

Part 1

Speaking

Jobs

Vocabulary

Work

Reading & Speaking

Profile of an Indian
call centre worker

Grammar

Have

Speaking

1 Read the quote about work in the United States.

“When you go to work if your name is on the building, you’re rich. If your name is on your desk, you’re middle class. If your name is on your shirt, you’re poor.”

Rich Hall, American comedian and writer

2 Work in pairs and discuss these questions.

- What does this quote say about jobs in America?
- Is this true in your country?
- Look at the jobs in the box. Which ones would / wouldn’t you like? Decide on the top three and the bottom three.

builder doctor disc jockey (DJ)
journalist lawyer
manager in a fast food restaurant
musician nurse police officer
politician security guard shop assistant
teacher waiter

Vocabulary

1 Read the texts below and replace the underlined words and phrases with words in the box. Use your dictionary to help you.

bonus employ hiring interview
salary training wages

Job possibilities at a multinational company

We give work to 6,000 people and need more
We offer a good starting money, plus end-of-year extra money
English and computer skills needed

Local supermarket is now giving jobs

No experience necessary, we will provide
teaching of the skills
Excellent money per hour and good working environment
Contact Andrew Grau for a talk about the job

2 Work in pairs and discuss these questions.

- Have you ever been to a job interview? How was it?
- Is there a minimum wage in your country? What is it?
- Do you know anyone who works night shifts? What do they do?
- What is a good starting salary in your opinion?

Reading and Speaking

1 Read the introduction to *Profile of an Indian call centre worker* on page 55 and answer the questions.

- 1 Do you know what a call centre worker does?
- 2 Have you ever spoken to one?

2 Read the rest of the text. What does she say about ...

- 1 her feelings about the job?
- 2 the hours she works?
- 3 the people she talks to?

Extend your vocabulary – job and work

You can use both *job* and *work* to talk about what someone does to get paid.

Do you like your job / work?

What kind of job / work do you do?

Work is uncountable with this meaning, so you cannot say *a work* or *works*.

Complete the sentences with *job*, *jobs* or *work*. Sometimes more than one answer is possible.

- 1 Rajeshwari has a good _____.
- 2 She likes her _____.
- 3 I have two _____.
- 4 Many young people don’t have any _____.
- 5 Do you have a _____?

3 Work in pairs and choose **one** of the tasks below.

- A Tick (✓) two pieces of information in the text you think are interesting or unusual. Then compare with your partner.
- B How would you describe Rajeshwari? Write three words. Then compare with your partner.



Profile of an Indian call centre worker

The English newspaper, *The Observer*, interviewed Rajeshwari Singh, a 20 year-old call centre worker. Rajeshwari lives and works in New Delhi, India. This is what she said about her work.



Companies like using call centres because they are cheaper and can give 24-hour service.

There are 350,000 call centre workers in India.

I was so happy when I got this job. It was my first ever interview but they hired me. That night my dad bought chocolates and sweets and we had a small party. He was very proud.

With bonuses, my starting salary is 16,000 rupees (£190) a month.

I sell landlines to Americans. People can get angry. They say 'You people are taking the jobs from our hands.' I say that it's not my fault if Americans are expensive to employ.

My alias is Katie Jones. That's a little lie, I suppose, but a good lie. If I had to use my own name, I'd lose five minutes at the beginning of every call spelling it out, and I don't have a lot of time.

When you have voice training, you have to speak in an American accent all the time or you lose it. When I call home, my parents say 'I don't believe it, it's not you any more!'

Night shifts destroy your life. I don't get home from work until five in the morning, and I don't sleep until six.

You have to dress well even though people can't see you. It's a question of self-confidence. People can pick that up from your voice. And there are 4,000 people in the office to look at you.

There are a lot of Indians living in America and Britain. Sometimes you talk to people who say 'No English. Hindi? Hindi?' and you realise you're talking to an Indian, and often you get so confused you forget how to speak Hindi.

I miss my parents. I can't tell them when I feel upset because they'd come right away to Delhi and take me home.

Many banks, ticket companies and telephone companies are using call centres in other countries.

Call centre workers answer the phone or make telephone calls for large companies.

Find out more at www.macmillanenglish.com/global

Glossary

- alias** (noun) – a different name that somebody uses instead of their real name
landline (noun) – a telephone line that is not a mobile phone
pick up (phrasal verb) – to notice something that is not very obvious
upset (adjective) – sad, worried or angry about something

Grammar

1 Look at sentences 1–8 and match them to the uses of *have* a–e below.

- | | |
|---|----------|
| 1 I have got a job as a call centre operator. | <u>b</u> |
| 2 I have worked at the company for ten years. | — |
| 3 We had a small party. | — |
| 4 I have voice training. | — |
| 5 I have to use my own name. | — |
| 6 I don't have a lot of time. | — |
| 7 I have to speak with a US accent. | — |
| 8 I have to dress well. | — |

We can use *have*:

- to talk about possessing or owning something.
- as an auxiliary with *got* to talk about possessing or owning things.
- as an auxiliary with *to* to say what is necessary or obligatory.
- as an auxiliary in the present perfect.
- to talk about actions or experiences.

Language note: we can only use the contracted forms of *have* when it is the auxiliary verb, not when it is a main or modal verb.

2 Read the sentences with *have* and insert contractions where they are possible.

- I have a brother and a sister.
- I have never been to a job interview.
- We have English class on Thursday morning.
- I have got a good English dictionary.
- I have had more than one job in my life.
- I have breakfast with my family every morning.

Grammar focus – explanation & more practice of *have* on page 140

Part 2

Listening & Vocabulary

Work issues

Grammar

Modal verbs

Pronunciation

Contractions

Speaking

Job characteristics

Listening and Vocabulary

1 Look at the cartoon about a bad boss. What is the joke? Do you think it is funny?



2 1.63–1.66 Listen to four bosses talking to their employees. Number the topics in the order you hear them.

a meal — the computer —
dress code — the weekend —

3 Listen again and choose the correct alternative to complete each sentence.

Conversation 1: Someone has called (*in / out / for*) sick.

Conversation 1: You can take next Saturday (*away / off / on*).

Conversation 3: You are (*on / for / at*) company time, and you must respect that time.

Conversation 4: Of course you can go (*on / in / at*) your lunch break now.

4 Which do you think are bad bosses? Why?

Grammar

1 Look at sentences 1–6 and complete the rules a–d below.

- 1 You **have to** work this Saturday.
 - 2 You **can** take next Saturday off.
 - 3 You **mustn't** wear jeans to work.
 - 4 You **don't have to** wear a jacket and tie.
 - 5 You **can't** send personal messages with this computer.
 - 6 You **must** arrive on time.
- a We use have to and must to talk about rules and things that are necessary.
 - b We use _____ and _____ to say when something is not allowed.
 - c We use _____ to say that something is not necessary.
 - d We use _____ to say that something is possible or allowed.

Language note: modal verbs are followed by an infinitive without *to*.

2 Complete the texts with the words in the boxes. Use each word only once.

can don't have to must

Dress-down Friday

In many financial companies in Britain, employees _____ wear a suit or other formal clothes. Some workplaces have a *dress-down* day, usually on a Friday. On this day, people _____ dress so formally. They _____ wear whatever they like.

can can't mustn't

Work computers

According to a 2006 survey by the American Management Institute, 78% of American companies have rules about email, instant messenger and blog use. Workers _____ use their computers for work, but they _____ send personal email messages or instant messages. Also, they _____ download programs onto work computers.

can don't have to have to

Flexitime

A study of the 68 biggest Australian companies found that 93% offered flexitime hours to their employees. Under flexitime, workers _____ work a fixed number of hours in a week, but they _____ start and finish at the same time every day. If they come to work earlier, they _____ leave earlier.



3 Complete the sentences about your job.
If you do not work, use one of the jobs on page 54.

Every day I have to ... at work.

I don't have to ... at work.

At work, I can usually ...

I can't ... at work.

G Grammar focus – explanation & more practice of modal verbs on page 140

Pronunciation

1 **1.67** Listen to the pairs of sentences.
Can you hear the differences?

- 1 You can't wear that.
You can wear that.
- 2 She can't come to class today.
She can come to class today.
- 3 You must use your books.
You mustn't use your books.

Language note: in British English, *can't* is pronounced /kɑ:nt/.

2 **1.68** Listen and circle the word you hear. Then practise saying the sentences.

- 1 Workers *mustn't* / *must* use the computers on the first floor.
- 2 You *can't* / *can* take your lunch break at two o'clock.
- 3 I really *must* / *mustn't* answer emails more quickly.

Speaking

1 Read the job characteristics in the box and tick (✓) the ones which are important to you.

What's important for you in a job?

- You earn a lot of money.
- You don't have to wear a uniform.
- Your work is interesting.
- You can work flexible hours (you can start and finish when you like).
- You can take regular breaks.
- You have to work with the public.
- You can be your own boss.
- You can work close to home.
- You don't have to work on Saturdays or Sundays.
- You have job security (you don't have to worry you will lose your job).

2 Work in pairs and share your ideas. Decide on the five most important characteristics of a job.

A: *For me, the most important things in a job are ...*

B: *OK. For me, the most important things are ...*

A: *What do you think the top five are?*

B: *I think ...*

3 Work with another pair and compare your lists.
Do you agree? Make a new list of the five most important characteristics.

Useful language

What do you think is the most important?

I think that ... is more important than ...

What about you?

I disagree. I think ... is more important.

I agree. Let's put it on the list.

Part 3

Vocabulary

Leisure activities

Listening

The serious leisure perspective

Grammar

-ing verbs

Pronunciation

/ŋ/

Writing

Leisure time



Vocabulary

1 Match the verbs in the box to the nouns.

chat collect cook do
go for play read watch

_____ books the newspaper
_____ exercise the gardening
_____ a walk a drink with friends
_____ stamps coins things
_____ television a film the news
_____ video games chess sport
_____ with friends on the phone
_____ a meal dinner vegetables

2 Work in pairs and tell each other which of the activities you do.

I watch television every night.

I hardly ever read the newspaper.

3 Look at the chart showing how Americans spend their leisure time. Then work in pairs and discuss the questions.

- Is there anything that surprises you?
- Is it similar to how you spend your leisure time?

Listening

1 1.69 You are going to hear a presentation about *The serious leisure perspective*. Listen and put the slides on page 59 in the correct order.

2 Listen again and answer the questions.

- 1 What are some examples of casual leisure?
- 2 Why do people enjoy casual leisure?
- 3 Why does leisure have a bad reputation?
- 4 What are some examples of serious leisure?
- 5 Why does the speaker think serious leisure is important?

3 Work in pairs and ask each other these questions.

- Which do you prefer, casual or serious leisure activities?
- Do you know anyone who has a serious leisure pursuit? What is it?

Extend your vocabulary - play

Words in the same family:

play – verb

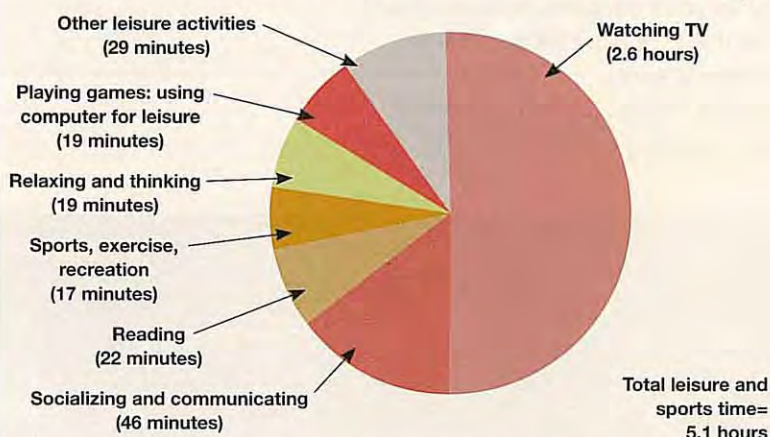
player – noun

playful – adjective

Complete the sentences with the correct form of *play*.

- 1 He is an excellent football _____.
- 2 I _____ computer games until very late last night.
- 3 She is a very _____ child.

Leisure time on an average day

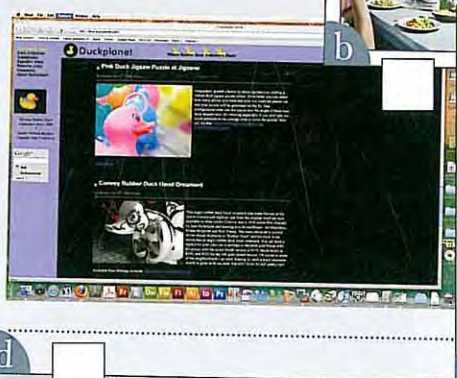


NOTE: Data include all persons age 15 and over. Data include all days of the week and are annual averages for 2006.

Source: Bureau of Labor Statistics

Robert Macarthur

The Serious Leisure Perspective



Origins of the perspective – 1974
Robert Stebbins –
University of Calgary

Casual leisure and
serious leisure

Grammar

1 Look at sentences 1–3 and answer the questions a–c below.

- 1 Watching television is casual leisure.
- 2 He's good at swimming.
- 3 People enjoy doing leisure activities.

- a What is the subject in sentence 1?
Replace the subject with another activity from the listening.
- b What kind of word comes before the *-ing* form in sentence 2?
- c What other verbs can go before the *-ing* form in sentence 3?

2 Write the *-ing* form of the verbs in the box. Then put them into three groups according to their spelling.

cut cycle do make play
run smoke stop swim
take watch work

3 Complete these sentences with your own ideas using the *-ing* form. Then work in pairs and share your ideas.

... is very relaxing.

I'm not very interested in ...

I'm good at ...

I don't enjoy ... alone.

Some people find ... a lot of fun, but I think it's boring.

G Grammar focus – explanation & more practice of *-ing* forms on page 140

Pronunciation

1 1.70 Listen and repeat the sentences. Pay attention to the underlined sounds. What is the most common spelling of /ŋ/?

- 1 Relaxing and watching TV are my favourite things.
- 2 I think English is a difficult language.
- 3 No thanks, I'm stopping smoking.

2 Work in pairs. Read your sentences from grammar exercise 3 to each other. Pay attention to the /ŋ/ sound.

Writing

1 Choose one of the activities in the box below and write a short paragraph about it.

- an activity you enjoy doing
- an activity you used to do but stopped doing
- a sport you like watching
- something you aren't very good at doing
- an activity you hate doing

2 Work in pairs. Swap papers and write two questions about your partner's activity. Then return the papers.

3 Read your partner's questions and rewrite the paragraph. Include the original information and the answers to your partner's questions.



Part 4

Reading

Ten facts about ...
amusement parks

Grammar

Present perfect, have
been & have gone

Pronunciation

Past participles

Speaking

Ten questions about ...
leisure

Reading

- 1 Look at the two pictures. Do you like either of these things?
- 2 Quickly read *Ten facts about amusement parks around the world* and find the answers to the questions.
 - 1 Where did the roller coaster come from?
 - 2 Where was one of the first amusement parks?
 - 3 What do modern amusement parks have?
 - 4 How much money do amusement parks make?
 - 5 What is the most popular amusement park outside the United States?
 - 6 What is an *imagineer*?
- 3 Have you ever been to an amusement park? Is there one in your country?



Grammar

*They **have built** eleven parks around the world.*

*I **have been** to an amusement park.*

*Have you **ever been** to an amusement park?*

- use the present perfect to talk about an unspecified time in the past
- use the present perfect to talk about experiences
- use *ever* in questions about experiences
- *ever* means the same as *in your life*

Language note: She has **been** to Tivoli Gardens. This means she has come back.
She has **gone** to Tivoli Gardens. This means she is still there.

- 1 Complete the two texts with the past simple or present perfect form of the verbs in brackets.

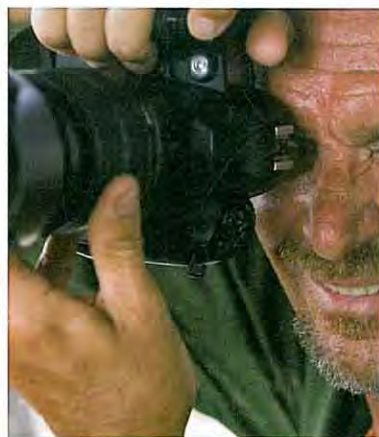
I _____ (*never be*) to a theme park, but I would like to go one day. Last summer we _____ (*have*) plans to visit a large water theme park on the coast, but we _____ (*not have*) enough money. Maybe next summer.

- 2 Complete the dialogues with *been* or *gone*.

- 1 A: Where has he _____?
B: I don't know. He was here just a minute ago.
A: Oh no.
- 2 A: We've _____ on this ride three times.
B: I know, but it's great. Isn't it great?
A: Hmmm.
- 3 A: Where's Marco?
B: He's _____ on his break. He'll be back in fifteen minutes.
A: He can't do that!
- 4 A: Have you _____ here before?
B: Sorry, I don't understand. What?
A: Is this your first time here?

- 3 Work in pairs. Imagine you hear one of the dialogues at an amusement park. Who is speaking? How do they feel? Add two more lines and then act out the dialogue.

Grammar focus – explanation & more practice of the present perfect on page 140



Dale Johansson is a photographer of amusement parks. He _____ (*visit*) more than 50 different parks in 20 countries and _____ (*take*) photos of each one. He first _____ (*become*) interested in amusement parks when his father _____ (*take*) him to one when he was a child.



Ten facts about ... amusement parks around the world

Amusement parks are leisure places for adults, teenagers and children.

People often think amusement parks are an American invention, but they originally come from Europe. Tivoli Gardens in Copenhagen, Denmark is one of the oldest European amusement parks.

The first roller coaster was invented in Russia in the 1600s. People went down snowy hills on blocks of ice.

The world's fastest roller coaster is the *Formula 1 Racecoaster* at Germany's Nürburgring. It travels at 217 km per hour.

Modern amusement parks usually have rides, roller coasters and eating areas. There is often a common theme to make visitors feel as if they are in a different world.

Amusement parks are big business. In the United States alone, amusement parks make an annual profit of \$11 billion. More than 30% of Americans have been to an amusement park.

Walt Disney created the first Disney theme park, an amusement park with several sections, in 1955 in California, US. The Disney Corporation has built eleven Disney theme parks around the world.

The most popular amusement park in the world is Walt Disney World in Florida.

The most popular park outside the US is Disneyland in Tokyo. Four of the top ten amusement parks are in Asia.

The people who invent Disney amusement park rides have a special name. They are called *imagineers*.

Ten questions about ... **leisure**

- 1 ... be to an amusement park?
- 2 ... ride on a roller coaster?
- 3 ... buy tickets for a sports event?
- 4 ... be to a rock concert?
- 5 ... stay at a health spa?
- 6 ... see a circus?
- 7 ... do a dangerous sport?
- 8 ... drive a very fast car?
- 9 ... be to a water park?
- 10 ... visit a zoo?



merry-go-round

Pronunciation

1 Put the past participles in the box into four groups depending on their sound.

been	bought	brought	come
done	driven	eaten	forgotten
ridden	seen	swum	taught
won			

/ən/ /ʌm/ or /ʌn/ /ɔ:t/ /i:n/

2 1.71 Listen and check your answers. Then repeat the words.

Speaking

1 1.72 Listen to the stress and intonation in this question.

Have you ever been to an amusement park?

2 Work in pairs. Look at the leisure questionnaire and say the ten questions. Use *Have you ever* + past participle. Pay attention to the stress and intonation.

3 Work in pairs and ask each other the questions. If your partner answers *yes*, ask two follow-up questions. Use the ideas in the box below to help you.

A: *Have you ever been to an amusement park?*

B: *Yes, I have.*

A: *Did you like it?*

B: *Yes, I loved it.*

A: *Who did you go with?*

B: *I went with my family.*

Did you like it?	What?	When?
Where?	Who with?	Why?
Why not?		



a

Business meeting



b

Job interview



c

Parent-teacher meeting



d

Residents' association meeting

Warm up

Look at the pictures of four different meetings. Work in pairs and ask each other the questions.

- Who is speaking in each photo? What are they talking about?
- Have you ever been in one of these situations? When?
- Choose one of the pictures and think of two rules for that situation.

At a business meeting people have to arrive on time.

Somebody has to take notes.

Listening

1 **1.73–1.75** Listen to three conversations and match each one to a picture. There is one picture you don't need.

2 Listen again and choose the correct answers.

Conversation 1: The woman wants to know about ...

- a the books.
- b the children.
- c his son.

Conversation 2: The man needs to arrive at ...

- a seven in the evening.
- b seven in the morning.
- c the European offices.

Conversation 3: The man doesn't like ...

- a the wages.
- b the dress code.
- c the woman.

Language Focus: turn-taking

1 Read the audioscript on page 154. Find examples of a speaker turn-taking. This could be ...

- a asking a new question in the conversation.
- b asking permission to speak.
- c adding something to the conversation.

2 Make three turn-taking questions or sentences using the words in the box. You can use each word more than once.

add ask a question can could
here I just may say something

Speaking

Choose **one** of the tasks below.

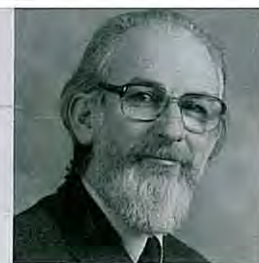
A Work in pairs and choose one of the conversations from the listening. Write the next three or four lines. Then read the conversation together. Use the new expressions you have learnt.

B Work in groups of three. A: choose a question and answer it. B: ask a question or give more information. C: continue. Use the new expressions you have learnt.

- What is most important in a job?
- What would be the ideal relaxing weekend?
- Is it necessary to speak English for work?
- Is it easy for young people to get jobs?
- Should there be more leisure facilities for young people?

Useful language

- Excuse me.
- Sorry, but ...
- Pardon me.



There's an old saying in English: *All work and no play makes Jack a dull boy*. Or Jill. Psychologists tell us we need a balance between work and play to have a healthy lifestyle. And it is the same for language.

- One of the most noticeable features of work language is the technical vocabulary, or jargon, that people use. Outsiders won't understand it. A doctor might look at the face of someone who's had a fall and say to a colleague 'That's a nasty periorbital haematoma'. If you were the patient, and heard this remark, you might be worried. But basically all it means is you've got a black eye.

- Every profession has its jargon - law, banking, sport, physics, language teaching ... Thousands of specialised terms might be used. They add precision. And they also make people feel they belong together. You know you're a member of a group when you can comfortably *talk shop*.

Jargon also saves time. That's why doctors say such things as *BP* and *SOB* (blood pressure, shortness of breath). It's quick and convenient.

- But they shouldn't use such terms to the patient. Work language and leisure language are two very different things. That's the argument of the Plain English Campaign, which wants specialists to speak clearly when talking to the public.
- It's easy for people to use jargon carelessly and annoy people. It's worse when it's used deliberately, to mislead the public. That's why we get so angry when we hear people using it to hide the truth. A politician once admitted that something he had said was 'an instance of plausible deniability'. In other words, he'd told a lie!

Glossary

carelessly (adverb) – without thinking about what you are doing, so that you cause problems or damage

dull (adjective) – boring

mislead (verb) – to make someone believe something that is incorrect or not true

outsider (noun) – someone who does not belong to a group or organisation

talk shop (verb) – to talk about your work, especially in a way that is boring for other people



Warm up

- 1 Think of two or three examples of jargon in your language and write them on a piece of paper.
- 2 Work in pairs and share your ideas. Explain what your jargon means in English.

Reading

- 1 Read *All work and no play*. What is the main topic of the text?

- | | |
|------------------------|------------------------|
| a plain English | c doctors and language |
| b technical vocabulary | d radio and television |

- 2 Read the text again and decide if the statements are true (T) or false (F).

- 1 Psychologists say that work is more important than play.
- 2 Jargon is language that everybody understands.
- 3 Jargon can be useful.
- 4 Jargon is precise language and it can make communication quicker.
- 5 The Plain English Campaign wants people to use more jargon.
- 6 We get angry when people use jargon to tell lies.

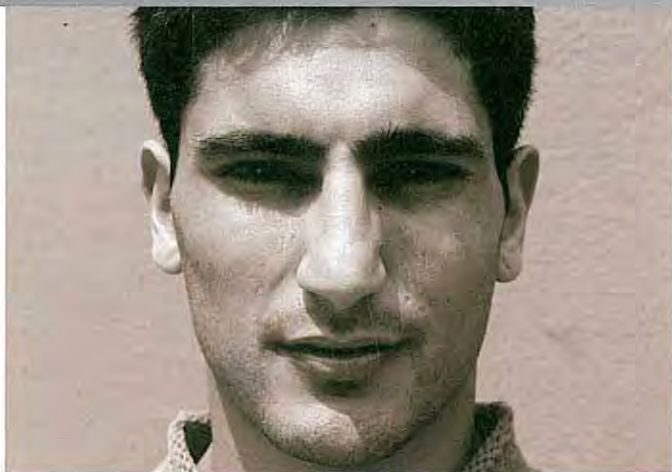
Language focus

Find words or expressions in the text with these meanings.

- 1 the correct relationship between two things (line 2)
- 2 to make something more clear or specific (2 words) (line 10)
- 3 easy (line 14)
- 4 people in general (2 words) (line 19)
- 5 used for saying something in another way (3 words) (line 25)

Speaking

Do you think there is too much jargon in your language? Can you think of some examples? Do you think campaigns like Plain English are a good idea?



Reading

Read the CV and put the headings in the correct places.

Date of birth Email address
Education and qualifications Interests
Referees Skills Work Experience

CURRICULUM VITAE: Ahmed al-Qadi

(1) _____ : al-qadi22@hotmail.com

(2) _____ : 18-08-1987

(3) _____

2003–2005

Al Hussein College, Amman, Jordan

General Secondary Education Certificate

Average score: 88.5%

2005–2009

Applied Science University, Amman, Jordan

B.Sc. in Management Information Systems

GPA Score: 90.5% (Evaluation: Very Good)

(4) _____

2009–Present

Jordan Telecom: database assistant

(5) _____

English: intermediate

Jordanian driving licence

Modern programming and database management

(6) _____

Travelling, understanding other cultures, football

(7) _____

Mr Firas Al-Jabali, Head of Information Services, Jordan Telecom

Dr Omar Yassin, Head of Management Information Systems,

Applied Science University, Amman, Jordan

Writing skills: setting out a CV

Correct the spelling and punctuation mistakes in this CV.

CURICULUM VITAE: Nathalie Baekelandt

Email adress n.baekelandt @wanadoo.fr

Date of Birth 17 / 12 / 88

Education and Califications

University of Lille BA Hons Economics

Work Expeirence

Personal Assistant to Project Manager, EDF Energy.

Duties – booking appointments, taking minutes, record-keeping

Skills English: fluent Interests Aerobics, dance, swimming,
Computer literate photography, theatre

Referrees On request

Language focus: writing dates

Different countries write dates in different ways.

In Britain, the order is day, month, year.

16-01-2008 or 16/01/08

16 Jan 2008 or 16th January 2008

In the US, the order is month, day, year.

01-16-2008 or 01/16/08

Jan 16 2008 or January 16th 2008

Complete the table.

UK	US
22 nd November 1995	
	Feb 14 th 2000
	05-28-1982
02-10-95	

Preparing to write

Work in pairs and make notes on what you would write under each of the CV headings.

Describing skills

- IT literate (Word, Excel, Powerpoint)
- French: fluent / intermediate / elementary
- Current driving licence • Basic first aid

Writing

Write your CV. Use your notes and the useful phrases to help you.

Grammar

1 Complete the sentences with the correct form of the verb in brackets.

- 1 _____ (you / ever / be) to the US?
- 2 Yes, I _____ (go) there last year.
- 3 I hate _____ (write) letters, but _____ (chat) to friends on the phone is great fun.
- 4 I _____ (never / ride) a camel, but I _____ (see) one in a zoo.

2 Complete the job description for a shop assistant using *can*, *have to*, *don't have to* or *mustn't*.

- 1 You _____ be polite to customers.
- 2 You _____ have a driving licence.
- 3 You _____ arrive late.
- 4 You _____ earn a bonus if you sell a lot of goods.

Vocabulary

Match the words on the left to the ones on the right.

play	a walk
do	television
go for	a meal
chat	exercise
collect	on the computer
read	a magazine
watch	stamps
cook	on the phone

Speaking

1 Work in small groups. Think of three leisure activities you enjoy and mime them. The others try to guess the activities.

A: *I think you like playing tennis.*

B: *Yes, that's right. / No, that's not right.*

2 Work in small groups. Talk about a job you do or would like to do.

- Talk about the things you have to do.
- Talk about the good and bad parts of the job.

Recording new words and phrases

1 Work in pairs and discuss these questions.

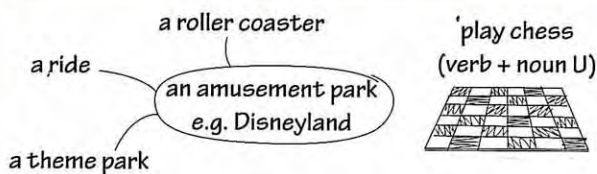
- Where do you write down new English words and expressions that you learn?
- When do you write down new words and expressions?
 - a In class?
 - b When you are reading?
 - c When you are doing homework?
 - d At some other time?
- What information do you write down about the words? Show your partner.
- How do you use your vocabulary notes when you have written them?

2 Look at how three Polish students have recorded new words from this unit. What are the differences between them?

upset = przygnębiony take off = wziąć (sobie) wolne
chess = szachy amusement park = park rozrywki

upset /ʌp'set/ adj. sad, worried or angry about something. I miss my parents. I can't tell them when I feel upset.

take time off work = wziąć (sobie) wolne z pracy
You can take next Saturday off.



3 Work in pairs and discuss the questions.

- Which method do you prefer?
- How can the different ways help?
- If you record words in a different way, why is that?

4 This week try recording vocabulary in a different way. How will you do it?

Part 1

Writing & Speaking

Happiness

Reading

The science of happiness

Grammar

Comparatives

Pronunciation & Reading

The schwa /ə/

Writing and Speaking

- 1 Write down five things that make you happy.
- 2 Work in pairs. Compare your lists and discuss these questions.
 - Which items do you have in common?
 - Is there anything you would like to change in your list?
 - What do you think makes people happy?
 - On a scale of 1 to 10 how happy are you?

Reading

- 1 Read the article *The science of happiness* and put the headings in the correct place.

Climate and happiness

Measuring happiness

Money and happiness

What makes people happy?

- 2 Read the text again. Look at the answers and complete the questions.

- 1 Q: How _____ happiness?
A: By asking people how happy they are.
- 2 Q: Which _____ satisfied with their lives?
A: Those who live in warmer parts of the country.
- 3 Q: Does money _____?
A: If you have a home, food and clothes then no, it doesn't.
- 4 Q: What three things _____?
A: Family and friends, belief in something and enjoyable objectives.

- 3 Match the **highlighted** words in the text to the definitions.

- 1 officially acceptable
- 2 something that makes you happy
- 3 meaning
- 4 your general view of things
- 5 to discover a number or result using mathematics

- 4 Do you agree with what the text says about happiness? Do you think it is possible to measure happiness?

Extend your Vocabulary – metaphors for happy

We often use words that mean *high up* or *moving upwards* when we want to describe feeling happy or hopeful.

We often use words that mean *low down* or *falling* when we want to describe feeling sad.

Look at these expressions. Is each person feeling happy or sad?

- 1 That news really lifted my spirits.
- 2 My heart sank when I saw him.
- 3 I feel pretty low today.
- 4 I'm on top of the world.
- 5 I'm walking on air.
- 6 She's a bit down today.

The science of happiness

Everyone wants to be happy. Some argue that the main reason people do the things they do is to become happier. Others argue that happiness is a basic human right. But what is happiness? What really makes people happy?

1 _____
Social scientists usually **calculate** happiness simply by asking how happy people are. They ask people the question 'How happy are you from 1 to 10?' Ed Diener, an expert on happiness from the University of Illinois, says that this is a **valid** way of getting information about people's happiness.

2 _____
In one study, researchers asked people in different parts of a country 'How satisfied are you with your life?' People in parts of the country with nicer weather said they were more satisfied with their lives. They said they lived better than people from a city with bad weather.

3 _____
Researchers have examined the relationship between money and happiness for many years. They conclude that very poor people are less happy than rich people. But lots of money doesn't make you happier. If you have a home, food and clothes, extra money doesn't automatically make you more content.

4 _____
According to researchers, there are three things which make people happy:

- 1 Having close relationships with people – family and friends. The closer and deeper the relationships are, the better for your happiness.
- 2 Believing in something. This could be religion, a spiritual **outlook** or a special philosophy in life.
- 3 Having objectives that you find **enjoyable** and interesting. This means that your life has a **purpose**.

Grammar

Lots of money doesn't make you **happier**.
People with close family relationships were **more satisfied than** people with no family.
People said they **lived better** in warm countries.

- use comparative adjectives to compare two people or objects
- use adjective + *er* for short adjectives and *more* + adjective for longer adjectives
- use comparative adverbs to compare two actions

Complete the texts with the comparative form of the adjectives in brackets.

Health and happiness


Scientists say that happy people are _____ (*healthy*) than unhappy people. They also live _____ (*long*) and _____ (*good*) lives and are _____ (*fit*). One study found that _____ (*happy*) people live up to nine years longer.

Research in the United States suggests that married couples with children are _____ (*satisfied*) when their children are _____ (*young*). When researchers asked married couples about happiness with teenage children they said their lives were a lot _____ (*stressful*).

A survey of British men and women between 1993 and 2003 found that many people said their lives were _____ (*enjoyable*) as they became older. It showed that men were _____ (*content*) than women in their teenage years, but women were _____ (*happy*) than men _____ (*late*) in life.

Grammar focus – explanation & more practice of comparatives on page 142

Pronunciation and Reading

1  **2.01** Listen to the words and phrases. How are the underlined sounds pronounced?

fitter happier more productive
comfortable regular exercise
patient better driver

2 Listen again and repeat the words.

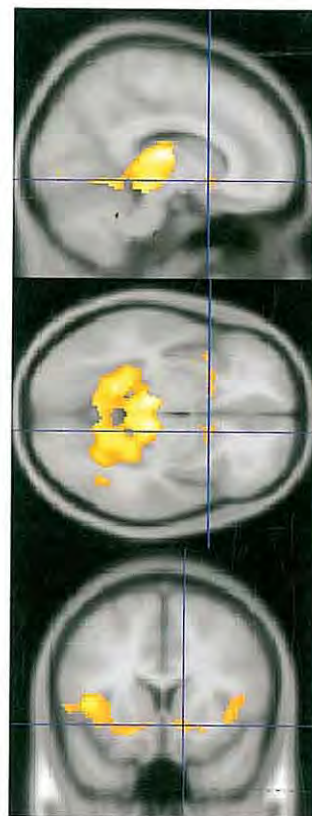
3 The words in exercise 1 come from a song by the English rock group *Radiohead*. Work in pairs. A: read the first line of the song. B: read the second line. Pay attention to the underlined schwa sounds.

4 The songwriter said that this song is about people in Britain in the 90s. Do you think he liked the 90s? Would you say the same about your country in the 90s?



Fitter Happier

Fitter, happier, more productive
Comfortable
Not drinking too much
Regular exercise at the gym
(3 days a week)
Getting on better with your associate
employee contemporaries
At ease
Eating well
(No more microwave dinners and
saturated fats)
A patient better driver
A safer car
(Baby smiling in back seat)
Sleeping well
(No bad dreams)
No paranoia



Part 2

Speaking & Listening

Someone has to do it

Grammar

Comparatives (a bit, much, as ... as)

Vocabulary

Noun formation

Reading & Speaking

Frankenstein

Speaking and Listening

1 Work in pairs. Look at pictures a–c and discuss what you think the jobs are.

2 Read the text below and match the jobs to the pictures. Then discuss what you think these people do in their jobs.

Someone has to do it ... in the name of science

The American magazine *Popular Science* looked at all the possible jobs you could have in science, and they picked out the worst ones. Here are three of them:

Garbologist – studies rubbish

Forensic entomologist – studies insects in the bodies of dead people

Gravity research subject – participates in experiments to study the effects of zero gravity on the human body

Language note: *garbage* is American English and *rubbish* is British English.

Useful language

- dirty
- flies
- rubbish
- experiments for space travel
- gloves
- turns around and around

Useful phrases

- Maybe he / she ...
- It looks like he / she works in ...
- He / she probably ...
- This looks ...

3 2.02–2.03 Listen to two people talking about these jobs. Which two jobs do they talk about?

4 Listen again and choose the correct answers.

- 1 Speaker 1 stayed in bed for ...
a the summer. b 50 days.
c 15 days.
- 2 They paid speaker 1 ...
a \$6,000. b \$600. c \$60,000.
- 3 Speaker 2 thinks her work ...
a is disgusting. b is interesting.
c is boring.
- 4 Speaker 2 is finishing a project on ...
a office rubbish. b restaurant rubbish.
c office and restaurant rubbish.

5 Do you think these jobs are bad? Which is the worst, in your opinion?

Grammar

Office rubbish is less disgusting than restaurant rubbish.

It's not as bad as you think.

It's a bit more difficult than that.

She works much faster than him.

- use *less* + adjective to mean not as much
- use *(not) as* + adjective + *as* to make comparisons
- use *as* + adjective + *as* to say that two things are the same
- use *a bit* or *much* to modify comparative adjectives and adverbs

1 Read the sentences from the listening and choose the alternative that is closest in meaning.

- 1 Office garbage is much less disgusting than restaurant garbage.
a Restaurant garbage is much more disgusting than office garbage.
b Office garbage is much more disgusting than restaurant garbage.
- 2 My job isn't as bad as people think.
a My job is worse than people think.
b My job is better than people think.



2 Complete the sentences with your own ideas.

I speak English a bit better now than ...
 The weather today is a bit less ... than ...
 English is a bit easier than ...
 I think ... is much more ... than ...
 I don't believe ... is as ... as people say.

3 Work in two groups. Group A: turn to page 127. Group B: turn to page 129.

G Grammar focus – explanation & more practice of comparatives on page 142

Vocabulary

1 Match each word to a suffix to make a new noun.

Word	Suffix	New noun
happy	-ist	happiness
science	-er	
relation	-ence	
exist	-ness	
research	-ship	

2 Make new nouns from the words in the box. Which noun endings are used for jobs?

economy friend paint nervous
 silent teach tour weak

3 Complete the text with the correct form of the words.

The NASA researcher

My wife Karen is a _____ (research).
 She won a _____ (scholar) from NASA
 to research a special project. She is studying
 the possible _____ (exist) of life on other
 planets. She loves the work, except for the
 _____ (lonely). She works alone in a little
 office. She listens in complete _____
 (silent) for unusual radio signals from space.

Reading and Speaking

1 2.04 Read and listen to the extract from the book *Frankenstein*. What was the problem with the science experiment?

2 Work in pairs and discuss this question.

- One of the themes of *Frankenstein*, and of many science fiction stories, is *dangerous knowledge*. Do you think scientific knowledge can be dangerous? Think of some examples.



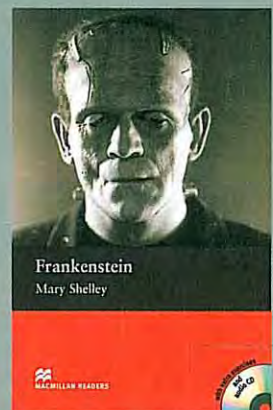
Mary Shelley (1797–1851)
 was an English romantic novelist. She is best known for the novel *Frankenstein*, which she wrote when she was 19 years old. Some critics have called her the first English science fiction author.

Frankenstein
 tells the story of the scientist Dr. Frankenstein and his wish to create life from a dead body, but how he creates a monster instead.

The body moved and I went nearer. I held out my arms and smiled. The man sat up and turned his head. His eyes were open.

I thought to myself 'Oh, God. What have I done? What has gone wrong?'

The man's skin was wrinkled and yellow. His eyes were yellow and dry. His thin, black lips opened in a terrible smile. I had made a Monster!



Part 3

Vocabulary

Compound nouns

Reading

Going, going, gone

Grammar

Superlatives

Listening & Speaking


Website addresses

Vocabulary

1 Look at the photo. How many of the things can you name in English?

2 Match the words in A to the words in B to make compound nouns. Which things can you see in the picture?

A	B
computer	phones
head	top
key	site
lap	screen
memory	board
mobile	message
mouse	stick
text	phone
web	pad

3  2.05 Listen and repeat the words. Underline the stress in each compound noun. Which one is different?


Reading

1 Work in pairs and ask each other the questions.

- Do you use the internet often? What for?
- Which websites do you often visit?

2 You are going to read about online auctions. Tick (✓) the words you think you will see.

businessman buy dangerous
expensive global internet
jet kidney river sell

3  2.06 Read and listen to *Going, going, gone* on page 71 and check your answers.

4 Read the text again and answer the questions.

- 1 What do people do in online auctions?
- 2 How many people use eBay?
- 3 Name five unusual things that people have sold or tried to sell on eBay.
- 5 Have you ever bought or sold anything on the internet? Would you buy anything in an online auction?

Grammar

*Online auctions are among **the biggest** businesses on the internet.*

*Of all the online auction sites, eBay is probably **the most famous**.*

*It is one of **the most popular** websites I've heard of.*

- use superlative adjectives to compare two or more people or objects
- use adjective + *est* for short adjectives and *the most* + adjective for longer adjectives
- we often use superlatives with the present perfect tense


1 Complete the sentences with the correct word.

- 1 Online auctions are popular because you can find *the strangest / stranger* things there.
- 2 Many things online are *the cheapest / cheaper* than the same things in a shop.
- 3 I prefer buying from shops because I think it's *the safest / safer* than buying on the internet.
- 4 I think online shopping is *the best / better* way to get things.
- 5 The founder of eBay is one of *the richest / richer* men in America.

2 Complete the sentences with the superlative form of the adjectives.

- 1 What's _____ (*long*) time you've ever spent on the internet?
- 2 Who's _____ (*funny*) person you've ever spent time with?
- 3 What's _____ (*cold*) place you've ever been to?
- 4 What's _____ (*strange*) thing you've ever eaten?
- 5 What's _____ (*good*) film you've ever seen?

3 Work in pairs. Choose **three** of the questions from exercise 2 and ask each other.

 **Grammar focus** – explanation & more practice of superlatives on page 142



Going, going, gone ...

Online auctions and the eBay phenomenon

Online auctions are among the biggest businesses on the internet. These are sites that use the technology of the internet to allow people to buy things from each other. People can buy and sell almost anything online now. Of all these online auction sites, eBay is probably the most famous. Let's look at the numbers.

241,000,000 +

Ten years after eBay started in 1995 there were more than 241 million registered users, making it one of the most popular websites on the planet.

4th

With more than 200 million registered users, eBay's population is almost as big as that of Indonesia, which has the world's fourth biggest population.

£1.81

Many people have tried to sell fake items or silly things online. One man tried to sell the internet for a million dollars. Nobody wanted it. Another person tried to sell the meaning of life. It sold for £1.81.

\$4.9 million

One of the most expensive items sold on eBay was a Gulfstream II private business jet for \$4.9 million. One of the largest items ever sold was a World War II submarine. It was sold by a small town in New England that decided it did not need it anymore.

50,000

In 2004 a 50,000-year-old mammoth appeared on ebay. The Dutch owner of the animal sold it for £61,000. It was one of the most unusual things sold on eBay.

1999

People have tried to sell all sorts of human body parts on the internet. In 1999 a human kidney went on sale on eBay. The website cancelled the auction and stops any auctions that aren't ethical.

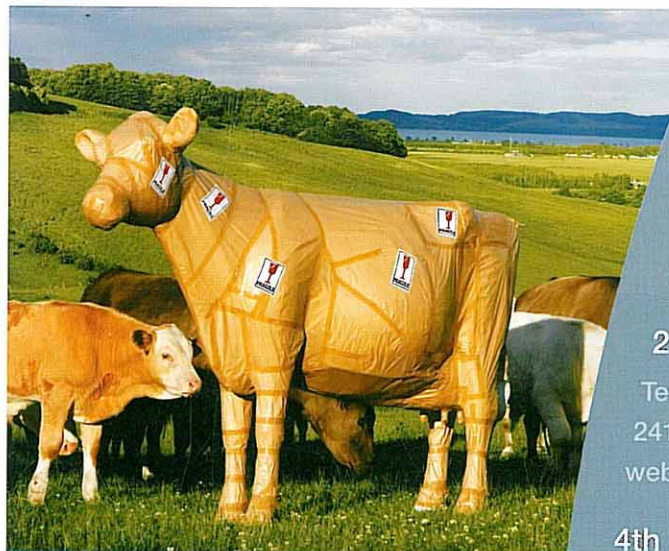
Glossary

ethical (adjective) – something that people consider to be right

fake (adjective) – made to look like something else

mammoth (noun) – an animal similar to an elephant with long hair that lived a very long time ago

submarine (noun) – a ship that can travel under the water



Listening and Speaking

1 2.07 Listen and write the email and website addresses you hear. Which of these websites do you know?

Useful phrases

.	dot
/	slash
@	at
learn_English	learn underscore English
learn-English	learn dash English

2 Write five website or email addresses that you know – they can be real or invented.

3 Work in pairs and read the addresses to each other. Write the addresses as you listen.

Part 4

Speaking & Listening

Computer problems

Vocabulary & Pronunciation

Phrasal verbs, sentence stress

Grammar

Phrasal verbs & objects

Reading & Speaking

The Luddites

Speaking and Listening

1 Read the quotes about computers below. Work in pairs and tell each other if you agree with them and why.

Computers are useless.
They can only give you answers.
Pablo Picasso, Spanish artist

I do not fear computers. I fear the lack of them.
Isaac Asimov, American science fiction writer

Think? Why think? We have computers to do that for us.
Jean Rostand, French scientist and philosopher

Computers are like dogs. They smell fear.
Simon Alexander, American comedian



2 2.08–2.12 Listen to five conversations about computer problems and number the problems in the order you hear them. There is one extra problem.

computer screen	email
internet connection	password
printer and printing	saving work

3 Listen again and choose the correct answers.

- What did the man change in conversation 1?
 - a cable
 - the mouse
 - the computer screen
- How does the man feel at the end of conversation 2?
 - happy
 - worried
 - frustrated
- What's wrong with the man's email in conversation 3?
 - there's a virus
 - there's too much email
 - he needs a password
- Who saves their work in conversation 4?
 - the woman
 - the man
 - the woman and the man
- What happened to the woman's password in conversation 5?
 - she forgot it
 - she changed it
 - she doesn't have one

Extend your vocabulary – other ways of saying yes

Here are some common ways of saying yes. *Yep* and *yeah* are informal ways of saying yes.

Definitely is a stronger way of saying yes. *That's right* is used instead of yes to respond to a question or statement.

I'm afraid so is used when you think the person hopes you will say *no*.

- Look at the audioscript on page 000. Find an example of each way of saying yes.
- Write five questions to ask your partner. You want them to answer *yes*.
- Work in pairs and ask each other the questions. Answer *yes* in different ways.

Vocabulary and Pronunciation

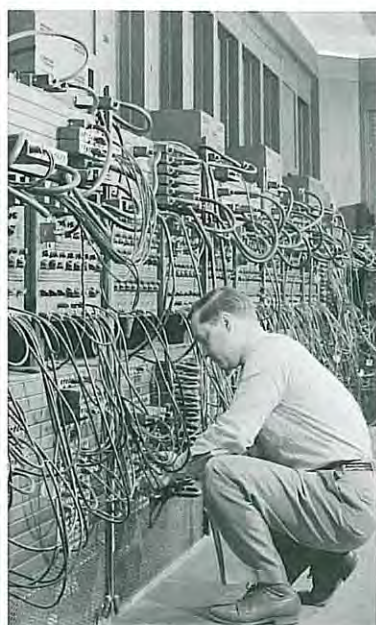
1 Complete the sentences from the listening with the words in the box.

down (x2) in on out (x2) up

- Now **log** _____ to the system.
- Shut** _____ the computer and leave it.
- The laptop's **gone** _____ again.
- Type** _____ your username and password.
- When I try to **print** _____ a document the computer **prints** _____ a different document.
- You should really **back** _____ all your work.

2 2.13 Listen and check your answers.

3 Listen and repeat the sentences. Try to copy the stress.



Grammar

Turn on the computer.

Now log on.

Shut down the computer.

Shut the computer down.

Turn it on.

- some phrasal verbs such as *turn on* can take an object
- other phrasal verbs such as *log on* do not take an object
- when the phrasal verb takes an object, it can usually go before or after the particle
- if the object is a pronoun, it can only go between the verb and particle

1 Tick (✓) the sentences that are correct.

- Pick up the phone.
 - Pick it up.
 - Pick up it.
- Can you print out them please?
 - Can you print them out please?
 - Can you print out the documents please?
- Turn them off.
 - Turn off them.
 - Turn off all the computers.

2 Circle the object of the phrasal verb in the sentences below. Sometimes there is no object.

Please sit down and open your books. (no object)

Did you plug in the computer?

- Turn the volume up please.
- Philip isn't here today. He called in sick.
- I forgot to log on to the school system.
- Look up the words in the dictionary.
- Write the words down in your notebook.
- My flight takes off at seven o'clock tonight.

3 Look at the sentences again. If there is an object, replace it with a pronoun.

Did you plug it in?

G Grammar focus – explanation & more practice of phrasal verbs on page 142

The Luddites



One of the most famous anti-technology movements was the Luddite movement in 19th century England. The Luddites were organised groups of workers who were losing work to the new textile machines. They went out at night and destroyed the machines with hammers. Today the term *luddite* is used in English to talk negatively about people who are anti-technology.

Glossary

movement (*noun*) – a group of people who work together for a particular reason

textile (*noun*) – any type of woven cloth

Reading and Speaking

1 2.14 Read and listen to the text about the Luddites.

What kind of people were they?

2 Read the statements and mark your opinion next to each one. 1 = strongly disagree, 4 = strongly agree

Modern technology ...

- makes us work harder, not less hard.
- is giving away our privacy.
- has taken away more jobs than it has created.
- has made us safer.
- is giving us too much information, so it's difficult to know what is true.
- has to be free for everyone.

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

3 Work in pairs. Discuss your opinions and try to give reasons for them. Are you a modern *Luddite*?

I agree that modern technology makes us work harder. In my job, I have to answer lots of emails and messages, and I have to do it more quickly than before.



Warm up

1 Look at the pictures of four situations. Work in pairs and describe the similarities and differences between them.

Useful language

- chatting
- diary
- laptop
- in an airport
- on a train
- suit

Useful phrases

- I think they are on a train.
- They look like friends / colleagues / strangers.

2 What do you think the people in each picture are talking about? Choose one of the pictures and write a short conversation. Then present your conversation to another pair.

Listening

1 2.15 Listen to a conversation between two people in a taxi. Where are they going? What happens at the end?

2 Listen again and tick (✓) the things they have in common.

- 1 They are both going to the Technology Conference. —
- 2 They have both been to San Francisco before. —
- 3 They are both from Germany. —
- 4 They both went to school in England. —
- 5 They both work for ABT Technology. —
- 6 They have both been to conferences before. —
- 7 They are both staying at the conference hotel. —

Language focus: finding things in common

Look at the highlighted expressions in the audioscript on page 155. Then complete the rules with *so*, *too* or *neither*. We use *so* / *neither* when we have something in common. Use _____ + auxiliary + *I* for affirmative statements. Use _____ + auxiliary + *I* for negative statements.

We also use *me* + *too* / *neither*. Use *me* + _____ for affirmative statements. Use *me* + _____ for negative statements.

Language note: when we don't have something in common, we can respond with the short form.

A: I am from Scotland.	B: I'm not.
A: I live in the city centre.	B: I don't.
A: I've never been to an art gallery.	B: I have.

Speaking

1 Look at the topics in the box. Write five true sentences about yourself. Use the phrases to help you.

Topic	Phrases
You & your family	I live with ... I'm married / single ...
Food & drink	I like / don't like ... I don't eat / drink ...
Art & music	I have / haven't read / seen ... I listen to ... I don't like ...
Hopes & fears	I'm planning to ... I'm afraid of ...
Work & leisure	I work in ... In my free time I ...

2 Work in pairs. A: tell your partner about yourself. B: respond. Find three things you have in common. Use the new expressions you have learnt.

3 Swap roles and repeat the activity.

Warm up


1 Put the letters in the correct order to make words for technological advances.

treniten velsietoni limboe nohep
pmretuco lenap

2 Why are these advances important or useful?
Complete the sentence for each of the advances above.

I think the ... is important / useful because ...

Listening

1  2.16–2.22 Listen to seven people talking about technological advances. Which advance from exercise 1 is each person talking about?

- | | |
|-------------------------|-------------------------|
| 1 Honor, England _____ | 5 Maxim, Russia _____ |
| 2 Arthur, France _____ | 6 Starla, England _____ |
| 3 Sara, Italy _____ | 7 William, Ghana _____ |
| 4 Antonis, Greece _____ | |

2 Listen again. Which speakers give reasons for their choice?
What reasons do they give?



Honor, England



Arthur, France



Sara, Italy



Antonis, Greece



Maxim, Russia



Starla, England



William, Ghana


Language focus: *and, so, because*

1 Read what Guy says about another technological advance. Complete the sentences with *and, so* or *because*. Use the explanations in brackets to help you.



I think the most important technological advance – well for me personally recently has been a hard disk recorder for recording TV programmes [says his opinion]

- _____ it means I can record everything very easily [gives a reason]
- _____ I can see exactly what I have recorded by looking at everything on the screen [adds another reason]
- _____ I don't have to find lots of video tapes and different things like that [adds more information]
- _____ it is much easier now to record TV programmes than it was in the past [explains a consequence]
- _____ because of digital television we have lots more programmes to choose from [adds another reason]
- _____ there's much more variety and choice [explains a consequence]
- _____ that means you need to record even more programmes than in the past. [explains a consequence]

2  2.23 Listen and check your answers.

Language note: in spoken English, it is very common to add lots of clauses together with words like *and, or, so, or because*.

Speaking

1 What is the most important or useful technological advance? Why do you think so? Make a few notes.

2 Work in pairs and present your ideas. Try to speak for at least one minute.

Useful phrases

- For me personally, the most important technological advance is the ...
- I think the most useful advance is the ... because ...
- ... and ...
- ... so that means ...

Reading

1 Read Mohammed's essay on *The advantages and disadvantages of the internet*. Does he think there are more advantages or disadvantages?

2 Do you agree with his ideas? Can you think of other advantages or disadvantages?

The internet has revolutionised people's lives all over the world. People use the internet every day for their studies, to contact friends and family, and for pleasure. It has turned the world into a global village.

Using the internet has many advantages.

- * You can send instant messages and contact people all over the world by email and in chat rooms.
- * You can access huge amounts of useful information for your studies or for research.
- * You can download games, music, videos, films and other software, often for free.

However, there are also certain disadvantages in using the internet.

- * It can be dangerous to put personal information, such as credit card details, online.
- * The internet is a good environment for hackers, who spread viruses and spy ware.
- * There are some websites that are unsuitable for children.

In conclusion, despite the disadvantages, the internet brings huge benefits to our lives. It is hard nowadays to imagine a world without the internet.

Language focus: listing points

1 Look at a corrected version of the second paragraph of Mohammed's essay. What is different?

Using the internet has many advantages. First of all, you can send instant messages and contact people all over the world by email and in chat rooms. In addition, you can access huge amounts of useful information for your studies or for research. Another important advantage is that you can download games, music, videos, films and other software, often for free.

2 Change the third paragraph in the same way. Use some of the useful phrases below to help you. Remember to use commas.

Listing points

- Firstly ... / First of all ...
- Secondly ...
- In addition ...
- As well as that ...
- Another advantage is that ...
- Finally ... / Lastly ...

Writing skills: getting ideas

Work in small groups and discuss this question.

When you want to get ideas for an essay do you ...

- read a book or article on the subject?
- do a key word search on the internet?
- speak to other people?
- brainstorm all you know and think about the topic?
- write freely to express your ideas?
- use mind maps?
- do something else?

All of these methods can help. Try using a different one next time you write an essay.

Preparing to write

1 Work in pairs and choose one of the topics below.

clocks mobile phones satnavs television

2 Make a list of all the advantages and disadvantages.

3 Think about what to put in the introductory paragraph. For example, how and where the invention is used, its history, its effects on modern life etc.

4 Think about what you will write in the last paragraph. What is your conclusion? Are there more advantages or disadvantages? Why?

Writing

Write the essay. Use your notes and the useful phrases below to help you. Write four paragraphs:

a introduction, b advantages, c disadvantages, d conclusion.

Introducing advantages and disadvantages

- There are several advantages / disadvantages of ...
- However, there are also some / certain disadvantages.
- One of the main advantages / disadvantages is ...

Grammar

Circle the correct options. Sometimes both are correct.

- Where do I *plug in the computer* / *plug the computer in*?
- If you don't want to lose your documents, it's a good idea to *back them up* / *back up them*.
- Your computer is much *better* / *more better* than mine.
- Tom works *harder* / *less hard* than his sister.
- Shopping online is *more convenient* / *convenienter* than going to the supermarket.
- The Nile is the *most long* / *the longest* river in the world.
- Your job isn't *as well-paid as* / *as well-paid than* mine.
- Time passes *faster* / *more fast* than you think.
- Germany is a bit *less colder* / *less cold* than Norway.

Vocabulary

Read the definitions and put the letters in the correct order to make the correct words.

- you use this to type documents on a computer
yebadrok _____
- you store and carry computer information on this
rymome kicts _____
- a small computer that you can carry around
potpal _____
- you use these to listen to music without making a noise
nohapseed _____
- your computer sometimes does this if there is a problem
thus wond _____
- a relationship with a friend
sprifidhen _____
- the state of being happy
shipspane _____
- a person who does a study to find new information
screeherra _____

Speaking

1 Work in pairs and find three differences between the items below. Which do you prefer and why?

- emails and text messages
- laptop computers and desktop computers
- mobile phones and landlines

2 Work in pairs. A: your partner has never seen one of the items below. Describe it and explain how it works. Then swap roles and repeat.

- a computer
- a printer

Personalising language learning

1 Look at how Atsuko has recorded new words and grammar from the unit.

*nervous (adj.) feeling excited and worried, or slightly afraid.
Get nervous about / of something.*

** I get nervous when I have to speak in class.*

** My sister used to be nervous of ducks.*

outlook (n. sing.) Your general attitude to things. Share the same outlook on something.

** Fumie and I share the same outlook on friendship.*

back up (verb T) to make a copy of information on your computer.

** I must remember to back up my work on a memory stick.*

** My hair is much longer than Fumie's hair.*

** I prefer summer to winter because I love sunbathing.*

If you can relate new language to yourself, your experiences or your ideas, it often makes it easier to remember.

2 Think of three words or phrases you have learnt this week. Write a true sentence about yourself or your life using each word or phrase.

1 _____

2 _____

3 _____

3 Write one true sentence about yourself or your life using a comparative structure and one using a superlative structure.

1 _____

2 _____

4 Work in pairs and read out your sentences. Ask questions to find out more information from your partner.

Remember to write sentences personalising new language when you record it in your vocabulary notebook or grammar notes.

Part 1

Vocabulary & Speaking

Prepositions of time
(*in, on, at*)

Reading

A brief history of
time zones

Grammar

Present perfect with
for & since

These
kinds of puzzles
are common in
IQ (Intelligence
Quotient) tests.

Vocabulary and Speaking

1 What do the letters mean? Solve the time puzzle.

Time Puzzle

24 h in a d (hours in a day)

365 d in a y

29 d in F every four y

60 s in a m

7 d in a w

2 Here are three other *time numbers*. Can you make more puzzle items with them?

60 12 52

3 Complete the rules with the expressions in the box.

dates (4th October, 12th March)

specific times (6 o'clock, eight-thirty)

seasons (summer, spring)

years (1999, 2005)

Use *in* with months (*February, December*),
times of the day (*the afternoon, the evening*),
_____ and _____.

Use *on* with days (*Monday, Friday*) and
_____.

Use *at* with _____ and certain time
expressions (*the weekend, night*).

4 Choose five questions and write
your answers on a piece of paper. Use a
preposition + a time expression.

What's the best time to ...

- go on holiday?
- wake up on a day when you aren't working?
- do homework or study?
- visit your home town?
- watch television for films or series?
- get married in your country?
- do exercise?

5 Compare your answers with a partner.
Ask why.

A: *The best time to get married is in June.*


B: *Why?*

A: *Because the weather is always good in June.*

Reading

1 Work in pairs and discuss the questions.

- How many time zones are there in your country?
- Can you name a country where it is the middle of the night right now?
- Can you name a country that is one day behind you right now?

2  2.24 Read and listen to *A brief history of time zones* on page 79. Are these statements true (T) or false (F)?

- 1 Time zones have existed for 500 years.
- 2 Greenwich Mean Time and Coordinated Universal Time are the same thing.
- 3 China has always had the same number of time zones.
- 4 Jet lag makes you tired.
- 5 There is only one internet time.

3 Work in pairs and choose **one** of the tasks below.

A Choose three pieces of information from the text that you think are the most interesting. Compare with your partner.

B Discuss the questions.

- Have you visited a place with a different time zone? Where? When?
- Have you ever had jet lag?
- Do you know any good ways to avoid jet lag?



Grammar

We have had standard time for less than 200 years.

Greenwich internet time has existed since 2000.

- use *for* and *since* with present perfect to talk about unfinished time
- use *for* with a period of time
- use *since* with a point in time
- do not use *in* + a time expression with the present perfect tense

1 Complete the text with *for*, *since* or *in*.

A brief history of ... watches

The idea of a portable object that tells the time has been around _____ five hundred years.

_____ the past, people held watches in their hands. They were later called pocket watches, because you could put them in your pocket.

The wristwatch has existed _____ 1880, and electronic watches first appeared _____ the 1950s. Digital watches have existed _____ 1970.

Watches have been sold as jewellery _____ more than a hundred and fifty years. A watch is often considered a traditional gift idea for a man.



2 Complete the sentences with the present perfect and *for* or *since*.

- I _____ (*live*) in this town _____ ten years.
- I _____ (*study*) English _____ I was twelve years old.
- I _____ (*be*) in class _____ eight o'clock.
- I _____ (*know*) the teacher _____ two years.
- I _____ (*have*) my watch _____ my twentieth birthday.
- I _____ (*know*) my oldest friend _____ we were at primary school together.

3 Complete the sentences with your own ideas and compare with a partner.

G Grammar focus – explanation & more practice of *for* & *since* on page 144

A brief history of time zones

Origin The idea of time zones has not existed for very long. People used to measure time using the shadow of the sun. For years, each country used its own time, and local times used to be very different from one place to another. After the 19th century people began to travel more. There was a lot of confusion about times. Countries needed a single, standard time. In 1884 members from 27 countries met in Washington, USA to create a system of time zones. The world has had a time zone system for less than 200 years.

GMT, UTC, DST The time zone system starts with the Prime Meridian, an invisible line through Greenwich, England. This time is called GMT (Greenwich Mean Time) or UTC (Coordinated Universal Time). Many countries also observe daylight saving time, or summer time. This is the time of year when people change their clocks.

Different zones Some large countries have more than one time zone. The United States has ten time zones and Russia has eleven. China used to have five time zones but changed to one single zone in 1949. This means that when you cross the border from China to Afghanistan, you have to change your watch by four hours! Some countries have differences of less than one hour. For example, when you go across the border from India to Nepal you change your watch by only 15 minutes.

Jet lag If you travel across many time zones by plane, you may get jet lag. Jet lag is the feeling of being very tired because you have travelled across parts of the world where the time is different.

Internet time The spread of the internet has also increased communication between people from different countries. The Swiss company Swatch introduced internet time so that people on the internet would all use the same time. Greenwich has had its own internet time, called GET (Greenwich Electronic Time), since the year 2000.



NEW YORK



LONDON



BERLIN



HONG KONG



PARIS



MOSCOW



SYDNEY



TOKYO

UNIT 7 Time & Money

Part 2

Vocabulary

Time expressions

Listening

The concept of time

Pronunciation

/aɪ/ & /eɪ/, sentence stress

Speaking

Time saving inventions

Reading & Speaking

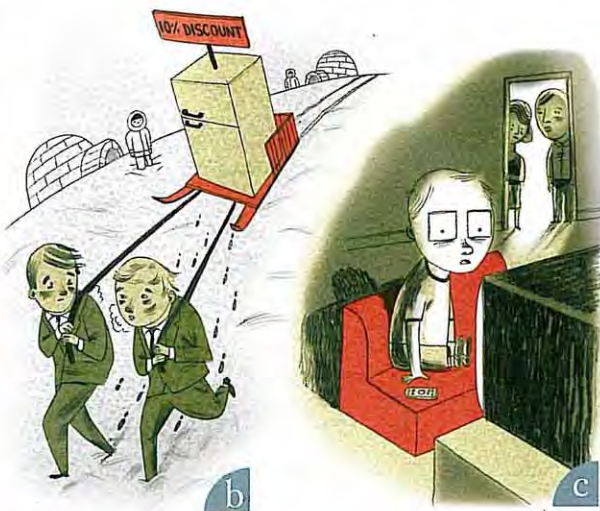
A Tale of Two Cities

Vocabulary

1 Match the phrases in bold to the pictures. Which ones do you think are funny?

- 1 I think he **spends** too much **time** in front of the television.
- 2 It looks like Tom's worked **overtime** again.
- 3 Well, it **saves time** in the mornings!
- 4 Have you ever thought this job is a **waste of time**?
- 5 Advantage #1: lots of **free time**.

2 Look at the words and phrases in bold. What are they in your language?



Listening

1 2.25 Listen to a talk about the concept of time in English. Finish the sentence to summarise the main point of the talk.

Time is ...

2 2.26 Match 1-4 to a-d to make sentences. Then listen and check your answers.

- 1 The concept of time in the English language ...
- 2 You can spend time and money ...
- 3 You can give someone your time, ...
- 4 We can convert time into money ...

- a and money into time.
- b is connected to money.
- c just like you can give them money.
- d or save it.

3 Are there similar expressions for time in your language?

Pronunciation

1 2.27 Listen and repeat the sounds and words.

/aɪ/, time /eɪ/, save

2 2.28 Listen and tick (✓) the word that has a different sound. Listen again and repeat the words.

- | | | | |
|----------|-------|--------|---------|
| 1 fly | gym | why | eye |
| 2 time | smile | life | machine |
| 3 mobile | might | friend | height |
| 4 save | waste | mail | money |
| 5 great | break | meat | paper |

3 Look at the words in exercise 2. What are some common spellings for /aɪ/ and /eɪ/?

4 2.29 Listen and repeat the proverbs. Do you have any similar proverbs in your language?

- 1 Time flies when you're having fun.
- 2 Time waits for no man.
- 3 So many things, so little time.
- 4 Life is short and time is swift.

A Tale of Two Cities

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, [...] it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us ...

Speaking

1 Work in pairs and choose the five most important inventions from the list. Then rank them from 1 (most important) to 5 (least important).

Top Time Saving Inventions

The hairdryer	The personal computer
The internet and email	The photocopier
The microwave oven	The plane
The mobile phone	The washing machine

Useful phrases

- I think ...
- Why do you think so?
- Because ... used to take a very long time.
- I agree / disagree.

2 Compare your list with another pair. Do you agree?

3 Can you think of other things that save time?

A Tale of Two Cities is a historical novel. The story is invented, but the background is based on real events.

A Tale of Two Cities is a romantic adventure set in London and Paris. It happens in the years just before the French Revolution, a time of great changes in Europe.



Actor Sir John Martin-Harvey playing Sidney Carton, the main character in the story (1926).

Glossary

foolishness (noun) – stupid behaviour

wisdom (noun) – knowledge and experience

Reading and Speaking

1 2.30 Read and listen to the first lines of *A Tale of Two Cities*.

2 Work in pairs. Some people say that the first line of the extract could be about the times we live in now. Do you agree? Are we living in the best of times and the worst of times?

3 Complete the sentences with your own ideas.

It is the best of times because ...

It is the worst of times because ...

4 Compare your ideas with another pair.



Charles Dickens (1812–1870)

Considered one of the greatest English novelists in history, Dickens came from a very poor family. His books often talk about the situation of poor people in Victorian England.



Part 3

Vocabulary

Money, verb phrases

Reading

A lifetime of financial concerns

Grammar

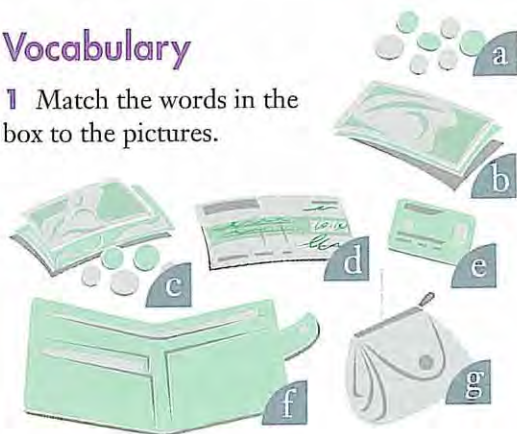
Present perfect with yet & already

Pronunciation

/ʌ/

Vocabulary

1 Match the words in the box to the pictures.



cash cheque coins
credit card notes purse wallet

2 Cross out the option that is not possible.

- | | |
|---------------------------|---------------------|
| 1 You earn | a a salary |
| | b money |
| | c the lottery. |
| 2 You can spend money | a on clothes |
| | b on food |
| | c in the bank. |
| 3 You can take out a loan | a from a bank |
| | b from your wallet |
| | c for a car. |
| 4 You owe money | a to a friend |
| | b to the bank |
| | c for your wallet. |
| 5 People pay | a electricity bills |
| | b water bills |
| | c money bills. |

3 Look at the questions about money. Which questions would you **not** normally ask someone you don't know very well?

- How much do you earn?
- Where's the nearest cash machine?
- Can you lend me some money?
- How much did your jacket cost?
- How much do you spend every week on food?
- Do you have change for a five (dollar/euro/pound) note?
- How much cash do you have with you now?
- Do you owe a lot of money?

4 Compare your answers with a partner.

Reading

1 Look at the title of the text on page 83. What do you think it is about?

2 Read the text and check your answer.

3 Read the text again and answer the questions.

- How much does the child's toy cost?
- Does the university graduate have a job?
- When does the family man pay the bills?
- Where do the young couple work?
- What has the heir done with her money?
- Do the retired couple have money problems?

4 What are common money concerns for people your age?

Grammar

I've **already** saved €3.I **haven't** started work **yet**.

- use **already** to emphasise something has happened before now
- use **yet** to talk about something that has not happened, but will probably happen soon

1 Find examples of **yet** and **already** in the text and complete the rules.We use **yet** and **already** with the _____ tense.

We use _____ in affirmative statements.

We use _____ in negatives and questions.

2 Work in pairs. Look at the **to do** list and make sentences with **yet** or **already**.She **has already** done the shopping.She **hasn't** paid the bills **yet**.

do the shopping ✓
pay the bills
call work about a day off
do English homework ✓
go to the bank ✓
phone parents



A lifetime of financial concerns

As we get older our money concerns change, but they don't go away...

3 Make your own *to do* list. Write down six things. Include ...

- three things you haven't done yet, but would like to do this week.
- three things you have already done this week.

4 Compare your list with a partner. Ask questions.

A: Have you done your homework yet?

B: Yes, I have.

A: Have you visited your parents yet?

B: No, I haven't.

A: When are you going to visit them?

Grammar focus – explanation & more practice of *yet* & *already* on page 144

Pronunciation

1 **2.31** Listen and repeat the sound and words.

/ʌ/, sun, mother

2 **2.32** Tick (✓) the words that have the /ʌ/ sound. Then listen and check your answers.

brother	bus	buy
cost	home	money some

3 **2.33** Read and listen to the poem below.

4 Work in pairs. Read the poem, one line each at a time.

Routine

More **work**.
Less **fun**.
More **money**.
More **buying**.
More **fun**.
Less **money**.
More **work**.
Less **fun**.
More **money**.
More **buying**.
More **fun**.
Less **money**.
More **work**.

Stuart Doggett

The retired couple

'My wife and I stopped work last month. We haven't received any money from the government yet but we have our savings, and we've already paid for our house. When the money comes, we'll travel. We've always wanted to go to France. Maybe now we can.'



The university graduate

'I haven't started work yet and I owe \$10,000. How am I going to pay this money back?'



The heir

'With the money my uncle left me, I've already paid for my house and a new car. I'm going to put the rest in a special bank account for my children.'



The family man

'Our situation has become more difficult since we had our second child. Everything is getting more and more expensive. We really don't look forward to the end of the month when we have to pay everything.'



The eight year old

'I've already saved €3. Two more and I can buy the toy I want!'

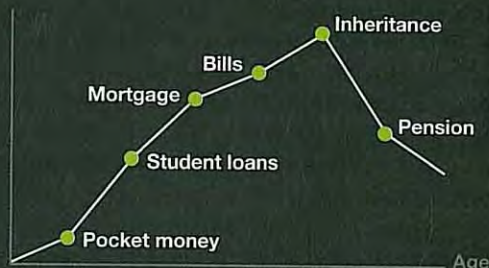


The young couple

'Our friends often ask us: "Have you bought a place yet?" Well, we've already visited three banks and none of them want to help us. It's crazy, houses are so expensive here. We're thinking of living outside the city centre, but that means we have to commute and we don't really want that.'



Financial Concerns



UNIT 7 Time & Money

Part 4

Speaking

Describing pictures

Reading

A different kind of bank

Speaking

A bank loan

Speaking

Look at the pictures of people meeting at a bank. Work in pairs and describe the similarities and differences between them.


Useful language

- formal clothes
- group of women
- married couple
- modern office
- outside
- traditional clothes

Useful phrases

- In this picture ... but in this picture ...
- In this picture they are wearing ... but in this one they are wearing ...
- This picture was probably taken in ... while this one was taken ...

Reading

1  2.34 Read and listen to *A different kind of bank*. Find two differences between a Grameen Bank and a normal bank.



I made a list of people who needed just a little bit of money. And when the list was complete, there were 42 names. The total amount of money they needed was \$27. I was shocked.

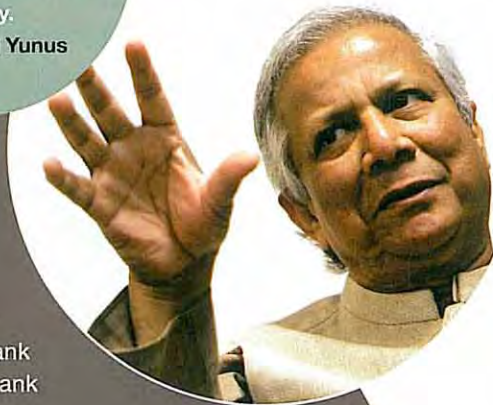
Muhammad Yunus

A different kind of bank

The Grameen Bank in Bangladesh is very different from a normal bank. In the words of its founder, Muhammad Yunus, **normal banks work on the principle 'the more you have, the more you can get.** In other words, if you have little or nothing, you get nothing.' The Grameen Bank system works on the principle that the person who has nothing is the first person who should get a loan from the bank. The bank was started as a project in 1976 by Yunus. It gives people very small loans, called microcredit. In 1983 the Grameen Bank Project became an independent institution and the bank is now owned by its borrowers. There are more than seven million people who borrow from the Grameen Bank and 97% of them are women. It has more than 2,000 branches covering 79,000 villages. In normal banks, people go to the bank for a loan. In Grameen banks, the bank workers go and visit people in the villages. The bank often lends money to groups of women to start their own small businesses. The Grameen bank system works very well in Bangladesh. Borrowers pay back more than 98% of the loans, and the bank has made a profit almost every year. It uses its profits to help with natural disasters. In 2006 the Nobel committee gave Mohammad Yunus the Nobel Peace Prize for his work with the bank.

This is not charity. This is business: business with a social objective, which is to help people get out of poverty.

Muhammad Yunus



Glossary

- branch** (noun) – an office representing a large company
- charity** (noun) – an organisation that gives money and help to people who need it
- founder** (noun) – someone who starts an organisation
- poverty** (noun) – a situation where people do not have enough money to pay for basic needs

2 Read the text again and choose the correct answer.

- 1 The Grameen Bank thinks that ... should get loans first.
a rich people b people with nothing c women
- 2 It lends ... to people.
a small amounts of money b large amounts of money c no money
- 3 Most of the people who borrow from the bank are ...
a women. b poor. c both women and poor.
- 4 Grameen Bank workers meet the borrowers ...
a in their offices. b in the capital city. c in their villages.
- 5 The bank gets back ... of the money it lends.
a a bit b almost all c all

3 What do you think of the Grameen bank? Is it a good idea?

Extend your vocabulary – borrow and lend

If we *borrow* something from someone, they give it to us and we agree to give it back.

I need to borrow some money from the bank.

If we *lend* something to someone, we give it to them and they agree to give it back to us.

The bank is going to lend me some money.

Complete the sentences with the correct form of *borrow* or *lend*.

- 1 My pen isn't working. Can I _____ yours?
- 2 She _____ him two thousand euros for the car. He hasn't paid it back yet.
- 3 I don't have enough money for the bus. Could you _____ me some?
- 4 We didn't have enough chairs, so we _____ some from the neighbour.

Speaking

1 Read the situation below.

Situation

The bank has lent your learning institution €12,000 to modernise the facilities. The director has asked you for suggestions on how to spend the money. What does your institution need?

2 Work in small groups and discuss what you are going to buy. Remember that your budget is €12,000. Write down your final list of items.

3 Present your plan to another group. Give reasons for your decisions.

Useful phrases

- We need ...
- We don't need ...
- ... is more important than ... because ...
- I don't think ... is as important as ... because ...
- I don't think ... is very important because ...
- We have decided to spend ... on ... because ...

CD players
€150 each

Computers
€1,000 each

Electronic whiteboards
€1,000 each

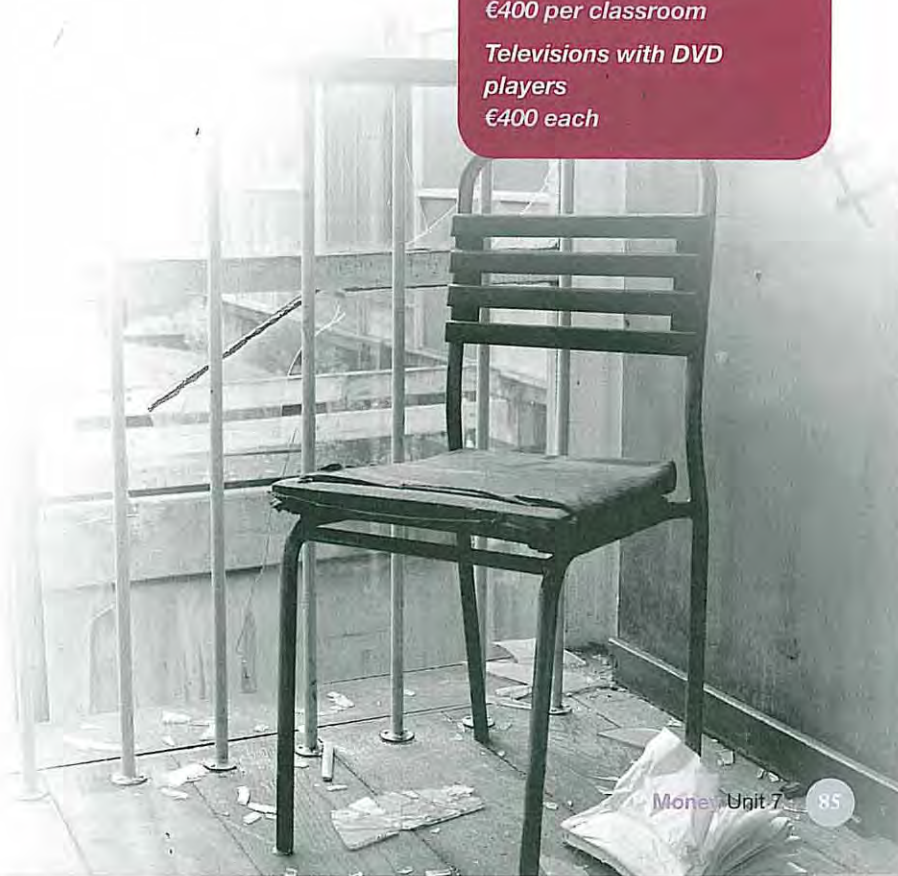
Food and drink machine for students
€2,500

Modern desks and chairs
€1,500 per classroom

Nice chairs for the teachers
€150 each

Painting and decoration
€400 per classroom

Televisions with DVD players
€400 each



UNIT 7 Function globally shopping in a market



Warm up

1 Look at the pictures of four different markets. Work in pairs and describe the similarities and differences between them.

Useful phrases

- This stall sells ...
- I think this market is in ...
- The stallholder is ...

2 Which market could you see in your country?

Listening

1 2.35-2.37 Listen to three conversations. Match each one to a photo.

2 Listen again and answer the questions.

- Conversation 1: What does the man want?
How much is the final price?
- Conversation 2: What does the woman buy?
- Conversation 3: What does the woman want?
Why is she sad at the end?

Language focus: shopping

1 Correct the mistakes in these sentences.

- How much it is?
- I can help you?
- I just looking thanks.
- Have you a red shirt?
- You can to have it for a hundred and twenty-five.
- I take it.
- No, thanks. I leave it.
- That very expensive.

2 2.38 Listen and check your answers. Then listen and repeat the phrases.

Speaking

Work in pairs and choose **one** of the tasks below.

A Choose one of the markets and roleplay a conversation. Use the new expressions you have learnt.

B Choose three things (eg your book, your pencil, your phone). You are going to try and *sell* them to your *partner*. Decide a price for each thing.

Try and sell your things to your partner. Use the new expressions you have learnt.



If there's a number you should remember when thinking about the way the English language has changed over time, it is the number four.

- 5 The first boats carrying Angles, Saxons and Jutes from the north of Europe arrived in several parts of the British Isles in 449 AD. The different dialects they spoke gave us the earliest form of English – Old English, or Anglo-Saxon. Exactly 400 years later, King Alfred 'the Great' was born. He is especially famous in the history of English, because it was thanks to his planning that Old English literature survived.
- 10

In 1400, Chaucer died, leaving us the literary highlight of Middle English, *The Canterbury Tales*. Soon after, a major sound change began which affected many English vowel sounds. This 'Great Vowel Shift' is the main reason that

15 Chaucer's language sounds so different from the English we use today.

In 1600, when Shakespeare was writing, roughly 4 million people spoke English in Britain. Today, around 400 years later, 400 million people

- 20 speak English as a mother-tongue, and four times as many speak it as a second or foreign language.

Glossary

Angle, Saxon, Jute (*noun*) – the names of Germanic peoples who lived in England

dialect (*noun*) – a way of speaking a language that is used only in a particular area or by a particular group

shift (*noun*) – a change in something

Warm up

Look at the timeline for the English language. Tick (✓) the bold phrases that you have heard of before.

Reading

- 1 Read the text *The English language and the number four*. Find three reasons why the number four is important.
- 2 Read the text again and complete the timeline with information from the text.

Language focus

Choose the option with the same meaning as the underlined phrases.

- 1 exactly 400 years later
a 400 b 390–410
- 2 roughly 4 million people
a 4 million b 3.8–4.2 million
- 3 around 400 years later
a 400 b 395–405
- 4 400 million speak English as a mother-tongue, and four times as many speak it as a second or foreign language
a 100 million b 1,600 million

Timeline of the English Language

449 AD _____



787 AD **Viking raids** began in England – Scandinavian influence on English names for people and places

849 AD _____

1066 **Norman invasion** of England. The French language influences English in many ways.

1400 _____

1400s–1500s _____

1476 **First printing press** invented in England. Standard writing system starts to develop.



1600 _____

1600s English comes into contact with other languages through **colonisation**.

1800s Time of the **Industrial Revolution** and **British Empire**. Huge changes in English.

1884 New English Dictionary project begins – will become the **Oxford English Dictionary**.

late 1900s Rise of the internet and **globalisation**. English becomes world language.

2000 _____

Speaking

Work in pairs and discuss the questions.

- Can you think of any examples of how your language has changed? For example, a word or phrase that doesn't exist anymore.
- What other languages have an influence on your language? Can you give examples?
- Does your language have an influence on any other languages? Which ones?



Reading

1 Read Tayse's essay on *Life today is too fast and people don't have enough time for what is important*. Does she agree with the statement?

(1) _____
People have too many things to do and spend all their time rushing from place to place. We travel by car and plane, communicate by email and mobile phone, and get information immediately on the internet. Even our food nowadays is often fast food.

(2) _____
We worry about work and our obligations, and consequently become stressed and ill. We spend our time earning more money and buying more and more things, and so we lack time for what is important. We rarely spend time with friends and family or stop to relax or have fun.

(3) _____
We should spend more time seeing our friends and family. We also need to think about relaxing and enjoying ourselves, even for a few hours a day. We need to find time to listen to music, read books for enjoyment, and enjoy our hobbies. We can't let life pass us by.

2 Read the essay again and put the sentences in the correct places. How do the sentences help us to understand each paragraph?

- I believe it is important to realise that there are other things in life as well as work and money.
- As a result of this, we save time but end up filling it with other things.
- It is certainly true that for many people, especially in big cities, life today is too fast.

3 Do you agree with Tayse's opinions?

Writing skills: organising your ideas

Look at Tayse's essay plan below. Put the points in each paragraph in the correct order.

- Life today too fast*
 - too many things to do – always rushing
 - life in big cities too fast
 - transport, communication, internet, food
- Don't have enough time for what is important*
 - no time for friends and family
 - earn money – buy things
 - worry about obligations – become stressed
 - save time but fill it with other things
- Conclusion – what to do*
 - spend more time with friends & family
 - can't let life pass us by
 - relax, have fun – music, reading, hobbies
 - need to realise other things are important

Language focus: giving your opinion

Complete these sentences from the text.

- _____ realise that there are other things in life as well as work and money.
- _____ spend more time seeing our friends and family.
- _____ find time to listen to music.
- _____ let life pass us by.

Preparing to write

1 Work in pairs and choose one of the statements below to write about. Do you agree with the statement?

- Schools and universities do not teach students enough about how to manage their time.
- The love of money is the root of all evil.

2 Write three paragraph headings and then write notes under each heading.

Saying what you think

- It is (certainly) true that ...
- I (personally) believe that ...
- It is my opinion / view that ...

Writing

Write your essay. Use your notes and the useful phrases to help you.

Grammar

1 Complete the sentences with the correct word.

- 1 My birthday is _____ November 12th.
- 2 What are you doing _____ the weekend?
- 3 The best time to get married is _____ the spring.
- 4 I've lived in my house _____ six years.
- 5 I've studied French _____ last year.
- 6 I've had this purse _____ I was ten years old.

2 Put the words in the correct order.

- 1 yet / bill / paid / electricity / you / the / have?
- 2 gave / me / a / bank / loan / the.
- 3 saved / three / have / I / already / euros.
- 4 fun / flies / you're / time / having / when.

Vocabulary

1 Match the words on the left to the ones on the right.

jet	money
student	jam
pocket	watch
over	lag
traffic	loan
cash	time
wrist	machine

2 Put *owe*, *borrow*, or *lend* in each gap.

- 1 Could you _____ me ten dollars, please?
- 2 I need to _____ some money from the bank.
- 3 How much do I _____ you for the tickets?

Speaking

1 Work in groups of three. Talk about yourselves using *for* and *since* and try to find three things that are the same for all of you.

*I've known Maria **for** three years.*

*I've had my watch **since** January.*

*We've all studied English **for** two years.*

2 Work in groups of three and discuss your English classes. Find three things you've already studied, and three things you haven't studied yet.

*We've **already** studied the present perfect.*

*We haven't practised writing letters **yet**.*

3 Work in pairs and ask each other these questions.

- What do you usually spend your money on?
- Do you save money? How? What for?
- How do you like to spend your free time?

Managing your study time

1 Answer the questions about study time. Then discuss your answers with a partner.

- 1 When do you study best?
 - a In the morning.
 - b In the afternoon or evening.
 - c Late at night.
- 2 What do you do with homework?
 - a Do it straight away.
 - b Do it when you are ready.
 - c Do it at the last minute.
- 3 How do you study outside class?
 - a Just do your homework.
 - b Re-read the work done in class.
 - c Do other work as well.
- 4 When do you re-read your notes?
 - a Before meals.
 - b Travelling to school or work.
 - c Before going to sleep.

Top tips for study time

- * Find the time when you work best, and study then.
- * Re-read the work you have studied in class. Little and often is best, e.g. ten minutes a day.
- * Use spare moments to re-read your class work, eg before meals, between classes, on the bus or waiting for an appointment.
- * Decide what is most important.
- * Make a work plan and follow it.
- * Don't waste time thinking about work – do it straight away!

2 Make a study plan for next week. Use your answers to exercise 1 and the Top tips to help you.

- What will you do?
- When will you do it?

Part 1

Speaking

A tour of your home

Pronunciation

/h/

Listening

Famous homes

Grammar

Passive voice

Reading & Writing

Bram Stoker's

Dracula

Speaking

Draw an outline of the rooms in your house or flat. Then work in pairs and take your partner on a *tour* of your home.

Useful language

- balcony
- bathroom
- bedroom
- dining room
- front door
- hall
- kitchen
- living room
- study
- toilet

Useful phrases

- This is the ...
- Over here there's a ...

Pronunciation

1 2.39 Listen and repeat the sound and the word.

/h/, home

2 2.40 Listen to the sentences. Underline the words with the /h/ sound.

Home is where ... the heart is.
happy memories are.
you hang your hat.
the hard drive is.
your hopes are.

3 Listen again and repeat the sentences. Which one do you like the best?

Listening

1 Look at the pictures of three famous homes. Where are they? Who do you think lived there? Use the words in the box to help you guess.

castle Dracula film set ghost
haunted prince prisoner tower

2 2.41–2.43 Listen to people talking about these homes and check your answers.

3 Listen again. Are the statements true (T) or false (F)?

Conversation 1:

- a The tower was built more than 900 years ago.
- b The young princes were put in the tower by their uncle Richard III.

Conversation 2:

- a The house was used in a film.
- b The house is never open.

Conversation 3:

- a The castle is still occupied by the government.
- b Dracula never saw the castle.

4 Are there any famous homes in your town? Where are they? Who lived there?

Extend your vocabulary – house and home

A *house* is a building that people live in.
She lives in that big house.

Someone's *home* is the place where they live.
That flat is the home of a large family.

Complete the sentences with *house* or *home*.

- 1 I'm going _____ after class.
- 2 Please do exercise 3 for _____ work.
- 3 See that big red _____ over there?
My father lives there.
- 4 I'll do the shopping and cleaning, but you do the other _____ work.
- 5 Hi, I'm not at _____ at the moment.
Please leave a message.



Bram Stoker's Dracula

As Jonathan Harker approaches the castle doors, they open. An old man, carrying a lamp, enters the room.

Dracula: Welcome to my home.

Harker: Count Dracula?

Dracula: I am Dracula, and I bid you welcome, Mr Harker, to my house. Come in.

Dracula: You will, I trust, excuse me that I do not join you. But I have already dined and I never drink ... wine.

Grammar

*People say the tower **is haunted**.*

*The castle **was returned** to its owners.*

- we use the passive voice when we want to focus on the action, not the person who does the action
- we also use the passive voice when we do not know who does the action or it is not important

1 Read the sentences from the listening and decide if they are active (A) or passive (P).

- 1 The Tower of London was built in 1078.
- 2 Their uncle put them in the tower.
- 3 It was used in the film *Psycho*.
- 4 People believe that Vlad Tepes – the original Dracula – lived here.
- 5 It is visited every year by thousands of people.

2 Complete the texts with the correct form of *to be*.

Official residences around the world

The **Palacio de la Moncloa** is the official residence of the Spanish prime minister in Madrid. It *was / is* destroyed during the Spanish Civil War, but it *was / is* rebuilt afterwards.

Abdeen Palace, in central Cairo, *is / was* built in 1874 for the Egyptian royal family. Today it *is / was* used as an official residence for the president and a museum.

The Lodge, located in Canberra Australia, *is / was* built in 1926. It *was / is* meant to be a temporary home for the Australian prime minister. Now it is the official one.

The official residence of the president of Ukraine is **Mariinsky Palace** in Kiev. It *is / was* constructed in the 18th century and *is / was* used as military headquarters between 1917 and 1920.

The **Zhongnanhai** is a group of buildings in Beijing, China. It *is / was* used as an official residence of the head of state in the past. Today, when foreign politicians come to visit, they *were / are* welcomed there.



The novel *Dracula* was written in 1897 by the Irish novelist Bram Stoker. There have been many adaptations of the novel for film. The 1992 film *Bram Stoker's Dracula* was directed by Francis Ford Coppola.

Reading and Writing

1 Read the scene from the film *Bram Stoker's Dracula*.

2 Work in pairs and write the next three lines of the dialogue. Then present your scene to another pair.

Language note: *I bid you welcome* is a formal, literary way of saying welcome.



Part 2

Vocabulary & Speaking

Animals

Reading

The cat came back

Vocabulary

Prepositions of movement



Vocabulary and Speaking

1 Look at the pictures of different animals. Would you keep any of these animals in your home? Which ones?

budgie	cat	dog	goldfish	hamster
horse	mouse	rabbit	snake	spider

2 Which of these animals have ...

a tail? eight legs? fur?

big ears? fins? wings?

3 Work in pairs and ask each other these questions.

- Did you have a pet as a child? What was it?
- Are you afraid of any of these animals?

Reading

1 Do you prefer cats or dogs? Why? Tell a partner.

I prefer ... because they are friendlier / more intelligent / more interesting.

I don't like cats or dogs.

2 Read the introduction to *The cat came back* on page 93 and discuss the questions in pairs.

- Do cats have any special meaning in your country?
- Do many people keep them as pets? What is the most common pet?
- In English, people sometimes say that cats have nine lives. Does this expression exist in your language?

3 Quickly read the rest of the text and choose the best subtitle.

- True stories of cats who lived in different countries.
- True stories of cats who travelled a long distance to come home.
- True stories of cats who loved their owners.
- True stories of cats who travelled a long distance to leave home.

4 2.44 Read and listen to the text and complete the sentences with the names of the cats.

- _____ lived in the USA.
- _____ came home after about two months.
- _____ and _____ came back home after a week.
- _____ went to his owners' second home.
- _____ was happy but very dirty.

5 Find words in the text with these meanings.

- so important that you should not criticise it (introduction)
- the official line that separates two countries (paragraph 1)
- very dirty (paragraph 2)
- the sound a cat makes when it's happy (paragraph 2)

6 Which story do you think is the most surprising? Do you know any unusual pet stories?



The cat came back

Archaeologists estimate that humans and cats have lived together for more than 9,000 years. In Ancient Egypt, cats were considered sacred animals and protectors of the home. Today there are an estimated 500 million domestic cats in the world, making cats one of the most common animals in the home. It's common to say that cats have nine lives because of their strange ability to survive as the following true stories show.



Minosch – travelled 2,400 km through Germany. In 1981 Mehmet Tunc, a Turkish man living in Germany, went to Turkey with his cat and family for a holiday. At the Turkish border Minosch disappeared. Sixty-one days later, back in northern Germany, the family heard a noise at the door. It was Minosch.

Howie – walked 1,900 km across Australia. In 1978 this three-year-old cat walked home from the Gold Coast in Queensland, Australia to Adelaide. The trip took a year. Kirsten Hicks, the cat's owner, said that although he was filthy and bleeding, Howie was actually purring.

Ernie – travelled 965 km to Texas. In September 1994 Chris and Jennifer Trevino's cat Ernie jumped out of a pick-up truck while it was travelling down the motorway. The cat was 965 km away from home. A week later, Ernie walked back into the Trevino family home in Victoria, Texas.



Gringo – travelled 780 km down to the French Riviera. The Servos family lost their pet cat Gringo from their home in northern France in December 1982. The following July they learnt that the cat was in the south of France. Gringo had travelled through France and arrived at the Servos's summer home a week later. The neighbours took care of him until the Servos family arrived.

Vocabulary

1 Look at the pictures and complete the sentences with the correct prepositions from the box.

across across
along down in
into out of past
through up

2 2.45 Listen and check your answers. Then cover the sentences and try to retell the story.



1 Ernie jumped _____ the truck and walked _____ the highway.



2 He went _____ a bridge, and _____ some fields.



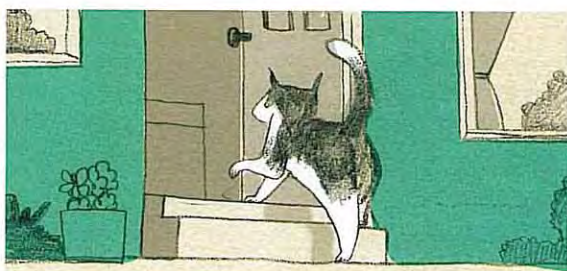
3 He walked _____ the river, but fell _____ by accident.



4 He ran _____ some sleeping dogs.



5 He climbed _____ a tree to sleep and climbed _____ again the next morning.



6 He walked _____ the family home one week later.

UNIT 8 Home & Away

Part 3

Reading

Travel guidebooks

Listening

Conversations with travel guides

Grammar

First conditional

Reading & Speaking

The beach

Reading

Read *A quick guide to the world's most famous guidebooks* and complete the sentences with the names of the guidebooks.

- _____ became famous for its restaurant reviews.
- _____ was written by a soldier.
- _____ was the first modern guidebook.
- _____ and _____ were written for people without a lot of money.

Which of these guidebooks did you know about already?

Listening

1 2.46–2.48 Listen to three conversations between tourists and travel guides / agents. Choose the correct situation for each one. There is one place you don't need.

beach city centre market travel office

2 Listen again and choose the correct answers.

Conversation 1: The man wants to travel ...

- to the USA.
- this month.
- next month.

Conversation 2: The tower is ...

- the newest building in the city.
- the tallest building in the city.
- the oldest building in the city.

Conversation 3: The guide persuades the man to ...

- buy a carpet.
- have lunch.
- visit the city.

Extend your vocabulary – words that mean trip

A *trip* is when we go somewhere and come back again.

A *drive* is a trip in a car. A *flight* is a trip in a plane.

A *journey* is a long trip from one place to another.

A *tour* is a trip to a place where there are interesting things to see.

A *ride* is a short trip in a car or bus or on a bicycle or motorcycle.

Replace the underlined words with other words that mean *trip*.

- I went for a trip in my brother's new car.
- They were very tired and had jet lag after the third plane trip.
- He took me for a trip in his new Volkswagen.
- She's saving money for her next trip across Europe.

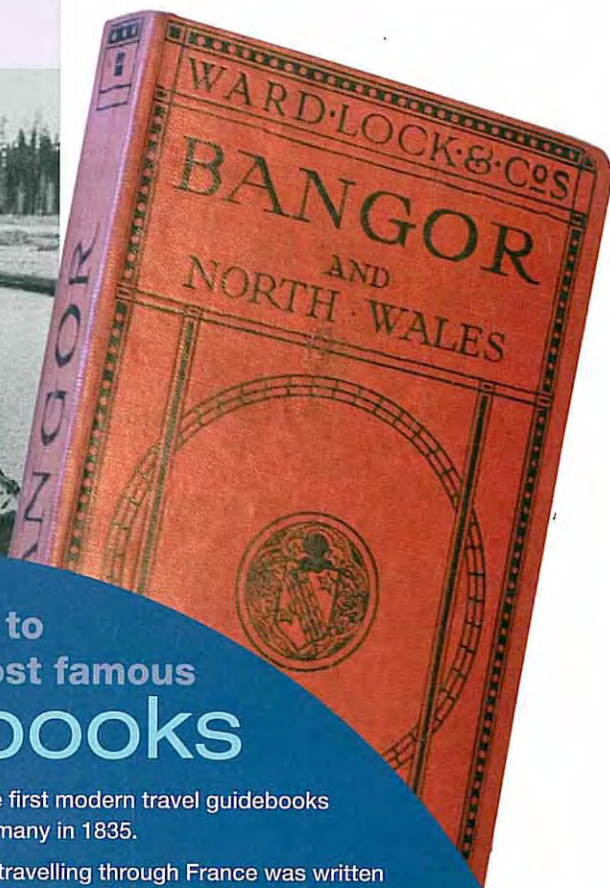
A quick guide to the world's most famous guidebooks

Baedeker's: these were the first modern travel guidebooks and were published in Germany in 1835.

Michelin: the first guide to travelling through France was written by André Michelin in 1900. The Michelin stars are one of the most famous systems for reviewing restaurants in the world.

Frommer's: the book *Europe on \$5 a day* was written in 1957 by Arthur Frommer, an American soldier, and was one of the first budget travel guides.

Lonely Planet: the *Lonely Planet* guidebooks were started by Tony and Maureen Wheeler in 1973. They were originally written for budget travel in Asia, but now cover almost every country in the world.



Guatemala

Ecuador

Pakistan

The Beach

'Of course this is more than a beach resort. But at the same time, it is just a beach resort. We come here to relax by a beautiful beach, but it isn't a beach resort, because we're trying to get away from beach resorts. Or we're trying to make a place that won't turn into a beach resort. See?'

'No.'

Sal shrugged. 'You will see, Richard. It really isn't that complicated.'



Grammar

*If you go up the tower, you **won't** regret it.
If you **buy** one of these carpets now, I **can** get a good price for you.
I'll ask **if** you **like**.*

- use the first conditional to talk about a possible future situation
- use the present simple in the *if* clause
- use *will, can* or *might* plus verb in the main clause
- the *if* clause can be the first or second clause in the sentence

1 Complete the sentences from the listening with the correct phrase.

- 1 If you *travel / will travel* this month, you'll / you get an extra 20% discount.
- 2 If you *will go / go* up the tower, you *won't / don't* regret it.
- 3 *We'll / We* go there later if you *will want / want*.
- 4 If you *buy / will buy* two, she *will give / gives* you a big discount.

2 What is the difference between these sentences?

- a If I go to London, I'll buy an English guidebook.
- b If I go to London, I might buy an English guidebook.
- c If I go to London, I can buy an English guidebook.

3 Work in pairs. Read the situations and complete the sentences with your own ideas.

- 1 You want to go somewhere this weekend. (sunny or raining?)
If it's sunny, we'll ...
- 2 You have won a big prize (a trip for two or money?)
If we win the trip for two, we ...
- 3 Your friend is going to have a baby and you want to buy a present. (boy or girl?)
If it's a boy ...

G Grammar focus – explanation & more practice of the first conditional on page 146

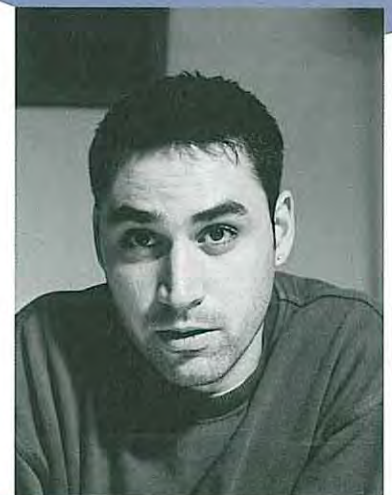
In *The Beach*, the main character Richard finds a secret community of travellers in Thailand. They live on a perfect beach, a place that is not in any guidebooks. Here Sal, a woman who lives there, explains the idea behind the secret community to Richard.

Reading and Speaking

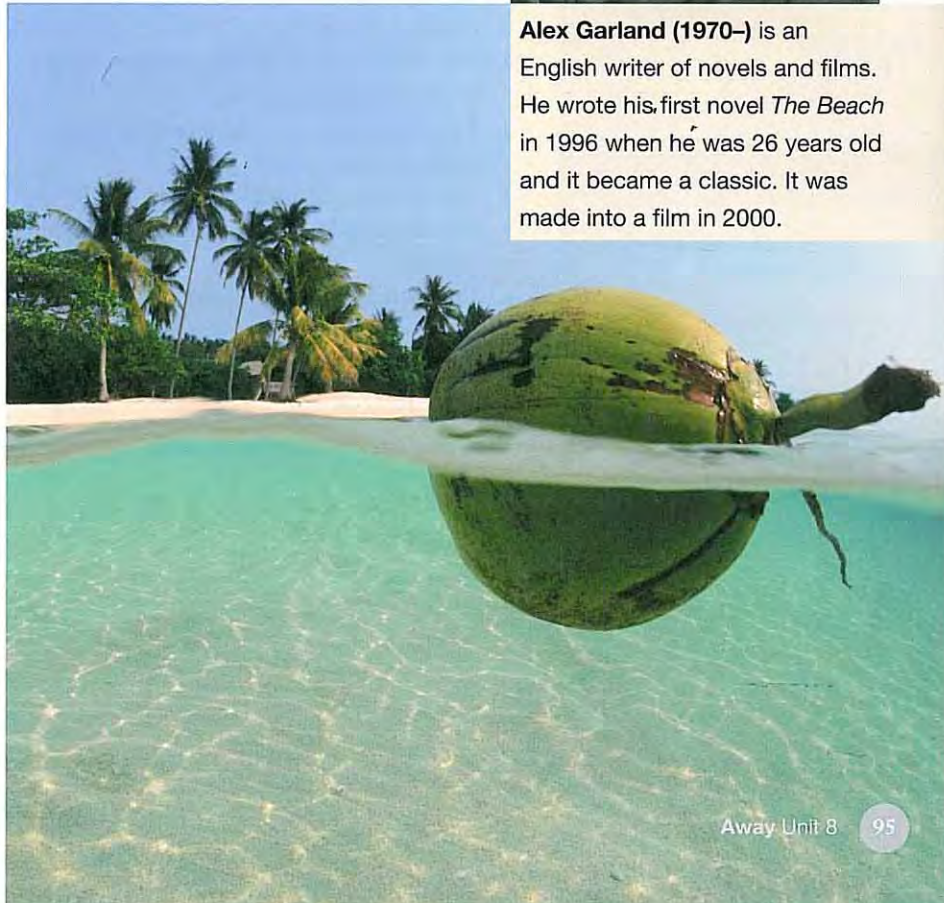
1 Check you understand the phrase *beach resort*. Are there any beach resorts in your country? Do you like them?

2 **2.49** Read and listen to the text. Then work in pairs and discuss the questions.

- What do Sal and the others want to avoid? Why?
- Do you often visit places that are popular with tourists?
- Are there any places in your country that have too much tourism? Where?



Alex Garland (1970–) is an English writer of novels and films. He wrote his first novel *The Beach* in 1996 when he was 26 years old and it became a classic. It was made into a film in 2000.



UNIT 8 Home & Away

Part 4

Speaking

Describing photos

Vocabulary

Adjectives & prepositions

Reading

New kinds of tourism

Grammar

Second conditional

Pronunciation & Speaking

Sentence stress

Speaking

Work in pairs. Look at the pictures below and describe them. How do you think they are connected?

Useful language

- ancient
- castle
- disaster area
- kitchen
- operating theatre
- storm

Useful phrases

- It looks a bit like ...
- This picture shows ... while this one shows ...
- This picture looks nicer / more interesting / more boring than ...

Vocabulary

1 Complete the sentences with the correct prepositions.

about at in of of with

- 1 I'm interested _____ historical and cultural places.
- 2 I'm bored _____ beach holidays; we go to the beach every year.
- 3 I'm worried _____ the situation and I want to help.
- 4 I'm fond _____ sand, sea and sun.
- 5 I'm not good _____ cooking, but I want to learn.
- 6 I'm a bit afraid _____ old castles and places like that.

2 Match the sentences in exercise 1 to the pictures from the speaking activity. More than one answer may be possible.

3 Complete the sentences in exercise 1 with your own ideas.

Reading

1 Read the text *New kinds of tourism* on page 97. Which kind of tourism does each picture show?

2 Read the text again and put the sentences in the correct places in the text.

- a This kind of tourism involves going to a different country for health care and at the same time enjoying more typical tourist attractions.
- b New Zealand has benefited from this kind of tourism since the film *The Lord of the Rings* was made there.
- c The increase in the number of tourists also means an increase in the kinds of tourism now available.
- d Cooking holidays are growing in popularity, especially in countries like Italy and France.
- e This kind of tourism is not very popular with local residents for obvious reasons.

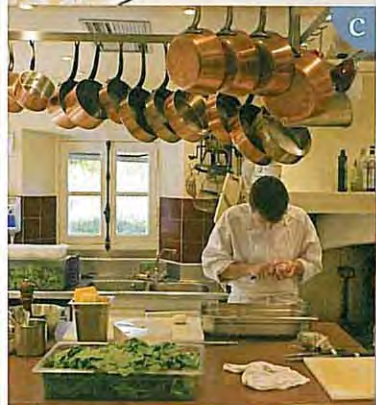
3 What is your opinion of these different kinds of tourism? Write a number for each one. 1 = very acceptable, 5 = completely unacceptable

Then compare your ideas with a partner.

I think ... is very acceptable.

I have some problems with ...

I think ... is unacceptable.



New kinds of tourism

Would you do it if you had the chance?

People are travelling more than ever before. The World Tourism Organisation (UNWTO) predicts that by 2020 the number of international travellers will be more than 1.6 billion people per year (see chart). Here are four different kinds of tourism that have appeared recently.

Medical tourism

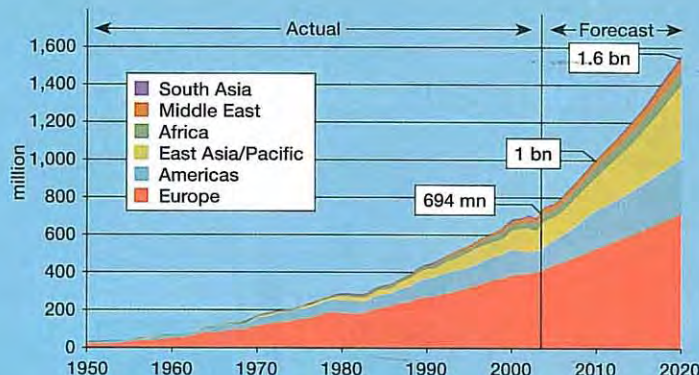
Medical tourism can be for a variety of things, from operations to visits to the dentist or even cosmetic surgery.

A few of the popular countries offering medical tourism are India, Cuba, Thailand, Argentina and Jordan. In Kenya they even offer medical safaris.

Culinary tourism

Nearly all tourists eat in restaurants, and dining is one of the top three tourist activities. But if you were in a country famous for its food, would you learn how to cook it?

Welcome to the more extreme form of culinary tourism, where people go to another country to learn how to prepare its food.



Disaster tourism

Disaster tourism involves visiting the site of a disaster. Examples include tours to New Orleans after Hurricane Katrina, to parts of Thailand after the tsunami or tourist visits to ground zero in New York.

Literary tourism

Another growing area of tourism is literary tourism. This is a kind of cultural tourism and there are several types. It can be connected to the life of an author, for example visiting the author's home or favourite places, or connected to the lives of characters in a story. It can also be a visit to a place where a film was made.

Glossary

cosmetic surgery (noun) – medical operations that improve someone's appearance

ground zero (noun) – a place where a lot of people have been killed

health care (noun) – the services that look after people's health

safari (noun) – a journey, especially in Africa, to see wild animals in their natural environment

tsunami (noun) – a very large wave that is caused by an earthquake under the sea

Grammar

1 Look at sentences 1–3 and answer questions a–c below.

- If you were in a country famous for its food, would you learn how to cook it?
- If I went to Morocco, I would visit the market in Medina.
- We wouldn't visit the disaster area if we were in New Orleans.

- What tense are the verbs in the underlined parts of the sentences?
- What form of the verb follows *would* in the other part of the sentences?
- Are these real or unreal situations?

2 Which sentence in each pair is about an unreal situation?

- We'll go if we have the money.
 - We'd go if we had the money.
- Would you visit there if you could?
 - Will you visit there if you can?
- I'd never visit a disaster zone.
 - I'll never visit a disaster zone.

Grammar focus – explanation & more practice of the second conditional on page 146

Pronunciation and Speaking

1 2.50 Look at this question. Only the stressed words are written. Listen and write the missing words.

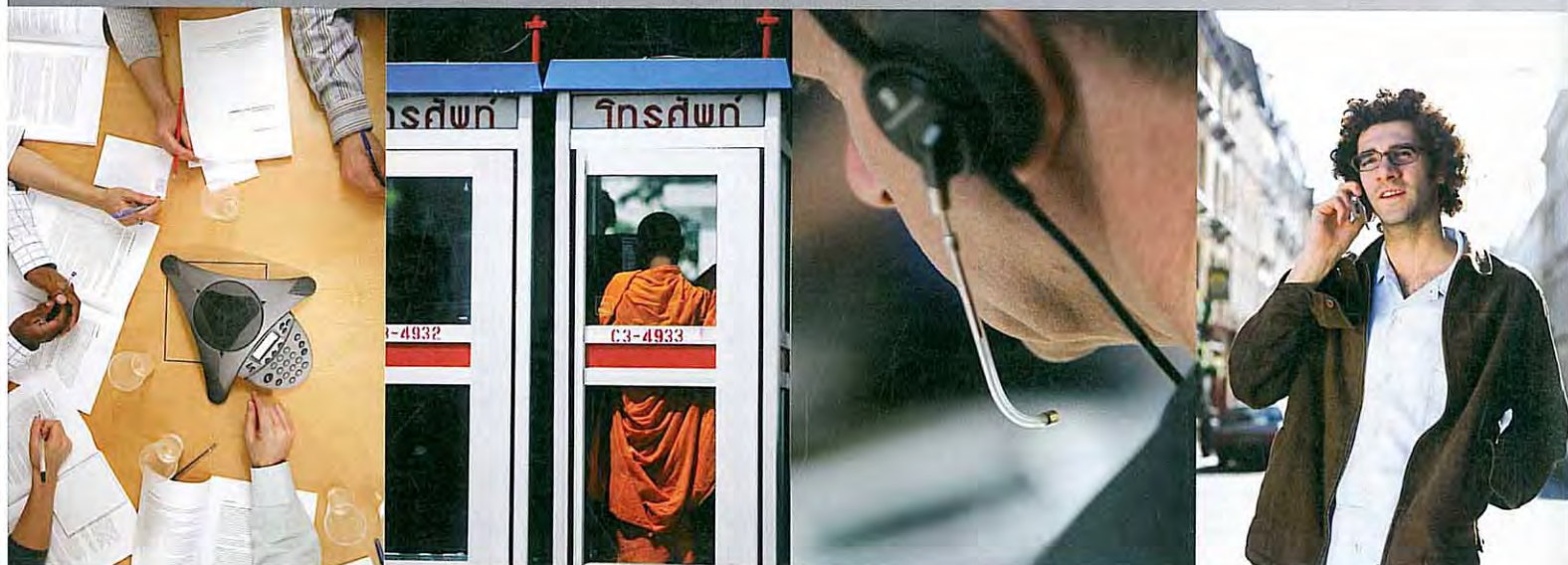
_____ you _____ go anywhere _____
_____ world, where _____ go?

2 Listen again and repeat the question. Then work in pairs and ask each other.

3 Work in pairs and ask each other the questions in the box. Pay attention to the stressed words.

- If you could work or study in another country, would you do it? What country would you prefer?
- If some foreign friends visited you for one day and wanted to see some sights, where would you take them?
- What would you do if your son or daughter told you they wanted to travel on their own?
- If you went to England, would you buy souvenirs? What would you buy? Who for?

Language note: *would you* is often pronounced /wʊdju:/ or /wʊdjə/ in fast connected speech.



Warm up

Work in pairs. Roleplay a short phone conversation for each situation.

Situations

- 1 A: phone B. You can't go to work today. Say why.
- 2 B: phone A. You have a problem in your kitchen. You want A to come and fix it.
- 3 A: phone B. You would like to reserve a room in B's hotel for two nights.
- 4 B: phone A. Tell A about a fantastic holiday you have just returned from.

Listening

2.51–2.54 Listen to four short phone conversations. What is the man trying to do? What happens at the end?

Language focus: telephone English

1 Put the words in the correct order to make useful phrases.

- 1 about calling the English learning holiday I'm.
- 2 Mrs Knight can speak to I?
- 3 please a moment, just.
- 4 call back I'll.
- 5 a message I can take?
- 6 Greenway hello, Holidays.
- 7 Pablo Alonso is hello, this.
- 8 you put I'll through.

2 **2.55** Listen and check your answers. Then listen and repeat the phrases.

3 Look at sentences 1–8 in exercise 1 and match them to the functions a–h below.

Which phrase do you use ...

- a when you answer the phone?
- b to say who you are?
- c to say the purpose of your call?
- d to politely ask the other person to wait?
- e to connect one caller to another?
- f to ask to speak to someone?
- g to ask if the other person wants to leave a message?
- h to say you will call again later?

Speaking

Work in pairs and choose **one** of the tasks below.

A Repeat the warm up activity using the new expressions you have learnt.

B Prepare a phone conversation. Use the diagram below to help you. Then practise your conversation.





cottage

terraced houses



block of flats

Warm up

1 Look at the pictures of different homes. Work in pairs and describe the similarities and differences between them.

2 Are any of the pictures similar to homes in your country?

Listening

2.56–260 Listen and cross out the topic the speaker **doesn't** mention.

- 1 David, Georgia —
 - a blocks of flats
 - b houses in the villages
 - c house prices
- 2 Elena, Russia
 - a big houses
 - b house prices
 - c rooms in a house
- 3 Valeria, Bolivia
 - a blocks of flats
 - b coloured houses
 - c homes in Oxford
- 4 Katie, Northern Ireland
 - a terraced houses
 - b blocks of flats
 - c varied homes
- 5 Bea, England
 - a house prices
 - b living rooms
 - c house mates



David, Georgia

Elena, Russia



Valeria, Bolivia

Katie, Northern Ireland

Bea, England

Language focus: adverbs of degree

1 Put the adverbs of degree into three groups.

+	++	+++
_____	_____	_____
_____	_____	_____

a bit extremely fairly quite slightly very

2 Match the speakers 1–5 to the summaries a–e. Then listen again and check your answers.

- 1 David, Georgia —
 - 2 Elena, Russia —
 - 3 Valeria, Bolivia —
 - 4 Katie, Northern Ireland —
 - 5 Bea, England —
- a The homes in my country are quite varied. They have different pretty colours.
 - b Homes in my country are very big; in the cities there are blocks of flats, and in the country there are more houses.
 - c In my country many young people share a big house together; homes are quite large.
 - d Flats in my country are extremely expensive, much more expensive than flats in Great Britain.
 - e Terraced houses in my city are fairly typical. They have two rooms upstairs and two rooms downstairs.

3 Which sentences in exercise 2 are true for your country?

Speaking

1 Choose **one** of the topics below. Make some notes using the questions to help you.

- Homes in your country and homes in Great Britain / USA. Different? How?
- An extremely big house you have visited. Whose? Where? What's it like?
- A part of your city where the buildings are quite ugly. Where? What do they look like?
- A part of your country where homes are fairly cheap. Where? How much? Why?

2 Work in pairs and tell each other about your topic.

I'm going to tell you about an extremely big house I've visited. It's a friend's house, and it is outside the town. It has many bedrooms, and a very large living room ...

Writing a description of a town

Reading

Read Aneta's description of her town and answer the questions.

- 1 What are the town's main attractions?
- 2 What does Aneta like and dislike about the town?
- 3 Would you like to visit the town? Why?

Hi Mariko

How are you? I hope you are well. I'm so glad you are coming to stay with me next month. Will be great to see you again.

Let me tell you a bit about my town. Is called Rajec and is in the north of Slovakia, near the Mala Fatra mountains. Is not a large town (are about 7,000 inhabitants) but is very old and beautiful. The main attraction of the town is the 16th century Town Hall. Is also a medieval square in the centre of the town, as well as lots of historical buildings. Outside the town are also thermal baths, and a golf course and tennis courts.

The worst thing about Rajec is that is a bit quiet and isn't much to do at night. Is no cinema, and are not many bars and restaurants. But what I like best is the countryside around the town. Is wonderful to go walking there in the summer. Are mountains nearby, as well as a small lake.

Anyway, that's all for now. I'm looking forward to seeing you soon.

Love,

Aneta

Language focus: *it* and *there*

1 Aneta has forgotten to use *it* seven times and *there* seven times. Write the words in the correct places in her description.

It will be great to see you again.

2 Complete the rules using *it* or *there*.

- a Use _____ to talk about something for the first time. _____ is an old Town Hall. _____ aren't many bars.
- b Use _____ to talk about something you have already mentioned. _____ is very old. _____ is near the mountains.



Writing skills: giving more information

Make your writing more interesting by giving more information about places.

Put the clauses with *where* in the best place in the email.

- 1 ..., where people go skiing in the winter
- 2 ..., where you can go for a day trip
- 3 ..., where you can go fishing
- 4 ..., where you can enjoy the natural hot water all year round

Preparing to write

Work in pairs and ask each other the questions. Use the useful phrases below to help you.

- 1 What's your town called?
- 2 What sort of town is it?
- 3 Where is it exactly?
- 4 What is it like?
- 5 What are the main attractions?
- 6 What can you do there?
- 7 What is the worst thing about the town?
- 8 What do you like best about the town?

Describing a town

- It's a small / medium-sized / large town / city / village.
- It's historical / modern / touristy / a bit quiet / quite lively.
- It's in the north / in the south-east / in the centre of ...
- It's on the coast / near the capital city.
- There are lots of shops / no historical buildings.
- There's a medieval castle / no shopping centre.
- There's a lot / not much / nothing to do (at night).

Writing

Write an *email* like Aneta's to describe your town to a friend. Use your answers from above to help you.

Grammar

Complete the sentences with the correct words.

- 1 The Tower of London *was built / was build / built* in 1078.
- 2 Every year, Dracula's Castle *visited / visit / is visited* by thousand of tourists.
- 3 People *do not permit / is not permitted / are not permitted* to take photographs too close to 10 Downing Street.
- 4 I'm bored *at / with / on* my job so I'm going to leave.
- 5 If you *don't / won't / wouldn't* hurry, you'll miss the bus.
- 6 I would visit Brazil if I *have / had / would have* enough money.
- 7 You'll never pass the exam if you *don't / won't / didn't* study.
- 8 You *will / can / could* see lions if you went on safari.

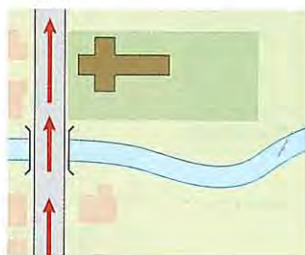
Vocabulary

1 Read the definitions and complete the words.

- | | |
|---|---------|
| 1 an animal with a very long neck | g _____ |
| 2 the biggest animal in the world | w _____ |
| 3 an insect that makes honey | b _____ |
| 4 a book that tells you about places to visit | g _____ |
| 5 something you pack before you travel | s _____ |

2 Complete the directions using the correct prepositions.

- Go (1) _____ the road,
 (2) _____ the bridge and
 (3) _____ the church.



Speaking

1 Work in pairs and ask each other the questions.

- If you could live anywhere in the world, where would you live, and why? What would your house be like?
- Where would you go if you could travel anywhere in the world? What would you do there? What could you see?

2 Work in pairs. You are going on holiday together. Discuss and decide where you are going.

A: you want to go to a tropical beach. Think of some reasons why.

B: you want to go to a city. Think of some reasons why.

Useful phrases

- A: If we go to Hawaii, we can ...
- B: Yes, but ... is boring. If we go to ..., we can ...

Learning words with prepositions

1 Work in pairs. Can you remember which prepositions were used in these sentences?

- 1 Hi, I'm not _____ home _____ the moment.
- 2 The castle is known _____ Dracula's Castle.
- 3 If you were in a country famous _____ its food, would you learn how to cook it?
- 4 You are going _____ a three-day trip.

When you learn new words, it is a good idea to learn them with the preposition they are used with.

interested **in** at home go on a trip

2 Look up these adjectives in your dictionary. Write the preposition they are used with and an example sentence from the dictionary.

Similar to

Their situation is very similar to ours.

- 1 different _____
- 2 married _____
- 3 related _____
- 4 keen _____

3 Use a dictionary to find out whether these words are used with *to*, *for* or *on*.

- 1 go _____ holiday
- 2 go _____ a drive
- 3 go _____ the cinema
- 4 go _____ a drink
- 5 go _____ safari
- 6 go _____ a picnic
- 7 go _____ a cruise
- 8 go _____ a concert
- 9 go _____ lunch
- 10 go _____ a tour