local business college.
- 2 Henrick chooses Chinese food, Pauline pizza, Ben curry and Aysha fried chicken.

#### Activity 4

- 1 ✓ 2 ✓ 3 ✓ 4 X Bars and cafés in England don't close at 11 o'clock.
- 5 X They hear Arabic music.
- 6 X She eats outside when it is warm and sunny.
- 7 X Only Ayesha orders American food. The others order Chinese, Italian and Indian food.

#### Activity 5

1 a 2 a 3 b 4 b 5 a 6 b 7 a

#### Activity 6

1 b 2 c 3 a 4 b 5 c 6 b

#### Activity 7

Student's own answers.

### READING

#### Activity 1

Student's own answers.

#### Activity 2

1 ✓ 2 ✓ 3 ✓ 6 ✓ 7 ✓ 9 ✓

#### Activity 3

- 1 40%
- 2 The Caribbeans and Asians have brought their food, character and culture to Britain.
- 3 'Little Lisbon' is in Stockwell, in southwest London.
- 4 Ana's father lives in Stockwell.
- 5 This part of the city smells of ginger, chilli and other ingredients of Vietnamese food.
- 6 Cwong's parents immigrated to Britain to escape the communist dictatorship in Vietnam.

#### Activity 4

1 refugees 2 origin 3 inhabitants 4 descendants 5 immigration 6 ginger

### LANGUAGE STUDY

#### Activity 1

Student's own answers.

#### Activity 2

1 thing 2 sun 3 wing 4 ran 5 sinner 6 robbing  
7 tongue 8 bang

#### Activity 3

1 mixed marriage 2 brain drain 3 poverty 4 deportation  
5 cultural heritage 6 integration 7 multi-ethnic diversity  
8 racial segregation 9 political oppression 10 religious persecution

#### Activity 4

1 comes 2 are talking 3 are staying 4 has lived 5 don't go 6 have you had

#### Activity 5

1 has lived 2 comes / come 3 wear 4 don't listen 5 prefer  
6 is renting 7 are looking 8 have been

#### Activity 6

- 1 Graham doesn't work in Australia anymore.
- 2 I am still hungry.
- 3 We don't have any friends in York anymore.
- 4 My parents' relatives still live in India.
- 5 We still haven't been on holiday this year.
- 6 Clara still phones relatives in Spain every day.

#### Activity 7

1 hates 2 tastes 3 want 4 know 5 owns  
6 Can / Do ... see 7 does ... think

#### Activity 8

1 have lived 2 love 3 am having 4 know 5 come 6 speak 7 don't speak 8 am learning 9 want

#### Activity 9

1 industrial 2 South Asia 3 40%

#### Activity 10

1 b 2 b 3 b 4 c

#### Activity 11

Student's own answers.

### Globalisation

#### Activity 1

Student's own answers.

#### Activity 2

Student's own answers.

#### Activity 3

1 a 2 b 3 b 4 a 5 b 6 a

#### Activity 4

1 c 2 a 3 b

#### Activity 5

1 Sam 2 Katy 3 Katy 4 Sam 5 Sam



### Activity 6

- 1 Birmingham    2 Indians and Pakistanis    3 1970s  
4 In the late 1960s    5 Pakistan    6 Birmingham    7 Pakistan

### Activity 7

- 1 Italians    2 Cuban    3 British    4 Italian

### Activity 8

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

- 1 b    2 c    4 a

### Activity 3

- 1 ✓  
2 X Major international chain stores offer value and quality.  
3 ✓  
4 ✓  
5 ✓  
6 ✓

### Activity 4

- 1 c    2 d    3 f    4 e    5 a    6 b

## LANGUAGE STUDY

### Activity 1

- |            |             |
|------------|-------------|
| 1 improve  | improvement |
| 2 discuss  | discussion  |
| 3 consumer | consumerism |
| 4 identity | identical   |
| 5 politics | politician  |

### Activity 2

- 1 economical    2 community    3 linguistics    4 immigration  
5 pessimist    6 development    7 global    8 diversity  
9 physics    10 deportation    11 communist    12 arrangement

### Activity 3

reduce: reduction  
popular: population  
govern: government  
conclude: conclusion  
familiar: familiarity  
employ: employment

### Activity 4

- 1 employment    2 conclusion    3 government    4 popularity  
5 reduction    6 familiarity

### Activity 5

- 1 but    2 Although    3 However    4 On the one hand    5 On the other hand    6 To sum up / In conclusion

### Activity 6

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

- 1 b    2 c    3 a    4 e    5 d    6 f

### Activity 3

- 1 DS  
2 X Dan's girlfriend is from London.  
3 ✓  
4 X He has learned to surf since he came to New Zealand.  
5 ✓  
6 X Almost 20% of the population is Asian and 25% Maori or from the Pacific Islands.  
7 X Astin thinks there are great ethnic restaurants.  
8 X Most of Astin's new friends are other immigrants.

### Activity 4

- 1 People emigrate to New Zealand because:  
1 it has a relaxed lifestyle  
2 there are beautiful mountains and beaches  
3 there are many outdoor sports  
4 it's multicultural  
2 Companies prefer to give jobs to New Zealanders.  
3 There are great ethnic restaurants and interesting cultural festivals.  
4 Astin thinks kiwis are friendly but that they don't make friends easily.

### Activity 5

her job ✓  
food ✓  
the school day ✓  
free time activities ✓

### Activity 6

- 1 c    2 a    3 b    4 c    5 a    6 b    7 a

### Activity 7

Student's own answers.

### Activity 8

Student's own answers.

## SELF TEST

### Activity 1

- 1 integration    2 poverty    3 political oppression    4 deportation  
5 religious persecution    6 mixed marriage    7 brain drain

### Activity 2

- 1 government    2 reduction    3 discussion    4 improvement  
5 familiarity    6 employment



# Answer Key

## Activity 3

1 I've lived 2 am sitting 3 am wearing 4 come 5 know  
6 are renting 7 have been 8 are staying 9 love 10 don't  
know 11 depends 12 am not working 13 am doing 14  
has 15 eat

## Activity 4

- 1 ✓  
2 ✓  
3 X She hardly ever goes to see a play or musical because they  
are expensive and she is usually working in the evenings.  
4 ✓  
5 ✓  
6 X She says that London is polluted and full of traffic but that  
it's also a very green city.  
7 ✓  
8 X She used to miss drinking good coffee. She became a tea  
drinker.

## Activity 5

1 Although 2 still feel 3 but 4 anymore 5 On the one hand  
6 On the other hand 7 but 8 In conclusion

## Activity 6

Student's own answers.

## UNIT 2. SCIENCE: INVENTIONS

### Cool Science

#### Activity 1

1 c 2 a 3 b

#### Activity 2

Student's own answers.

#### Activity 3

1 Peace, Science, Medicine, Literature, Economic Science  
2 Bill used to go to the library and Laura can't remember what  
she used to do.

#### Activity 4

1 d, f 2 e 3 b 4 c, g 5 a

#### Activity 5

- 1 ✓  
2 X They think that museums are boring.  
3 X For over two centuries scientists have worked in the museum.  
4 ✓  
5 ✓  
6 ✓  
7 X She always went on trips to the theatre or farms.  
8 ✓

#### Activity 6

1 e 2 g 3 f 4 d 5 c 6 a 7 b

## Activity 7

Student's own answers.

## READING

### Activity 1

1 c 2 b 3 a 4 d

### Activity 2

microwave oven, vacuum cleaner, dishwasher

### Activity 3

1 vacuum cleaner 2 microwave oven 3 dishwasher  
4 washing machine

### Activity 4

1 dust 2 handkerchief 3 warm up 4 melts

### Activity 5

- 1 He wanted to invent a machine to detect the position of  
aeroplanes.  
2 He was standing next to the machine for sending microwaves.  
3 He was sitting in a restaurant.  
4 He placed the handkerchief on a chair covered in dust and  
sucked the handkerchief to his mouth.  
5 That her servants wouldn't have to wash hundreds of dishes  
and that it would be faster than her servants.  
6 Her friends

## LANGUAGE STUDY

### Activity 1

/d/	/t/	/ld/
designed, opened, used	noticed, placed, sucked	invented, started, decided

### Activity 2

- 1 designed, opened, used, noticed, placed and sucked  
2 designed, opened and used 3 noticed, placed and sucked  
4 invented, started and decided

### Activity 3

1 scientist 2 mathematician 3 invention 4 inventor  
5 design 6 designer 7 engineer 8 engineer 9 manufacture  
10 manufacturer 11 production 12 producer

### Activity 4

1 manufacturer 2 designer 3 scientist 4 inventor  
5 mathematician

### Activity 5

1 invented 2 invented, was living 3 didn't understand  
4 was flying, made 5 was working, developed

### Activity 6

1 was living 2 designed 3 built 4 made 5 was 6 wasn't  
7 started 8 didn't make 9 was living 10 died

### Activity 7

of



### Activity 8

1 c 2 b 3 d 4 a

### Activity 9

- 1 Alexander Bell invented the telephone in the late nineteenth century.
- 2 Alexander Bell invented the telephone in the 1870s.
- 3 Alexander Bell invented the telephone about one hundred and thirty years ago.

### Activity 10

- 1 Did people listen to / Did people use to listen to
- 2 didn't watch / didn't used to
- 3 came
- 4 drove / used to drive
- 5 used to have
- 6 lost

### Activity 11

A record player: Matt and Fiona

A cassette player: Fiona

### Activity 12

1 b 2 a 3 b 4 a

### Activity 13

Student's own answers.

### Activity 14

Student's own answers.

## Having a eureka moment!

### Activity 1

Student's own answers.

### Activity 2

- 1 The Industrial Revolution
- 2 Student's own answers.

### Activity 3

- 1 horse, carriage
- 2 1903
- 3 66
- 4 1875
- 5 dishwasher
- 6 London
- 7 everyday life
- 8 the wind-up radio
- 9 Africa
- 10 21

### Activity 4

- 1 43 minutes
- 2 1779
- 3 It had the most famous ironworks in the world.
- 4 locksmiths, blacksmiths, chemist's, sweets shop
- 5 1986
- 6 Wales

### Activity 5

1 c 2 f 3 a 4 d 5 h 6 g 7 b 8 e

### Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

2

### Activity 4

- 1 X Ernie Wise made Britain's first mobile phone calls.
- 2 X We never used to listen to people's conversations on trains.
- 3 X We don't care if people hear our conversations.
- 4 ✓
- 5 ✓

### Activity 5

1 a 2 b 3 a 4 b 5 a 6 b

## LANGUAGE STUDY

### Activity 1

1 c 2 e 3 a 4 b 5 d

### Activity 2

1

### Activity 3

- 1 long lasting
- 2 easy-to-use
- 3 reliable
- 4 up-to-date
- 5 eco-friendly
- 6 efficient

### Activity 4

Student's own answers.

### Activity 5

- 1 bought
- 2 has already sent
- 3 did Joe leave
- 4 has changed

### Activity 6

- 1 have visited
- 2 travelled
- 3 took
- 4 was
- 5 has increased
- 6 haven't noticed
- 7 sat
- 8 didn't talk
- 9 started
- 10 watched

### Activity 7

- 1 friends and family
- 2 watch TV
- 3 for six months
- 4 Germany
- 5 small, light
- 6 very large
- 7 inside my ear

### Activity 8

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

Check key at bottom of page.

### Activity 3

Student's own answers.



# Answer Key

## Activity 4

Women invented Kevlar, the circular saw and liquid paper.

## Activity 5

1 c 2 b 3 c 4 a

## Activity 6

Student's own answers.

## SELF TEST

### Activity 1

1 scientist 2 engineer 3 manufacturer 4 designer  
5 inventor

### Activity 2

1 scientist 2 inventor 3 designer 4 engineer  
5 manufacturer

### Activity 3

1 b 2 f 3 e 4 d 5 c 6 a

### Activity 4

1 was playing, had, became, invented 2 was, built 3 was  
working, made, discovered, didn't invent

### Activity 5

1 died 2 didn't use to play 3 used to practice 4 grew up,  
invented

### Activity 6

1 has invented 2 built 3 already 4 yet 5 has won  
6 has designed 7 started 8 just

### Activity 7

credit cards, CD covers, radios, pens, cameras, mobile phones,  
electronic calculators

### Activity 8

1 ✓  
2 ✓  
3 X She was working at New Ideas.  
4 X She designed a new type of pen while working at New Ideas.  
5 ✓  
6 ✓

### Activity 9

Student's own answers.

## Activity 2

Student's own answers.

## Activity 3

1 They are going to tell Clark Hammond and Deborah Cash  
about some new ideas and inventions.  
2 Because she thinks her invention will change the world  
completely.

## Activity 4

1 sandwiches 2 presenter 3 Britain 4 £250,000 5 mind  
6 colder 7 poor

## Activity 5

1 It has to be interesting and well designed.  
2 the washing machine, the temperature in the house  
3 none  
4 She gives £250,000 to Kath and £1,000,000 to Charlie.

## Activity 6

1 NS 2 B 3 B 4 B 5 NS 6 W

## Activity 7

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

A 2 B 1 C 3

### Activity 3

1 ✓  
2 X The writer says that robots will check out hotels.  
3 X We'll use robots to do the shopping.  
4 ✓  
5 ✓

### Activity 4

1 c 2 e 3 d 4 a 5 b

### Activity 5

1 carry out 2 sort out 3 check out 4 go out 5 take out

## LANGUAGE STUDY

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

1 won't do 2 won't wash 3 won't get 4 won't go 5 will  
know 6 will order 7 will be 8 will, do

### Activity 4

1 live 2 work 3 feel 4 have

## UNIT 3. LIFE IN THE FUTURE

### Inventions that will change our world

#### Activity 1

Student's own answers.

1 cleaning your teeth  
2 taking photographs underwater  
3 opening difficult tins



### Activity 5

- 2 We'll live on our own.
- 3 Many people will live in poverty.
- 4 We'll live to be 100 years old.
- 5 We'll work at home.
- 6 So, we all will feel healthier and fitter.

### Activity 6

2, 4, 5

### Activity 7

1 c 2 b 3 a 4 c 5 a

### Activity 8

Student's own answers.

### Activity 9

1 is, leaving 2 's taking off 3 are going to do 4 'm going to go / 'm going 5 am going to sleep 6 going to be 7 are we going to do? 8 'm not going to visit

### Activity 10

Student's own answers.

### Activity 11

1 'm going to save 2 will work / are going to work 3 will be / is going to be 4 are going / are going to go 5 will take 6 won't make 7 are going to visit 8 are also going to walk

## How to live "green"

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

1 ✓ 2 ✓ 3 X It will be the only eco-town in the UK. 4 ✓  
5 X Houses will use solar panels. 6 ✓ 7 X They will finish building the town in 2032. 8 ✓

### Activity 4

1 a 2 a 3 a 4 a

### Activity 5

a, c, e, f, h, i

### Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

1 b 2 c 3 a

### Activity 3

- 1 Greg found it difficult to be wealthy overnight and find trustworthy financial advisors.
- 2 It has been difficult for Lina to keep in touch with old friends and family.
- 3 The hardest part for Lina was leaving her old job.
- 4 He misses his wife's company. Eating and going places together.
- 5 Matthew doesn't know what went wrong with his marriage.

### Activity 4

1 e 2 c 3 a 4 b 5 f 6 d

## LANGUAGE STUDY

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

1 more exciting 2 biggest 3 most populous 4 most wonderful 5 happiest 6 more beautifully 7 better

### Activity 4

C

### Activity 5

I definitely think that digital cameras will be gone in 25 years. I mean, who actually uses cameras anymore? I take all my pictures with my mobile phone. It's a lot easier to email my photos straight to my friends. I read an article titled Gadgets of the Future. By 2015, they will invent the technology to zoom in without needing a really big lens to capture things 50, 100 or even 250 meters away. Imagine that!

### Activity 6

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

1 d 2 c 3 a 4 b

### Activity 3

True: 3

False: 1, 2 and 4

### Activity 4

- 1 Many children will live to be 200 because advances in medicine will slow down ageing.
- 2 The number of people living on less than a dollar a day will be 1 in 20 in 2100.
- 3 They are planning to build big greenhouses to produce more food for less money. It will also help to protect forests.
- 4 A tiny computer will fit in your ear and translate what you hear into your own language.



# Answer Key

## Activity 5

3, 4, 5

## Activity 6

1 c 2 b 3 c

## Activity 7

Student's own answers

## Activity 8

Student's own answers

## SELF TEST

### Activity 1

1 live 2 won't grow 3 own 4 will leave 5 will build  
6 has 7 will be

### Activity 2

2

### Activity 3

1 They are working with other companies.  
2 They will open a five-star complex.  
3 The food will be European.  
4 They will play tennis.  
5 It will be twenty years before there is a hotel in space.

### Activity 4

1 is flying, is going to call 2 is having, are going to raise  
3 is going to ask, is having 4 is meeting, is going to ask 5 is  
going to write, is travelling

### Activity 5

1 biggest, larger than, more slowly 2 older and more historical  
than 3 greater ... than 4 richest and most prosperous  
5 longer, than

### Activity 6

What country has the highest population in the world?  
Shanghai is the largest city in the People's Republic of China  
and it has the highest population in the world, over 23 million  
people. This global city has influence in commerce, culture,  
finance, media, fashion, technology and transport. Shanghai is  
near the Yangtze River on the Chinese coast in eastern China. Is  
Shanghai a popular tourist destination? Most definitely!

## UNIT 4. SPORTS

### This sporting life

#### Activity 1

Student's own answers.

#### Activity 2

1 She's going to use an app on her phone.  
2 Because they won the tennis match and Jess won her bets.

#### Activity 3

1 bad 2 rugby 3 football 4 £20 5 right 6 six 7 £500

## Activity 4

1 b 2 b 3 a 4 a 5 c 6 b

## Activity 5

1 d 2 a 3 c 4 e 5 b

## Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

Tennis, football and baseball

### Activity 3

1 b 2 a 3 b 4 a 5 b

### Activity 4

1 coverage 2 adjustment 3 raised 4 evolve 5 hit

## LANGUAGE STUDY

### Activity 1

Student's own answers.

### Activity 2

1 b 2 b 3 b 4 b 5 a 6 b

### Activity 3

1 to be able to run 2 won't be able to play 3 won't be able  
to 4 be able to win 5 to be able to go 6 will soon be able  
to watch

### Activity 4

1 can run 2 can jump 3 could clear 4 couldn't compete  
5 to be able to take part 6 will be able to add

### Activity 5

1 c 2 a 3 d 4 f 5 e 6 b

### Activity 6

1 took up 2 beat 3 drew 4 broke 5 hit a shot  
6 scored

### Activity 7

1 a 2 c

### Activity 8

1 the long jump 2 15 years old 3 long legs 4 the World  
Championships 5 the high jump 6 the European Cup

### Activity 9

Student's own answers.



### Activity 10

1 can't 2 must 3 may / might / could 4 may / might / could  
5 must 6 may / might / could 7 can't

### Activity 11

1 is / are going to play 2 win / wins 3 try / tries 4 want / wants  
5 love / loves

## Try your luck...

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

1 a, b 2 b, c 3 a, c 4 a, c 5 b, c 6 a, c 7 a, b

### Activity 4

1 modern 2 1850 3 Brookes 4 children and adults  
5 swimming

### Activity 5

1 c 2 a 3 b 4 d 5 e 6 f

### Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

A 1 The Superstar Boxing Club

B 3 The Up to the Skies Gym

C 2 The People's Gym

### Activity 3

2 Carl: Gym B because it has a climbing wall.

3 Ken: Gym C because it has a large weights room.

4 Jenny: Gym A because after 10:00pm the atmosphere is like a nightclub.

5 Harriet: Gym B because it has a swimming pool.

### Activity 4

1 do:

boxing weightlifting extreme sports exercise pilates  
gymnastics yoga

2 play:

table tennis football rugby

3 go:

cycling climbing dancing swimming diving

## LANGUAGE STUDY

### Activity 1

Student's own answers.

### Activity 2

1 a W b S

2 a S b W

3 a W b S

### Activity 3

1 I'll 2 won't 3 I'll 4 won't 5 won't

### Activity 4

1 d 2 a 3 f 4 b 5 c 6 e

### Activity 5

1 football, boxing, tennis 2 swimming 3 athletics

### Activity 6

1 football 2 athletics 3 swimming 4 boxing

### Activity 7

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

A 3 B 1 C 4

### Activity 3

1 ✓

2 X Her winning time was 1 hour 49 minutes and 9 seconds.

3 X It didn't take place in 1992 or 2020.

4 X There will be snow in the Arctic Circle.

5 ✓

6 ✓

### Activity 4

Student's own answers.

### Activity 5

swimming pools

an athletics track

outdoor tennis courts

### Activity 6

1 ✓

2 X They will build new venues when they have the money.

3 X They aren't Olympic sized.

4 ✓

5 ✓

6 X She would like to build them, but it depends on money.

7 X They probably won't be able to build anything.



# Answer Key

## Activity 7

**Facilities that Paul's town has now:** swimming pool, indoor and outdoor tennis courts and football pitch

**Facilities Paul would like to have:** indoor swimming pool, weights room and sports hall

## Activity 8

Student's own answers.

## SELF TEST

### Activity 1

1 football pitch 2 swimming pool 3 boxing ring 4 athletics track 5 tennis court

### Activity 2

1 match 2 event 3 match 4 race

### Activity 3

1 can 2 wasn't able to / couldn't 3 to be able to 4 Can, can 5 can't 5 will be able to / won't be able to

### Activity 4

1 must 2 can't 3 might 4 could 5 must

### Activity 5

1 may / might 2 may / might / could 3 may / might / could 4 Could you get / Will you be able to get 5 won't be able to ski 6 may / might / could be late

### Activity 6

Brazil, Argentina, Spain

### Activity 7

1 b 2 a 3 b 4 c

### Activity 8

Student's own answers.

## UNIT 5. LEISURE

### Life is but a dream...

#### Activity 1

Student's own answers.

#### Activity 2

- 1 No he didn't. The first one was about French cuisine. He can't stand eating new things and he didn't learn any French.
- 2 They decide to join a drama group. They all want to act but don't want to give up their jobs.

#### Activity 3

1 Orlando 2 Ariel 3 Orlando 4 Phoebe 5 Orlando 6 Marina 7 Phoebe

#### Activity 4

1 three 2 Because he's a terrible dancer. 3 French cuisine 4 At the theatre 5 A drama group

## Activity 5

1 d 2 g 3 a 4 e 5 c 6 f 7 h 8 b

## Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

1 C 2 A 3 B

### Activity 3

- 1 X The average American has over 40 minutes a day more leisure time.
- 2 X Working long hours in factories isn't something that most of us have to do anymore.
- 3 ✓
- 4 X Today the time when Americans are free is unpredictable.
- 5 ✓
- 6 X Although typical Americans enjoy having more free time, they seem less sure about what to do with it.

### Activity 4

1 household chores 2 waste 3 commit 4 join 5 average 6 leisure activities 7 unpredictable 8 growing

## LANGUAGE STUDY

### Activity 1

Student's own answers.

### Activity 2

/ei/ waste, play, late, train  
/ai/ time, high, guy, lie  
/oi/ boys, employ, annoy

### Activity 3

- 1 Susan hates working at the weekend.
- 2 Joining a club is a good way to meet people.
- 3 It's fun to go hiking in the mountains.
- 4 Most adults can't stand eating out in fast food restaurants.
- 5 He was thinking about taking dancing classes in the evenings.
- 6 They were happy to see that a new gym has just opened near their house.

### Activity 4

1 joining 2 to lose 3 being 4 attending 5 exercising 6 running 7 to see 8 going 9 staying 10 watching

### Activity 5

1 go hiking 2 have a picnic 3 go jogging 4 go for a walk 5 go fishing 6 go bowling 7 go sightseeing 8 go rollerblading

### Activity 6

1 b, C 2 a, A 3 c, B



### Activity 7

- 1 ✓
- 2 ✓
- 3 X Jenny thinks fishing is boring.
- 4 ✓
- 5 X Tim only went bowling some time ago.
- 6 ✓

### Activity 8

Student's own answers.

### Activity 9

- 1 b 2 a 3 a 4 b 5 b

### Activity 10

- 1 b 2 a 3 c 4 a 5 b 6 c

### Activity 11

- 2 Who goes to class with Claire? John does.
- 3 Who works with Samantha? Claire does.
- 4 Who takes classes with Daniel? Sam does.
- 5 What does Daniel do on Tuesdays? He eats out with Rosalyn.
- 6 Who does Rosalyn like? She likes John.

### Activity 12

- 1 eating out with friends 2 staying in and playing board games 3 invite friends round for dinner 4 to do voluntary work 5 going out for the evening 6 to take up a new hobby

## What are your hobbies?

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

- 1 TV and radio programmes, magazines and books and gardening websites
- 2 She loves being in the open air. It's relaxing.
- 3 artists, potters, cake makers
- 4 feed the fish, have a picnic
- 5 He can work with his hands. It is relaxing because he can use his mind at the same time.
- 6 Fitness activities, running or going to dance classes.
- 7 Because it is relaxing and it is like an achievement.

### Activity 4

- 1 Italy 2 on the coast 3 tourists 4 walking and bird watching  
5 windsurfing and kayaking 6 take a train up

### Activity 5

- 1, 3, 6, 7, 8, 9

### Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

- a 3 b 1 c 2

### Activity 3

- 1 a 2 a 3 c 4 b 5 a

### Activity 4

- 1 c 2 e 3 f 4 a 5 d 6 b

### Activity 5

Your favourite book or film – entertaining, enjoyable

A comedian – hilarious, funny

A hot bath – relaxing, soothing

An action film – thrilling, unexpected

A wedding – credible, believable

## LANGUAGE STUDY

### Activity 1

A You know Bill broke his leg skiing? ↗

B Yes. ↗

or

A You know Bill broke his leg skiing? ↘

B No. ↘

### Activity 2

A You know Margaret? ↗

B Yes. ↗

A And you know she works for the bank on the corner? ↗

B That's right. ↗

A And she's worked there for five years? ↗

B Yes. ↗

A Well she's lost her job! ↘

B No! ↘

### Activity 3

- 1 Ivan's 2 Mario's 3 Susie's 4 Greengrocer's

### Activity 4

- 1 c 2 d 3 e 4 f 5 b 6 a

### Activity 5

- 2 a concert at a concert hall 3 a match at a football stadium  
4 an exhibition at an art gallery 5 a gig at a rock venue 6 a play at the theatre

### Activity 6

1 To a play called *Behind the Door*

2 To a café opposite the theatre



# Answer Key

## Activity 7

- 1 ✓
- 2 ✗ Shirley prefers comedies.
- 3 ✗ Andy would like to see it but the tickets are sold out and it's expensive.
- 4 ✗ It's set in the 1960s
- 5 ✗ Shirley has never heard of Thomas Crew or Alice Strong.
- 6 DS
- 7 ✓

## Activity 8

- 1 writer 2 Scotland 3 actor 4 novel 5 lives 6 thrilling

## Activity 9

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

- ✓ Joining a club
- ✗ Watching your favourite TV series
- ✓ Social networking
- ✓ Going for walks
- ✓ Learning a musical instrument
- ✗ Going to gigs
- ✗ Doing an evening class
- ✓ Cooking dinner for friends
- ✓ Writing articles

### Activity 3

4

### Activity 4

- 1 Research shows that people are happy and more confident when they stay busy.
- 2 Social networks like emails, twitter, etc. make it easier to keep in touch with friends nowadays.
- 3 If you invite someone to do something, they will probably invite you to do something at another time.
- 4 Because you're never too old to learn something new and you become a more interesting and confident person.
- 5 Two or three times a week.
- 6 Do something that is very different from your usual job, do something that is interesting, do something that makes use of your abilities.

### Activity 5

How to make Spanish guitars.

### Activity 6

- 1 ✓
- 2 ✗ She wanted to be a rock star when she was young.
- 3 ✗ Sally is learning how to make guitars.
- 4 ✓
- 5 ✗ Paul isn't a very good salsa dancer.

## Activity 7

Student's own answers.

## Activity 8

- 1 Jason is with Anne. 2 They're bungee jumping in New Zealand. 3 Jason is feeling excited.

## Activity 9

Student's own answers.

## SELF TEST

### Activity 1

- 1 play 2 gig 3 exhibition 4 match

### Activity 2

- 1 b 2 a 3 c 4 b 5 a

### Activity 3

- 1 baker's 2 Bob's 3 Emily's 4 Freddy's 5 chemist's

### Activity 4

- 1 going 2 joining 3 to see 4 to play 5 to win 6 taking up  
7 to become 8 participating 9 to see

### Activity 5

- 2 Who has joined the club?  
3 How many people play tennis at the club every evening?  
4 What sport is really popular?

### Activity 6

- 2, 3, 1

### Activity 7

- 1 gardening 2 cooking 3 football 4 fishing

### Activity 8

Student's own answers.

## UNIT 6. THE BEST HOLIDAY EVER!

### Travel Plans

#### Activity 1

- 1 c 2 d 3 b 4 a

#### Activity 2

Student's own answers.

#### Activity 3

- 1 She can't because she has a family.  
2 No, she wouldn't. She says there's no place like home.

#### Activity 4

- 1 ✓ 2 ✗ They'll get ten percent off if they buy a tent today. 3 ✗ No, it is too much. 4 ✓ 5 ✗ No, she has a family. 6 ✗ She has travelled a lot. 7 ✗ Four months 8 ✓ 9 ✓ 10 ✗ Hanoi, in Vietnam



### Activity 5

1 c 2 e 3 a 4 b 5 d

### Activity 6

1 train 2 doesn't say 3 train 4 road 5 train 6 plane

### Activity 7

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

1 b 2 c 3 a 4 d

### Activity 3

1 b

2 He didn't have to pay for accommodation (bed).

3 She likes unusual accommodation.

4 She doesn't like cruises because they are too organised and busy.

5 He says they are comfortable, fun and ecological.

6 Dave hopes to do a home exchange to the USA.

Alice hopes to go to an ice hotel in Sweden.

Patricia is going to travel through France on a canal boat.

James and his girlfriend are going on a hiking holiday in Switzerland.

### Activity 4

1 home exchange 2 full board 3 holiday makers 4 hiking holiday 5 package holiday 6 luxury 7 backpackers

## LANGUAGE STUDY

### Activity 1

Student's own answers.

### Activity 2

1 a 2 b 3 b 4 b 5 b 6 a

### Activity 3

1 check in luggage 2 book a hotel room 3 check out of your room 4 book a table for two 5 stay at a five-star hotel 6 take out travel insurance 7 pay in advance 8 make an online booking 9 give credit card details

### Activity 4

**In a hotel:** book a hotel room, check out of your room, stay at a five-star hotel

**At an airport:** check in luggage

**Online:** book a table for two, take out travel insurance, pay in advance, make an online booking, give credit card details

### Activity 5

1 we arrive, may not 2 leave, may 3 will, don't 4 may, don't 5 Will, book 6 knows

### Activity 6

1 checks out, may / will have to 2 can't see, make 3 travel, will have 4 will burn, doesn't remember 5 don't like, can pack up 6 will get, climb 7 have, can we buy

### Activity 7

1 would take 2 went 3 wouldn't go 4 might not 5 didn't know 6 chose

### Activity 8

1 went, would feel 2 went, would like 3 would you choose, did 4 could / would visit, travelled 5 were, would go

### Activity 9

1, 3, 4

### Activity 10

1 b 2 b 3 d 4 a

### Activity 11

Student's own answers.

### Activity 12

Student's own answers.

## On the road

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

1 X It's free.

2 X You decide where you want to go.

3 ✓

4 ✓

5 X It began in 2005.

6 ✓

7 ✓

8 ✓

9 X The guests have to wash up.

10 ✓

### Activity 4

1 b 2 b 3 b 4 b 5 a 6 b

### Activity 5

a, b, c, d, e, g

### Activity 6

Student's own answers.

## READING

### Activity 1

1 traveller 2 tourist 3 holidaymaker

### Activity 2

Student's own answers.

### Activity 3

Student's own answers.



# Answer Key

## Activity 4

1 first aid kit 2 fit 3 guidebook 4 sunscreen 5 hand luggage 6 memories 7 pack 8 phrasebooks 9 sunglasses 10 backpack 11 suntan 12 sundress  
a sunscreen b guidebook c memories d backpack e first aid kit f hand luggage g sunglasses h sundress

## Activity 5

Student's own answers.

## LANGUAGE STUDY

### Activity 1

2

### Activity 2

1 P 2 U 3 A 4 P 5 A

### Activity 3

1 across 2 through, during 3 over 4 until 5 along 6 from, to 7 by 8 behind

### Activity 4

a

### Activity 5

1 The story took place in Italy.  
2 The friends decided to go surfing.  
3 The event happened half an hour after they arrived at the beach.  
4 The sun disappeared and it started to rain.  
5 They tried to swim to the beach but they were beyond the rocks.  
6 A couple was sailing and they rescued them.

### Activity 6

1 First 2 Next 3 While 4 After 5 Suddenly 6 In the end

### Activity 7

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

a 1 and 2  
b 2

### Activity 3

**Hiking:** Uganda, the USA **Learn to make food:** the USA **Sleep in a tree:** Sweden **Go on a cruise:** Norway **Sunbathe on the beach:** The Maldives **Try extreme sports:** Uganda, The USA **Visit monuments:** France

### Activity 4

Student's own answers.

### Activity 5

Sandy says it's a great way to relax.

## Activity 6

1 a 2 c 3 c 4 b 5 c

## Activity 7

Student's own answers.

## Activity 8

Student's own answers.

## Activity 9

1 f 2 d 3 c 4 e 5 a 6 b

## Activity 10

Student's own answers.

## SELF TEST

### Activity 1

1 honeymoon 2 cruise 3 luxury 4 full board 5 memories 6 sailing holiday 7 holiday makers 8 pack 9 fit 10 sunglasses 11 sunscreen 12 hand luggage

### Activity 2

1 I won't be able to drive very easily if I forget my sunglasses.  
2 We'll have to pay extra if we check out of the room after 12:00.  
3 You might not like the person you stay with if you go couchsurfing.  
4 I'll need a new pair of boots if we go hiking in the mountains this summer.  
5 We can try to talk to the locals if we take a phrasebook.

### Activity 3

1 went 2 would be 3 would not be 4 was / were 5 would do 6 wouldn't have to 7 didn't book 8 wouldn't find

### Activity 4

1 a 2 b 3 a

### Activity 5

1 Monday 10th 2 to 3 Wednesday 4 seven o'clock 5 most evenings 6 at 7 at 8 in 9 Tomorrow

### Activity 6

1 First 2 then 3 After 4 by the time 5 while 6 In the end

## UNIT 7. COOKING FOR REAL

### What's on the menu today?

#### Activity 1

1 b 2 d 3 a 4 c

#### Activity 2

Student's own answers.

#### Activity 3

1 He should serve healthier food and put one vegetarian dish on the menu each day.  
2 He didn't use any butter because his doctor says he should eat less butter and fat.



#### Activity 4

- 1 ✓
- 2 ✓
- 3 X They don't serve vegetarian food.
- 4 X Bill thinks his customers want protein and fat.
- 5 ✓
- 6 ✓
- 7 X The chef thinks it has no flavour because it has no salt in it.
- 8 ✓

#### Activity 5

1 Marina 2 Ariel 3 Marina 4 Bill 5 Marina 6 Marina 7 Bill

#### Activity 6

2, 4, 5, 6, 8

#### Activity 7

Student's own answers.

### READING

#### Activity 1

Student's own answers.

#### Activity 2

Student's own answers.

#### Activity 3

- 1 They ate a lot of meat.
- 2 Roast beef, chicken, pork or lamb with vegetables, usually carrots, peas, cauliflower or cabbage and potatoes were typical foods for Sunday.
- 3 Three: tomato, lettuce and cucumber
- 4 The kiwi was an unusual food for Karen.
- 5 Melon, lasagne, green salad and possibly Black Forest gâteau were foods for special occasions.
- 6 Food became more international and people started eating rice and pasta.

#### Activity 4

**Meat & poultry:** sausages, minced beef, ham, roast beef, lamb, pork

**Pulses:** peas, beans, lentils

**Dairy products:** yoghurt, ice cream, cream

**Dishes:** shepherd's pie, curry, stew, macaroni and cheese, spaghetti Bolognese, fried fish, fish and chips, prawn cocktail

### LANGUAGE STUDY

#### Activity 1

Student's own answers.

#### Activity 2

/əʊ/ homemade, potatoes, roast, cold, kilo

/aʊ/ cauliflower

/aɪ/ pie, slice, microwave

#### Activity 3

- 1 chop, slice 2 bake, roast, grill 3 boil 4 mash 5 fry, scramble 6 grill, fry

#### Activity 4

a bunch b tin c loaf d piece e kilo f slice g spoonful  
h handful i pinch

#### Activity 5

U bacon U bread B cake C chickpeas C chips C  
cucumber U lasagne C lemons C mushroom C onion C  
pears U pork U seafood B yoghurt U macaroni

#### Activity 6

1 any 2 some, a 3 any 4 a, some 5 an, some

#### Activity 7

1 too much 2 no 3 a little 4 a lot of 5 a few 6 None 7  
less 8 too many

#### Activity 8

b some / a bit of chopped ham c a handful of rice d a half  
bottle of wine e a bunch of asparagus f a lot of / some  
hot water g a pinch of salt h a spoonful of oil i some  
chicken / a kilo of chicken

#### Activity 9

Student's own answers.

#### Activity 10

Risotto

#### Activity 11

2 d 3 i 4 a 5 e 6 b 7 h 8 f 9 g

#### Activity 12

Student's own answers.

#### Activity 13

Student's own answers.

### Changing eating habits

#### Activity 1

Student's own answers.

#### Activity 2

Student's own answers.

#### Activity 3

1 a 2 c 3 a 4 b 5 a 6 b 7 b 8 c

#### Activity 4

1 His grandparents 2 bartender 3 locally 4 yes 5 Edward  
I 6 rugby

#### Activity 5

1 f 2 a, b 3 c 4 d 5 e 6 a, b

#### Activity 6

Student's own answers.



# Answer Key

## READING

### Activity 1

Student's own answers.

### Activity 2

- 1 B
- 2 A
- 3 D
- 4 C

### Activity 3

- 1 Cream Tea, Food Market, Gastropub
- 2 Gourmet food shops
- 3 Cream Teas
- 4 Food Market
- 5 Food Market, Gourmet food shops
- 6 Gastropub
- 7 Food Market, Cream Teas, Gourmet food shops

### Activity 4

- 1 lamb and vegetable pastries    2 tasty    3 slow-food
- 4 customer    5 free range eggs    6 scones    7 vitamins    8 spicy

## LANGUAGE STUDY

### Activity 1

Traditional **food** options are **changing** in **London**.  
You **ought** to **try** the **sandwiches**

### Activity 2

- a Veget**arians** had **better** not miss the **smoothies**.
- b **London's** Modern **Art** gallery, with its **views** of the River **Thames** is the **perfect** place.
- c If you **feel** like **meat**, you should **order** their **steaks**.

### Activity 3

- 1 celebrity chef    2 free-range    3 vegan cooking skills    4 slow food, gastropub    5 street food

### Activity 4

- 1 had better    2 should    3 ought to    4 should    5 had better
- 6 ought to

### Activity 5

- 1 She shouldn't eat so much. She should go on a diet
- 2 He shouldn't drink more beer. He should go home and sleep.
- 3 The girl should keep away from the stove or cooker. The girl shouldn't touch the food that is cooking.
- 4 He shouldn't eat any more. He should go to the doctor.

### Activity 6

Student's own answers.

### Activity 7

Student's own answers.

### Activity 8

- 1 DS    2 N    3 Y    4 DS    5 Y

### Activity 9

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

You'd better not go shopping when you're hungry.  
You ought to make a list.

### Activity 3

- 1 c    2 c    3 c    4 a    5 b

### Activity 4

Student's own answers.

### Activity 5

Student's own answers.

### Activity 6

Student's own answers.

### Activity 7

- 1 e    2 c    3 d    4 f    5 a    6 b

### Activity 8

- 1 Scotland    2 Three: coffee and doughnuts, rice porridge, flat bread with olive oil and za'atar.    3 The person in 1 does a lot of sport. The person in 2 burns a lot of calories at work.    4 Three: In 1 the person has *milk* with cereal. In 3 they eat *butter* and *yoghurt*. In 6 the person adds *cream*.
- 5 Four: 1, 3, 4, 6
- 6 Four: 1, 2, 3, 6

### Activity 9

Student's own answers.

## SELF TEST

### Activity 1

- 1 d    2 f    3 a    4 b    5 c    6 e

### Activity 2

- 1 much    2 many    3 many    4 a few    5 few    6 a lot of

### Activity 3

- A a boiled egg    B a coffee    C peas    D rice    E protein    F cereal

### Activity 4

- 1 a    2 b    3 a    4 b

### Activity 5

Students read the review.

### Activity 6

- 1 X    2 X    3 ✓    4 Doesn't say    5 ✓



### Activity 7

Student's own answers.

## UNIT 8. BACK TO SCHOOL

### School rules

#### Activity 1

Student's own answers.

#### Activity 2

- 1 Claire was shouting because they were studying the sound waves and she needed to demonstrate to the students.
- 2 She gave Claire the wrong lesson syllabus.

#### Activity 3

1 b 2 a 3 b 4 a 5 b 6 a 7 b

#### Activity 4

- 1 Students are not allowed to bring them into class.
- 2 She was strict but let them have fun as well.
- 3 She is demonstrating sound waves.
- 4 The school makes teachers think about the students' well being. Every day she has to write lesson plans, mark forty exercise books and write reports.
- 5 Paul wants to go to the best university.

#### Activity 5

a 4 b 5 c 6 d 8 e 1 f 9 g 2 h 3 i 7

#### Activity 6

Student's own answers.

### READING

#### Activity 1

Student's own answers.

#### Activity 2

1 A 2 C 3 B 4 D

#### Activity 3

a marks b GPA c A Levels d vocational qualification  
e degree f literacy

#### Activity 4

- 1 ✓
- 2 X They have to apply to university one year in advance.
- 3 ✓
- 4 X Students must have good marks and other skills such as playing a musical instrument or public speaking, etc.
- 5 X Students spend long hours writing essays for the universities.

### LANGUAGE STUDY

#### Activity 1

1 plumber 2 should 3 island 4 Christmas

#### Activity 2

1 talk 2 listen 3 chalk 4 castle 5 would 6 climbing  
7 isle 8 mustn't 9 lamb

#### Activity 3

1 sixth form 2 compulsory education 3 higher education 4 professor 5 state school

#### Activity 4

- 1 f get good marks / into university
- 2 b put someone / be in detention (photo 5)
- 3 d set / follow / respect rules (photo 4)
- 4 c pass / fail / take / sit an exam (photo 2)
- 5 e do / hand in / set homework / essays (photo 6)
- 6 a attend class (photo 1)

#### Activity 5

1 must / have to / need to 2 needn't / don't have to / don't need to 3 don't have to / don't need to / needn't 4 must / has to / needs to 5 needn't / don't have to / don't need to 6 needn't / don't have to / don't need to 7 have to / need to

#### Activity 6

1 are not required to, are required to 2 makes 3 are not required to 4 are required to 5 make

#### Activity 7

1 didn't have to / didn't need to 2 I had to / needed to 3 didn't have to / didn't need to 4 had to / needed to 5 had to / needed to 6 had to / needed to

#### Activity 8

Student's own answers.

#### Activity 9

1 were required to write 2 made students stand 3 made me do 4 were required to wear 5 was required to do 6 made us say

#### Activity 10

c Amy is reading out her homework about school rules in different countries.

#### Activity 11

- 1 ✓
- 2 X They are required to have ordinary haircuts.
- 3 Doesn't say
- 4 Doesn't say
- 5 ✓
- 6 X She had to follow all of the rules mentioned.

#### Activity 12

Student's own answers.

### Opening your mind

#### Activity 1

Student's own answers.



# Answer Key

## Activity 2

Student's own answers.

## Activity 3

1 task 2 groups 3 think 4 opening 5 started 6 main 7 reviews 8 progress 9 plan 10 backgrounds

## Activity 4

1 75% 2 20% 3 down 4 to look for work 5 until you are 16

## Activity 5

1, 3, 5

## Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

Schools with a difference

### Activity 3

1 pupils 2 staff 3 school-leavers 4 Headmaster 5 tutor  
6 monitor

### Activity 4

1 Exam results, the curriculum, year groups, staff and subjects  
2 Through state exam results  
3 The pupils and the staff  
4 It is based on natural human characteristics.  
5 Students are allowed to work on whatever subjects they like.

## LANGUAGE STUDY

### Activity 1

- 1 a Teachers can **observe** and **help**.  
b Teachers **can't tell** them what to **study**.  
2 a **No one** may **interrupt them**.  
b They may **not interrupt** them.  
3 a They **have to** attend normal **lessons**.  
b They **don't** have to **attend** normal **lessons**.

### Activity 2

- 1 Where did you go?  
2 What did he say?  
3 My boss is wonderful.  
4 I want to go to Paris.

### Activity 3

academic skills  
academic subjects  
exam results  
research project  
school bell  
school leaver  
school subjects  
school trips

social skills

year groups

## Activity 4

- 2 In the USA students can't eat lunch in the classroom.  
3 Teachers are not allowed to interrupt the students in Montessori schools.  
4 Students are not allowed to see the exams in advance.  
5 Students may leave early with permission from their parents.  
6 Schools are not allowed / do not let students smoke in class.  
7 Students mustn't write on their desks.  
8 My teacher lets me come early to class.

## Activity 5

- 1 We were allowed to leave school at lunchtime.  
2 Teachers didn't let us hand our homework in late.  
3 Students could create their own homework assignments.  
4 The school let us retake our exams.

## Activity 6

1 couldn't 2 didn't let us 3 weren't allowed 4 had to

## Activity 7

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

1 C 2 B 3 D 4 A

### Activity 3

It is a private school because students had to wear uniforms, they had some silly rules and they lived in the school.

### Activity 4

- 1 Speaker C talks about hats and Speaker D talks about underwear  
2 Speaker A – the Quiet Rooms  
3 Speaker D only wore green underwear during P.E. class.  
4 Speakers B, C and D

### Activity 5

- 1 Because speaker A was not allowed to speak in the Quiet Rooms.  
2 Only prefects were allowed to use some of the corridors.  
3 Each girl needed to have two hats for the year.  
4 The girls were required to wear a very short skirt and green underwear.

### Activity 6

Student's own answers.

### Activity 7

Student's own answers.



### Activity 8

Student's own answers.

### Activity 9

**Speaker 1** – B only prefects were allowed in the corridors

**Speaker 2** – A Quiet Rooms

### Activity 10

1 ✗ The uniform is the same.

2 ✗ She couldn't study Mandarin Chinese.

3 ✓

4 ✗ The students had to get dressed next to the swimming pool.

5 ✓

6 Doesn't say. Only says that some children fell asleep while they were reading in the library but doesn't say if he did.

### Activity 11

Student's own answers.

### Activity 12

Student's own answers.

## SELF TEST

#### Activity 1

1 headmaster 2 pupil 3 teacher 4 teacher, monitor, headmaster 5 pupil 6 monitor 7 pupil 8 pupil 9 pupil 10 headmaster

#### Activity 2

2 ✓ 3 ✓ 5 ✓

#### Activity 3

1 do not need to 2 are required to 3 must, don't have to 4 made pupils 5 had to 6 were required to

#### Activity 4

1 'Are we allowed to stay in the classroom when it's raining?'

2 'May we go to the bathroom during class?'

3 'We're not allowed to use our mobiles in school, right?'

4 'Do teachers let us eat our sandwiches in the classroom during break?' / '

5 'At my old school, we couldn't run in the corridor. Is it the same here?'

6 'And at my old school, they didn't let us do our homework by computer. Is that the same too?'

#### Activity 5

c academic subjects

#### Activity 6

1 giving the students advice

2 why they have to study school subjects

3 that you need qualifications in particular academic subjects

4 both

5 a vocational qualification

### Activity 7

Student's own answers.

## UNIT 9. LET'S GET TOGETHER!

### Shall we dance?

#### Activity 1

In pictures 1 and 2 some people are dancing.

In pictures 1 and 3 the people are the same.

#### Activity 2

1 He is busy in Spain next week.

2 Shaun invites Jess to meet his family.

#### Activity 3

1 b 2 a 3 b 4 b 5 b 6 a 7 b

#### Activity 4

1 b 2 d 3 a 4 f 5 c 6 e

#### Activity 5

1 c, d 2 c, d 3 b 4 a 5 e

#### Activity 6

Student's own answers.

## READING

#### Activity 1

Student's own answers.

#### Activity 2

Student's own answers.

#### Activity 3

a, b and c

#### Activity 4

1 behave 2 nod 3 shake hands 4 cheers 5 discreet

6 have good manners 7 table manners 8 toast 9 waved

10 embarrassed

#### Activity 5

1 A smile and a handshake

2 He talked about people's age.

3 Because Frank didn't pay when he ordered.

4 He gave too much money and he wasn't discreet.

5 Because Frank shouted at the waiter to get his attention.

6 The weather

## LANGUAGE STUDY

#### Activity 1

The letters in blue are not pronounced when we speak fast.

#### Activity 2

Student's own answers.

#### Activity 3

1 c house warming 2 b engagement party 3 e wedding anniversary 4 d retirement party 5 a baby shower



# Answer Key

## Activity 4

- 1 all of them    2 all of them    3 baby shower, engagement, house warming    4 retirement party    5 all of them  
6 retirement party

## Activity 5

- 1 e    2 c    3 a    4 d    5 b

- 1 propose a toast, raise [your] glasses  
2 give [the driver] a tip  
3 attract [the waiter's] attention  
4 make a speech

## Activity 6

- 1 It is such a long speech!  
2 It was so romantic!  
3 That was so rude!  
4 It's such good news!  
5 They are such cute dogs!  
6 What a fantastic party!

## Activity 7

- 1 A: invite, to come    B: 'd love  
2 A: seeing    B: Sorry I, this  
3 A: trying    B: a good, love  
4 A: Could, ask, to be    B: 'd love, I can't  
5 A: watching    B: good

## Activity 8

- 1 Hello: hey, good evening, hi  
2 Thank you: ta very much, cheers  
3 You're welcome: not at all, it's our pleasure, don't mention it,  
4 Goobye: cheerio, bye for now, take care

## Activity 9

- Uncle Brian: Formal and accepted  
Jenny: Informal and refused  
John: Formal and accepted  
Polly: Informal and accepted

## Activity 10

- 1 Jenny & Jeff can't go because it's Jeff's parents wedding anniversary.  
2 Mark can't go because he has a school reunion.

## Activity 11

Student's own answers.

## Activity 12

Student's own answers.

## Good manners

### Activity 1

- 1 on your right    2 on the outside    3 on your right    4 yes  
5 yes

### Activity 2

Student's own answers.

## Activity 3

1 ✓

2 ✓

3 X It is at the Millenium Hotel.

4 ✓

5 ✓

6 ✓

7 X You should start with the knife and fork on the outside and work inwards.

8 ✓

## Activity 4

3, 4, 5, 7

## Activity 5

a, c, d, f, g

## Activity 6

Student's own answers.

## READING

### Activity 1

Student's own answers.

### Activity 2

1 b    2 b    3 c    4 c    5 c

### Activity 3

2

### Activity 4

- 1 challenged    2 weird    3 swearwords    4 queer    5 dustman  
6 midget    7 refuse    8 unexpected    9 replacements  
10 restricted

## LANGUAGE STUDY

### Activity 1

1 a

2 b

1 a

### Activity 2

- 1 Welcome to my new flat!    2 Thank you / thanks    3 nice room    4 Make yourself at home    5 fancy a coffee    6 Thanks / Thank you

### Activity 3

- 2 Every time / Any time someone talks about his weight, he gets upset.  
3 Any time you need some advice, give me a call.  
4 Every time she invites me to dinner, I make an excuse.  
5 Any time / Every time he has a lot of money, he spends it.

### Activity 4

Student's own answers.



### Activity 5

- a Dear Alex / Mark
- b It's good to hear from you. / Just a quick line to...
- c I'm really sorry but I can't make it.
- d Do you fancy coming?
- e Have fun! / Hope to see you there.
- f Best / See you soon

### Activity 6

- 1 d 2 a 3 b 4 c

### Activity 7

- b As my mother is ill, I won't be able to go to the school reunion.
- c Sorry, I can't go to your house-warming party because I have a business conference.
- d My grandmother's birthday is the same day, so I won't be able to go.

### Activity 8

Student's own answers.

## CONSOLIDATION

### Activity 1

- a 2 b 3 c 4

### Activity 2

House-warming party, baby-shower and birthday party.

### Activity 3

- 1 b 2 b 3 c 4 c 5 b 6 a

### Activity 4

Student's own answers.

### Activity 5

Student's own answers.

### Activity 6

Student's own answers.

### Activity 7

- 1 DS
- 2 ✓
- 3 DS
- 4 ✓
- 5 X The host will use their own bottle of wine.
- 6 X It is bad manners in the UK, not the US, to show off.
- 7 ✓
- 8 X It is fine to help with dishes and carry things to the table.

### Activity 8

Student's own answers.

## SELFTEST

### Activity 1

#### Paragraph a

- 1 raised 2 waved 3 shook 4 shouted 5 nodded  
6 behave 7 have

#### Paragraph b

- 8 attract 9 propose 10 make 11 welcome 12 raise

### Activity 2

- 1 c Christmas party 2 b retirement party 3 d school reunion  
4 f wedding anniversary

### Activity 3

- 1 what 2 Would you like 3 Cheerio, care 4 Not at all  
5 so, such an

### Activity 4

- 1 b informal 2 a formal 3 a formal 4 b informal  
5 a formal

### Activity 5

- 2 Excuse me, could I possibly invite you for coffee some time?
- 3 I would like to invite you to come to the house-warming party with me tonight?
- 4 Do you fancy going for a sandwich after work this evening?
- 5 Could I possibly ask you to come to the theatre with me this evening?
- 6 How about going to the office Christmas party together?

### Activity 6

Student's own answers.

## UNIT 10. THE DATING GAME

### Would you like to go out with me?

### Activity 1

Student's own answers.

### Activity 2

- 1 A good sense of humour
- 2 Because it's Valentine's Day and also their anniversary.

### Activity 3

- a 2, 3 b 4 c 1 d 3 e 5 f 6

### Activity 4

- 1 Tracey, Peter 2 Rosie, Paul 3 Rosie 4 Bobby 5 Rob  
6 Tracey, Peter 7 Paul

### Activity 5

- 1 X It's a nice way to meet people, providing people are honest.
- 2 X She wouldn't try it.
- 3 X It's a good way to meet people.
- 4 X By going online you can achieve more compatibility.
- 5 ✓



# Answer Key

## READING

### Activity 1

- 1 They are having a chat at work.  
They are having coffee at a café.  
They are having a videochat.
- 2 They are all looking for a relationship.

### Activity 2

B

### Activity 3

- 1 e
- 2 d
- 3 a
- 4 b
- 5 c

### Activity 4

- a online dating
- b bride
- c catch someone's eye
- d groom
- e a blind date
- f relies on
- g singles
- h speed-dating
- i profiles
- j trust

### Activity 5

- 1 ✓
- 2 X Speed-daters take seconds to decide if there is chemistry.
- 3 X Interests, sense of humour and personality are also important.
- 4 X Online dating is a new, popular trend.
- 5 ✓

## LANGUAGE STUDY

### Activity 2

- /i:ə/ appearance, fear, beer  
/eə/ questionnaire, shared, bear  
/ʊə/ sure, cure, tour

### Activity 3

The order may vary slightly

- 1 get on 2 chat up 3 go out with 4 ask someone out
- 5 split up

### Activity 4

- 1 split up 2 ask her out 3 is chatting up 4 go out 5 get on

### Activity 5

	Female	Male	Female or male
Without a partner	widow	widower	single divorced
With a partner	girlfriend fiancée bride wife	boyfriend fiancé groom husband	couple partner

### Activity 6

- 1 am meeting 2 is going to get 3 is going to ask
- 4 are flying 5 am taking

### Activity 7

#### Suggested answers:

- 1 He is going to buy his girlfriend flowers. / He's about to buy some flowers.
- 2 He's going to ask her to marry him. / He's about to ask her to marry him.
- 3 They're going to have an argument. / They're about to have an argument.
- 4 He / She is going to meet someone interesting. / He / She is about to meet someone interesting.

### Activity 8

b

### Activity 9

- 1 disagrees 2 disagrees 3 disagrees 4 agrees 5 agrees

### Activity 10

- 1 Miles 2 Chloe 3 Miles 4 Miles 5 Linda

### Activity 11

#### Suggested answers:

- 1 Me too! / I don't! 2 You're right. / I don't think so. 3 Well, I do. / I think so too. 4 Absolutely. / I don't think so. 5 Absolutely! / Absolutely not!

### Activity 12

Student's own answers.

### Activity 13

Student's own answers.

## Find your perfect match

### Activity 1

Student's own answers.

### Activity 2

Student's own answers.

### Activity 3

- 1 c 2 e 3 a 4 d 5 b

### Activity 4

- 1 professional people 2 ✓ 3 outgoing 4 thirties 5 ✓
- 6 in their own home 7 new 8 beautiful



### Activity 5

1 a 2 a 3 b 4 a 5 a 6 b

### Activity 6

a, c, d, f

### Activity 7

Student's own answers.

## READING

### Activity 1

Student's own answers

### Activity 2

a

### Activity 3

- 1 waitress, a chambermaid, a nurse or a secretary
- 2 Female characters marry the strong, rich and handsome businessmen, journalists or detectives
- 3 Businesswomen
- 4 Tall and slim women or men with blue eyes and tanned skin.
- 5 There's no set rule to define attractiveness.

### Activity 4

- 1 There's no set rule. 2 chauvinist 3 gorgeous 4 journalist  
5 tanned 6 chambermaid 7 waitress 8 heartless

### Activity 5

1 c 2 c 3 d 4 c, d 5 a 6 a 7 b

## LANGUAGE STUDY

### Activity 1

- a **As soon as** the attractive girl walks onto the screen, you'll know she's the one.  
b **The moment that** they open their mouth, their attractiveness dissolves.  
c **At the time**, he didn't realise she was the love of his life.  
d I'll help you **as soon as** I finish making dinner.  
e **The moment** the film started, I fell in love with the main actor!

### Activity 2

Student's own answers.

### Activity 3

1 hopeful 2 hopeless 3 helpless 4 meaningless 5 careful

### Activity 4

1 will make, sits 2 relax, will feel 3 receive, will calculate  
4 will begin, send 5 will form, chat

### Activity 5

- 1 Something simple and relaxed like a romantic meal in a park or a walk.
- 2 No, because he had a bad experience once when he tried to impress a girl.
- 3 A flower he has picked from their walk, something meaningful to the date.
- 4 Student's own answers.

**THAT'S ENGLISH!**

### Activity 6

Student's own answers.

## CONSOLIDATION

### Activity 1

Student's own answers.

### Activity 2

3

### Activity 3

	Positive consequence	Negative consequence	Doesn't mention
Less physical attraction			✓
Easy to do in secret		✓	
Cheaper than going out			✓
Sharing personal information		✓	
Talk about problems	✓		
Friends around the world			✓

### Activity 4

Student's own answers.

### Activity 5

Student's own answers.

### Activity 6

a 48 b 33% c 80%

### Activity 7

- 1 ✓  
2 ✓  
3 X It's as easy for men as it is for women.  
4 X Men are attracted by physical attributes and women by age, height and how much men earn.  
5 X Most people describe themselves as sporty.

### Activity 8

Student's own answers.

### Activity 9

Student's own answers.

## SELF TEST

### Activity 1

1 agency 2 singles 3 profile 4 partner 5 compatibility 6 attraction 7 divorced

### Activity 2

1 careless 2 beautiful 3 painful 4 careful 5 meaningless  
6 hopeless 7 helpful



# Answer Key

## Activity 3

- 1 register, will fill in 2 will know, speaks 3 get, will change  
4 won't enjoy, relax 5 asks, will say

## Activity 4

- 1 agree 2 disagree 3 agree

## Activity 5

- 1 bad 2 knows, are 3 going hiking 4 don't tell the truth

## Activity 6

- 1 am going to fall 2 am going to try them all 3 are organising  
4 are going to meet 5 am taking out 6 are going to get on  
7 am joining

## Activity 7

Student's own answers.

## Activity 4

- 1 appliance 2 invented 3 machine 4 design 5 manufactures  
6 vegan 7 dairy 8 free-range 9 organic 10 vitamins 11  
rules 12 required 13 uniform 14 allowed 15 results 16  
subjects

## PRONUNCIATION

### Activity 1

- 1 why 2 pure 3 may 4 tie 5 fear

### Activity 2

- 1 No, he lives in Amsterdam.  
2 No, I went to the cinema on Wednesday.  
3 No, it's my birthday on Friday.  
4 Really? I thought she liked rock music.  
5 No thanks. I'm a vegetarian.  
6 Not me. I prefer five-star hotels.

## READING COMPREHENSION I

### Activity 1

- 1 c 2 a 3 b

### Activity 2

- 1 Bradley  
2 Joan  
3 Bradley  
4 Zoe  
5 Zoe  
6 Joan is a holiday-maker, Bradley is a tourist, Zoe is a traveller

## READING COMPREHENSION II

### Activity 3

- 1 D 2 A 3 G 4 F 5 E

### Activity 4

- 1 X 2 ✓ 3 ✓ 4 X 5 X

### Activity 5

- 1 Wealthy people want to create space holidays for themselves.  
4 Robots might date people in the future.  
5 We will live to be 150 years old.

## LISTENING COMPREHENSION I

### Activity 1

	Luke	Andrea
1 reading	✓	✓
2 joining a book club	X	✓
3 volunteering	Not mentioned	Not mentioned
4 joining in a drama group	X	✓
5 doing a painting class	Not mentioned	Not mentioned
6 doing sports	✓	✓
7 going to the gym	✓	X
8 learning a new language	✓	✓

## UNIT 11. REVISION

### GRAMMAR

#### Activity 1

- 1 c 2 a 3 c 4 c 5 a 6 c 7 c 8 b 9 c 10 b

#### Activity 2

- 1 joined 2 such 3 had to 4 wait 5 Have you had 6 Every  
7 How 8 can't 9 a lot of 10 also 11 a 12 Me neither 13  
Absolutely 14 As soon as

#### Activity 3

- 1 didn't go 2 could 3 doing 4 chose 5 have followed  
6 working / to work 7 'm preparing 8 was working 9 believe  
10 allowed / has allowed 11 was / were 12 will help

#### Activity 4

- 1 If he asks me out, I'll probably say yes.  
2 As soon as John arrives, we'll go out.  
3 If I weren't / wasn't so busy, I would go to the cinema.  
4 The moment the match finishes, we must leave.  
5 I am really excited because I met someone online.  
6 I can't come for dinner on Saturday as I am going to a  
wedding on Saturday.  
7 I love Chinese food, although it is not very healthy.  
8 I really like her so I asked her out.

### VOCABULARY

#### Activity 1

- 1 multicultural 2 inhabitants 3 diversity 4 integrated  
5 descent 6 day trip 7 Visitors 8 centuries 9 monument  
10 souvenir

#### Activity 2

- 1 a 2 d 3 b, c 4 e 5 f 6 g

#### Activity 3

- 1 qualification 2 invented 3 calories 4 pitch 5 discipline  
6 scored 7 fiancé 8 widow 9 replay 10 fried



### Activity 2

1 a 2 b 3 b 4 c 5 b

## LISTENING COMPREHENSION II

### Activity 3

1 A 2 R 3 A 4 R 5 R

### Activity 4

2 I'm sorry, I wish I could.

3 Congratulations, of course I will be there.

4 I'd love to, but I'm afraid I can't.

5 I'm sorry, I have a big presentation on Friday and I have to stay at work late.

## WRITING I

### Activity 1

Student's own answers.

## WRITING II

### Activity 2

Student's own answers.

## ORAL EXPRESSION: MONOLOGUE

### Activity 1

Student's own answers.

## ORAL EXPRESSION: INTERACTION

### Activity 2

Student's own answers.







## UNIT 5. LEISURE

### Language Study 2

#### Activity 6



**Andy:** El Audio debe decir "How about a play and then a meal?" en vez de "How about a play, then a meal?"

## UNIT 8. BACK TO SCHOOL

### Language Study 2

#### Activity 2



No hace falta realizar esta actividad.

### Self Test

#### Activity 5



**Career Advisor:** El Audio debe decir "What we look for in a candidate in a job interview. The, um, the perfect candidate." En vez de "Look for in a candidate in a job interview. The, um, the perfect candidate."

**Career Advisor:** El Audio debe decir "A person's character is very important too, and their social skills – if they can work with people" en vez de "A person's character is very important too, and their social skills – can they work with people?"

## UNIT 11. REVISION

### Listening Comprehension 1

#### Activity 2



**Andy:** El Audio debe decir "Are you settled in yet?" por "Are you happy here?"

**Andrea:** El Audio debe decir "I like doing sports too, but I prefer just running outside so I wouldn't have to pay for a gym" en vez de "I like doing sports too, but I prefer just running outside so I wouldn't want to pay for a gym."















Module  
**5**  
THAT'S  
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