Learning Support Materials

English for Speakers of Other Languages:
Everyday Life 1 (National 4)

Student Notes
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Please note these materials have been repurposed for the new National Qualifications - August 2015
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Lesson 01

Personal identity

Self

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.

<table>
<thead>
<tr>
<th></th>
<th>cap</th>
<th>cup</th>
<th>cop</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>cat</td>
<td>cut</td>
<td>cot</td>
</tr>
<tr>
<td>3</td>
<td>hat</td>
<td>hut</td>
<td>hot</td>
</tr>
<tr>
<td>4</td>
<td>lack</td>
<td>luck</td>
<td>lock</td>
</tr>
<tr>
<td>5</td>
<td>pat</td>
<td>putt</td>
<td>pot</td>
</tr>
<tr>
<td>6</td>
<td>rang</td>
<td>rung</td>
<td>wrong</td>
</tr>
<tr>
<td>7</td>
<td>rat</td>
<td>rut</td>
<td>rot</td>
</tr>
<tr>
<td>8</td>
<td>sack</td>
<td>suck</td>
<td>sock</td>
</tr>
<tr>
<td>9</td>
<td>sang</td>
<td>sung</td>
<td>song</td>
</tr>
</tbody>
</table>

**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.
Personal identity
Family and culture

| 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:

<table>
<thead>
<tr>
<th>will</th>
<th>be</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>full</td>
<td>full</td>
<td>full</td>
</tr>
<tr>
<td>short</td>
<td>short</td>
<td>short</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>present + form</th>
<th>will</th>
<th>'ll</th>
<th>am</th>
<th>'m</th>
<th>have</th>
<th>'ve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is</td>
<td>'s</td>
<td>are</td>
<td>'re</td>
<td>has</td>
<td>'s</td>
</tr>
<tr>
<td>will not</td>
<td>won't</td>
<td>am not</td>
<td>'m not</td>
<td>have not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>haven't</td>
<td>is not</td>
<td>'s not</td>
<td>'re not</td>
<td>has not</td>
<td>hasn't</td>
<td></td>
</tr>
<tr>
<td>past + form</td>
<td>would</td>
<td>'d</td>
<td>was not</td>
<td>wasn't</td>
<td>had</td>
<td>'d</td>
</tr>
<tr>
<td></td>
<td>were not</td>
<td>'s not</td>
<td>'re not</td>
<td>had not</td>
<td>hadn't</td>
<td></td>
</tr>
</tbody>
</table>

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

- I’m going home.
- No, you’re not.
- Yes, I am.

or at the end of a sentence:

- Have you got a car?
- Yes, I have.
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

<table>
<thead>
<tr>
<th></th>
<th>Farhana</th>
<th>Kasia</th>
<th>Murdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Born in Scotland.</td>
<td>⎢</td>
<td>⎢</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes speaks English at home.</td>
<td>⎢</td>
<td>⎢</td>
</tr>
<tr>
<td>3</td>
<td>Went to primary school in Scotland.</td>
<td>⎢</td>
<td>⎢</td>
</tr>
<tr>
<td>4</td>
<td>Other children in the family.</td>
<td>⎢</td>
<td>⎢</td>
</tr>
<tr>
<td>5</td>
<td>No mother at home.</td>
<td>⎢</td>
<td>⎢</td>
</tr>
<tr>
<td>6</td>
<td>No father at home.</td>
<td>⎢</td>
<td>⎢</td>
</tr>
<tr>
<td>7</td>
<td>Definitely feels Scottish.</td>
<td>⎢</td>
<td>⎢</td>
</tr>
</tbody>
</table>

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

/ɪː/ and /ɪ /

We make the sound /ɪː/ 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
deepp  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:  
  ____________  
  __________________

uncle:  
  ______________  
  __________________

aunt:  
  ______________  
  __________________

father:  
  ______________  
  __________________

mother:  
  ______________  
  __________________

brother:  
  _____________  
  __________________

sister:  
  ______________  
  __________________

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

| Task: | Talk in some detail about their current employment or education  
| Talk in some detail about future for employment or education |
| Skill: Speaking, writing, reading |

### 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.

#### 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.

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

/u:/ and /ʌ/

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

does flood food group lose pub rude shoes son young

<table>
<thead>
<tr>
<th>u:</th>
<th>ʌ</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
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<td>__________</td>
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<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

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 u: bl __ __
3 u: ch __ __
4 ʌ c __ __ ple
5 ʌ d __ ll
6 u: j __ __ ce
7 u: J __ ne
8 u: m __ ve
9 ʌ __ nion
10 ʌ p __ ddle
11 u: s __ __ p
12 u: 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

<table>
<thead>
<tr>
<th>Task: Compare different jobs or courses and state preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: Speaking, writing, listening</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>signal: I’m listening to you</th>
<th>signal: I’m surprised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___</td>
<td>Really! ___</td>
</tr>
<tr>
<td>Yeah ___</td>
<td>Wow! ___</td>
</tr>
<tr>
<td>Mh-hm ___</td>
<td>That’s interesting. ___</td>
</tr>
<tr>
<td>Uh-hu ___</td>
<td>That’s amazing. ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>signal: I don’t agree with you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. ___</td>
</tr>
<tr>
<td>No way. ___</td>
</tr>
<tr>
<td>I don’t agree. ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>signal: I don’t believe you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oh, come on. ___</td>
</tr>
<tr>
<td>You’re winding me up. ___</td>
</tr>
<tr>
<td>That’s not possible. ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>signal: I agree with you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sure ___</td>
</tr>
<tr>
<td>True ___</td>
</tr>
<tr>
<td>You’re right ___</td>
</tr>
<tr>
<td>Of course. ___</td>
</tr>
</tbody>
</table>

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.
ESOL: Everyday Life (National 4) Student Notes

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 /au/

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 /au/. Move only horizontally (⇒) or vertically (§).

START

\[\begin{array}{|c|c|c|c|c|c|}
\hline
\text{go} & \text{mouse} & \text{cow} & \text{found} & \text{couch} & \text{pound} \\
\text{know} & \text{though} & \text{blouse} & \text{clown} & \text{how} & \text{now} \\
\text{crowd} & \text{toast} & \text{town} & \text{mouth} & \text{shout} & \text{south} \\
\text{sew} & \text{gold} & \text{ground} & \text{no} & \text{oak} & \text{soap} \\
\text{toe} & \text{loud} & \text{foul} & \text{goal} & \text{out} & \text{folk} \\
\text{both} & \text{road} & \text{flow} & \text{dough} & \text{count} & \text{home} \\
\hline
\end{array}\]

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 /au/ if they use that spelling.

/əʊ/ /au/

\[\begin{array}{|c|c|c|}
\hline
\text{o} & \text{oa} & \text{ou} \\
\text{ow} & \text{oe} & \\
\hline
\end{array}\]
### 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/James Steidl)

![waiter](© iStockphoto.com/apeiropa)  ![teacher](© iStockphoto.com/Wladyslaw Trojanowski)  ![nurse](© iStockphoto.com/Arman Zhenikeyev)  ![chef](© iStockphoto.com/Kelly Cline)

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

<table>
<thead>
<tr>
<th></th>
<th>Is this job well-paid?</th>
<th>Is it stressful?</th>
<th>Is it safe?</th>
<th>Does it have high status?</th>
<th>Is it open to men and women?</th>
<th>Are the chances of promotion good?</th>
<th>Is it satisfying?</th>
<th>Is it open to people of all ages?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Scottish Qualifications Authority
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
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 3  Language focus

Each of these sentences has a mistake in it. Add a word, take away a word or change a word to correct it. Then compare your ideas with another student’s.

1 Maria used to British food now.
2 He’s used to live in a small flat but he sold it.
3 Samia hasn’t got used to work at nights.
4 Where you come from?
5 When you arrived here tonight?
6 What languages you speak?
7 They aren’t at home, aren’t they?
8 They haven’t got married yet, do they?
9 ‘Is she American?’ ‘Yes, she does.’
10 ‘Does Stan like crime films?’ ‘No, he isn’t.’

Activity 4  Pronunciation

Skill: clarity of individual sounds

In lessons 1–4 we have looked at the vowels iː, ɪ, æ, ʊ, uː, ʌ and the diphthongs əʊ and əu.

Work with a partner and look at the crossword below. It contains the words in this box:

Write one of these vowels and diphthongs: iː, ɪ, æ, ʊ, uː, ʌ, əʊ and əu in each empty square to make these words.

<table>
<thead>
<tr>
<th>boss</th>
<th>cough</th>
<th>foul</th>
<th>keep</th>
<th>leak/leek</th>
<th>loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>noon</td>
<td>nun</td>
<td>pack</td>
<td>pole</td>
<td>puff</td>
<td>soak</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Task: Talk about wishes/hopes for the future (or plans and ambitions) Obtain similar information from others</th>
</tr>
</thead>
</table>

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.

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

I’d like to be rich.

I’d like to help people.

I’d like to travel to faraway places.

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

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.

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

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.

<table>
<thead>
<tr>
<th>united</th>
<th>impressive</th>
<th>illustrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>indelible</td>
<td>irregular</td>
<td>disappoint</td>
</tr>
<tr>
<td>irrigate</td>
<td>illiterate</td>
<td>disappear</td>
</tr>
<tr>
<td>untied</td>
<td>improbable</td>
<td>inedible</td>
</tr>
</tbody>
</table>

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  ___ legal  ___ capable
___ definite  ___ avoidable  ___ 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  /ˈkɒnsʌns/  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:

\[
\begin{align*}
/\theta/ & \quad \text{thin} & /\delta/ & \quad \text{then} & /\ʃ/ & \quad \text{shop} & /\ʒ/ & \quad \text{measure} \\
/tʃ/ & \quad \text{chip} & /dʒ/ & \quad \text{just} & /ŋ/ & \quad \text{sing}
\end{align*}
\]

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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Consonant Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>jail</td>
<td>__</td>
</tr>
<tr>
<td>yes</td>
<td>__</td>
</tr>
<tr>
<td>pink</td>
<td>__</td>
</tr>
<tr>
<td>sheep</td>
<td>__</td>
</tr>
<tr>
<td>chest</td>
<td>__</td>
</tr>
<tr>
<td>then</td>
<td>__</td>
</tr>
<tr>
<td>think</td>
<td>__</td>
</tr>
<tr>
<td>measure</td>
<td>__</td>
</tr>
</tbody>
</table>

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

\[
\begin{align*}
/\theta/ & \quad _______ \\
/\delta/ & \quad _______ \\
/ʃ/ & \quad _______ \\
/ʒ/ & \quad _______ \\
/tʃ/ & \quad _______ \\
/dʒ/ & \quad _______ \\
/ŋ/ & \quad _______
\end{align*}
\]

**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

| 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 House 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.

<table>
<thead>
<tr>
<th>past time</th>
<th>present time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>verb</th>
<th>consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive</td>
<td></td>
</tr>
<tr>
<td>beg</td>
<td></td>
</tr>
<tr>
<td>belong</td>
<td></td>
</tr>
<tr>
<td>breathe</td>
<td></td>
</tr>
<tr>
<td>change</td>
<td></td>
</tr>
<tr>
<td>comb</td>
<td></td>
</tr>
<tr>
<td>decide</td>
<td></td>
</tr>
<tr>
<td>grab</td>
<td></td>
</tr>
<tr>
<td>jump</td>
<td></td>
</tr>
<tr>
<td>laugh</td>
<td></td>
</tr>
<tr>
<td>listen</td>
<td></td>
</tr>
<tr>
<td>need</td>
<td></td>
</tr>
<tr>
<td>pass</td>
<td></td>
</tr>
<tr>
<td>refuse</td>
<td></td>
</tr>
<tr>
<td>smile</td>
<td></td>
</tr>
<tr>
<td>start</td>
<td></td>
</tr>
<tr>
<td>talk</td>
<td></td>
</tr>
<tr>
<td>want</td>
<td></td>
</tr>
<tr>
<td>wash</td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>/t/</th>
<th>/d/</th>
<th>/ɪd/</th>
</tr>
</thead>
<tbody>
<tr>
<td>changed</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>started</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>washed</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>needed</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>refused</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>passed</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>belonged</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>watched</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>breathed</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>grabbed</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>jumped</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>decided</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>begged</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>talked</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>wanted</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>smiled</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>arrived</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>combed</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>laughed</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>listened</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
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, 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

<table>
<thead>
<tr>
<th>Task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete forms relating to personal information</td>
</tr>
<tr>
<td>Read and write letters and other texts relating to personal information</td>
</tr>
</tbody>
</table>

| 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:

<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th><strong>Interviewee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Invent details where necessary. Tick (✓) each subject when you finish speaking about it.</td>
<td>Invent details where necessary. Tick (✓) each subject when you finish speaking about it.</td>
</tr>
<tr>
<td><strong>You should ask</strong> questions about the applicant’s</td>
<td><strong>You should answer</strong> questions about your</td>
</tr>
<tr>
<td>• qualifications ____</td>
<td>• qualifications ____</td>
</tr>
<tr>
<td>• experience ____</td>
<td>• experience ____</td>
</tr>
<tr>
<td>• why they want this job ____</td>
<td>• why you want this job ____</td>
</tr>
<tr>
<td>• why they think they will be good at it ____</td>
<td>• why you think you will be good at it ____</td>
</tr>
<tr>
<td><strong>You should answer</strong> questions about</td>
<td><strong>You should ask</strong> questions about</td>
</tr>
<tr>
<td>• hours of work ____</td>
<td>• hours of work ____</td>
</tr>
<tr>
<td>• pay ____</td>
<td>• pay ____</td>
</tr>
<tr>
<td>• conditions ____</td>
<td>• conditions ____</td>
</tr>
</tbody>
</table>

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.
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:

```
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.
MAIL

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 female
- 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.

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 and e-mail to your teacher.
Lesson 09
Social and physical environment
Daily life

<table>
<thead>
<tr>
<th>Task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialise casually and in more formal situations, by taking part in conversations</td>
</tr>
<tr>
<td>Describe / talk about social events / occasions</td>
</tr>
<tr>
<td>Talk about their daily life in some detail</td>
</tr>
</tbody>
</table>

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.
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.’

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:

<table>
<thead>
<tr>
<th>US</th>
<th>UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>cell phone</td>
<td>mobile phone</td>
</tr>
<tr>
<td>high school</td>
<td>secondary school</td>
</tr>
<tr>
<td>teen (n, adj)</td>
<td>teenager (n), teenage (adj)</td>
</tr>
</tbody>
</table>
Teens turn away from e-mail
By Sharon Noguchi
San Jose Mercury News

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

Permission to reproduce this article has expired. It is available to download on a free-trial basis from http://www.highbeam.com/doc/1G1-146947307.html but please read the terms and conditions.

Alternatively, the article can be purchased for $2.95 from http://www.mercurynews.com/archive-search
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.

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

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

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:

<table>
<thead>
<tr>
<th>name</th>
<th>nationality</th>
<th>languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marisa</td>
<td>Brazilian</td>
<td>Portuguese, English, Italian.</td>
</tr>
<tr>
<td>Pete</td>
<td>British</td>
<td>English</td>
</tr>
<tr>
<td>Musa</td>
<td>South African</td>
<td>Zulu, Afrikaans, English</td>
</tr>
<tr>
<td>Meiying</td>
<td>Chinese</td>
<td>Mandarin, English</td>
</tr>
<tr>
<td>Irenka</td>
<td>Polish</td>
<td>Polish, English</td>
</tr>
<tr>
<td>Asif</td>
<td>British</td>
<td>English, Urdu</td>
</tr>
</tbody>
</table>

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/Il 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 /ʃiːp/ sheep ship
6 /sain/ 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

<table>
<thead>
<tr>
<th>Task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and talk about their local area</td>
</tr>
<tr>
<td>Talk about the advantages and disadvantages of living in their local area</td>
</tr>
<tr>
<td>Obtain similar information from others</td>
</tr>
</tbody>
</table>

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
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.

<table>
<thead>
<tr>
<th>'s</th>
<th>a lot of</th>
<th>are</th>
<th>aren't</th>
<th>isn't (x2)</th>
<th>lots</th>
<th>many (2)</th>
<th>much</th>
<th>of</th>
<th>some (x2)</th>
</tr>
</thead>
</table>

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

Track 13

weak forms

I can do it.  
\(/\text{kæn/}

No, you can’t.  
\(/\text{kænt/}

Yes, I can.  
\(/\text{kæn/}

can’t is always pronounced \(/\text{kænt/}. But we only say can as \(/\text{kæn/} when we stress it. When it isn’t stressed, the vowel changes to \(/\text{æ}/. This change happens in many English ‘structure’ words — articles, pronouns, prepositions, etc.

1 Listen to these sentences on the CD. There is one \(/\text{æ}/ 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 \(/\text{æ}/. 
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

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

Skill: Speaking, writing, listening

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:

<table>
<thead>
<tr>
<th>formal</th>
<th>informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry to bother you, but …</td>
<td>can you?</td>
</tr>
<tr>
<td>I’d be extremely grateful if you would help/give, etc.</td>
<td>could you?</td>
</tr>
<tr>
<td>I wonder / was wondering if you could help/give, etc.</td>
<td>will you?</td>
</tr>
<tr>
<td>I’m really sorry to trouble you, but could you / would you …?</td>
<td>would you?</td>
</tr>
<tr>
<td>Could you see your way to helping/giving, etc …?</td>
<td></td>
</tr>
</tbody>
</table>

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

- **Will you** give me a hand?  
- Give me a hand, **will you**?

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 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 shut/open the window.**
  - 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

XX X

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 accidentally ___ accidentally ___
2 accomodation ___ accommodation ___
3 broccoli ___ brocolli ___
4 cemetary ___ cemetery ___
5 definately ___ definitely ___
6 despair ___ dispair ___
7 desperate ___ desperate ___
8 developement ___ development ___
9 drunkenness ___ drunkeness ___
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 ___ repetition ___
20 separete ___ 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

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

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

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

Fixed price £305,000
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

Newly-built. Price: £127,485
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

Fixed price: £389,995
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  La Dolce Vita  DELICIOUS PIZZA’S  EAT IN OR TAKE-AWAY
6  citizens advice bureau

7
8  GENTLEMENS’ CLOAKROOM

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 email 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 email 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

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:

\[ \begin{align*}
  &\text{= it is} \\
  \text{It's} &\text{ an old house. It's got three bedrooms.}
\end{align*} \]

All its windows need painting.

\[ \begin{align*}
  &\text{They're} \\
  \text{They're} &\text{ talking to their friends over there.}
\end{align*} \]

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.

● ● ● ● ● ● ●

● ● ● ● ● ● ●

● ● ● ● ● ● ●

fifteen

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.

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

Skill: Speaking, writing, reading

Activity 1 Speaking

A STRANGE PLACE TO LIVE

Read these descriptions of different places to live:

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.’

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.

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

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.

<table>
<thead>
<tr>
<th>Lunch Menu</th>
<th>Marco’s Munch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>starters</strong></td>
<td><strong>main courses</strong></td>
</tr>
<tr>
<td>Soup of the day</td>
<td>Sirloin steak</td>
</tr>
<tr>
<td>Mushroom pâté</td>
<td>Breaded haddock</td>
</tr>
<tr>
<td><strong>main courses</strong></td>
<td><strong>main courses</strong></td>
</tr>
<tr>
<td>Sirloin steak</td>
<td>Breaded haddock</td>
</tr>
<tr>
<td>Chicken curry</td>
<td>Breaded haddock</td>
</tr>
<tr>
<td>Caesar salad</td>
<td>Breaded haddock</td>
</tr>
<tr>
<td>Chilli cheese melt</td>
<td>Breaded haddock</td>
</tr>
<tr>
<td>Irish stew</td>
<td>Breaded haddock</td>
</tr>
<tr>
<td>Chicken kebabs</td>
<td>Breaded haddock</td>
</tr>
<tr>
<td>Sausage and chips</td>
<td>Breaded haddock</td>
</tr>
</tbody>
</table>

Activity 5  Writing

Track 19
Your teacher will dictate a story to you about a household accident. Write it down.

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.
Free time and leisure

Free time

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.

Skill: Speaking, writing, listening

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
Chatting with friends
Playing musical instruments
Watching TV
Jogging
Listening to Music
Reading books
Skating
Playing football
Clubbing

Credits:
1 © iStockphoto.com/walk
2 © iStockphoto.com/Chris Schmidt
3 © iStockphoto.com/Michael Zysman
4 © iStockphoto.com/Simon Podgorsek
5 © iStockphoto.com/Ana Abdon
6 © iStockphoto.com/Kateryna Givorschenko
7 © iStockphoto.com/Angelo Gilardelli
8 © iStockphoto.com/Stephen Hoersld
9 © iStockphoto.com/Jovana Cetkovic
10 © iStockphoto.com/urbancow
Activity 2  Listening

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.

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

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 …

Call me later — I’m having NOW

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

You’re eating too much these days.

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

The earth goes round the sun.

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

I love you.

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

<table>
<thead>
<tr>
<th></th>
<th>England</th>
<th>Scotland</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 brother</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>2 carton</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>3 corn</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>4 earn</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>5 fourth</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>6 heart</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>7 hair</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>8 more</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>9 north</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10 partner</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>11 there</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>12 word</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

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**

| 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

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

**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

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

**Total:**                                                                 |-------|
Activity 2  Reading

1 Read this:

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

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.

<table>
<thead>
<tr>
<th></th>
<th>salary</th>
<th>working hours per week</th>
<th>cars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig</td>
<td>£70,000 - £75,000 p.a.</td>
<td>50+</td>
<td>3</td>
</tr>
<tr>
<td>Lucia</td>
<td>£74,000 - £80,000 p.a.</td>
<td>45-50</td>
<td>1</td>
</tr>
<tr>
<td>Mark</td>
<td>£65,000 p.a.</td>
<td>40-45</td>
<td>2</td>
</tr>
</tbody>
</table>

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 /æ/, 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 ___
i: pick fill ___ find ___ fire ___
e: dead dear ___ deal ___ deaf ___
æ: mad ball ___ call ___ shall ___
a: heart want ___ dance ___ hand ___
ɔ: got bomb ___ tomb ___ comb ___
ɔ: saw talk ___ half ___ valve ___
u: put fool ___ food ___ foot ___
u: too rose ___ lose ___ nose ___
l: bus done ___ bone ___ gone ___
l: 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

<table>
<thead>
<tr>
<th>Task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about TV programmes and own preferences.</td>
</tr>
<tr>
<td>Understand the general meaning of a newspaper article or report of an event.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>1 times</th>
<th>2 times</th>
<th>a-f</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Question of Sport</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>BBC News</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>East Enders</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>Jackie Brown</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>Lilies</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>Out-take TV</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>Reporting Scotland</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>Seaside Rescue</td>
<td>_______</td>
<td>_______</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>quality</th>
<th>size</th>
<th>age</th>
<th>shape</th>
<th>colour</th>
<th>origin</th>
<th>material</th>
<th>type</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>American</th>
<th>black</th>
<th>blue</th>
<th>electric</th>
<th>happy</th>
<th>Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>office</td>
<td>red</td>
<td>round</td>
<td>white</td>
<td>wooden</td>
<td>young</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>weak</th>
<th>strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Have you been there?'  /hæv/</td>
<td>'Yes, I have.' /hæv/</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>strong</th>
<th>weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  'He didn’t say “and” — he said “but”.' bʌt  bət</td>
<td></td>
</tr>
<tr>
<td>2  'So he just picked up his books and left.' hɪz  ɪz</td>
<td></td>
</tr>
<tr>
<td>2  'She’ll ask him, but she doesn’t really want to.' bʌt  bət</td>
<td></td>
</tr>
<tr>
<td>4  'He said I can’t play football — but I can.' kæn  kən</td>
<td></td>
</tr>
<tr>
<td>5  'Do you want some coffee?' sʌm  səm</td>
<td></td>
</tr>
<tr>
<td>6  'They were eating fish and chips.' ænd  and, ən, n</td>
<td></td>
</tr>
<tr>
<td>7  ‘I said spend some money — not all of it.’ sʌm  səm</td>
<td></td>
</tr>
<tr>
<td>8  'I don’t want his book — I want yours.' hɪz  ɪz</td>
<td></td>
</tr>
<tr>
<td>9  'She said she wasn’t with him, but he was.' wəz  wəz</td>
<td></td>
</tr>
<tr>
<td>10  'If I can get away early, I’ll see you after work' kæn  kən</td>
<td></td>
</tr>
<tr>
<td>11  'Don’t blame me — blame her. She did it.' hɜː, ɜːs, ə</td>
<td></td>
</tr>
<tr>
<td>12  'I’ve no idea who these people are?' ə</td>
<td></td>
</tr>
<tr>
<td>13  'She’s just collecting her things.' hɜː, ɜːs, ə</td>
<td></td>
</tr>
</tbody>
</table>
14 'And,' he said, 'we have another problem.'  ænd  ænd, ən, n
15 'Are you going out tonight?'  aː  a
16 'That was my brother on the phone'  wəz  wəz

Activity 5  Writing

Look at these facts about entertainment:

<table>
<thead>
<tr>
<th>1950s</th>
<th>21st century</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TV</strong></td>
<td></td>
</tr>
<tr>
<td>black and white picture</td>
<td>colour picture</td>
</tr>
<tr>
<td>one channel: BBC</td>
<td>5 terrestrial and many satellite channels</td>
</tr>
<tr>
<td>TV in the evenings only</td>
<td>24-hour television</td>
</tr>
<tr>
<td><strong>radio</strong></td>
<td></td>
</tr>
<tr>
<td>3 radio stations, mostly from London</td>
<td>5 national and many local radio stations</td>
</tr>
<tr>
<td>powered from mains electricity</td>
<td>portable, battery powered</td>
</tr>
<tr>
<td><strong>music</strong></td>
<td></td>
</tr>
<tr>
<td>vinyl records on a large machine players</td>
<td>CDs, DVDs, mp3s, etc. on portable</td>
</tr>
<tr>
<td><strong>cinema</strong></td>
<td></td>
</tr>
<tr>
<td>most films black and white</td>
<td>colour films</td>
</tr>
<tr>
<td>most cinemas 1 screen</td>
<td>multiple screens</td>
</tr>
<tr>
<td><strong>computers</strong></td>
<td></td>
</tr>
<tr>
<td>only large commercial ones</td>
<td>PCs</td>
</tr>
</tbody>
</table>

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

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.

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.

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.

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.

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.

(c) istockphoto.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.

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.

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.

**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

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 Vitalsatistix

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.

<table>
<thead>
<tr>
<th>careful</th>
<th>bad</th>
<th>beautiful</th>
<th>clean</th>
<th>early</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>hard</td>
<td>late</td>
<td>loud</td>
<td>quick</td>
<td>sad</td>
</tr>
</tbody>
</table>

Activity 4  Pronunciation

Track 25

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.

<table>
<thead>
<tr>
<th>Box A</th>
<th>Box B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Is this the end of the road?</td>
<td>A  Birmingham and Manchester.</td>
</tr>
<tr>
<td>2  This is a colour I like.</td>
<td>B  Cut the grass and plant the tree.</td>
</tr>
<tr>
<td>3  I don't know why I bother.</td>
<td>C  Mandy was going to London.</td>
</tr>
<tr>
<td>4  Why does he talk so loudly?</td>
<td>D  Joe will be working today.</td>
</tr>
<tr>
<td>5  Eddie's got a crazy dad.</td>
<td>E  His mother is a doctor.</td>
</tr>
<tr>
<td>6  Barry's in his caravan.</td>
<td>F  She lives in Cumberland Street.</td>
</tr>
</tbody>
</table>
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

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

---------------------------------------------------------------
Student B

**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:** ______________
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.

<table>
<thead>
<tr>
<th>agree</th>
<th>argue</th>
<th>child</th>
<th>collect</th>
<th>legal</th>
</tr>
</thead>
<tbody>
<tr>
<td>loose</td>
<td>modern</td>
<td>music</td>
<td>weak</td>
<td>wide</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>breathes</th>
<th>cheque</th>
<th>debt</th>
<th>dough</th>
<th>eight</th>
<th>flood</th>
<th>judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>knock</td>
<td>palm</td>
<td>physics</td>
<td>pitch</td>
<td>psychology</td>
<td>pushed</td>
<td>quite</td>
</tr>
<tr>
<td>receipt</td>
<td>suggest</td>
<td>suite</td>
<td>though</td>
<td>tough</td>
<td>women</td>
<td>wrong</td>
</tr>
</tbody>
</table>

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

Tahiti

Rome

London

The Alps, Switzerland

Ibiza, Spain

Arizona, USA
Homework task

Find about 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.