



Learning Support Materials

English for Speakers of Other Languages: Everyday Communication (Intermediate 1)

DV34 10

Student Notes



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Lesson
01 **Personal identity**
Self

Outcome: 1, 2, 4	Task: Give personal information Describe current personal circumstances
Skill: Speaking, writing, reading	

Activity 1 Speaking

1 Work with a partner. Look at this conversation. The sentences are in the wrong order. Write them on the lines in the correct order.

B Me too — anyway, good to see you.

Bye.

A Oh, fine. Yourself?

B Well, yes. I'm doing a course now
and it's quite difficult.

A I see. Well, good luck with it. I've
got to go now.

B I'm OK. A bit tired, but fine.

A Hi, Susan.

B Oh, hi, Ahmed. How are you?

A Yes, you look tired. Are you
working too hard?

A OK — goodbye.

Now listen to the CD and check your answers.  **Track 2**

2

When we meet a friend we can say: **How are you?** or **How are things?**

If you're well, you can say: **Fine. I'm fine/OK. Oh, not bad.**

If you're not well, you can say: **Not too good.**

If your friend has a problem, you can say: **What's wrong? / What's the problem?**

If you want to talk about something temporary, use the present continuous:

I'm not feeling too good.

I'm working too hard just now.

I'm doing a new course.

I'm studying for my exams.

When you say goodbye, say: **Nice to see you** or **See you soon.**

and **Bye** or **Goodbye.**

Prepare to have a conversation with your partner. First answer these questions about yourself:

How do you feel now? Are you well or ill? _____

Are you busy or relaxed? _____

Are you doing anything new or different? _____

If you answered yes, what is it? _____

Now imagine you meet your partner in the street. Say hello to each other. Ask how your partner is. Say some things about your life at the moment and ask about your partner's life. Say goodbye.

Activity 2 Reading

Read this article by Harriet Mansaray and choose the best summary, A–D.

When I first came to Britain, I didn't find the language too much of a problem. People have different accents from those back home in Sierra Leone, but fairly soon I got used to that. There are still a few speakers I find hard to understand, but I can take in most of what they say.

A few other things, like the food and the weather, gave me problems at first, but I've got used to these now. In fact, I quite like some of the food here — like steak pies and steamed puddings. As for the weather, well, Sierra Leone is hot and dry for six months and then hot and wet for another six. I miss the sun here, but I like the variety.

No, I think the thing that gives me most problems here is small talk. Back home, we tend to speak about our families. When you meet someone you know, it's normal to check up on their father, their mother, their brothers and sisters — and maybe even their cousins too, if you have time. In the villages, they begin this process when they're some distance apart, calling out questions and answering them as they approach. Then after they shake hands and go their separate ways, the questions can continue until they're out of earshot. It's quite a process.

But it took me some time to realise that here in Britain, people aren't the slightest bit interested in other people's families. Sure, if you know that somebody's brother is ill, or in hospital, you might ask a question, but otherwise, no, you talk about the weather, or gardening, or something else equally meaningless. A number of times when I first arrived, I made the mistake of asking about some relative, and I'd get a puzzled look. 'My sister? She's fine.' and then I realised they were thinking, 'Why are you so interested in my sister?' Well, I've changed now. I'm used to the British way. You don't care about my family, and I certainly don't care about yours. So let's talk about the interesting weather we've been having recently.

- A** The writer understands most of the speakers she meets in Britain. But she doesn't like the food very much, and hates the weather. In Sierra Leone, people are interested in other people's families and ask questions about them. However, in Britain things are different. It took her some time to get used to this but she doesn't mind now.
- B** The writer doesn't understand most of the speakers she meets in Britain. She likes some of the food and doesn't mind the weather. In Sierra Leone, people are interested in other people's families, and ask questions about them. However, in Britain things are different. It took her some time to get used to this but she doesn't mind now.
- C** The writer understands most of the speakers she meets in Britain. She likes some of the food and doesn't mind the weather. In Sierra Leone, people are interested in other people's families and ask questions about them. However, in Britain things are different. It took her some time to get used to this but she doesn't mind now.
- D** The writer understands most of the speakers she meets in Britain. She likes some of the food and doesn't mind the weather. In Sierra Leone, people are interested in other people's families and ask questions about them. She finds this is also true in Britain, but people take a little longer to start talking.

Activity 3 Language focus

used to and **get used to**

Harriet **used to** live in Sierra Leone. Now she lives in Britain and she's **got used to** the food. She's used to living in Britain now.

used to means a past habit or state. It's followed by a main verb:

I **used to** like coffee but I don't now.

be/get used to means you are or are becoming accustomed to something. It's followed by a noun, gerund or pronoun, and it works with any tense or modal:

I'm **used to** the weather.

I've **got used to** eating different food.

I'm **getting** used to this.

I **can't get used to** him.

Work with another student. Choose the correct form of **used to**, **be used to** or **get used to** in each of the sentences below:

- 1 She **used to / 's used to** living here now.
- 2 Jim **used to / 's used to** smoke but he stopped.
- 3 After his wife died he **used to / got used to** living alone.
- 4 Before TV was invented, people **used to / were used to** talk more.
- 5 I **didn't use to / haven't got used to** getting up so early.
- 6 It's cold in the winter but the local people **are used to / are getting used to** it.

Activity 4 Pronunciation

Introduction

Look at these words: hat hut hot
 /hæt/ /hʌt/ /hɒt/

Most languages have the vowel /æ/, or something similar. When you say it, your tongue is low, at the front of your mouth.

/ɒ/ is also common. When you say this, your tongue is quite low, at the back of your mouth.

But /ʌ/ is unusual. When you say this, your tongue is half-way between the positions for /æ/ and /ɒ/.

- 1 Now listen to the CD. The speaker will say one word from each line. Tick (✓) the word you hear.

Track 3

- 1 cap ___ cup ___ cop ___
- 2 cat ___ cut ___ cot ___
- 3 hat ___ hut ___ hot ___
- 4 lack ___ luck ___ lock ___
- 5 pat ___ putt ___ pot ___
- 6 rang ___ rung ___ wrong ___
- 7 rat ___ rut ___ rot ___
- 8 sack ___ suck ___ sock ___
- 9 sang ___ sung ___ song ___

- 2 Work with a partner and look at the table below. Say one word in each three. Your partner points to the word. Then your partner says a word and you point to it.

1	cap	cup	cop
2	cat	cut	cot
3	hat	hut	hot
4	lack	luck	lock
5	pat	putt	pot
6	rang	rung	wrong
7	rat	rut	rot
8	sack	suck	sock
9	sang	sung	song

Activity 5 Writing

Write about yourself and your life. As you write, answer these questions:

- Are you a student or do you work, or both?
- What do you study? / What kind of work do you do?
- What do you do in your free time?
- Who are your best friends and why do you like them?

Write around 150 words.

Homework task

Keep a diary of the things you do, while at school, college or work, over the next three days. Then compare your diary with another student's.

Lesson
02 **Personal identity**
Family and culture

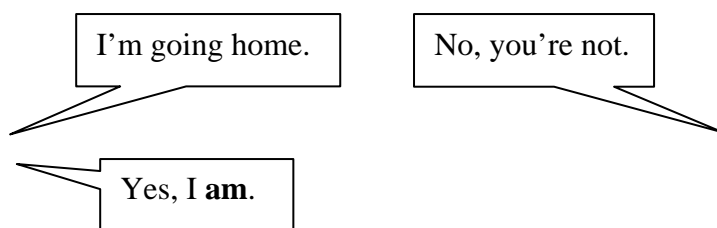
Outcome: 1, 2, 3	Task: Talk in some detail about family and culture
Skill: Speaking, writing, listening	

Activity 1 Speaking skills

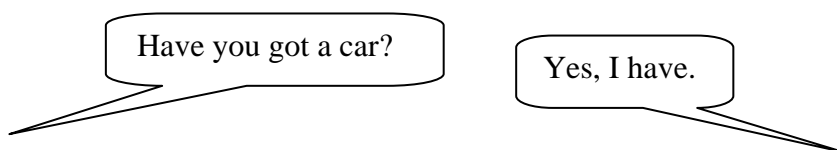
Look at the full forms and short forms below:

	will		be		have	
	full	short	full	short	full	short
present + form	will	'll	am is are	'm 's 're	have has	've 's
-	will not haven't	won't	am not is not are not	'm not isn't aren't	have not has not	 hasn't
past form	+ would	'd	was not	wasn't	had	'd
-	would not	wouldn't	were not	weren't	had not	hadn't

When we speak, we use short forms — unless we are being **emphatic**:



or at the end of a sentence:



Now, with your partner, ask and answer more questions about your families — but this time use short forms:

- | | |
|-------------------------------------|------------------------------|
| What does your mother do? | She's a teacher. |
| How old is your brother? | He's 16. |
| When will you next see your sister? | I'll see her at the weekend. |
| Has your brother got a car? | Yes — he's got an Audi. |

Activity 2 Listening

Listen to this radio interview between a reporter and three school pupils. As you do, write ticks (✓) on the correct lines..

Track 4

	Farhana	Kasia	Murdo
1 Born in Scotland.	___	___	___
2 Sometimes speaks English at home.	___	___	___
3 Went to primary school in Scotland.	___	___	___
4 Other children in the family.	___	___	___
5 No mother at home.	___	___	___
6 No father at home.	___	___	___
7 Definitely feels Scottish.	___	___	___

Activity 3 Language focus

wh- questions

Look at Kasia's answers below. Write questions for them on the lines. Begin each question with **what**, **when**, **where**, or **who**.

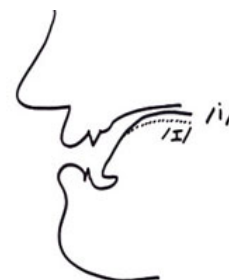
- | | |
|---------|-------------------------------------|
| 1 _____ | Kasia Lesnik. |
| 2 _____ | I'm from Dundee |
| 3 _____ | I was born in Krakow, in Poland. |
| 4 _____ | We came here about five years ago. |
| 5 _____ | He's an electrician. |
| 6 _____ | With my dad, my brother and sister. |
| 7 _____ | At home? We speak Polish. |

Activity 4 Pronunciation

/iː/ and /ɪ /

We make the sound /iː/ with our tongue very close to the top of our mouth. We also spread our lips — so it looks like we are smiling.

We make the sound /ɪ / with our tongue lower in our mouth — and our lips are more round.



- 1 Listen to these words on the CD and say them after the speaker.



Track 5

bean	bin
deep	dip
each	itch
green	grin
he's	his
kneel	nil
neat	knit
reach	rich
steal	still
team	Tim

- 2 Now listen to the CD again. Tick (✓) the word you hear on the right.



Track 6

1 Do you want to leave / live here?	leave ___ live ___
2 That's a nice painting of a sheep / ship .	sheep ___ ship ___
3 You shouldn't heat / hit them.	heat ___ hit ___
4 She's eating a cheap / chip sandwich.	cheap ___ chip ___
5 Feel / fill the hot water bottle — it's very cold.	feel ___ fill ___
6 I don't want you to sleep / slip on the floor.	sleep ___ slip ___
7 Those heels / hills are quite high.	heels ___ hills ___
8 There's a big stone in the middle of the peach / pitch .	peach ___ pitch ___
9 Alice chewed the peel / pill and swallowed it.	peel ___ pill ___

- 3 Now work with a partner. Read the sentences. Say one of the words in **bold**. Your partner points to the word on the right.

Activity 5 Writing

Write the names of your family, or some of them, in the boxes below. On the second line, write something that person is interested in.

Look at the example:

father: <u>Ahmad</u>
<u>cricket</u>

uncle: _____

aunt: _____

father: _____

mother: _____

brother: _____

sister: _____

sister: _____

brother: _____

Work with a partner. Ask and answer questions about each other's families, eg

- How old is your brother?
- Where does your uncle live?
- What does your father do?

Now write a description of your family. Try to write around 150 words.

Homework task

Think of a member of your family whom you like or respect a lot. Write an article about their life.

Lesson

03

Personal identity

Work and study

<p>Outcome: 1, 2, 4</p>	<p>Task: Talk in some detail about their current employment or education Talk in some detail about future for employment or education</p>
<p>Skill: Speaking, writing, reading</p>	

Activity 1 Speaking

You will have a few minutes on your own to prepare for this activity. You should look at the pictures and texts below to help you with your preparation.

You and your partner should compare the two secondary schools described here and say which one you prefer. You should then tell your partner about the similarities and differences between the schools and your own school — either the one you are attending now or the one you went to.

Your conversation should last for around 3–4 minutes.

Roak Community College, Leicester

This opened in 1982. It is a mixed comprehensive for ages 11–16. It has 978 pupils. The local population is mainly Asian and 75% of the pupils are from ethnic minority backgrounds.



© iStockphoto.com/Reuben Schultz

Harlton School, London

This is a private boarding school for boys and girls. It started in 1872. It has around 800 pupils. All of them live in the school. The fees are £15,625 per year.



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You should think about

- Would you be comfortable at this school?
- Would it help you to pass exams and get a good job?
- Would it change you in any way?

Activity 2 Reading

Look at these comments from an internet blog on the subject: **Do we need separate schools for 16–18 year olds?**

[Post a Comment]

COMMENTS

#21 April, 2007, 17:37 **peter piper** wrote:

re: Do we need separate schools for 16–18 year olds?

I'm so tired of being treated like a child at school. We still have to wear uniform. I find the whole place just so restrictive. I'm old enough to get married, drive or join the army but I can't choose how to dress for my studies.

#21 April 2007 17:44, **jacksprat** wrote:

re: Do we need separate schools for 16–18 year olds?

Think yourself lucky, mate. I'm at a fee-paying school and live in the boarding house. It feels like a prison — in fact, prisoners probably have an easier life than us.

#23 April 2007 09:10 **LouiseMcK** wrote:

re: Do we need separate schools for 16–18 year olds?

You guys sound like a couple of pathetic moaners. Why don't you do something about it? I quit school after my GCSEs and went to the local Further Education college to do my A-levels. It's a much more relaxed atmosphere. You get treated like an adult, the classes are smaller and I think the teachers are better. Grow up and take charge of your own lives!

#24 April 2007 16:34 **Osman Akin** wrote:

re: Do we need separate schools for 16–18 year olds?

We're getting off the point here, aren't we? The issue isn't what we feel about the current system or how we cope with it, but whether there should be separate schools for older pupils. I think it's a good idea. In fact, there are some 6th form colleges here and there, but not many, and maybe we should think about an earlier starting age. In America they have middle school and high school and that seems to work well enough. In the high school you could have a more relaxed atmosphere with pupils being treated more like adults.

#24 April 2006 19:27 **choo-choo** wrote:

re: Do we need separate schools for 16–18 year olds?

OK, Osman, but there's a price to pay. When you have all ages in one secondary school, the older pupils can help to keep the younger ones in order and set an example. It wouldn't be so good for the younger ones if they were gone.

#25 April 2006 13:56 **LouiseMcK** wrote:

re: Do we need separate schools for 16–18 year olds?

You must be at a good school, choo-choo. At the one I went to the older pupils behaved really badly. That's one of the reasons why I got out. They didn't set a good example.

Now look at these extracts from the text. Decide if each one is fact or opinion.

Write **F** (fact) or **O** (opinion) on the line.

- 1 We still have to wear uniform. _____
- 2 I find the whole place just so restrictive. _____
- 3 I'm old enough to get married, drive or join the army but I can't choose how to dress for my studies. _____
- 4 I'm at a fee-paying school and live in the boarding house. _____
- 5 It feels like a prison — in fact, prisoners probably have an easier life than us. _
- 6 You guys sound like a couple of pathetic moaners. _____
- 7 I quit school after my GCSEs and went to the local Further Education college to do my A-levels. _____
- 8 I think the teachers are better. _____
- 9 The issue isn't what we feel about the current system or how we cope with it. _____
- 10 In fact, there are some 6th form colleges here and there, but not many. _____
- 11 In America they have middle school and high school. _____
- 12 I feel that when you have all ages in one secondary school, the older pupils help to keep the younger ones in order, and set an example. _____

Activity 3 Language focus

tag questions

'We're getting off the point here, aren't we?'

aren't we? is a **tag question**. We use these to confirm that something is true or ask for agreement.

These follow positive with negative: **You're Irish, aren't you?** +, - ?

or negative with positive. **He won't do it, will he?** -, + ?

We also use them to ask for help or information. These follow negative with positive:

You couldn't check these figures, could you? -, + ?

You haven't seen Marik today, have you? -, + ?

1 Now work with a partner. Match the sentences on the left with the tags on the right. Write a letter on each line.

- | | |
|--------------------------------------|---------------|
| 1 Barbara's German, ____ | a did she? |
| 2 They aren't here already, ____ | b aren't I? |
| 3 He's got a nice car, ____ | c are they? |
| 4 We haven't heard anything, ____ | d didn't you? |
| 5 Ben writes books, ____ | e do you? |
| 6 You saw Eric last week, ____ | f hasn't she? |
| 7 You haven't got a rich uncle, ____ | g hasn't he? |
| 8 You don't know the answer, ____ | h are we? |
| 9 I'm working too hard, ____ | i doesn't he? |
| 10 We're not going out tonight, ____ | j isn't she? |
| 11 She didn't steal the money, ____ | k have you? |
| 12 She's gone home, ____ | l have we? |

2 Now write three things you know about your partner. Write questions with tags to check these. Ask and answer questions with your partner.

1 _____, _____?

1 _____, _____?

1 _____, _____?

Activity 4

Pronunciation

/uː/ and /ʌ/

- 1 Work with a partner. Look at the words below. The underlined parts use either /uː/ or /ʌ/. Write each word in the correct box.

does flood food group lose pub rude shoes son young

uː

ʌ

- 2 Still working with your partner, write one letter in each space to make a word with the vowel sound on the left.

- 1 ʌ bl ___ d
- 2 uː bl ___
- 3 uː ch ___
- 4 ʌ c ___ ple
- 5 ʌ d ___ ll
- 6 uː j ___ ce
- 7 uː J ___ ne
- 8 uː m ___ ve
- 9 ʌ ___ nion
- 10 ʌ p ___ ddle
- 11 uː s ___ p
- 12 uː sp ___ n
- 13 ʌ s ___ pper
- 14 ʌ w ___ nder

Activity 5 Writing

Your school/college, or the school/college you previously went to, is updating its website. Write an article of approximately 150 words to go on the home page.

You should cover:

- The type of school/college and the area it is in.
- The number of pupils/students and their background.
- The things that the school/college specialises in.
- Some achievements of pupils/students at the school/college.

Homework task

Choose a school/college that you know — because it is in the local area, because a relative of yours attends it or for some other reason. Use the Internet, the library or the experience of people you know to get information about this school/college. Write an article comparing it with the school/college you attend or have attended.

Lesson

04

Personal identity

Making choices

Outcome: 1, 2, 3	Task: Compare different jobs or courses and state preferences
Skill: Speaking, writing, listening	

Activity 1 Speaking skills

When you listen to another person telling you something, you don't sit in silence. You make signals. Look at the things you can say:

signal: I'm listening to you

Yes ____

Yeah ____

Mh-hm ____

Uh-hu ____

signal: I'm surprised

Really! ____

Wow! ____

That's interesting. ____

That's amazing. ____

signal: I don't agree with you.

No. ____

No way. ____

I don't agree. ____

signal: I agree with you.

Sure ____

True ____

You're right ____

Of course. ____

signal: I don't believe you.

Oh, come on. ____

You're winding me up. ____

That's not possible. ____

Now work with a partner. Prepare to talk to your partner about one of these things:

- A** Something that happened to you, your family or your friends. It doesn't have to be true — or it can be partly true, and you can exaggerate some parts.
- B** A story you have heard about something strange — ghosts, UFOs, creatures like the Yeti or the Loch Ness Monster.
- C** Something you believe in very strongly — a political idea, or how you would like to change the law, or society. Avoid religion if you can.

Decide if you are **Student A** or **Student B**.

Student A

Tell your story to your partner.

Student B

Listen to your partner's story. Make signals from the boxes at the top. Tick (✓) each one that you say. You score one point for each one.

Now exchange roles. Then see who scored the most points.

Activity 2 Listening



Track 7

Listen to the CD and answer the questions.

1 The speaker is talking to:

- a radio listeners
- b television viewers
- c school pupils
- d university students

2 The purpose of the talk is:

- a to entertain
- b to give advice
- c to give information
- d to help with essay-writing

3 The talk is

- a one of a series about moving to another country
- b one of a series about relationships

4–6 Which **three** of these things does the speaker say:

- a Relationships can be difficult today because people move around so much.
- b When people move to a new place, it causes problems in their family.
- c Many strong friendships begin at quite an early age.
- d When people move to a new place, they make new friends easily.
- e It is never good for people to feel lonely and isolated.
- f Both parents and children can make new friends through school.

7–8 Which **two** of these statements are true about the talk:

- a The speaker is talking about relationships at work and in the family.
- b The speaker is talking about how people make new friends.
- c The speaker is only talking about people who move to a new country.
- d The speaker is talking about children and adults.

Activity 3 Language focus

short answers

We can follow **yes/no** questions and **tag** questions with short answers:

yes/no questions

'Do you live here?'	'Yes, I do.'
'Are you British?'	'No, I'm not. I'm Australian.'
'Can you swim?'	'Yes, I can.'

tag questions

'Paula's a doctor, isn't she?'	'Yes, she is.'
'She lives in a big house, doesn't she?'	'No, she doesn't. She lives in a flat.'
'You won't leave me, will you?'	'No, I won't.'

Now answer these questions about yourself:

- 1 Are you British? _____ , _____
- 2 You're a student, aren't you? _____ , _____
- 3 You like learning English, don't you? _____ , _____
- 4 Do you live with your parents? _____ , _____
- 5 Did you go out last night? _____ , _____
- 6 Have you been to the cinema recently? _____ , _____
- 7 You've never been to New Zealand, have you? _____ , _____
- 8 Were you in this room yesterday? _____ , _____
- 9 You read a lot of books, don't you? _____ , _____

Compare your answers with a partner.

Ask some more questions, eg 'What did you do last night?'

'Which foreign countries have you been to?'

Answer questions about yourself.

Activity 4 Pronunciation

/əʊ/ and /aʊ/

- 1 Find the way from **START** to **FINISH**. You can only move on the squares with the sound /əʊ/ — and not on the squares with the sound /aʊ/. Move only horizontally (↔) or vertically (↕).

START



go	mouse	cow	found	couch	pound
know	though	blouse	clown	how	now
crowd	toast	town	mouth	shout	south
sew	gold	ground	no	oak	soap
toe	loud	foul	goal	out	folk
both	road	flow	dough	count	home



FINISH

- 2 Now work with a partner. Look at the words in the grid and the five spellings below. Put a tick (✓) under /əʊ/ or /aʊ/ if they use that spelling.

/əʊ/

/aʊ/

_____	o	_____
_____	oa	_____
_____	ou	_____
_____	ow	_____
_____	oe	_____

Activity 5 Writing

Work with a partner. Look at the pictures of different jobs below.

dentist



© iStockphoto.com/Ljupco

joiner



© iStockphoto.com/James Steidl

singer



© iStockphoto.com/Arman Zhenikeyev

soldier



© iStockphoto.com/Joseph Justice



© iStockphoto.com/apeiropa



© iStockphoto.com/Wladyslaw Trojanowski



© iStockphoto.com/Yanik Chauvin



© iStockphoto.com/Kelly Cline

waiter

teacher

nurse

chef

Now fill in the grid. Write **3**, **2** or **1** in each square, where **3** = very
2 = not very
1 = not at all

	dentist	joiner	singer	soldier	waiter	teacher	nurse	chef
Is this job well-paid?								
Is it stressful?								
Is it safe?								
Does it have high status?								
Is it open to men and women?								
Are the chances of promotion good?								
Is it satisfying?								
Is it open to people of all ages?								

Discuss your ideas with a partner. You should:

- Compare your scores for the different jobs with your partner's.
- Say which jobs you would be interested in, and which you wouldn't like. Give reasons.
- Ask about your partner's preferences.

Now write an article of around 150 words. Choose two of the jobs above and compare them. Then say which one you would prefer to do.

Homework task

Write about the job you would most like to do in the world.

If you are working, this might be the job you are doing. If not, think about the job you really want.

If you are still studying, write about a job you would like in the future.

Lesson

05

Review of lessons 1–4

Outcome: 1, 2, 4	
Skill: Speaking, writing, reading.	

Activity 1 Speaking

- Work with a partner.
- Decide if you are Student A or Student B.
- Read the notes in your box, but don't read your partner's.
- Act out the conversation

The reckless taxi driver**Student A**

You should sit behind and to one side of your partner, as if you are a passenger in a taxi.

You have just flown into another city. You get into a taxi at the airport. On the way into town the driver, Student B, starts a conversation. However, s/he drives very fast and keeps turning round to look at you. You don't want to be rude, so try to keep the conversation going, but get him to slow down and keep his/her eyes on the road.

Useful language: Please slow down! Look out! Could you keep your eyes on the road? Mind that car! Could you drive slower, please? Don't talk to me — just drive!

Student B

You should sit in front of, and to one side of, your partner, as if you are driving a taxi.

You are a taxi driver. Student A gets into your taxi. As you take him/her into town, you keep turning round to talk and drive too fast. Student A gets very worried and tries to make you slow down and keep your eyes on the road.

Useful language: Have you been here before? Are you here on business or on holiday? Are you married? What do you do — are you a student or do you work? Why don't you visit the ...'

Activity 2 Reading

- 1 The four paragraphs below come from an article about marriage and the family. They are in a different order from how they appear in the article. Work with a partner. Decide which order they should be in.
 - A Before the 1940s, there were other times when traditional marriage was not always normal. During the 19th century, Britain changed from an agricultural country to an industrial one. Thousands of people left their farms and villages and moved to the cities. Then came the First World War, and that was followed soon after by the Great Depression, when many people were unemployed. Marriage changed greatly during those years, as it is changing now. And somehow, society survived — as it will survive the changes today.
 - B In Britain today, marriage and the family are changing. Have you ever been to a wedding where the bride and groom invited their former husbands or wives to join the celebrations? Or perhaps you've heard that your 75-year-old widowed grandfather has just moved in with his 68-year-old woman friend. To people who grew up in the 1950s, the married couple family is beginning to look as old-fashioned as a steam train. Should we be worried?
 - C We have seen huge changes to marriage over the past 50–60 years, and the situation is now totally different from the 1940s. However, we need to think a little about that time. It was just after World War 2. In Britain, and in many countries around the world, there had been years of war. Many had died and others had seen great danger or lived through difficult times. After it was all over, most people wanted peace and security. Traditional marriage and family offered them this. But it wasn't always so.
 - D There is certainly a lot of public concern about these changes. Many books and articles tell us that the British family is in a serious condition. But there is little agreement among experts about why this has happened or what we can do about it. On the one hand, there are people who think that the end of traditional marriage is a complete disaster. But many people don't seem to worry about it much. I think that here we should take a look at history.
- 2 Now work with a partner. Compare your answers. If they are different, look at the paragraphs again and try to agree.

Now decide which words and phrases helped you to put the paragraphs in order. Underline or highlight these.

Activity 5 Writing

Work with a partner. Discuss marriage today, in your own culture and in general British culture. In what ways are they different? In what ways is marriage changing? Do you think people should worry about this?

Write about your ideas. Write around 150 words.

Homework task

Interview your family or friends. Ask them how they feel about marriage today and how it is changing. Write a summary of their ideas.

Lesson
06

Personal identity
Hopes and plans

Outcome: 1, 2, 3	Task: Talk about wishes/hopes for the future (or plans and ambitions) Obtain similar information from others
Skill: Speaking, writing, listening.	

Activity 1 Speaking

Work with a partner.

You will have some time on your own first to prepare. Look at the pictures and read what the speakers say about their wishes. Decide which ones you agree with and which you don't agree with. Think about your wishes for the future.

Now have a conversation with your partner. Compare your wishes. Try to talk for 3–4 minutes.

© iStockphoto.com/Jason Luggop



I'd like to be famous — a singer or an actor or something like that.

© iStockphoto.com/Emrah Turudu



I'd like to be rich.

© iStockphoto.com/Maartje van Caspel



I'd like to help people.

© iStockphoto.com/Alexander Hafemann



I'd like to travel to faraway places.

© iStockphoto.com/texasmary



I'd like to live in a nice place in the country.

© iStockphoto.com/Stanislav Komogonov



I'd like to be successful in sport.

Activity 2 Listening

Track 8

You are going to hear two people speaking about their greatest wish. **Speaker A**, is a middle-aged woman. **Speaker B** is a teenage boy. As you listen, put a tick (✓) on one of the lines after each question.

	Speaker A	Speaker B
1 Which speaker is more interested in the future?	___	___
2 Both speakers are in a relationship. Which one has more regrets about this?	___	___
3 Which speaker has most money?	___	___
4 Which speaker has a problem at the moment?	___	___
5 Which speaker has travelled more?	___	___
6 Which speaker is more interested in other people?	___	___
7 Both speakers mention the Sahara. Which one wanted to go there?	___	___
8 Which speaker is happier at the moment?	___	___

Activity 3 Language focus

1 Work with a partner. Look at the words in the box. See if you can divide them into two groups. Write each one in either **Box A** or **Box B**.

united	impressive	illustrate
indelible	irregular	disappoint
irrigate	illiterate	disappear
untied	improbable	inedible

Box A

Box B

2 Now, before each of the words below, write **dis**, **in**, **il**, **im**, **ir** or **un** to form its negative.

- | | | | |
|-----------------|---------------|--------------|-------------|
| ___ expensive | ___ honest | ___ affected | |
| ___ frequent | | | |
| ___ cut | ___ legal | ___ capable | |
| ___ definite | | | |
| ___ avoidable | ___ practical | ___ comfort | ___ patient |
| ___ comfortable | ___ advantage | ___ direct | ___ fasten |
| ___ fold | ___ possible | ___ accurate | |
| ___ personal | | | |
| ___ friendly | ___ correct | ___ divided | ___ polite |
| ___ healthy | ___ active | ___ mixed | ___ even |
| ___ probable | ___ appear | ___ kind | ___ natural |
| ___ effective | ___ allow | ___ coloured | ___ sincere |
| ___ married | ___ rational | ___ likely | ___ agree |
| ___ responsible | ___ believe | ___ relevant | ___ well |

Activity 4 Pronunciation

consonant symbols

English spelling is not a good guide to pronunciation. Here are eight ways of spelling the sound /ʃ/ -

ocean sure nation machine conscience **ship** mission **schedule**

If you want to know how to say an English word, you need to check its pronunciation in a dictionary -

con-science /'kɒnʃəns/ n [C,U]

1 ►**MIND**◄ the part of your mind that tells you whether what you are doing is morally right or wrong: He

 Source: Longman Dictionary of Contemporary English

Most of the English consonants are easy to read in phonemic script:

/p/ /b/ /t/ /d/ /k/ /g/ /f/ /v/ /s/ /z/ /h/ /m/ /n/ /l/ /r/ /w/

But some use different symbols:

/θ/ thin /ð/ then /ʃ/ shop /ʒ/ measure
/tʃ/ chip /dʒ/ just /ŋ/ sing

and one uses a letter of the alphabet, but the sound is unexpected: /j/ you

1 Look at the letters in **bold** in the words below. Write the correct consonant symbol on each line.

jail __ **y**es __ pink __ **s**heep __ **c**hest __ **t**hen __ **t**hink __
measure __

2 Now write an example of a word with each of these sounds:

/θ/ _____

/ð/ _____

/ʃ/ _____

/ʒ/ _____

/tʃ/ _____

/dʒ/ _____

/ŋ/ _____

Activity 5 Writing

You have just had received an e-mail from a friend in which they write about their hopes and wishes for the future. Write a reply and discuss what you hope to do in the next few years, and what you wish for.

Try to cover some of the areas below:

- Career
- Family
- Personal life
- Travel
- Things you would like to own
- Where you would like to live

Write approximately 150 words.

Homework

If I had three wishes ...



Well, you have. Write them here. Write the three things you wish most for in the world:

Now write about them. Try to use the past simple, as in **language focus** above — 'I wish I was rich. If I had a million pounds I would ...' 'Imagine if I was a rock singer. I would ...' etc.

Lesson

07

Personal identity

Past experiences

Outcome: 1, 2, 4	Task: talk about past habits and experiences
Skill: Speaking, writing, reading	

Activity 1 Speaking skills

Work in groups of three. Each student should look at one of the three texts **A–C** on the next page.

You are going to read a short biography of the US president, John F Kennedy. In each text, some of the facts are wrong. The correct version appears in the two other texts.

One student should begin reading. When either of the others hears an incorrect fact, they should interrupt, using

Wait. Wait a minute. Hold on. / Hang on. No. Excuse me.

and

That's wrong. That's rubbish. No, he wasn't. No, he didn't. That's not true.
--

When you agree on the correct version, one of the other two should continue reading.

John F Kennedy — US President

Text A

John F Kennedy was born in 1919. He began attending Harvard University in 1936. While he was at university he travelled twice to Europe, and visited Britain, where his father was US ambassador. In September 1941 he joined the US Army. He served in the Pacific and won a medal for bravery. After the war, Kennedy entered politics. He was elected to the House of Representatives in 1946. He became a senator seven years later and US President in 1961. Two years later, during a visit to Dallas, Texas, Kennedy was assassinated.

Text B

John F Kennedy was born in 1917. He began attending Princeton University in 1936. While he was at university he travelled twice to Europe, and visited Britain, where his father was US ambassador. In September 1941 he joined the US Navy. He served in the Pacific and won a medal for bravery. After the war, Kennedy entered politics. He was elected to the Houses of Parliament in 1946. He became a senator six years later and US President in 1962. Two years later, during a visit to Alice, Texas, Kennedy was assassinated.

Text C

John F Kennedy was born in 1917. He began attending Harvard University in 1936. While he was at university he travelled twice to Europe, and visited France, where his father was US ambassador. In September 1941 he joined the US Navy. He served in Europe and won a medal for bravery. After the war, Kennedy entered politics. He was elected to the House of Representatives in 1946. He became a senator six years later and US President in 1961. Two years later, during a visit to Dallas, Texas, Kennedy was assassinated.

Activity 2 Reading

Read this short story by Saki (HH Munro). The parts are in the wrong order.

Write the letters **A–G** here in the correct order: ____ ____ ____ ____ ____ ____ ____

The Open Window

A

‘Out through that window, three years ago today, her husband and two young brothers went off shooting. They never came back. While they were crossing the moor, all three of them fell into a marsh.’ Here the girl’s voice became less confident. ‘Poor aunt always thinks they’ll come back some day, they and their little brown dog, and walk in that window just as they did before. That’s why the window is kept open every evening. Do you know, sometimes on quiet evenings like this, I get a strange feeling that they will all walk through that window –’

B

He tried to move the conversation on to another subject.
‘The doctors say I should have a complete rest, and no excitement,’ said Framton. ‘They don’t agree so much about diet,’ he continued.
‘No?’ said Mrs Sappleton. She was trying not to yawn. Then she suddenly sat up. ‘Here they are at last!’ she cried. ‘Just in time for tea.’

C

‘My aunt will be down soon, Mr Nuttel,’ said a very confident girl of fifteen. ‘Until then, you must try to put up with me.’
Framton Nuttel tried to say something suitable, but failed. He felt that these formal visits to total strangers were not helping the rest cure he was taking. His sister had stayed in this part of the country some years before. When he left London, she’d given him letters of introduction to some of the people she knew. ‘Do you know many of the people round here?’ asked the niece.

D

‘Here we are, my dear,’ said the first man as he was entering the room. ‘Who was that who ran out as we came up?’
‘A very strange man — a Mr Nuttel,’ said Mrs Sappleton. ‘He suddenly ran away when you arrived.’
‘I suppose it was the dog,’ said the niece calmly. ‘He told me he was very afraid of dogs. He was once chased into a cemetery in India by wild dogs. That’s enough to make anyone lose their nerve.’
Fiction at short notice was her speciality.

E

'Hardly anybody,' said Framton.

'They don't know much about my aunt?' said the girl.

'Only her name and address,' said Framton.

'Her great tragedy happened three years ago. That would be after your sister was here.'

'Her tragedy?' asked Framton.

'You may wonder why we keep that window open on an October afternoon,' said the niece. She was pointing to a large French window that opened out on to a lawn.

'It's quite warm for the time of year,' said Framton. 'But was the window part of the tragedy?'

F

Framton shivered slightly and turned towards the niece with a look of sympathy. The girl was staring out of the open window with horror. Frightened, Framton turned and looked in the same direction.

In the growing darkness three figures were walking across the lawn towards the window. They all carried guns under their arms. A tired brown dog was walking behind them.

Framton ran out of the room, down the hall, out the front door, down the drive and out of the garden. A cyclist who was coming along the road had to run into the hedge to avoid him.

G

She stopped with a little shudder. Then her aunt came into the room and apologised for being late.

'I hope you don't mind the open window,' said Mrs Sappleton. 'My husband and brothers will soon be home from shooting, and they always come in this way.'

She chatted on cheerfully. To Framton it was horrible.

Activity 3 Language focus

1 Work with a partner. Look at the sentences below. All of them use the past simple, but only half of them use it for past time. The others use it for present time. Divide them into two groups. Write five numbers in each of the boxes below.

- 1 He had a lot of money five years ago.
- 2 I wish I lived in London.
- 3 She won the lottery last year.
- 4 If I had the money I'd lend it to you.
- 5 I thought you were cooking tonight — where's dinner?
- 6 I went to the cinema on Friday night.
- 7 Seeta lived in London when she was young.
- 8 Imagine if you won the lottery.
- 9 It's time we went to the cinema.
- 10 I thought about cooking but decided to have sandwiches.

<p>past time</p> <p>_____</p>

<p>present time</p> <p>_____</p>

Why do we use the past simple in some sentences about present time? What kind of sentences are these? Discuss this with your partner.

2 Now look at the sentences again. Look at what the speakers are talking about. Make five pairs, with one sentence from each box. Write the numbers on the lines below.

Activity 4 Pronunciation

pronouncing the past form -ed

1 Work with a partner. Look at the verbs in the box. Decide which consonant each one ends in. Choose one from the list below and write it on the line. You can use each one more than once.

p b t d k g f v ð s z ʃ tʃ dʒ m n ŋ l

arrive ___	beg ___	belong ___	breathe ___	change ___
comb ___	decide ___	grab ___	jump ___	laugh ___
listen ___	need ___	pass ___	refuse ___	smile ___
start ___	talk ___	want ___	wash ___	watch ___

2

 **Track 9**

All of these verbs make their past form with **-d** or **-ed**.

This is pronounced either /t/, /d/ or /ɪd/.

Listen to these past forms on the CD. For each one, decide which sound it ends in. Put a tick (✓) on one of the lines.

	/t/	/d/	/ɪd/
changed	___	___	___
started	___	___	___
washed	___	___	___
needed	___	___	___
refused	___	___	___
passed	___	___	___
belonged	___	___	___
watched	___	___	___
breathed	___	___	___
grabbed	___	___	___
jumped	___	___	___
decided	___	___	___
begged	___	___	___
talked	___	___	___
wanted	___	___	___
smiled	___	___	___
arrived	___	___	___
combed	___	___	___
laughed	___	___	___
listened	___	___	___

3 Now answer these questions.

- 1 If the main verb ends in the consonants ___ or ___, the past form ends in /ɪd/.
- 2 If the main verb ends in **p, k, f, s, ʃ** or **tʃ**, the past form ends in ___.
- 3 If the main verb ends in **b, g, v, ð, z, m, n, ŋ, l** or **dʒ**, the past form ends in ___.
- 4 What is the difference between the consonants in question 2 above, and those in question 3?

Activity 5 Writing

Think about your friends at different times in your life. On these lines, write the names of three friends when you were quite young:

- a** _____
b _____
c _____

Now write the names of your three best friends today.

- d** _____
e _____
f _____

Are they all the same? Think about each of these friends. When did you first meet? If you are not still friends with **a, b** or **c**, why not? Why do you like your friends? What do you do together? Do you think you will still be friends in the future?

Write about your friends, when you were young, today and in the future. Write around 150 words.

Homework

Choose a person you admire — either someone you know, or a person you know about. The person can be either living or dead. Do some research on the Internet or in a library and write the story of their life.

Lesson

08

Personal identity

Forms and letters

Outcome: 1, 2, 4	Task: Complete forms relating to personal information Read and write letters and other texts relating to personal information
Skill: Speaking, writing, reading	

Activity 1 Speaking

You are going to interview your partner for a job. First, look at the jobs below and decide which one you are interested in. Tell your partner.

Experienced chef wanted for successful city centre restaurant. Good pay and conditions. Write to Box 387.

Family seeks childminder for boy 5 and girl 3. Must live in home. Tel 669 0247.

Fish processing factory requires production workers for night shift. Tel. 442 0986.

Large furniture store wants sales assistant. Knowledge of furniture essential. Write to Box 594.

Presco's supermarket have vacancies for experienced sales staff. Write to Box 297.

Qualified tourist guide needed for summer work. Must have pleasant personality. Tel 344 9705.

Now look at the information in the boxes:

Interviewer

Invent details where necessary. Tick (✓) each subject when you finish speaking about it.

You should ask questions about the applicant's

- qualifications ____
- experience ____
- why they want this job ____
- why they think they will be good at it ____

You should answer questions about

- hours of work ____
- pay ____
- conditions ____

Interviewee

Invent details where necessary. Tick (✓) each subject when you finish speaking about it.

You should answer questions about your

- qualifications ____
- experience ____
- why you want this job ____
- why you think you will be good at it ____

You should ask questions about

- hours of work ____
- pay ____
- conditions ____

Decide if you want to be the interviewer or the interviewee. Roleplay the interview. Then exchange parts and do it again. Each interview should last 3-4 minutes.



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lillexmom

Activity 2 Listening

Listen to the CD. You are going to hear some common family names in Britain. Listen to the names and write them down.



Track 10

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Now write the names of the British towns and cities that you hear:

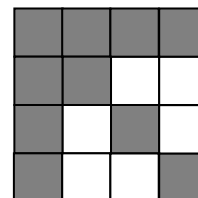


Track 11

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Activity 3 Language focus

Work with a partner. Look at the irregular verbs in the box. Find the past simple of each one in the grid below. These may be horizontal, vertical or diagonal — like this:



begin	break	catch	dream	drink	eat	feel	give	keep	ride
send	sing	sleep	steal	swim	tell	throw	wear	win	write

W	L	I	T	K	D	O	V	W	R	O	T	E	N
O	B	R	O	K	E	N	G	W	I	N	N	E	D
W	F	E	E	L	E	D	A	E	W	O	N	R	D
O	S	S	R	R	A	T	V	A	I	L	T	E	R
R	U	A	I	E	O	R	E	R	K	N	T	G	E
E	N	N	D	A	A	D	I	E	E	R	O	A	A
O	G	G	E	C	U	Z	E	D	P	L	L	V	M
T	S	A	D	F	T	L	Y	K	T	T	D	I	T
O	H	O	Y	S	L	E	P	T	K	E	A	P	T
C	S	R	E	W	R	E	T	E	D	C	R	O	A
A	E	S	E	F	I	F	B	A	S	R	P	L	T
U	A	S	A	W	L	E	R	B	U	Y	A	S	E
G	N	E	T	U	D	L	U	E	N	U	K	N	A
H	T	S	R	O	N	T	K	G	G	A	T	T	K
T	R	E	K	T	L	V	E	A	T	E	L	L	T
A	S	E	N	T	R	E	O	N	A	S	W	A	M

Activity 4 Pronunciation

Sound and spelling

In each group of three words below there are two that **rhyme**. Work with a partner and underline these two.

- | | | | |
|----|--------|---------|-------|
| 1 | done | gone | run |
| 2 | flat | got | what |
| 3 | rough | cough | tough |
| 4 | head | bead | said |
| 5 | comb | home | bomb |
| 6 | accept | receipt | sheet |
| 7 | hour | pour | four |
| 8 | missed | worst | wrist |
| 9 | good | mould | would |
| 10 | know | toe | now |

Activity 5 Writing

You want to get yourself a Yipee! e-mail address. Fill in the form on the next page.



[Yipee!](#) — [Help](#)

► Already have an ID or a Yipee! Mail address? [Sign In.](#)

Fields marked with an asterisk * are required.

Create Your Yipee! ID

* First name:

* Last name:

* Gender (tick):

male	<input type="checkbox"/>
female	<input type="checkbox"/>

Date of birth (dd/mm/yy) :

Address: house number:

street:

town/city:

region/county/state:

country:

Yipee! ID: @yipee.com

ID may consist of a-z, 0-9 and a single dot (.)

* Password:

Six characters or more; capitalisation matters!

* Re-type password:

If You Forget Your Password ...

Think of a security question. This may be your father or mother's middle name, the name of your first school, the name of a pet, your favourite pastime or sports team, etc.

Type your question here: (e.g. What is your favourite sports team?)

Your answer:

4 characters or more. Make sure your answer is easy for you to remember but hard for others to guess.

Verify Your Registration

Enter the code shown:

This helps Yipee! prevent automated registrations.

A handwritten code consisting of the digits 2, 0, 3, 8, and 6, written in a cursive style.

Homework task

Do this for real. Connect to the Internet, either in school, at home or in an Internet café. Get yourself a new e-mail address through Yahoo, Hotmail or another server and send an e-mail to your teacher.

Lesson
09 **Social and physical environment**
Daily life

Outcome: 1, 2, 4	Task: Socialise casually and in more formal situations, by taking part in conversations Describe / talk about social events / occasions Talk about their daily life in some detail
Skill: Speaking, reading, writing	

Activity 1 Speaking skills

Work with a partner. There are two stories below about hitchhikers. Choose one of them each. Read it and prepare to tell it to your partner. Use the notes in the small box to help you. Now tell your story.

The elderly lady

A young woman was driving home one night when she saw an elderly lady by the side of the road. The lady had a large shopping bag and was trying to hitch a lift. Normally, she didn't pick up hitchhikers but she felt sorry for the old lady so she stopped. The lady got into the car, but as she did so, the girl noticed that she had large hairy hands and wrists.

The girl realised that the old 'lady' was actually a man. But she didn't panic. She pretended that there was a problem with the car, and asked her passenger to get out and check that the back lights were working. As soon as the man got to the back of the car, the young woman locked the doors and drove off, quickly.

She went to the nearest police station and told her story. The police searched the car and found a bag that the man had left behind. Inside it was some tape and a very sharp axe with blood all over it — all ready for his next victim.

young woman
elderly lady
hairy hands and wrists
back lights
police station
axe with blood

The teenage girl

A doctor was driving home late one night when he saw a teenage girl standing near a road junction, a few miles out of town. She was wearing a black evening dress and trying to hitch a lift. He stopped and told her to get in the back seat because there was a bag of golf clubs in the front.

He asked her what she was doing out there on her own so late at night. She said, 'Please take me home. I'll explain everything there,' and gave him an address. The doctor drove to the house — but when he arrived the back seat was empty.

He couldn't understand it, so he got out and rang the doorbell. After few minutes, the door was opened by a grey-haired man. The doctor said, 'Something strange has just happened. I gave a young girl a lift and ...

'Yes, I know,' said the man. 'And I know where you picked her up. This sometimes happens on Sunday evenings. That girl was my daughter. Two years ago she was killed in a car crash at that junction.'

doctor
junction
teenage girl
back seat empty
grey-haired man
killed two years ago

Now talk with your partner. Decide if either, both or neither of these stories is true.

Activity 2 Reading

This text comes from a Californian newspaper. The places, *San Jose* and *Palo Alto*, are in California. It also uses some American English words. These are:

US

cell phone
 high school
 teen (n, adj)

UK

mobile phone
 secondary school
 teenager (n), teenage (adj)

Teens turn away from e-mail

By Sharon Noguchi
San Jose Mercury News

Sites like MySpace, which offer fast messaging, attract young users.

When she gets home from school, 14-year-old Jennica Paho of San Jose, switches on the computer and goes to MySpace.com. This site allows users to write messages to each other and to make new friends.

She doesn't check or send e-mails any more.

For those of you who have just worked out how to use e-mail, prepare for the bad news — it's going out of date.

New statistics show that, for the first time, teen e-mail use is dropping, and being replaced by more 'instant' alternatives.

'It takes too long to send e-mail,' Jennica said. 'I have to go in and type it, and send it, then wait for a reply.'

No wonder adults like Cindy Nelson of Palo Alto are frustrated. Nelson organises a high school dance team, whose members all have e-mail. But 'it doesn't really work for communicating with the kids,' she said.

To pass on urgent information like changes in performance times, she calls a parent, because teenagers like Jennica are too busy text-messaging or chatting on MySpace. Or they're like 60 percent of American teens, they have a cell phone and are calling or text-messaging on it.

Text messages pop up immediately, and by pressing a few buttons the receiver can reply right away. 'E-mail is more like sending a letter. You don't know when you're going to get it,' said Alex Stikeleather, 17, of Palo Alto.

Since February, teen e-mail use across the country has been dropping compared to a year earlier. In April it was down 8 percent. By contrast, general e-mail users are increasing, growing by 6 percent.

During the same period, MySpace users rose from 3 million to 7.8 million.

E-mail may not be dying, at least not yet, but teen Internet habits will continue to change electronic communication as they become adults. Younger employees send text messages while at work, said Michael Wood, vice-president of Teen Research Unlimited in Chicago.

'It's something that lots of employers are having to deal with,' he said. 'Teenagers like to stay connected to their friends — and they'll continue to do that as they grow older.'

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Decide which of these statements are true. Write T (True) or F (False) on each line.

- 1 The number of teenagers using e-mail is falling. ____
- 2 Jennica Paho doesn't use e-mail because it is too difficult. ____
- 3 Cindy Nelson doesn't send e-mails because her pupils don't read them. ____
- 4 Most American teenagers have a mobile phone. ____
- 5 The use of e-mail is falling in the United States. ____
- 6 The number of adults using e-mail is increasing. ____
- 7 The number of people using MySpace is increasing. ____
- 8 Younger workers like to send e-mails while they are at work. ____

Activity 3 Language focus

British and American English

There are very few differences between the grammar of British and American English, but some words are different. Work with another student. Match the British and American words below. Check your ideas in a dictionary.



- | | |
|----------------|-----------------|
| 1 autumn | a movie theater |
| 2 bill | b trash can |
| 3 car park | c check |
| 4 chips | d ground beef |
| 5 cinema | e apartment |
| 6 crisps | f fall |
| 7 dustbin | g vacation |
| 8 fish fingers | h french fries |
| 9 flat | i jelly |
| 10 football | j parking lot |
| 11 holiday | k elevator |
| 12 jam | l soccer |
| 13 lift | m fish sticks |
| 14 mince | n potato chips |

Activity 4 Pronunciation

silent letters

Because English has such a bad spelling system, it has a lot of silent letters. Nearly 60% of English words have silent letters and nearly every letter of the English alphabet is silent in some words.

Work with a partner. Look at the words below. In each line, the letter on the left is silent in one word.

Underline this word.

1	b	absolute	debt	subtract
2	c	school	scissors	score
3	d	handkerchief	handle	handwriting
4	g	ignore	signal	sign
5	h	healthy	hour	hungry
6	k	ankle	knee	workbook
7	l	film	salt	talk
8	n	autumn	partner	statement
9	p	accept	complete	cupboard
10	s	answer	island	mistake
11	t	listen	sister	suggest
12	w	write	forward	what

Activity 5 Writing

Work with a partner. Read the text below and make corrections to the spelling, grammar and punctuation.

Ahmad in New York

My name is Ahmad. My home in Manchester. I am student of English and am lern it for three years

now. Last year the freind and me have decided to visit united states and we have flied to new york. We saw some good thing there like the 5th avenue and broadway and central park. Then we have want to go to boston because my friend uncle is live there. But when we went to the railway station, which they call the railroad station, asked for a return ticket to boston, the man haven't understood me. Then an american girl she asked me if I needed any advices or informations and I have explained our problem. then she said we needed a round-trip ticket and anyway its more better to go by bus.

'By bus?' I asked because I am think she means a city bus. But when they mean 'coach' to other citys they say 'bus'. So then we have gone down street and have got tikets. Before the bus has arrive I buy American English dictionary.

Homework task

Think about an interesting day in your life — a day when things happened to you, a day that you especially remember. Write about what happened.



Lesson

10

Review of lessons 6–9

Outcome: 1, 2, 3	
Skill: Speaking, writing, listening	

Materials: CD player, CD

Activity 1 Speaking

- 1 You are going to interview another student about the way they communicate with their friends. First fill in this questionnaire. Tick (✓) the correct boxes and add up your score. Then interview your partner and add up their score.

How communicative are you?

- 1 Do you have a mobile phone? **yes** 3 **no** 0
- 2 If **yes**, do you use it more than once a day. 3
not every day. 2
only occasionally. 1
- 3 If **yes**, do you send text messages? **yes** 2 **no** 0
- 4 Do you have an e-mail? **yes** 3 **no** 0
- 5 If **yes**, do you check it more than once a day. 3
not every day. 2
only occasionally. 1
- 6 Do you have a computer with Internet connection at home?
yes 3 **no** 0
- 7 If not, do you use the Internet in other places, such as at college or in Internet cafés? **yes** 3 **no** 0
- 8 If you use the internet, do you ever chat with friends on it?
yes 3 **no** 0



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Fuat Kose

Your score: _____ Your partner's score: _____

- 2** Now discuss communication in the world today. Ask your partner how they feel about these points and give your own opinion:
- Are mobile phones a good or a bad thing?
 - How will mobile phones change in the next few years?
 - What are the good and the bad things about the Internet?
 - How will it change in the future?
 - Communication is easier today than 30 years ago. Does this make the world better or worse?

Time your conversation. Try to talk for 3–4 minutes.

Activity 2 Listening

Track 12

You are going to hear six students talking in a restaurant. Look at the information about them:

name	nationality	languages
Marisa	Brazilian	Portuguese, English, Italian.
Pete	British	English
Musa	South African	Zulu, Afrikaans, English
Meiyong	Chinese	Mandarin, English
Irenka	Polish	Polish, English
Asif	British	English, Urdu

There are three conversations. For each one, there are five events, numbered **1-5** in the order that the speaker talks about them. Listen to the three conversations and re-number the events **1-5** in **the order that they happened**.

You will hear the track twice.

Marisa

- 1 She moved to Italy. _____
- 2 She took Italian classes. _____
- 3 She began to learn Italian. _____
- 4 She began to learn English. _____
- 5 She went out with an Italian speaker. _____

Musa

- 1 He began to learn English. _____
- 2 He began to learn Zulu. _____
- 3 He began to learn Afrikaans. _____
- 4 He stopped learning Afrikaans. _____
- 5 He started to learn Afrikaans again. _____

Asif's mother

- 1 She started to learn English. _____
- 2 She came to Britain. _____
- 3 She worked with her husband. _____
- 4 She raised a family. _____
- 5 She learned to speak English quite well. _____

Activity 3 Language focus

Work with a partner. Discuss whether the sentences below are about real or unreal situations in present time. Then write the verbs in brackets to the appropriate form to make 1st or 2nd conditional sentences. Use *will/'ll* or *would/'d* where necessary.

- 1 I (buy) _____ a new car if I (have) _____ the money — but I'm flat broke.
- 2 I'll just see if he's free. If he _____ (be), he (see) _____ you.
- 3 Look — I don't know the answer. If I (do) _____ I (tell) _____ you.
- 4 We're two goals up. If we (win) _____ we (be) _____ top of the league.
- 5 If Shakespeare (be) _____ alive today, he (work) _____ in Hollywood.
- 6 My dad (help) _____ if he (be) _____ here, but he's in New York.
- 7 Of course I (lend) _____ you a pound — if I (have) _____ it. Let me check.
- 8 If that (be) _____ your best suggestion I (ask) _____ somebody else!

Activity 4 Pronunciation

Work with a partner. Look at the words in phonemic script on the left below. Each of these appeared in lessons 6–9.

Read the phonemic script and choose the correct word in normal spelling from the two on the right. Underline this word.

- | | | | |
|---|----------|---------|---------|
| 1 | /tʃest/ | chest | just |
| 2 | /kəʊm/ | comb | come |
| 3 | /dʌn/ | dawn | done |
| 4 | /aɪlənd/ | Ireland | island |
| 5 | /ʃi:p/ | sheep | ship |
| 6 | /saɪn/ | sign | sing |
| 7 | /tʌf/ | tough | though |
| 8 | /wɒʃt / | washed | watched |
| 9 | /jes/ | Jess | yes |

Activity 5 Writing

Think about some books or stories you have read, or films/TV programmes you have seen, about your local area or culture. These can be in any language. Write their titles here:

Now compare your list with a partner's. Compare your choices and talk about why you chose them.

Now pick one of these and retell the story in your own words. Write around 150 words.

Homework task

Imagine you are going to make a film about your local area or culture. This should be a story about the lives of some young people today. Write a summary of what will happen in the film.

Lesson
11 **Social and physical environment**
Neighbourhood

Outcome: 1, 2, 4	Task: Describe and talk about their local area Talk about the advantages and disadvantages of living in their local area Obtain similar information from others
Skill: Speaking, writing, reading	

Activity 1 Speaking

You will have some time on your own to prepare for this. Think about your local area. Look at the items below and think what these are like where you live.

Then work with a partner. Compare your local areas and decide which one you prefer. If you live in the same area, see how much you agree about the items below.

Try to talk for 3-4 minutes.

shops

supermarkets

department stores

cinemas museums

libraries

art galleries

job opportunities

violence

pollution

traffic

buses

parks



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kranendonk

Activity 2 Reading

Craig Forster, a teenager from the north-east of England, has been asked to write an essay about himself.

Read it as quickly as possible and answer the questions that follow.

My name's Craig Forster. I'm 16 years old — almost 17 — and I live in Ormsley. That's a small town in the north-east of England, near Newcastle. I go to school there, well, just for another year or so, then I can get out. I don't mean that I don't like the school. It's OK — in some ways, anyway. I mean that I want to get out of Ormsley. Now, I'm not saying it's a bad place. My family live here and I've got lots of relatives in the town. But there isn't much to do here. There's a cinema, which is OK, and there are some pubs, but you can't go in till you're 18. The thing is, there aren't any places for young people to go, well, not really, not for people my age. There are some cafes, but they all close around six. There aren't any places open in the evening. I just end up hanging around my friends' houses, or at my girlfriend's place. Part of the problem, I think, is that there isn't much work in the town so there isn't any money, and people can't afford to go out often. There are some jobs in the shops, but there aren't any factory jobs any more and all the coal mines closed years ago. There are lots of unemployed people, which makes it a kind of a sad place. They say the north-east is the worst part of England when it comes to unemployment. So I have to get out. I'll go to university if I can. That depends on my exam results a bit, but it isn't difficult to get into some kind of university nowadays. But I might just get a job somewhere. There's some work in Newcastle. If not, maybe London. There are a lot of jobs down there. There's lots of money too. I'll miss home, I suppose, in some ways, but I have to go. There aren't many young people here. Most of them leave when they can.

In each pair of statements, one is true. Tick (✓) this one.

- 1 a Craig is nearly 17 years old. ____
b Craig is 17 years old. ____

- 2 a Ormsley is in the north-west of England. ____
b Ormsley is in the north-east of England. ____

- 3 a He's going to leave secondary school soon. ____
b He's just started secondary school. ____

- 4 a He doesn't like his school. ____
b He doesn't mind his school. ____

- 5 a He wants to leave Ormsley. ____
b He wants to stay in Ormsley. ____

- 6 a His family live in Newcastle. ____
b His family live in Ormsley. ____

- 7 a There's a lot to do in Ormsley. ____
b There isn't a lot to do in Ormsley. ____

- 8 a The cafés open in the evening. ____
b The cafés don't open in the evening. ____

- 9 a There used to be factories in Ormsley. ____
b There used to be more shops in Ormsley. ____

- 10 a There's a lot of unemployment in the North-east. ____
b There isn't much unemployment in the North-east. ____

- 11 a He doesn't think he can get into a university. ____
b He thinks he can get into a university. ____

- 12 a He may get a job in Newcastle or London. ____
b He will definitely look for a job in London. ____

Activity 3 Language focus

Read the article by Craig Forster again. Write one of the words or phrases in the box on each line below.

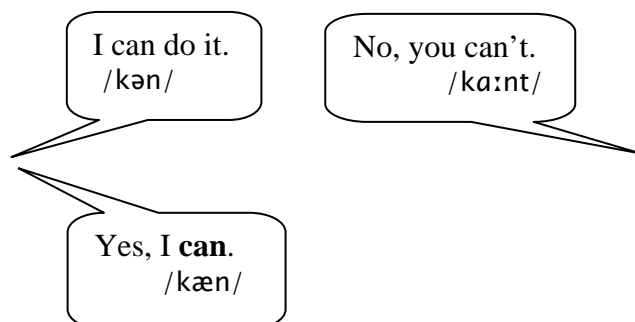
's a lot of are aren't isn't (x2) lots many (2) much of some (x2)

- 1 He's got _____ relatives in the town.
- 2 There isn't _____ to do in Ormsley. There are _____ pubs and cafes but there aren't _____ places for young people to go in the evening.
- 3 There _____ much work in the town so there are lots _____ unemployed people.
- 4 There _____ any money.
- 5 There _____ some jobs in the shops but there _____ any factory jobs any more.
- 6 There is _____ work in Newcastle and there are _____ of jobs in the south-east. There _____ lots of money down there too.
- 7 There aren't _____ young people in Ormsley.

Activity 4 Pronunciation



weak forms



can't is always pronounced /kɑːnt/. But we only say **can** as /kæn/ when we stress it. When it isn't stressed, the vowel changes to /ə/. This change happens in many

English 'structure' words — articles, pronouns, prepositions, etc.

1 Listen to these sentences on the CD. There is one /ə/ vowel in each. Underline them.

- 1 He said he can do it.
- 2 Lisa can't swim but I can.
- 3 I want some coffee.
- 4 I want to meet Fred.
- 5 They're eating fish and chips.
- 6 Give him the money.
- 7 Pete's at school.
- 8 Ask them what's wrong.
- 9 It's Jenny that I like best.

2 Now work with a partner. Practise saying the sentences. Make sure you pronounce the correct word with /ə/.

Activity 5 Writing

A community magazine has asked you to write an article about life for young people in your local area. Include the following information and any other information that you think is relevant. You should write around 150 words.

- a description of the area you live in
- some details about the type of people who live there
- what there is for young people to do
- some of the problems,
- changes you would like to see made

Homework task

Do some research, on the Internet or a library, into the history of your area and write a guide for visitors.

Lesson
12

Social and physical environment
Getting things done

<p>Outcome: 1, 2, 3</p>	<p>Task: Organise events and activities relating to social and physical environment Write notes and leave messages Read and write letters and texts relating to the above</p>
<p>Skill: Speaking, writing, listening</p>	

Activity 1 Speaking skills

Work with a partner and read these dialogues.

I'd be extremely grateful if you would spare me a few minutes of your time.

Sorry?

Can you give me a couple of minutes?

Excuse me, I was wondering if you could give me some help here?

Come again?

Give me a hand here, will you?

Look, I'm really sorry to trouble you, but could you see your way to lending me a pound until tomorrow?

Eh?

Lend me a quid till tomorrow, would you?

The speakers are using formal and informal language. Look at the samples below:

formal	informal
I'm sorry to bother you, but ...	can you?
I'd be extremely grateful if you would help/give, etc.	could you?
I wonder / was wondering if you could help/give, etc.	will you?
I'm really sorry to trouble you, but could you / would you ...?	would you?
Could you see your way to helping/giving, etc ...?	

Note that **will you** and **would you** can come at the beginning or end of a request:



We use formal language in formal writing, and sometimes in conversation, either because of the situation or, sometimes, to signal that we feel angry or hostile.

Now with your partner, make these requests using both formal and informal language. Tick (✓) them as you do them.

Ask to borrow a pound.	
formally ___	informally ___

Ask your partner to shut/open the window.	
formally ___	informally ___

Ask for some advice.	
formally ___	informally ___

Ask the way to the Post Office.	
formally ___	informally ___

Ask to borrow a pen.	
formally ___	informally ___

Ask your partner to get you a glass of water.	
formally ___	informally ___

Ask your partner to go away.	
formally ___	informally ___

Activity 2 Listening

 Track 14

Listen to the messages on the CD and fill in the missing information in the notes below.

1

Mum,

*Dad won't be home
till ___ o'clock tonight.
He won't need _____.*

Kev

2

Alison,

*Jane phoned. She
can't come in today
— she's got _____.
Not sure about
tomorrow — she'll
_____ later.*

Carol

3

*Dr Wilson, your 9.00 with Mrs Kemal is cancelled. She'll come in
on to re-arrange.*

4

Harry,

*Southside _____
phoned. Car's ready
— pick up tomorrow
from 8.____.*

*Jackie
XXX*

5

Mike,

*The bank phoned
about your
_____. You have
to call them back
on 448 _____.
What's going on?*

Maria

6

Mr Morgan,

*Your wife phoned.
She's taken the
cat to the _____.
There's some food
in the _____.*

Annette

Activity 3 Language focus

- 1 Work with a partner. Look at the words below. All of them are commonly spelt wrongly. Decide on the correct spellings and put a tick (✓) on the line. Use your dictionary if you aren't sure.

- | | | |
|----|-------------------|-------------------|
| 1 | accidently ___ | accidentally ___ |
| 2 | accomodation ___ | accommodation ___ |
| 3 | broccoli ___ | broccoli ___ |
| 4 | cemetary ___ | cemetery ___ |
| 5 | definately ___ | definitely ___ |
| 6 | despair ___ | dispair ___ |
| 7 | desperate ___ | desparate ___ |
| 8 | developement ___ | development ___ |
| 9 | drunkenness ___ | drunkenness ___ |
| 10 | embarrassment ___ | embarassment ___ |
| 11 | existence ___ | existance ___ |
| 12 | harrass ___ | harass ___ |
| 13 | independant ___ | independent ___ |
| 14 | irritable ___ | irritible ___ |
| 15 | ocassion ___ | occasion ___ |
| 16 | privilege ___ | priviledge ___ |
| 17 | reccomend ___ | recommend ___ |
| 18 | receive ___ | recieve ___ |
| 19 | repetition ___ | repitition ___ |
| 20 | seperate ___ | separate ___ |

- 2 Now use your dictionary to check the meanings of any words you aren't sure of.

Activity 4 Pronunciation

Track 15

Stress

What's the first vowel sound in **banana**? **a** — or, as we write it, /æ/? In fact, it isn't. When we say **banana** in English, the stress falls on the second syllable: ba **na** na

The first vowel — **a** — is not stressed, so we say it with a weak, neutral sound. Its symbol is /ə/ and it is called *schwa*. This is the most common vowel sound in English.

- 1 Listen to the words on the tape. One of each pair begins with a strong vowel, either /æ/ or /ɒ/. The other has the weak vowel /ə/. Read them and tick (✓) the one you think begins with the weak vowel. Then listen to the CD and check your answers.

- | | | |
|---|---------------|--------------|
| 1 | accept ___ | accident ___ |
| 2 | ankle ___ | annoyed ___ |
| 3 | collar ___ | collect ___ |
| 4 | foreign ___ | forgive ___ |
| 5 | machine ___ | magic ___ |
| 6 | offer ___ | offend ___ |
| 7 | operate ___ | opinion ___ |
| 8 | tradition ___ | traffic ___ |

- 2 Now look at the words again. Here, they are divided up into syllables. Read each word, think about it and draw a line under the strongest syllable.

- | | | |
|---|-------------|------------|
| 1 | ac·cept | ac·ci·dent |
| 2 | an·kle | an·noyed |
| 3 | col·lar | col·lect |
| 4 | for·eign | for·give |
| 5 | ma·chine | ma·gic |
| 6 | of·fer | of·fend |
| 7 | op·e·rate | o·pin·ion |
| 8 | tra·di·tion | traf·fic |

Activity 5 Writing

LIVINGSTONE MEMORIAL HALLS

Now refurbished and available for community events.

These beautiful halls, in the heart of your community, are now available for hire.

Weddings, funerals, parties — all kinds of social events.

The **Ross Hall** has a capacity of over 100.

The **Buchan Hall** is ideal for smaller groups.

Our hire charges are reasonable. There is a kitchen for clients' use but we can also arrange catering.

Ring 47686 2984, or write to Alison Grant
Administrator
Livingstone Memorial Halls
12 Duncan Street
Stoneybrig AB46 9AG

You are trying to book a room for a wedding reception. You have already spoken to Alison Grant on the telephone and would like to confirm the details in writing. Write a letter to her. Make the following points:

Confirm the date you want to book the hall for — think of one about three months from now.

Say that you want to use the hall from 3.00, but you will need to get in before this to arrange things.

You are expecting 108 guests, so make it clear that you need the larger Ross Hall.

Tell her that you will arrange your own catering, but you need to use the kitchen.

Ask Alison to confirm the booking in writing, with a statement of the full costs.

Homework task

Write Alison Grant's reply. Confirm the booking and the costs.

Lesson
13

Social and physical environment

Home

Outcome: 1, 2, 4	Task: Describe own accommodation in some detail
Skill: Speaking, writing, reading.	

Activity 1 Speaking

1 Work with a partner. Look at these names of rooms in a house:

bedroom bathroom dining room hall kitchen living room shower room study

Talk to your partner about:

the rooms in your house your room why you like / don't like your house.

2 Now look at the names of houses in the box and the pictures below. Decide which name goes with which picture.

block of flats bungalow cottage mansion
semi-detached villas terraced villas traditional flats villa

© iStockphoto.com/Mike Bentley



© Courtesy of BTL



© iStockphoto.com/Kjell Brynildsen



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



© iStockphoto.com/Kjell Brynildsen

Now, with your partner, discuss which house you would like to live in and why. Try to talk for 3-4 minutes.

Activity 2 Reading

- The people below all want to buy a new house or flat.
- On the next page there are descriptions of six properties.
- Decide which of these (letters **A-F**) would be the most suitable for each person or couple (numbers **1-5**).
- There is one extra property.

- 1** Robert Elton is 28 years old. He and his girlfriend both have their own flats and now they want to buy a house together. Robert works in finance and Chelsea in computing and they earn quite good salaries. They each have a car and don't want to park them on the street.
- 2** George and Linda Fraser have a one-year-old son, Michael, and Linda is pregnant again. George is a teacher and Linda isn't working at the moment. They want to buy a house with two bedrooms and a garden. They are both good at DIY and would like to buy quite a cheap house and do some work on it.
- 3** Ahmed and Fatima Kharal are in their mid-forties. At the moment, they own a house with five bedrooms. But their two sons are grown up and don't live at home any more. They want to buy a smaller house for them and their daughter, Nasima. They'd like three bedrooms so that there is one for guests. They don't want to move out of town.
- 4** Olivia O'Donnell is 23 and is starting to work for an insurance company. She shares a rented a flat with two friends. She wants to buy a place of her own, near the city centre. She can't afford anything too expensive.
- 5** Mark and Marina Bainbridge are in their mid-20s. Mark is an artist and Marina is a social worker and they don't make a lot of money. They want to move out of the city and live in the country. They need a house with one extra room they can use as a study. But Marina needs to travel into the city to work every day so it can't be too far away



Offers over £74,000

A

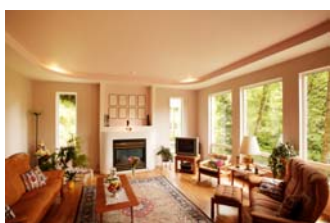
Semi-detached villa on a corner site. Needs some restoration. Has an entrance hall, lounge, kitchen, 2 bedrooms, bathroom. Double glazing. Private gardens with driveway.



Fixed price £305,000

B

Beautiful stone cottage 15 miles from city. Near Westfield golf course. Hall, sittingroom, diningroom, kitchen, showerroom, bathroom, 3 bedrooms, WC. Gas central heating. Sunny garden.



Offers over £69,000

C

Central basement flat. Would suit first-time buyer. Entrance vestibule, lounge, kitchen, bedroom, bathroom with shower. Electric heating. Double glazing.



Newly-built. Price: £127,485

D

The Stratford is a comfortable one/two person home. It has a large lounge with dining area, fitted kitchen and bathroom. The double bedroom has a fitted wardrobe and there is a garage below the property. This house is within a mile of the city centre.



Offers over £71,000

E

Traditional cottage, part of a row. Entrance hall, lounge, kitchen, bathroom, 2 double bedrooms. Gas central heating. Double glazing. Small garden. Wooden garage. In village of Calderdale, 10 miles from city centre. Good road connections.



Fixed price: £389,995

F

Beautiful detached villa in excellent condition in southern suburbs. Entrance hall, large lounge, diningroom, fitted kitchen, 1 double and two single bedrooms, bathroom, showerroom. Gas central heating. Double glazing. Gardens to front and rear. Driveway. Single garage.

Activity 3 Language focus

Work with a partner. Correct the apostrophes in these signs.

1

CHILDRENS' PLAYGROUND
No dog's allowed

2

Carrot's
2 kilo's/75p

3

**WESTERN
GENERAL
HOSPITAL**

**Patient's
Entrance**

4



5



6



7



8



9



10

BOBS' BAR

Activity 4 Pronunciation

Track 16

stress & intonation

Listen to the speakers on the CD track. In each sentence, the speaker stresses the most important word. After each one stops, decide how they will continue. Put a tick (✓) on one line.

- 1 Sorry — this isn't my room key. Mine's 409. You've given me:
 - a 309. ____
 - b 419. ____
 - c 408. ____

- 2 I didn't say the score was 3-2 — I said it was:
 - a 4-2. ____
 - b 3-1. ____
 - c 3 all. ____

- 3 No, the code for Bangladesh isn't 00 780 — it's:
 - a 00 790. ____
 - b 00 781. ____
 - c 00 880. ____

- 4 There isn't a film on BBC1 at two o'clock. There's:
 - a a game show. ____
 - b one on Channel 4. ____
 - c one at three o'clock. ____

- 5 I booked lunch for four people at one o'clock, not:
 - a just coffee. ____
 - b for six people. ____
 - c at twelve o'clock. ____

- 6 Liverpool didn't win the European Cup in 2001.
 - a Bayern Munich did. ____
 - b They won the UEFA Cup. ____
 - c They won it in 2005. ____

- 7 No, I don't want to fly to Luton on Tuesday — I want to:
 - a take the train. ____
 - b fly to Heathrow. ____
 - c fly on Thursday. ____

- 8 Oh, sorry — your appointment's with Dr Mitchell at 4 o'clock on the 14th, not
 - a with Dr Azad. ____
 - b at 5 o'clock. ____
 - c on the 15th. ____

Activity 5 Writing

Debbie Jackson is 17. Her family has just moved into a new house. Read this e-mail she wrote to her friend Sophie.

From: Deborah.Jackson@doolally.com
Date: 19 June 2006 17:16
To: sophiejones17@bluedoo.com
Subject: Our new house

Attach:  Newhouse 2006-6-14.JPG (39.3KB)

Hi Sophie,

Well, we're in our new house now — photo attached. It's great. I've got my own bedroom. Alan and Michael's room is along the hall. We're all on the first floor. Mum and Dad's bedroom is downstairs, on the ground floor. My room is quite big and I like it a lot. We're near the top of the hill, so there's a good view from my bedroom window — but all you can see is more houses.

The house is a semi-detached villa in an ordinary street, but I like the area. It's fairly quiet and there's a big park nearby. At the bottom of the hill there's a main road with quite a lot of shops. There's also a cinema and a couple of cafés — and there's a bowling alley not too far away. I think I'm going to like living here.

Write soon.

Debbie

Now write an e-mail to a friend. Describe your house. Try to write around 150 words.

Homework task

Find some house adverts, either from a newspaper, an estate agent's office or the Internet. Bring them into the classroom and compare them with the ones that other students have collected. Look for new vocabulary.

Lesson

14

Social and physical environment

Places to live

Outcome: 1, 2, 3	Task: Compare and contrast living in different countries / areas Hypothesise about physical and social environments Compare different kinds of accommodation and talk about preferences Obtain similar information from others
Skill: Speaking, writing, listening	

Activity 1 Listening



Track 17

- 1 Susan Yang, a school pupil from Birmingham, has been asked to talk about families and society. Susan's way of talking is quite relaxed and chatty, and she uses a lot of hesitation devices and fillers. As she talks, tick those on the list below that she uses.

actually ... _____	really ... _____
er ... _____	sort of ... _____
I mean ... _____	the thing is ... _____
in fact ... _____	to tell you the truth ... _____
kind of ... _____	well ... _____
let me see ... _____	what was it? _____
let me think ... _____	where was I? _____
like ... _____	you know ... _____
now ... _____	you know what I mean ... _____
OK ... _____	you see ... _____

- 2 Now listen again and decide which of these statements are true about Susan's attitudes. Write **T** (True) or **F** (False) on each line.
- 1 She thinks her own family are quite amusing. ____
 - 2 She thinks her friend Rachel's situation is not so bad. ____
 - 3 She feels that children should always live with two married parents. ____
 - 4 She worries about her friend Alison's home life. ____
 - 5 She thinks that there is a difference between Chinese culture and general British culture. ____
 - 6 She feels that married couples should stay together if possible. ____

Activity 2 Speaking skills

Look at the hesitation devices and fillers in the box

actually ... and ... er ... I mean ... in fact ... kind of ... let me
 see ... let me think ... like ... now ... OK ... really ... so
 ... sort of ... the thing is ... to tell you the truth ... well ... what
 was it? where was I? you know ... you know what I mean ... you
 see ...

Work with a partner. Prepare a talk, like the one in Activity 1 from Susan Yang, about marriage and families in society today. You should talk for 1-2 minutes.

You are going to talk only to your partner, so you can be very relaxed and informal. As you do so, use as many of the words and phrases from the box as you can.

Activity 3 Language focus

its and **it's**; **there**, **their** and **they're**.

Look at these examples:

<div style="border: 1px solid black; padding: 2px; display: inline-block;">= it is</div> 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">= it has</div>
<p>It's an old house. It's got three bedrooms.</p>	
<p>All its windows need painting.</p>	
<p>They're talking to their friends over there.</p>	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">= they are</div>	

Now write **its**, **it's**, **there**, **their** or **they're** on each line.

- 1 ____ got three bedrooms. ____ all on the first floor.
- 2 ____ are some nice houses around here.
- 3 ____ roof needs some work but ____ quite a nice house.
- 4 ____ the noisiest family in the street.
- 5 You see the house over ____? ____ got a beautiful garden.
- 6 I like ____ front room. ____ got a nice view of the hills.
- 7 I like this street. What's ____ name?
- 8 ____ dog is in our garden again. ____ a real nuisance.

Activity 4 Pronunciation

Track 18

- 1 Look at the stress dots below. Write one number from the box on each line. There is one example.

● ●	● ●	● ● ●	● ● ●
_____	<u>fifteen</u>	_____	_____
_____	_____		
_____	_____		
_____	_____		
_____	_____		

fourteen fifteen sixty seventeen thirty eighteen forty
thirteen fifty sixteen eighty nineteen ninety seventy

- 2 Now listen to the CD track. Tick (✓) the numbers you hear.

1 thirty	___	thirteen	___
2 sixty	___	sixteen	___
3 eighty	___	eighteen	___
4 seventy	___	seventeen	___
5 eighty	___	eighteen	___
6 sixty	___	sixteen	___
7 forty	___	fourteen	___
8 seventy	___	seventeen	___
9 ninety	___	nineteen	___
10 fifty	___	fifteen	___
11 forty	___	fourteen	___
12 thirty	___	thirteen	___
13 ninety	___	nineteen	___
14 fifty	___	fifteen	___

- 3 Work with a partner. With each pair **1-14**, say one of the words. Your partner points to a word. Keep practising until both of you can make and hear the difference between the words in the pair.

Activity 5 Writing

Choose a place you would like to live, anywhere in the world. Choose your dream home. Now write an article about them. Compare them with where you live now. Write about the advantages — and any disadvantages. Do you really think you would be any happier than you are now? Try to write around 150 words.

Homework task

Ask members of your family, or people you know, about different houses they have lived in. Choose a house that interests you and describe it.

Lesson
15

Review of lessons 11–14

Outcome: 1, 2, 4	
Skill: Speaking, writing, reading	

Activity 1 Speaking

A STRANGE PLACE TO LIVE

Read these descriptions of different places to live:

© iStockphoto.com/
Kris Butler



Alan and Mary Davis have a nice view — from the front of their house. From the other three sides they have no view at all. Their house is underground, and they really like it. Mary says, 'It's very warm and you feel safe. And there's plenty of light from the big window at the front.'

Derek Hatfield is a writer. He likes a quiet life — so he lives in a submarine in Poole Harbour. 'It's not very big,' he says. 'Most of the time it's in the harbour. But sometimes I go out to sea and take it down. It's very quiet down there,' he says. 'Nobody can phone me and nobody knocks on the door.'



© iStockphoto.com/John Hull

© iStockphoto.com/
Robert van Beets



Anika Lansing, from Amsterdam, walks on water. She also cooks on water, watches TV on water and sleeps on water. She lives in a houseboat. 'I really love it,' she says. 'It's so different. I stay in one place for a few weeks. Then I move to another place. It's great.'

Think of the advantages and disadvantages of these types of house. Think about:

- convenience
- cost
- problems
- effect on the environment

Now discuss them with your partner. Try to talk for 3–4 minutes.

Activity 2 Reading

Buying your first house

At the moment, the price of houses in Britain is very high, and this especially so in London. When young people want to buy their first house, it's often very difficult. Some areas were once seen as natural locations for first-time-buyers. In the city, these were usually former working-class districts, with quite small houses, which had gone upmarket. Now the prices of these houses have risen and they are typically second or later buys. So, how do you find a cheaper house? Well, three things can change the price.

The first is its location. Generally, the further you move out of London, or any city, the cheaper the houses become. Of course, this may mean you have to travel to work every day, and that costs money. It also uses some of your time. But you can stay in London if you buy a house in a poorer area. The word that estate agents use for areas like these are 'transitional'. What they're trying to do is convince you that they're on the way up. But you have to be careful here. Some of them may not change much for years to come. Some, in fact, might be on the way down.

The second thing is size. A small house is normally cheaper, and some builders have responded to this by producing very tiny flats. One company, Connor Piercy, are designing and building 'microflats', with 30 square metres of living space. But if you can put up with this for a while, it may give you the chance to move to something bigger.



The third thing is the condition of the house. Estate agents can be quite shy about this. They may say the house 'has potential for development' or 'requires some work'. Anything like this means the place is likely to be in a mess. But if you're prepared to get your hands dirty, there are possibilities here. After you buy this house, you do the work, and later you sell it for more money.

So that's it — three things — location, size and condition. You decide — or start looking for a caravan.

Are these statements **true** or **false**? Write **T** (true) or **F** (false) on each line.

- 1 Houses in Britain are very expensive now. ____
- 2 It's easy for young people to buy a house. ____
- 3 It's difficult for young people in London to buy a house. ____
- 4 The position of a house changes its price. ____
- 5 Houses outside London cost the same as London houses. ____
- 6 Houses in poorer parts of London are cheaper. ____
- 7 New flats are always quite big. ____
- 8 Houses in bad condition are cheaper. ____

Activity 3 Language focus

it's, its / their, there, they're / your, you're

Work with a partner. **Some** of these signs are wrong. Decide which they are and correct the mistakes.


1
Its the best film this year!

2
Buy our steak pies!
There made fresh daily.

3
There are more CDs on the first floor.

5
HOMECOOKING AND
BAKING AT IT'S VERY
BEST!

4
It's you're Birthday!!!!

6
New students go through their. 

7
You're our customer — so your always
right!

8
Write you're surname here:

9
Our chefs are Tim and Marc.
Their working to make you happy.
Enjoy they're cooking!

10
They're your
favourite
sandwiches!

Activity 4 Pronunciation

Sentence stress

- 1 Work with a partner. Look at the sentences in the box. They each have one of the stress patterns below. Write one sentence on each line.

A cup of tea. Come and see me. Come and eat. Have a cake.
 He always did. He wasn't. I like them. I'm ready.
 It's cold and wet. See you later. She told me. Shut the door.
 Take the photo. The film was good. What's the time? Where's the paper?



Thanks a lot.



I knew him.



Nice to meet you.



It's time we went.

Now, with your partner, say the sentences in each column. Pay attention to the stress.

2 Look at this restaurant menu. Write each dish on the correct line below.

<h2>Marco's Munch</h2>		
<h3>Lunch Menu</h3>		
starters	main courses	desserts
Soup of the day	Sirloin steak	Apple Pie
Mushroom pâté	Breaded haddock	Carrot Cake
	Chicken curry	
	Caesar salad	
	Chilli cheese melt	
	Irish stew	
	Chicken kebabs	
	Sausage and chips	







Activity 5 Writing



Track 19

Your teacher will dictate a story to you about a household accident. Write it down.



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Homework task

Do some research, on the Internet or in a library, into common accidents in the home and their causes. Write a report about the greatest dangers and how to prevent them.

Lesson
16

Free time and leisure

Free time

<p>Outcome: 1, 2, 3</p>	<p>Task: Talk about what they like to do in their free time in some detail. Talk about what they would like to be able to do. Describe local places of interest. Obtain similar information from others.</p>
<p>Skill: Speaking, writing, listening</p>	

Activity 1 Speaking

Look at these free-time activities. Choose two you like. Write them on these lines:

Now think of one other activity that you like. Write it here:

Talk to a partner. Compare your favourite activities. Try to find one thing that you both enjoy.

 Riding a bike ¹	 Chatting with friends ²	 Playing musical instruments ³
 Watching TV ⁴	 Jogging ⁵	 Listening to Music ⁶
 Reading books ⁷	 Skating ⁸	
 Clubbing ⁹	 Playing football ¹⁰	<p>Credits: 1 © iStockphoto.com/walik 2 © iStockphoto.com/Chris Schmidt 3 © iStockphoto.com/Michael Zysman 4 © iStockphoto.com/Simon Podgorsek 5 © iStockphoto.com/Ana Abejon 6 © iStockphoto.com/Kateryna Govoruschenko 7 © iStockphoto.com/Angelo Gilardelli 8 © iStockphoto.com/Stephen Hoerold 9 © iStockphoto.com/Jovana Cetkovic 10 © iStockphoto.com/urbancow</p>

Activity 2 Listening

Track 20

Listen to this interview for a local radio station. Barry, the interviewer, is talking to Hannah and Jack, for the programme *Sporting Week*. As you listen, decide if each of these sentences are **true** or **false**. You will hear the track twice.

Local pair win sports awards

The list of National Sports Scholarships, made public on Wednesday, included the names of two local young people, Hannah Borowski and Jack Woodward. Hannah is a sprinter and recently won gold for the 100 metres in the National Youth Championships. Jack plays for the England Under 18 Schools football team and is scoring a lot of goals these days. The awards

	true	false
1 Last month Hannah won a 200-metres race.	—	—
2 Jack scored a goal against Hungary on Saturday.	—	—
3 Hannah and Jack come from the same town.	—	—
4 Hannah is travelling a lot at the moment.	—	—
5 Hannah's parents have a lot of money.	—	—
6 She finds it easy to train and do her school work.	—	—
7 She is trying to become stronger.	—	—
8 Jack is training a lot for football at the moment.	—	—
9 He's very worried about his school work.	—	—
10 He wants to leave school soon.	—	—

Activity 3 Language focus

Look at these extracts from the interview:

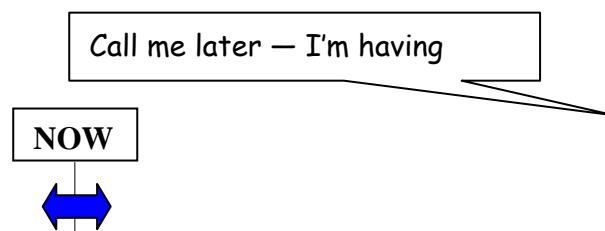
Barry: I hear you're playing well just now — you're scoring goals.

Hannah: I'm travelling a lot these days ...

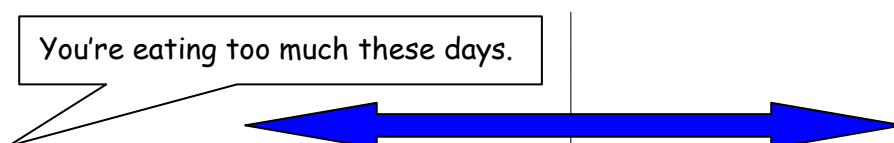
Jack: Oh, yes, I'm working hard at it at the moment.

Hannah isn't travelling right now. She's talking to Barry. Jack isn't playing well or working hard at his football at this exact moment. He's also talking to Barry.

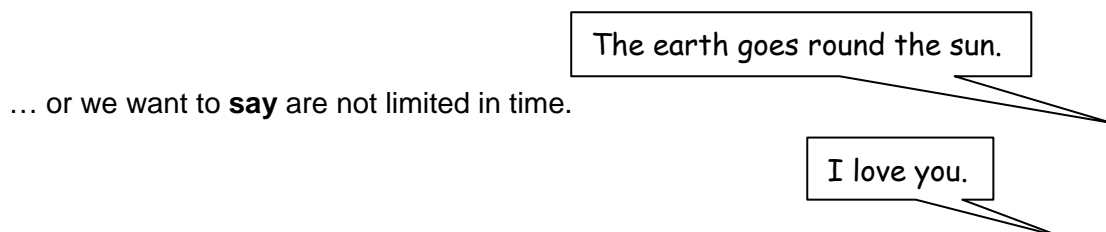
We use the present continuous for things that are happening **right now** ...



... and also for things which are happening for a **longer**, but still **limited** time — though maybe not at the moment of speaking.



We use the present simple for things which are **not limited in time** ...



... or we want to **say** are not limited in time.

Now write the verbs in brackets in the **present simple** or **present continuous**.

- 1 'Where's Louise?' 'She **(come)** home late this week — she's busy at the office.'
- 2 The River Rhine **(start)** in Switzerland.
- 3 George's grandmother **(live)** in Aberdeen — in the same house she was born in.
- 4 I have to stop eating biscuits. I **(put on)** too much weight these days.
- 5 'Why you **(walk)** to work?' 'The car's in the garage this week.'
- 6 She's very good at the job — she **(speak)** French, German and Spanish.
- 7 'You look tired.' 'Yes, I **(try)** to finish my research this month.'
- 8 She needs a car because she **(take)** the children to school every day.
- 9 Where's Dorothy?' 'She's in Dublin. She **(work)** there for a few days.'
- 10 'Where does that cat come from?' 'It **(belong)** to a family across the street.'

Activity 4 Pronunciation

Look at the words in the box:

burn hour right road teacher warm

Each contains the letter r. In which words is the r silent?

The answer is, it depends on your accent.

In some English accents, r is silent before a consonant: burn warm
and at the end of a word: hour teacher
but not before a vowel: right road.

These are speakers from England (most accents)
Wales
Australia
New Zealand (most accents)
English-speaking countries in Africa
most of the Caribbean
Malaysia
Singapore

Speakers with other accents pronounce the letter r in all positions. burn warm
hour teacher
right road

These are the accents of:

the United States (most parts)
Canada (most parts)
Scotland
Republic of Ireland
Northern Ireland
India, Pakistan, Bangladesh, Sri Lanka (most speakers)

1 Now work with a partner. Look at the words in the box. Where an r is pronounced by most speakers from England, underline it.

answer	Brazil	difference	early	hungry
Ireland	Paris	parents	partner	pictures
speaker	start	sugar	there	work

- 2 Now listen to the CD track. For each word, decide if the speaker is from England or Scotland. Tick (✓) one line after each word.

 **Track 21**

	England	Scotland
1 brother	___	___
2 carton	___	___
3 corn	___	___
4 earn	___	___
5 fourth	___	___
6 heart	___	___
7 hair	___	___
8 more	___	___
9 north	___	___
10 partner	___	___
11 there	___	___
12 word	___	___

Activity 5 Writing

This is part of an e-mail you have received from a friend in another country:

I'm really looking forward to seeing you and your home. I've never been to Britain before so it's very exciting! What is there to visit in your local area? I'm very interested in history — do you have any castles or museums that we can go and see? What are the big tourist attractions. Please write and tell me.

- Think about your local area. What are the best things for tourists to visit? Discuss this with a partner. Make a list of the best places.
- Now write a reply to the e-mail — choose a name for the person you are writing to. Suggest some places to visit and describe them.
- Exchange your writing with your partner. Correct each other's mistakes and allow your teacher to read the writing too.
- Now rewrite your reply — with fewer mistakes.

Homework task

Choose one of the places you wrote about. Find more information about it, either from the Internet, the library, tourist office — or even go and visit it. Write a description of this place for visitors.

Lesson

17

Free time and leisure

Things to do

Outcome: 1, 2, 4	Task: Describe benefits of and compare different activities. Organise events and activities relating to free time. Read and write letters and texts relating to the above.
Skill: Speaking, writing, reading	

Activity 1 Speaking skills

Work in two teams of two students. Each should use one of the sheets below.

- Team A reads the first sentence to Team B.
- Team A reads the KEYWORD.
- Team A reads the STARTER.
 - Team B must say a sentence **with the same meaning**
 - It must start with the STARTER.
 - It must use the KEYWORD.

If the sentence is correct, Team B gets a point. Write 1 or 0 on the line.

Then Team B reads their first sentence to Team A.

The two teams continue to take turns till all the sentences are finished.

Then add up the scores and see which team is the winner.

Team A

1 It would be best for you to leave now.

KEYWORD: should

STARTER: You ...

2 'Where's the bread?' she asked.

KEYWORD: was

STARTER: She ...

3 It isn't necessary to arrive early.

KEYWORD: have

STARTER: You don't ...

4 We accept credit cards.

KEYWORD: pay

STARTER: You ...

5 There are 15 students in the class.

KEYWORD: has

STARTER: The ...

6 His car is better than mine.

KEYWORD: than

STARTER: My car ...

7 It's weeks since the shop shut.

KEYWORD: been

STARTER: The shop ...

8 How much does this shirt cost?

KEYWORD: price

STARTER: What's ...

9 'Are you hungry,' he asked.

KEYWORD: if

STARTER: He asked me ...

10 He borrowed five pounds from me.

KEYWORD: him

STARTER: I ...

Answers

	Score
1 You should leave now.	___
2 She asked (me) where the bread was.	___
3 You don't have to arrive early.	___
4 You can pay by credit card.	___
5 The class has 15 students (in it).	___
6 My car is worse than his.	___
7 The shop has been shut for weeks.	___
8 What's the price of this shirt.	___
9 He asked me if I was hungry.	___
10 I lent him five pounds.	___
 Total:	 ___

Team B

1 The town has three cinemas.

KEYWORD: in

STARTER: There ...

2 You can't smoke here.

KEYWORD: prohibited

STARTER: Smoking ...

3 The supermarket is further away than the corner shop.

KEYWORD: than

STARTER: The corner shop ...

4 'Why not leave?' Bill said.

KEYWORD: that

STARTER: Bill suggested ...

5 Charlie's old but he still plays golf.

KEYWORD: though

STARTER: Charlie still ...

6 Who do these shoes belong to ...

KEYWORD: are

STARTER: Whose ...

7 Loneliness isn't good for people.

KEYWORD: lonely

STARTER: It isn't good

8 There isn't a café in this cinema.

KEYWORD: have

STARTER: This cinema ...

9 We speak English in this restaurant.

KEYWORD: spoken

STARTER: English ...

10 She's been dead for three years.

KEYWORD: since

STARTER: It's three years ...

Answers

	Score
1 There are three cinemas in the town.	___
2 Smoking is prohibited here.	___
3 The corner shop is nearer than the supermarket.	___
4 Bill suggested that I/we leave.	___
5 Charlie still plays golf though he's old.	___
6 Whose shoes are these?	___
7 It isn't good for people to be lonely.	___
8 This cinema doesn't have a café.	___
9 English is spoken in this restaurant.	___
10 It's three years since she died.	___
Total:	___

Activity 2 Reading

1 Read this:

What is happening to our young people? They don't respect older ones. They disobey their parents. They ignore the law. They are violent in the streets. Their morals are getting worse. What will happen to them?

Does it sound familiar? You can hear the same ideas any day, but Plato said this in the 4th century BC. Work with others in a group and discuss these things:

- Why do older people always think that young people are getting worse?
- What do young people do that annoys their parents?
- What do you and your parents disagree about?

2 Now find words **1-6** in the text on the next page. Match them with their meanings **a-f**.

- | | |
|--------------|--|
| 1 activities | a television, radio and newspapers |
| 2 attitudes | b situations where many people have no food for a long time. |
| 3 celebrity | c things that people do |
| 4 famine | d connected to the internet |
| 5 media | e what people think or feel about things |
| 6 online | f a famous person, especially an actor or entertainer |

3 Look at these statements. As you read the text, decide in which order they appear. Write **1-6** on the lines.

Nick Barham thinks that:

- a teenagers don't just want others to entertain them. ____
- b he would like to keep his energy and curiosity as he gets older. ____
- c people like to believe bad things about British teenagers. ____
- d teenagers feel there's little they can do to change things in Africa. ____
- e older people in Britain don't want to grow up. ____
- f teenagers want to improve themselves. ____

The future's bright

Nick Barham
Monday December 20, 2004
The Guardian

Abridged text awaiting copyright clearance.

The original article can be found at:

<http://www.guardian.co.uk/comment/story/0,,1377160,00.html>

Activity 3 Language focus

Craig, Lucia and Mark are friends. Craig is a businessman, Lucia is a lawyer and Mark is an advertising executive. Look at these facts about them. Write one word or phrase from the box in each space.

Then compare your answers with a partner.

fewer the fewest less (x2) the least (x2) more (x4) the most (x2)

	salary	working hours per week	cars
Craig	£70,000 - £75,000 p.a.	50+	3
Lucia	£74,000 - £80,000 p.a.	45-50	1
Mark	£65,000 p.a.	40-45	2

- 1 Of the three, Mark earns _____ money.
- 2 He has _____ cars than Lucia, but _____ than Craig.
- 3 In some years, Lucia earns _____ money of the three, but in others she earns _____ than Craig. She has _____ cars.
- 4 Craig loves cars. He has _____ cars than Lucia or Mark. He earns _____ money in some years than Lucia.
- 5 Mark has _____ free time. Craig has _____ free time. Lucia has _____ free time than Craig but _____ than Mark.

Activity 4 Pronunciation

Track 22

When you check a word in a British English dictionary, the pronunciation you see is called RP. This system is also used in British coursebooks for students learning English. So what is RP? The letters are short for Received Pronunciation, which doesn't mean anything really. However, it is the pronunciation used by middle- and upper-class speakers in England. Unlike most other countries, there is no difference between the accents of these speakers in different parts of the country. This is because most English children from richer families go to private schools, and then often to Oxford or Cambridge universities.

RP is only used by about 5% of the population of England. The others have regional accents. In Scotland, only the upper class speaks RP. It also influences accents in other English-speaking countries.

RP speakers use 12 single vowels and 8 diphthongs — which is more than most languages need. The RP single vowels, except /ə/, are on the left below. On each line, one of the words has the same vowel sound as the word on the left. Work with a partner and put a tick (✓) on the correct line.

i:	sheep	head ___	hear ___	heat ___
ɪ	pick	fill ___	find ___	fire ___
e	dead	dear ___	deal ___	deaf ___
æ	mad	ball ___	call ___	shall ___
ɑ:	heart	want ___	dance ___	hand ___
ɒ	got	bomb ___	tomb ___	comb ___
ɔ:	saw	talk ___	half ___	valve ___
ʊ	put	fool ___	food ___	foot ___
u:	too	rose ___	lose ___	nose ___
ʌ	bus	done ___	bone ___	gone ___
ɜ:	bird	bear ___	earn ___	fear ___

Now listen to CD track 22 and check your answers.

Activity 5 Writing

Write a letter to friend in another country. Describe what you do in your free time. Tell them about the things you enjoy doing and the places you like to go. Try to write around 150 words.

Homework task

Look at the facts below about the situation of teenagers in Scotland:

- many are seriously overweight by international standards.
- the level of teenage alcohol abuse is high.
- unlike more southern countries where cafés are open in the evening, there are very few social places where teenagers can meet.
- there are fewer sports and leisure facilities in Scotland than in many Western countries.

Try to find more information on these areas, either from the internet or a library. Write a report showing where the problems are and what should be done to make life better for teenagers.

Lesson

18

Free time and leisure

Media

Outcome: 1, 2, 3	Task: Talk about TV programmes and own preferences. Understand the general meaning of a newspaper article or report of an event.
Skill: Speaking, writing, listening	

Activity 1 Speaking

You will have a few minutes to prepare. You and your partner are going to talk about newspapers in this or another country. You can talk about the newspapers below or others you know about. Discuss their similarities and differences and talk about which newspapers you prefer to read.

Your conversation should last around 3-4 minutes.

Look at front pages which come from:

The Sun, a national tabloid daily newspaper.

www.thesun.co.uk/

The Independent, a national quality daily newspaper.

<http://www.independent.co.uk/>

The Evening Times, a Glasgow local evening newspaper.

www.eveningtimes.co.uk/

Metro, a national free daily newspaper with local editions.

<http://www.metro.co.uk/news>

Activity 2 Listening

Track 23

Listen to CD track **18.1**. As you do, fill in the grid below. Write the times of the programmes in columns **1** and **2**. Decide which name **[a-f]** is in each programme and write a letter in column **3**. Then answer questions 2-8.

You will hear the text twice.

1	1	2	3
	times	times	a-f
A Question of Sport	_____	_____	_____
BBC News	_____	_____	_____
East Enders	_____	_____	_____
Jackie Brown	_____	_____	_____
Lilies	_____	_____	_____
Out-take TV	_____	_____	_____
Reporting Scotland	_____	_____	_____
Seaside Rescue	_____	_____	_____

a Anne Robinson

b Beth Tweddle

c India Juliet

d Leanne Rowe

e Samuel L Jackson

f Sophie

2 What is Beth Tweddle's sport: **a** swimming **b** gymnastics **c** athletics

3 India Juliet is: **a** a TV presenter **b** a helicopter **c** a lifeboat

4 What caused the accident in **Seaside Rescue**?
a a speedboat **b** a helicopter **c** a fishing boat

5 Albert Square is **a** an actor **b** a famous person **c** a place

6 In which city is **Lilies** set? _____

7 How long does **Reporting Scotland** at 10.30 last? _____

8 **Jackie Brown** is: **a** a comedy **b** a romance **c** a thriller

Activity 3 Language focus

The general rule for the order of adjectives is: **quality, size, age, shape, colour, origin, material** and **type**

- 1 Work with a partner. Find one example of each of these in exercise 2, below, and write it in the table.

quality	
size	
age	
shape	
colour	
origin	
material	
type	

- 2 Now add one more adjective to the phrases below. Write each one in the correct space.

1 **big** a ____ yellow ____ Italian ____ motorbike

2 **coffee** a ____ blue ____ plastic ____ mug

3 **red** a ____ big ____ London ____ bus

4 **wooden** a ____ small ____ old ____ chair

5 **round** a ____ glass ____ coffee ____ table

6 **American** a ____ scary ____ horror ____ film

3 Choose two adjectives from the box for each picture and write them on the lines below.

American black blue electric happy Indian
office red round white wooden young

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1 a _____ guitar

2 a _____ building

3 a _____ motorbike

4 a _____ chair

5 a _____ table

6 a _____ man

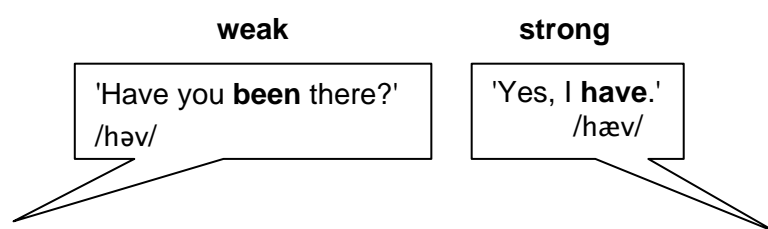
Activity 4 Pronunciation

Track 24

Weak forms in sentences

Many of the shorter grammatical words in English have a weak form. We say them in this way when they are not stressed.

Some weak forms are written in a different way — like **'ll** (*will* or *shall*), **'d** (*would* or *had*), **'m** (*am*), **'re** (*are*), **'s** (*is* or *has*) and **'ve** (*have*). But even when we write the full form, the pronunciation might still be weak:



Work with a partner. Look at the sentences below. Say them and decide if you think the underlined words are strong or weak. You can't always be certain until you hear the sentence, but decide which you think is most likely.

Now listen to CD track **18.2** and check your ideas.

	strong	weak
1 'He didn't say "and" — he said " <u>but</u> ".'	bʌt	bət
2 'So he just picked up <u>his</u> books and left.'	hɪz	ɪz
2 'She'll ask him, <u>but</u> she doesn't really want to.'	bʌt	bət
4 'He said I can't play football — but I <u>can</u> .'	kæn	kən
5 'Do you want <u>some</u> coffee?'	sʌm	səm
6 'They were eating fish <u>and</u> chips.'	ænd	ənd, ən, n
7 'I said spend <u>some</u> money — not all of it.'	sʌm	səm
8 'I don't want <u>his</u> book — I want yours.'	hɪz	ɪz
9 'She said she wasn't with him, but he <u>was</u> .'	wɒz	wəz
10 'If I <u>can</u> get away early, I'll see you after work'	kæn	kən
11 'Don't blame me — blame <u>her</u> . She did it.'	hɜ:	hə, ɜ:, ə
12 'I've no idea who these people <u>are</u> ?'	a:	ə
13 'She's just collecting <u>her</u> things.'	hɜ:	hə, ɜ:, ə

- 14 'And,' he said, 'we have another problem.' ænd ənd, ən, n
- 15 'Are you going out tonight?' a: ə
- 16 'That was my brother on the phone' wɒz wəz

Activity 5 Writing

Look at these facts about entertainment:

1950s

TV

black and white picture
one channel: BBC
TV in the evenings only

radio

3 radio stations, mostly from London
powered from mains electricity

music

vinyl records on a large machine
players

cinema

most films black and white
most cinemas 1 screen

computers

only large commercial ones

21st century

colour picture

5 terrestrial and many satellite channels
24-hour television

5 national and many local radio stations
portable, battery powered

CDs, DVDs, mp3s, etc. on portable

colour films
multiple screens

PCs

Now write an article about changes in the way people spend their free time over the past fifty years. You should consider the following:

- the effect on the family
- the effect on physical fitness
- whether people are happier now
- the amount of money spent on entertainment

Homework task

Choose one of the forms of entertainment above: TV, radio, music players, cinema or computers. Find information from the Internet or library. Write a short history of the major changes since this form was invented.

Lesson

19

Free time and leisure

Holidays and festivals

Outcome: 1, 2, 4

Skill: Speaking, writing, reading

Task:

Describe previous places visited/holidays and talk about holidays they would like to go on or places they would like to visit.

Describe/talk about festivals.

Activity 1 Speaking skills

Work with a partner. Read the text below:

Enter our great new competition!

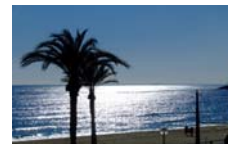
1st prize is a choice of holidays for you and a partner or friend.



Choose between:

Spain

A week in the fabulous 4-star Hotel Miramar in Alicante on the Mediterranean. Enjoy swimming in the warm sea or our top-grade swimming pool, or just lie around and take it easy. The best of Spanish food, and drinks from all parts of the world.



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© iStockphoto.com/Luke Daniek

Italy

Rome is one of the finest cities in the world. Spend a week in the classy Hotel Caesar. Every day, your personal tourist guide will take you round the sights of this historic city. Visit the Forum, the Capitol Hill, the Colosseum, the Vatican and many other places.

France

A week's skiing in the Alps. Stay in the beautiful wooden Hotel des Chamois, with its fine chalet-style rooms. Spend your days on the ski-slopes with your personal instructor and your evenings by warm fires, eating our chef's fine French and international food.



© iStockphoto.com/Ben Blankenburg

To win, tell us in around 150 words why you would like to go on this holiday.

Imagine that you have won the competition. You need to decide on a holiday for yourself and your partner. Choose one holiday each. You can't choose the same one as your partner. Now discuss which one you should both go on. Try to get your partner to agree with your choice.

Activity 2 Reading

Work with a partner. Read the texts below and answer the quiz questions that follow.

People and festivals

Starting in the 1950s, people from other countries came to live in Britain. The largest numbers came from the West Indies, India, Pakistan, Bangladesh and Hong Kong. These communities are now part of Britain. Sometimes there is trouble but usually people live peacefully together. The different religious and cultural festivals are part of the British way of life.

This is **Chinese New Year** in Chinatown, Manchester. This area has many Chinese restaurants and shops. At New Year there is a lion dance. Chinese people and others come to watch this and to listen to singing and music. Chinese New Year comes at a different time each year, between late January and the middle of February.



Lion dance

© iStockphoto.com/Feng



These are fireworks to celebrate **Eid ul-Fitr**. This comes at the end of Ramadan, the month when Muslims don't eat or drink between sunrise and sunset. At Eid ul-Fitr, families get together for a celebration meal. Children get sweets, presents and sometimes new clothes. The Muslim calendar is based on the moon, so Eid ul-Fitr comes at a different time each year.

© iStockphoto.com/PaulCowan

Vaisakhi, the Sikh New Year, is celebrated on April the 13th or 14th. There are processions through the streets with singing and dancing.

Sikh men have to wear a turban — so for some jobs they wear a special one.



Vaisakhi in Wolverhampton



(c) i-stockphoto.com/Ann Steer

Diwali is a five-day Hindu celebration. It is sometimes called the Festival of Lights because people light small lamps or candles and put them around the house and garden. Nowadays people often use electric lights. During this festival the home is completely cleaned and celebration meals are eaten. People exchange presents and there are firework displays. Diwali usually happens in October or November. It is also celebrated by Sikhs.



House lit up for Diwali

i-stockphoto.com/Bryan Reese

The **Notting Hill Carnival** is the biggest celebration of West Indian culture in Britain. It is also Europe's largest street party. It happens over the last weekend of August. There is a steel band competition, events for children and a street parade. People decorate trucks to take part in this.



i-stockphoto.com/Aleksandra Curcman

There are also festivals which belong to older minority communities in Britain:

National Eisteddfod of Wales

This is a celebration of Welsh language, poetry, music and culture. It happens every year in a different part of Wales, in the first week of August. There are competitions for poetry, music and singing. The winner of the poetry competition is crowned by a kind of priest called a druid. There are other local eisteddfods in Wales.



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The National Mod is a festival of the Gaelic language in Scotland. There are competitions for music, drama, dance and literature. It happens every October in a different town, usually in the Highlands. Young winners of Mod competitions sometimes go on to a career in show business.

Now work with a partner. Use the information above and your general knowledge and try this quiz.

- 1 Which of these cities is the capital of China?
a Hong Kong
b Shanghai
c Beijing
- 2 From which former British colony, now part of China, did many Chinese people in Britain come from:
a Macao
b Shanghai
c Hong Kong
- 3 From which country did most British Muslims come:
a Sri Lanka
b Pakistan
c Thailand

- 4 The people in this picture are:
a Scottish Muslim
b Scottish Sikh
c Irish Hindu



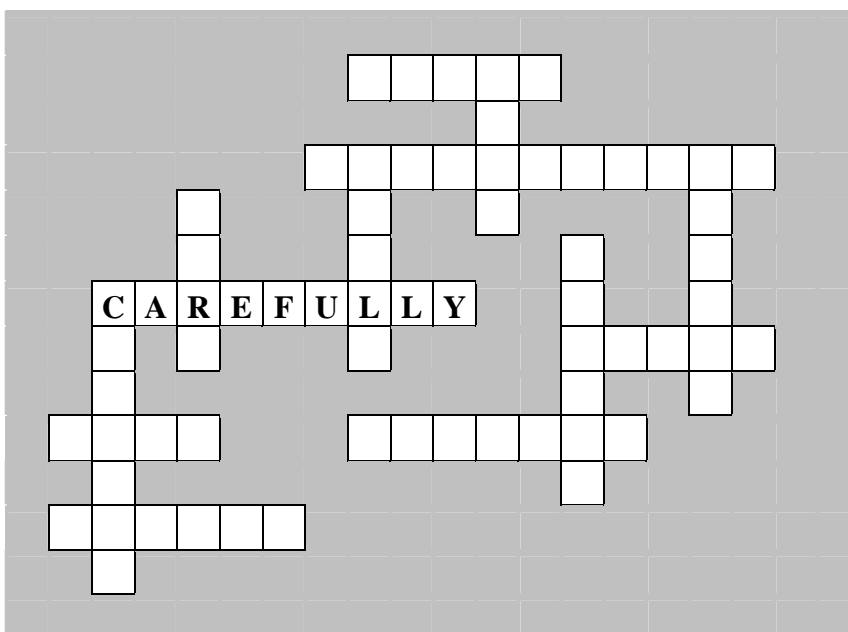
Courtesy of
SCRAN

- 5 Which of these is **not** part of the West Indies?
a Trinidad
b Jamaica
c Bermuda
- 6 Most Hindus in the world live in:
a India
b Pakistan
c Bangladesh
- 7 Which is the most popular game in India, Pakistan, Bangladesh and the West Indies?
a football
b cricket
c rugby
- 8 The druid in the *Asterix* books is called:
a Obelix
b Getafix
c Vitalstatistix
- 9 Which of these is the capital of Wales?
a Dublin
b Cardiff
c Swansea
- 10 Which of these places is not in the Highlands:
a Fort William
b Inverness
c Paisley

Activity 3 Language focus

Work with a partner. Look at the adjectives in the box. Write the adverbs from them in the crossword below. The first one is done for you.

careful	bad	beautiful	clean	early	fast
easy	hard	late	loud	quick	sad
slow					



Activity 4 Pronunciation



Work with a partner. Look at these sentences. Each has seven syllables, and there are six different stress patterns below. Read each sentence and underline the words you think are stressed.

Box A

- 1 Is this the end of the road?
- 2 This is a colour I like.
- 3 I don't know why I bother.
- 4 Why does he talk so loudly?
- 5 Eddie's got a crazy dad.
- 6 Barry's in his caravan.

Box B

- A Birmingham and Manchester.
- B Cut the grass and plant the tree.
- C Mandy was going to London.
- D Joe will be working today.
- E His mother is a doctor.
- F She lives in Cumberland Street.

Now see if you can pair each sentence in Box A with one in Box B. Write a number and a letter on each line below.

1 ● ● ● ● ● ● ●

— —

2 ● ● ● ● ● ● ●

— —

3 ● ● ● ● ● ● ●

— —

4 ● ● ● ● ● ● ●

— —

5 ● ● ● ● ● ● ●

— —

6 ● ● ● ● ● ● ●

— —

Activity 5 Writing

Enter the competition in the **Speaking skills** activity on page 1 of this lesson:

To win, tell us in around 150 words why you would like to go on this holiday.

Write about the holiday — in Spain, Italy or France, that you would like to go on. Say why you would like to go and what you would enjoy doing.

Homework task

Write a description of a festival or celebration that you enjoy. This could be a festival connected with your own community, or something that the whole country is involved in.

Lesson
20

Review of lessons 16–19

Outcome: 1, 2, 3	Task:
Skill: Speaking, writing, listening	

Activity 1 Speaking

Work with a partner. Choose to be **Student A** or **Student B**.

Student A looks at the boxes on this page. Student B looks at the boxes on the next page.

Each box has some missing information. This is in the other box. Sit facing each other and exchange information. Complete the boxes.

Now talk with your partner. Discuss which country you'd prefer to visit — Greece or Kenya.

Why would you like to go there? What would you like to do?

Student A

factfile: Greece

population: 10.6 million

size: _____ square kilometres

people/square kilometre: 80

life expectancy: _____ years

languages: Greek

major religions: _____

mountains over 2000m: 37

islands: _____

factfile: Kenya

population: _____ million

size: 582,646 square kilometres

people/square kilometre: _____

life expectancy: 53.6 years

languages: _____, _____ plus many ethnic languages.

major religions: Protestant, Roman Catholic, Muslim, plus traditional religions.

mountains over 2000m: _____

islands: more than 10



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Student B

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factfile: Greece

population: _____ million

size: 131,940 square kilometres

people/square kilometre: _____

life expectancy: 78.74 years

languages: _____

major religions: Greek Orthodox

mountains over 2000m: _____

islands: 200+

factfile: Kenya

population: 31.8 million

size: _____ square kilometres

people/square kilometre: 55

life expectancy: _____ years

languages: Swahili, English, plus many ethnic languages.

major religions: _____, _____
_____ plus traditional religions.

mountains over 2000m: 5

islands: _____



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Activity 2 Listening

places quiz

Work with a partner. Tick (✓) the best answer for each question.

- 1 Which sea has the most salt in its water?
The Dead Sea, The Red Sea, The White Sea
- 2 Which city was the first to have one million people?
London, New York, Rome
- 3 Which country has the most English speakers
China, India, the United States
- 4 Which continent has no land below sea level?
Africa, Asia, Antarctica
- 5 Which country has a village called Y?
France, Italy, Romania
- 6 What is the name of the third highest mountain in the world?
Annapurna , Kanchenjunga, Kilimanjaro
- 7 Which of the United States is the furthest east? (*Be careful with this one!*)
Alaska, Florida, Maine
- 8 Which lake is larger than the Czech Republic?
Lake Baikal, Lake Superior, Lake Victoria
- 9 Which river goes through the most countries?
the Amazon, the Danube, the Rhine
- 10 Which is the name of over 20 places in the United States?
Oxford, Milan, Paris
- 11 Which is the smallest ocean in the world?
the Arctic Ocean, the Atlantic Ocean, the Indian Ocean
- 12 In which desert is the hottest place in the world?
the Sahara, the Kalahari, the Gobi
- 13 Which of these is in Britain?
Hampshire, New Hampshire, New South Wales
- 14 Which of these island groups is also a country?
the East Indies, the West Indies, the Philippines

 **Track 26**

Now listen to CD track 26 and check your answers.

Activity 3 Language focus

Look at the words in the box. Change each one to the correct part of speech and write it on the line. Use your dictionary if you need it. The first one has been done for you.

When you finish, compare your results with a partner.

agree argue child collect legal
loose modern music ~~weak~~ wide

- 1 If Jenkins can't play it will weaken the team.
- 2 There's so much traffic here now. They want to _____ this road.
- 3 Phil's so _____ — he just behaves like a big baby.
- 4 Look, just do what I tell you. I don't want an _____.
- 5 We're taking a _____ to help the earthquake victims.
- 6 The Liberal Party wants to _____ cannabis.
- 7 This room looks so old-fashioned. We need to _____ it.
- 8 He looks quite pale — let me _____ his collar.
- 9 The two prime ministers were unable to reach an _____.
- 10 He's a very _____ child — he can play three instruments.

Activity 4 Pronunciation

Work with a partner. Look at the words in the box. Find each of them in the soundsquare below. The words are horizontal → or vertical ↓. Use every letter in the square once.

breathes cheque debt dough eight flood judge
knock palm physics pitch psychology pushed quite
receipt suggest suite though tough women wrong

r	ɪ	s	iː	t	t	ʌ	f	f
p	ð	d	e	t	dʒ	p	b	ɪ
ɪ	əʊ	tʃ	e	k	ʌ	ʊ	r	z
tʃ	s	w	iː	t	dʒ	ʃ	iː	ɪ
k	d	əʊ	n	ɒ	k	t	ð	k
w	p	w	ɪ	m	ɪ	n	z	s
aɪ	aː	s	ə	dʒ	e	s	t	r
t	m	eɪ	t	f	l	ʌ	d	ɒ
s	aɪ	k	ɒ	l	ə	dʒ	ɪ	ŋ

Activity 5 Writing

Look at this postcard from a visitor to Edinburgh. She talks about:

- where she is
- what she did this morning, and later
- what she'll do tonight
- the weather


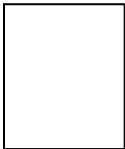
Also, she abbreviates her English a little:

- ~~I'm~~ having a great time.
- ~~I~~ went to ~~the~~ Castle this morning
- ~~I'm~~ going to a club tonight.
- ~~The~~ weather is OK so far.

All of this is typical of holiday postcards.



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SCO/29-873 <i>Edinburgh Castle from Princes Street</i> © Gavin Laidlaw		
<i>Hi Lorraine,</i>		
<i>Here I am in Edinburgh- having a great time. Went to Castle this morning then to Princes Street for some shopping. Going to a club tonight. Weather OK so far.</i>		<i>Lorraine Thomerson 2F3, 18 Boswell Terrace London WC1C 3DS</i>
<i>Love, Maria</i>	SCOTIA Cards	
	PRINTED IN SCOTLAND	

Now look at these holiday postcards. Choose in which of these places you would most like to spend a holiday. Imagine you are there and write a postcard home to a friend.



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Tahiti



© iStockphoto.com/Hedda

Rome



© iStockphoto.com/S. Greg Punoisian

London



© iStockphoto.com/Warwick Lister-Kaye

The Alps, Switzerland



© iStockphoto.com/Adrian Beesley

Ibiza, Spain



© iStockphoto.com/Neith Degany

Arizona, USA

Homework task

Find out more about your holiday destination, through the Internet or a library. Write a short report. You might like to write about:

- why people go there and what they do
- what kind of people go there
- the effect of tourists on the local community.