

Communicate Listening & Speaking Skills



BI



Contents

Unit	Context	Vocabulary	Pronunciation	Functional language	DVD episode
Meeting up page 8	Personal life	 Adjectives for description Relationships Social networking 	/eɪ/ Questions	" Giving opinions	
Life choices page 14	Working life	 School subjects Post-school options 	Initial 's /ord linking	• Giving advice	Leaving school
Study abroad page 20	School life	 Accommodation Study options 	/s//j/= /o:/	• Making phone calls	• Leaving home
Shopping page 26	Social life	 Shops Shop workers Consumer rights 	/U/ Expressing mood	• Making complaints	 Appearances
Prepare to page 32	 describe a pho Task: describe photo of a plac speculate abou might be happ 	a Task ce and spee ut what towr	an opinion :: prepare a ech about your n or city	• do a project Task: plan a wee in your city for a of students from another country	group
Free time page 38	Personal life	 Leisure activities Verbs for hobbies 	Tst Tst Juz/	Making arrangements/ invitations	• Free time
The hard sell page 44	• Working life	 Advertising Discussing the effects of adverts 	/əu/ /b/ Sentence stress	Arguing for and against	

Unit	Context	Vocabula	ary	Pronunciation	Functional language	🚯 DVD episode
Studying page 50	School life	 Adjectives emotion Educations practice Study techniques 	al	Homophones	Public speaking/ Presentations	
9 Getting around page 56	• Social life	 Road sign: Transport Directions 	S	-ed endings Corrective stress	 Giving and understanding directions 	• Transport
101	• describe a ph	oto	• ta	lk about a proposal	• do a project	ale the n
Prepare to page 62	Task: compare contrast two p of people		sh	sk: TV talent shows iould be banned. scuss.	Task: design a campaign to rai awaren e ss of an issue	se
Eating out page 68	Personal life	 Food: adjectives description types of di restaurant meals 	n iet	/ʤ//g/ Consonant clusters	Ordering food	Eating out
Young workers page 74	• Working life	 Jobs: full-time/ part-time pay and conditions summer job 		/ɔ:/ /ɔ:/ L Word stress	Asking about working conditions	• Getting a job
University of life page 80	School life	 Describing experience Ways of travelling 		/ə/ Intonation	 Asking about someone else's experience 	 Gap years
Travel page 86	Social life	 Transport Ticket type Words related to journeys 	ated	Stress on numbers /aɪ/ /eɪ/	 Making a reservation 	
154	• describe a ph	oto	• ha	ave a formal debate	• do a project	
Prepare to page 92	Task: talk abo the similarities differences be two photos	and	er of	sk: It is time to ad the dominance football on TV. scuss.	Task: research a to a cultural eve in Britain	

Meeting up

Phrase bank

goth skater heavy emo

introvert mate outgoing unreliable messy hard-working intense sporty fun-loving strict depressive reserved relaxed understanding

really into quite keen on not really bothered about can't stand

Culture

Traditionally, the word 'mate' was used by men to talk about male friends. Today, it is used by teenagers of both sexes to talk about male and female friends.

Vocabulary: describing people

1 Label the people in the pictures using words from the Phrase bank.

2 We Listen to one of the people from 1. Identify the speaker and complete the description in the speech bubble.

Some people say I'm quite	_
I'm really into	
	_

3 Read adjectives 1–4. Find an antonym for each one in the Phrase bank.

 1
 dependable ______
 3

 2
 lazy ______
 4

3 quiet _____4 organized ____

1/23 Use adjectives from 3 to complete this description. Listen and check.

My brother? He does OK at school. He's quite (1) ______ – he's always in his room studying. He's also really into basketball which I can't stand. What else? Well, he's quite reserved – he's not an introvert but he's not what I'd call (2) ______. But you can rely on him – if he says he'll do something then he does it – he's very (3) ______. Oh, one more thing – his room's a disaster. He doesn't lose stuff but he's really, really (4) ______.

5 Look at the words below. Write a (+) or a (-) sign to indicate which are positive and which are negative.

a good mate	(+)
relaxed	

strict a real laugh a pain understanding

6 Use the six speakers describing people. Choose a word from 5 for each person.

Person 1:	a pain	Person 4:
Person 2:		Person 5:
Person 3:		Person 6:

7 Describe someone in your family or one of your friends. Use expressions from this page.

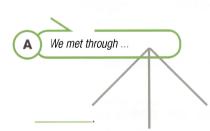
Speaking: discussing relationships

- 1 Use Listen to four dialogues. Match them to the photos.
- Dialogue 1
- Dialogue 2
- Dialogue 3
- Dialogue 4
- 2a Put the dialogue in the correct order. Write a number (1–8).



- Anna: Peter? This is Clare. Clare studies at York with Danny. ____ Peter: Me? I'm his brother. ____ Peter: Peter. So are you one of Danny's judo friends? ____ Clare: No, I'm not really into sport. ____ Clare: What about you? How do you know Danny? ___ Clare: Hi, nice to meet you too. Sorry, I didn't catch your name ... Peter: Hi Clare. Nice to meet you. ___ Anna: Clare and Danny are on the same course. ___ 2b 106 Listen and check.
- **3** Use words from the Phrase bank to complete A–C below

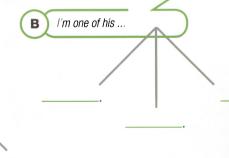
in three different ways.



She's just ...



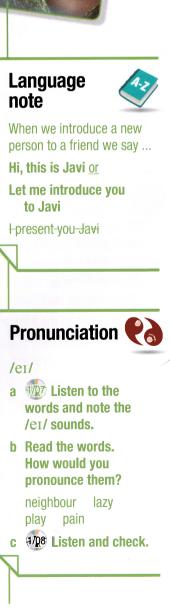
C.



- 4 Source Work in pairs. Tell your partner about three people you know. Use phrases from 3 to describe your relationship.
- **5** Write a dialogue introducing your partner to another friend of yours. Practise the dialogue in pairs.

Phrase bank

... a girl from my class ... a mutual friend classmates neighbours one of my parents' friends ... someone I know from football/judo/ the orchestra



Phrase bank

technophobe click on go to set up create upload join confirm

account

register button social networking site email address security question password question forum social interaction online profile

Culture

People who use social networking sites often include acronyms in their messages. These have become so popular that they are sometimes used in spoken language. Examples of this 'netspeak' include:

LOL – laugh out loud

ROTF – rolling on the floor (laughing)

AFK - away from keyboard

BAK - back at keyboard

- FYI for your information
- BTW by the way

G2G – got to go

TBC – to be continued

Listening: social networking

1 Do you or your friends use any of these social networking sites? If not, which do you use?

my_____ **Cwitter** (Juenti

- 2 You are going to listen to an expert explaining how to set up a social networking account. Before you listen, predict the correct alternative for sentences 1–8.
- 1 The first thing to do is set up/go to a website, like, Facebook.
- 2 Then click on/create the register button.
- 3 The next step is to upload/create an account for yourself.
- 4 You then need to **choose/click on** a password.
- 5 You also need to join/confirm your email address.
- 6 The website will probably ask you to **set up/confirm** a security question to remind you of your password in case you forget it.
- 7 Once you've done that you can upload/set up a photo of yourself ...
- 8 ...or join/upload a forum to share opinions about something you're interested in.
- **3** We Listen to the first part of the interview and check your answers.

4 We Listen to the second part of the interview and answer the questions in your own words.

- 1 According to Patrick, what is the difference between the way young people and adults use social networking sites?
- 2 What does Patrick say about social networking and young people's social interaction?
- 3 What is Patrick's main concern about social networking sites?
- **4** Why does Richard suggest that we shouldn't be too worried about young people using social networking sites?

5 👘 Listen again and complete the statistics.

- 1 number of active Facebook users ____
- 2 age of the young people in the study ____
- **3** proportion of young people in Britain with an online profile ____%
- 4 percentage of young people with a Bebo profile%
- **5** proportion of adults using social networking to make friends ____%
- **6** proportion of parents who don't supervise their children's social networking _____ %

Functional language: opinions

1 Complete the sentences from the interview about social networking using expressions from the Phrase bank.

- Patrick Hammond is a child psychologist based here in London Patrick up-to-date with things like social networking?
- 2 Right, that's the Ofcom study. So Patrick ______ that?
- **3** So 60% of young people and only 17% of adults ______a problem?
- 4 I suppose you're right. OK, so ______ that?
- 5 Richard, can I bring you in at this point _____ children and social networking?

2 Read the questions. Match an answer a-e to each question.

- 1 Could you tell us something about the different social groups in your school? ____
- 2 Do you consider yourself to be a member of a particular social group? _____
- 3 How far do you think that dressing like other people is a type of uniform?
- 4 What do you think about young people having to wear school uniform? _____
- 5 What's your opinion on the restrictions on the use of hijab and other religious symbols in schools? _____

- Well, I don't really see what the problem is. I don't think the school should interfere in personal things like religion.
- Now I think that's ridiculous I do not want to wear some horrible tartan skirt.
- c Me? No, I don't think so.
- **d** Let's see there's quite a big group of goths in our year and quite a lot of rappers and skaters, and the rest – well, they're just kind of normal or sporty.
- e That's an interesting question. I guess it's a way of showing you belong to a group.
- 3 Description of the second state of the se
- **4** Think of how you would answer the questions in 2.
- **5 D** Work in pairs. Ask and answer the questions in 2.



Phrase bank

What's your opinion on ...? Could you tell us something about ...? Do you consider yourself to be ...? What do you think about ...? How far do you think that's ...?

Strategy



- a When someone asks for your opinion, use words such as 'Well, ...' to indicate that you're thinking about a response.
- **b** Underline words or phrases that the speaker in 2 uses to delay their response.

Culture



Uniforms are very popular in British schools.

Teachers and parents believe that it reduces aggression and rivalry among students.

Final task: asking someone's opinion



- 1 Ut Look at the cartoon. Try to predict how the teacher's questions might end. Listen and check.
- 2 Match the questions to the answers. Does the parent (P) or teacher (T) ask each question?
- 1 What types of things ...?
- 2 How often do you ...?
- **3** What's your opinion on ...?
- a ... check he has done his homework?
- **b** ... letting teenagers organize their own time?
- **c** ... do you think I could do to change his routines?
- **3** 🐠 Listen again and check your answers.
- 4 **O** Work in pairs to interview a partner about their opinions. Decide who is Student A and Student B then read your roles.

Student A

You are the teacher of a student who doesn't study enough. You have to ask the parent's opinion about the issues below. Prepare your questions.

Issues

- 1 Possibly restricting access to the internet at home to certain hours
- 2 Possibly limiting use of electronic games
- **3** Possibly restricting time he spends with friends

2



Questions

a Read the question below. Does it require an open response or a yes / no response?

Is your partner a good student?

b Listen to the question. Does the intonation rise or fall at the end of the question?

Student B

You are the parent of a student who doesn't study enough. You want to defend your son/daughter but you don't want to appear irresponsible. Prepare your responses.

Review

Vocabulary

1 Read the adjectives in the list and divide them into positive and negative qualities.

dependable	hard-working		lazy	messy	organized
outgoing	quiet	relaxed	strict	unrelia	ble

2 Complete the dialogue. Work in pairs. One student says an adjective from 1. The other student says the opposite adjective.

What is the opposite of dependable? The opposite of dependable? I think it's ____

3 Think of someone you both know. One student says three adjectives to describe that person. The other student must guess who it is.

4 Cross out the word that does not collocate with the verbs in blue.

click on choose upload join create

a button a blog a photo a forum a profile a link a password a video a link a photo album a forum a security question a blog a social networking site a button

Pronunciation

- **5** Underline the /eI/ sound in sentences 1-4.
- 1 I want to create a social networking account.
- 2 My friends and I use Myspace to organize parties.
- **3** I've never met anyone through speed dating.
- 4 I've got 80 friends on Facebook.
- 6 🚻 Listen and check.

Functional language

7 Put the words in the correct order to make questions.

- a to / Do / yourself / consider / you / be ... / ?
- **b** about / Could / tell / us / you / something ... / ?
- c opinion / your / What / on ... / 's / ?
- d do / you / What / about ... / think / ?

8 Complete the questions in 7 with these phrases.

- a restricting the hours that teenagers spend on the internet
- **b** the different ways you use computers
- c people downloading music and videos
- d computer literate

9 Source Work in pairs. Take turns to ask and answer the questions in 7.

Phrase bank

goth skater heavy emo introvert mate unreliable hard-working outaoina messy intense sporty fun-loving strict depressive reserved relaxed understanding really into quite keen on not really bothered about can't stand

... a girl from my class ... a mutual friend classmates neighbours one of my parents' friends

... someone I know from football/judo/ the orchestra

technophobe click on go to set up create upload join confirm an account register button social networking site email address security question password question forum social interaction online profile

Do you consider yourself to be ...? Could you tell us something about ...? How far do you think that's ...? What's your opinion on ...? What do you think about ...?

Life choices

Phrase bank

A levels apprenticeship vocational training sixth form further education sandwich course work experience vacancies placement

stay on enrol on apply for take on

Culture

In Britain, the last two years of school are called sixth form.

Pre-university qualifications are called A levels.

School-based preparation for work is called vocational training.

Work-based training of young employees is called an apprenticeship.

Language note

We often use 'take' when talking about a choice of school or university subject.

I want to take a psychology degree at university.

I'm taking Spanish instead of French this year.

Vocabulary: leaving school

- Image: Listen to three 17-year-olds.
 Use their names to complete the descriptions.
- 1 _____ is a sixth former.
- 2 _____ is doing a training course.
- 3 _____ is a school leaver.

2 Which of the people in 1 mentions ...

- 1 a sandwich course?
- 2 a degree? _____
- 3 work experience?







3 11 Listen to Jo, Gemma and Dean. How are their lives different now to when they were at

school? Write one similarity and one difference for each person.

	similarities	differences
Jo		
Gemma		
Dean		

4 Complete the speech bubbles below with words from the box.

vocational training apprenticeships

vacancies A levels

5 Match the blue words in the speech bubbles to synonyms 1–4.

1 request	
2 join	
3 remain	3 There aren't many
4 recruit	at the
1 I've decided to stay on at	moment and hundreds of people apply for each one.
school to take	
	4 Some companies take on school leavers to do They're great – you get paid while you learn!
2 My mum convinced me to enror a cour I want to learn to be a hotel mana	rse,

Speaking: talking about choices

1 Read the school subjects in the Phrase bank. Which are compulsory and which are optional for you?

2 **White Listen to two friends Alex and Rhona compare their school experiences. Complete the table for them.**

Who	Alex	Rhona
studies nine subjects?		
studies four subjects?		
is studying humanities?		
wants to take business studies?		

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

- 1 Rhona thinks the British and Spanish systems are similar.
- 2 Alex has official exams this year. ____
- 3 There are compulsory A level subjects. ____
- 4 Maths, physics and chemistry are compulsory for Jimena. ____

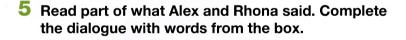
4a Match the two parts of the expressions.

- 1 How does it
- 2 You have to
- 3 You can train
- 4 I've opted for
- b humanities.c choose an option.

a for a specific job.

d work in your school?

4b 🐠 Listen and check.



crazy useless subjects primary opted sciences option

R: OK, take my friend Jimena for example. She's doing ______ so she had to take maths, physics and chemistry ... no choice, they're compulsory ... but then she can either do biology or technical drawing plus one more _____.

A: And you? Which _____ are you doing?

R: Oh, I'm ______ at science; I want to be a ______ school teacher, so I've______ for humanities. I had to do Greek, Latin and history, and then I could choose between French, ICT and history of music.

- A: OK, so which did you choose?
- R: French.

A: French! You're _____!

6 Rewrite the dialogue so that it is true for you and a friend. Have a conversation with your partner.

Example: You know my friend Javi? Well, he's taking ...



Alex

Phrase bank

art Latin Greek citizenship ICT PF maths biology physics chemistry technical drawing history history of music French business studies health studies the British system humanities sciences





How do you pronounce the words in blue? a business studies degree the Spanish system

a **specific** type of job She's doing health **studies**

b 👯 Listen and check.

15

Phrase bank

A levels apprenticeship vocational training sixth form further education sandwich course work experience vacancies placement

Culture

A careers advisor helps students decide what to do after secondary school.

Useful language

On the one hand ... on the other hand

However, ...

Yet, ...

Some people think

While I agree that's a good idea, I think ...

Listening: careers advice

- Listen to an interview between a careers advisor and a sixth form student. Answer the questions.
- 1 Why does the advisor ask Tara about her interests?
- 2 What kind of career does he think would suit Tara?

2 🐠 Listen again and choose the correct answer.

- 1 Tara ...
 - a doesn't like any subjects at school.
 - **b** likes some subjects, but not others.
 - c likes all her school subjects.

2 Tara ...

- **a** wants to buy a video camera in the future.
- **b** doesn't have a camera now.
- c is saving to buy a better camera.

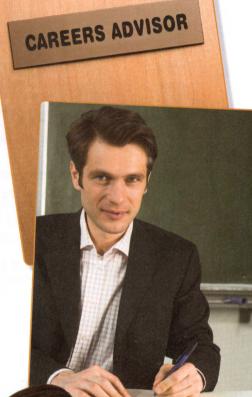
3 Tara ...

4

- **a** wants to do vocational training.
- **b** wants to look for a job after school.
- **c** knows her parents want her to go to university.
- Mr Lee asks Tara to ...
- a make a decision.
- **b** go home.
- c come back to talk about it some more.

Work in pairs. Discuss the pros and cons of the sources of careers advice below. Use the expressions in the Useful language box.

- 1 Researching options on the internet.
- 2 Talking to a careers advisor.
- **3** Talking to your parents or other family members.
- 4 Talking to your friends.
- **5** Doing a test to evaluate your suitability for different jobs.
- **6** Doing the same job your parents do.



Functional language: advice

1 Look at the words and phrases in the Phrase bank. Complete the table with the expressions.

Asking for information	Saying what you like or what you're good/bad at	Making suggestions
 How are you getting on with? 	•	•
Reacting to a suggestion	Giving advice	Saying something is not a good idea
•	•	•

2 Complete the sentences so they are true for you.

- 1 I'm quite good at ____
- 2 My best friend is really into _____
- **3** I'd had enough of ______ so I'm not studying it this year.
- 4 If you want to be a _____ (a profession), you should _____
- 5 If you're into _____ (a sport), it's a good idea to _____

3 Work in pairs. One of you will be a careers advisor and the other a student. Use expressions from 1 for your interview.

Student A

You are a careers advisor. Write four or five questions you could ask in order to find out about Student B's abilities and plans.

Student B

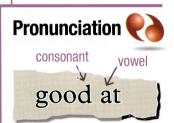
You are a student. Think of two subjects you're good at, two that you dislike and two things you do in your free time. Ask Student A for careers advice.

____.



Phrase bank

How are you getting on with ...? I'm useless at ... You should do ... I think I've had enough of ... It's a good idea to ... What do you like doing in your free time? I'm really into Maybe something like ...? I'm quite good at ... Sounds OK I wouldn't recommend I don't know ... Cool! I hate ... Why don't you have a think about it?



Word linking

a Listen to the blue words in the phrases below. Can you hear two words or one? I'm good at English.

I'm useless at physics. I've had enough of physics... It's a good idea. Have a think about it.

b Practise linking the final and initial sounds in each pair of words.

Final task: an interview

Work in pairs. Read the advert. When you finish, close your book and tell your partner what you remember.



Camp Sur needs

Camp Sur, based in a village near Salamanca, will welcome young people aged 15–18 from Britain, Holland, Denmark and Germany during the month of July.

We need:

young people of the same age whose first language is Spanish to take part in the camp. All you have to do is to speak Spanish during all meal-times and social activities.

We offer:

- free board and accommodation
- free participation in a range of sporting and social activities
- the opportunity to meet other teenagers from a range of European countries.

Interviews at the Hotel Vista Cibeles, Madrid - April 10th and 11th.

2 Listen to an interview with a candidate for a job at Camp Sur then answer the questions.

- 1 What impression did she give?
- 2 How did the interviewer feel about the candidate?
- 3 What advice would you give this candidate?
- **3** Work in pairs to carry out an interview for a job at Camp Sur. Follow the instructions below.

Student A

You work for Camp Sur. Ask about ...

- what the candidate is doing at school now.
- the academic choices the candidate has made.
- the candidate's future plans for study and/or work.
- the candidate's interests and hobbies.
- why the candidate is interested in working at Camp Sur.

Strategy



Choose an option to complete the advice for interview candidates.

When talking about yourself in an interview ...

- 1 express/don't express an interest in the interviewer's questions.
- 2 give/avoid giving short, one or two word, answers.
- 3 use/avoid using the phrase 'I don't know'.

Student B

You are a candidate for a place at Camp Sur. Prepare to give information about ...

- your studies now and in the past.
- your future plans for study and/or work.
- your hobbies and interests.
- why you're interested in working at Camp Sur.
- what you can offer Camp Sur.
- any questions you have about the camp.

Vocabulary

- **1** Write the words in a logical sequence. There may be more than one possible answer.
- 1 sixth form university primary school work secondary school
- 2 do a degree leave school do a subject have a career pass an exam

2 Cross out the odd one out in each group.

- 1 careers advisor / school leaver / teacher
- 2 vocational training / work experience / sixth form
- 3 degree / optional / compulsory
- 4 sixth form / further education / university

3 Use and number the items in the order you hear them defined.

careers advisor	
vocational training	
secondary school	
A levels	
compulsory	Miniolan edition

4 Write the words in order to complete the subject definitions. Write a subject for each definition.

- 1 In this subject learn/students/about/computers/how/work.
- 2 This subject how/system/the/teaches/economic/functions.
- 3 In this subject students/physical/the/about/of/importance/learn/exercise.
- 4 This subject society/about/own/students/teaches/their.

Pronunciation

5a Mark the words that link together.

- 1 I work in a school.
- 2 I'm not a teacher.
- 3 I hate exams.
- 4 Have a talk about it.
- **5b** 1/2³ Listen and check.

Functional language

6 Read the task box and complete the conversation.

TaskAfter a term studying sciences, Julia decides she doesn't like
it. She asks her best friend for advice.Write a dialogue between Julia and her best friend.
Use the Phrase bank to help you.

Phrase bank

A levels apprenticeship vocational training sixth form further education sandwich course work experience vacancies placement

stay on enrol on apply for take on

art Latin Greek citizenship ICT PE maths biology physics chemistry technical drawing history history of music French business studies health studies the British system humanities sciences

How are you getting on with ...? I'm useless at ... You should do ... I think I've had enough of It's a good idea to ... What do you like doing in your free time? I'm really into ... Maybe something like ...? I'm quite good at ... Sounds OK I wouldn't recommend ... I don't know Cool! I hate ... Why don't you have a think about it?

Review

Study abroad

Phrase bank

meet new people feel homesick learn about another culture miss friends different food too expensive

hall of residence shared apartment host family half board full board self-catering

registration enrolment fee deposit balance course fees grant



Culture

Many teenagers travel to Britain to study English every summer. Brighton is one of the most popular destinations.

Vocabulary: booking a course

- **2** Imagine you are going to study abroad. Complete the online registration form using words from the Phrase bank.



It's as easy as A, B, C. Choose from one of the following accommodation options:



A Many students prefer the (1) ______ option, because living in an English home gives you first-hand experience of English life.

B For the student who prefers a less intensive time, the (2) ______ option on a university campus is ideal.

C The more independent student may prefer a (3) ______ Although this is more expensive, many enjoy the freedom it brings.



With A or B you can choose from the following catering options: (4) ______(all meals provided) or (5) ______

(breakfast/evening meal only).

Option C is (6) _____only.

When you make a reservation, you pay an **enrolment fee**. This acts as a **deposit**, and guarantees your place on the course.

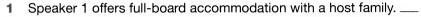
The **balance** of your fees is payable on arrival at the school. **Course fees** are normally all-inclusive.

You may be eligible for a **grant** from the European Union to pay for your studies.

- **3** Read Step 2 of the form. Use the words in bold to complete the definitions for ways of paying for a course.
- 1 A proportion of the total cost paid to reserve goods or services is a _____
- 2 Help from an official body to pay for the cost of a course is a _____.
- **3** An _____ is what you pay to join a course.
- 4 The complete cost of a programme of study is the _____
- **5** Following an initial payment, the ______ is the rest of the money you need to pay.

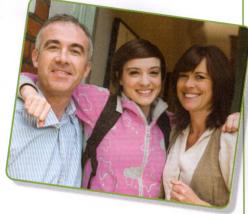
Speaking: discussing preferences

- Listen and identify speakers 1-4.
 Find words in the Phrase bank to label each speaker.
- 1 Speaker 1 is ____
- 2 Speaker 2 is
- 3 Speaker 3 is _____
- 4 Speaker 4 is _____
- 2 We Listen to the speakers again and decide if the statements are true or false.



- 2 Sarah Johnson deals with students' accommodation problems. ____
- 3 The person responsible for taking payment from students is Margaret.
- 4 Dirk thinks that there are advantages to staying with a host family.
- **3** Imagine you are going to study in Brighton and you want to know more about accommodation options. Which of speakers 1-4 would you talk to?
- 4 126 Listen to Speaker 4 discussing his preferences. Complete what he says with words from the Phrase bank, then choose the best alternative in bold.
- 1 Some students **prefer/preferred** the host family option. It's a _____ learning English.
- 2 Maybe it's _____ you if you feel homesick, too.
- 3 My parents would prefer/prefer me to stay with a host family.
- 4 ______ staying in a hall of residence is that you have your own room.
- 5 I rather/I'd rather have some _____ than live in a family situation.
- 6 I think what I like/I'd like _____ would be to share an apartment!
- **5** Work in pairs. Use the phrases in 4 to talk about where you would prefer to stay if you were studying abroad.





Phrase bank

Director of Studies host family member language student language school receptionist

great way of most of all good for personal space the thing I like about ...

I'd rather stay ... I prefer living ... alone / with other people / in a homely environment





I would prefer **to live** +would-prefer-living I would rather **live** +would-rather-to-live



sounds

a U27 Listen and identify the word you hear.

show / so share / Sarah sign / shine see / she

Phrase bank

level test native speaker sporting and cultural activities auided tours daily timetable flexible optional conversation classes business English survival English general English young learners course

Listening: understanding phone calls

- 1a Javi is going to call a language school. Read his questions. Which could he answer by reading the advert?
- 1b 🗱 Listen and answer the rest of the questions.

Remember to ask • How do you get to Brighton? • Brighton? What is there to do there? • Are there different courses available? • Number of students per group? • Do they arrange accommodation? • How to book course? • Contact name?

iton Academy

- Fantastic coastal location
- 2 ¹/₂ hrs by road or train from London; international airport

3

4

- Well-equipped self-access centre
- Wifi and student social area
- Varied social programme including weekend excursions
- Range of accommodation options Competitive prices

www.brightonacademyofenglish.com

1/28 Listen again and choose the correct answer for each question.

- Which course does the receptionist recommend for the caller?
 - a Business English
 - **b** Young Learners course
 - c Survival English
 - d General English
- 2 What does the receptionist say about the length of courses?
 - а Most students stay for a month.
 - b Students can study for as long as they want.
 - c You have to stay for at least a week.
 - Courses last most of the summer. d
 - What's the timetable like for students at the school?
 - a It's completely flexible.
 - **b** The afternoon is optional.
 - It's divided equally between morning and afternoon. С
 - Students have three hours of class in the morning and two hours d in the afternoon.
 - What are the accommodation options for students?
 - a They must stay with a host family.
 - **b** The school organizes the student's preferred option.
 - Most students stay with a family at first and then go to the hall of residence. С
 - Students can choose where they want to stay. d
- 3 Which of the courses in the Phrase bank would be useful for you?

Culture

Brighton is also known as London-bythe-sea, because so many Londoners live there and commute to work by train.

Pronunciation

10:1

a 1/29 Listen to the words. Which have the sound /oː/?

> hour hall abroad half-board four

b 1/29 Listen again and repeat the words.

22

Functional language: phone calls

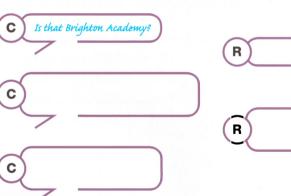
1 Copy the table into your notebook. Then complete it using the expressions in the Phrase bank.

Offering to help	Clarifying what the customer wants	Confirming
 What would you like to know? 	 What type of course are you interested in? 	• Yes, of course • •
Explaining what you want	Asking for information	Checking
 I was phoning for some information about your school. 	 Can you tell me something about where the school is? 	 All the teachers are native speakers, right?

2 Add the expressions to the correct box in the table in 1.

- What kind of accommodation were you thinking of?
- That's right. What can I do for you?
- Can you tell me more about the options available? I'm interested in hearing about the accommodation you offer. Is that Brighton Academy?

3 Look at the sentences in 2. Decide whether it is the caller (C) or the receptionist (R) who says each sentence. Complete the dialogue in the speech bubbles below.





4 Source Work in pairs. Decide who is Student A and Student B. Use the Phrase bank to help you complete the task.

Student A

You are a receptionist in a language school. Think about the services and facilities your school offers. Answer Student A's questions.

Student B

You are a student. You want to call a language school to enquire about the following:

- The cost of general English courses
- Things to do in the area
- Types of course available

Call the receptionist at the school.

Phrase bank

certainly How can I help you? How many hours of classes are there per day? I'm interested in a group class. OK, sure. What about social activities - do you have anything like that? What about the courses on offer? Could you tell me how much ... costs?

Culture



23

To identify yourself on the phone in English, or to check the identity of a caller, use the third person.

It's Maria.

Ham Maria.

Is that John?

Are-you John?

Final task: talking about priorities

1 Read the facilities and services a language school offers. Which are the most important?



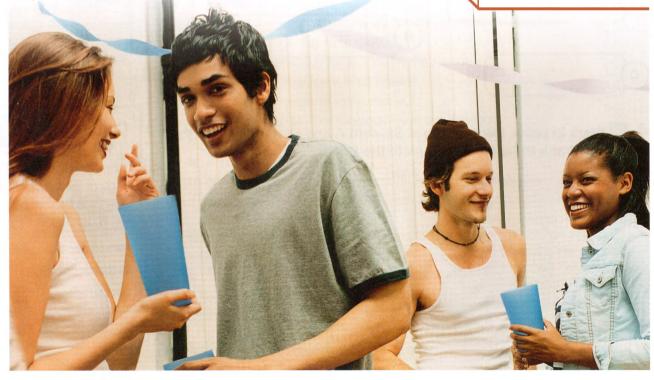
- 2 Read the strategy box then listen to a pair of students trying to prioritize the facilities in 1. Which speaker listens more effectively? Why?
- Work in pairs to discuss the importance of each facility. Try to prioritize them from 1 (most important) to 8 (least important).
- **4** Join with another pair to form a group of four. Together try to choose the four most important facilities.

5 Present your ideas to the class using expressions from the Useful language box. Remember to explain your reasons.

Useful language



I think X is less important than ... I think Y is more important than ... the most important the least important We chose X because We think that Y is one of the top four facilities because ...



Review

Vocabulary

1 It Listen to the words and write each one in the correct column in the table.

accommodation	courses	money	people
		in politica all	desi negeriki lerih

2 Work in pairs. Add one more expression to each column.

Pronunciation

3 Use the words and write them under the correct headings. study fashion attention course English session

/s/	151	
		Comensiend Vellot
	pairque la cituden el ad 8'n	colored the constant

Functional language

4 Put the dialogue between a receptionist and a student in the correct order. Write a number (1-13).

Student:	I was interested in some information about your English classes
Receptionist:	A maximum of eight
Receptionist:	Fine, we have First Certificate courses starting next month. Is that a group class or individual?
Receptionist:	OK, so we have a range of courses – intensive, extensive, general and exam classes.
Receptionist:	Sure, well we have daily group classes on our intensive programme
Receptionist:	Well, individual classes cost €35 an hour
Receptionist:	What would you like to know?. 2
Student:	Oh good, I'm interested in preparing the First Certificate exam.
Student:	Ah, well maybe group classes then.
Student:	Err, individual I think – how much is that?
Student:	First of all I wanted to know what different courses you have.
Student:	How many students are in the group?
Student:	That sounds great, thanks. I'll think about it and get back to you. $\underline{13}$

- 5 Jisten and check.
- 6 🔽 In pairs, practise the dialogue.

Phrase bank

apprehensive excited relieved meet new people feel homesick learn about another culture miss friends different food too expensive host family hall of residence shared apartment half board full board self-catering registration enrolment fee deposit balance course fees grant

Director of Studies host family member language student language school receptionist

great way of most of all good for personal space The thing I like about...

conversation classes business English survival English general English young learners course

certainly How can I help you? How many hours of classes are there per day? I'm interested in a group class. OK, sure. What about social activities? Could you tell me how much ... costs?

Shopping

Phrase bank

shop assistant window-shopper manager customer store detective shoplifter

newsagent factory outlet stationer chemist supermarket pound shop post office health food shop convenience store

accessories kitchenware perfumery food hall shelf receipt price tag aisle trolley cash point



called a pound shop. Bargains can be bought here for about £1.



Vocabulary: the high street

- 1 Label the people in the pictures on this page. Use words from the Phrase bank.
- 2 1/24 Listen to four dialogues.
 Where do they take place?
 Use words from the Phrase bank.

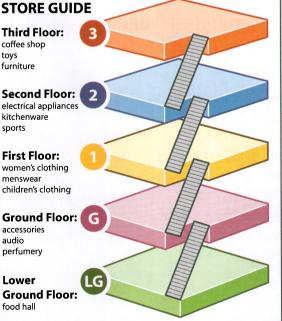
Dialogue 1 is in a	
Dialogue 2 is in a	
Dialogue 3 is in a	•
Dialogue 4 is in a	

3 1/35 Complete the sentences using the words below. Listen and check.

shelf receipt aisle trolley

- 1 Chewing gum? It's on the _____ down there.
- 2 Sure, you'll find cleaning products in the next ____
- **3** Hi, could you change this £5 note for me? I need a pound coin for the shopping ______.
- 4 It's true, look at the _____. These jeans only cost me £20!
- 4 Where can you buy the items on the shopping list? Write the department and floor.

PICKERINGS





26

Speaking: asking for information

1 Find words in the Phrase bank to label the photos.



Put the sentences about a shopping trip in a logical order. Write a number (1-4). Listen and check.

Excuse me, could you tell me where the cameras are? _____ No, I'm just looking, thanks. ____

Cameras? They'll be in electrical appliances – take that escalator over there. _____ Hi, would you like any help? ____

- 3 W Listen to a dialogue between a customer and two members of staff in a shop. Decide if the sentences are true or false.
- 1 The shop assistant says that the Fuji camera is more practical to use.
- 2 The checkout assistant says that if the customer has a problem he should return the camera to the company that made it.
- 4 Complete the conversation between a customer (C) and shop assistant (SA) with words from the Phrase bank. Use the clues in brackets to help you.
- **C** Excuse me, could you tell me a bit about the difference between these two cameras?
- **SA** OK, well they're pretty similar in price but the Fuji's a little (1) _____ (price), which is good! It's also a bit (2) _____ (weight) so it's easier to carry.
- **C** What else what about the features?
- SA Let's see well, the screen on the Canon is 2.7 inches and the Fuji's a little (3) _____ (size), which makes it easier to see what you're shooting.
- C And what about resolution?
- **SA** I think they're both 10 megapixels.
- **C** And what about the zoom?
- **SA** There's quite a difference there. The Canon is a compact camera, so it's only got a 4x optical zoom, but the Fuji's a bit (4) _____ (age) so it gives you the latest 15x zoom.
- 5 Source Work in pairs. Practise reading the dialogue in 4 then write a similar one about two models of another appliance. Use words from the Phrase bank.

Phrase bank

lift escalator meeting point checkout

sound quality weight design memory capacity special offers credit card cash

lighter heavier more expensive cheaper smaller bigger more traditional more modern

Language note



In shops in Britain, if a shop assistant asks you if you want any help you can say,

No thanks, I'm just looking.

Pronunciation **P**

10/

a Say the words in blue. Which letter is silent? Listen and check.

Could you tell me where the cameras are?

Would you like any help?

You **should** keep your receipt.

b (1) Which words have the /o/ sound? Listen and check.

book cook wood food good put but cut full pull pool

Phrase bank

guarantee credit note cash refund exchange receipt

consumer poor service damaged goods

rights duty faulty manufacturer policy recordings

Culture

In Britain, there are no complaint forms in shops. However, consumer protection programmes are popular on TV and radio.

Listening: consumer rights

1 Read the definitions. Find a word in the Phrase bank for 1-5.

- 1 Get your money back in notes and coins. _
- 2 A piece of paper confirming the price of a product and the time and place where you bought it.
- **3** A promise to repair or replace a product that is faulty within a period of time.
- 4 Get another product to replace a damaged one.
- **5** A paper giving you the right to buy another product in the same shop for the same value as a damaged product.
- 2 We You are going to listen to the first part of a radio programme about consumer rights. Decide if the statements are true or false. Give reasons to support your answers.
- 1 Paul represents the interests of shoppers and shop workers.
- 2 Paul thinks the main problem is that consumers are ignorant of their rights.
- **3** Paul says that the first step to getting your money back is to contact the manufacturer of the faulty product.
- 4 Paul says that shops have a duty to help customers.
- **5** According to Paul, the question of how shops respond to customers depends on each shop. _____
- 6 Paul secretly records his shopping trip. __
- 3 W Listen to the second part of the radio programme and answer the questions.
- 1 Why is Paul so sure that the problem with his camera is not due to the memory card?
- 2 Why doesn't Paul want the shop to repair his camera?
- **3** What reason does the shop assistant give for Paul not being eligible for a cash refund?
- 4 According to the information on this page, did the shop assistant carry out his duty to Paul? Explain your answer.



Functional language: complaints

1 Write expressions from the Phrase bank for each category (1–4) below.

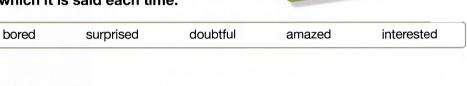
- **1** Ways of explaining a problem (x4).
- **2** Suggestions for possible solutions (x4).
- 3 Saying how you feel and what you want (x4).
- 4 Enquiring about a problem (x2).

1

2

3

2 You are going to listen to a person say the same word in five different ways. Choose an adjective from the box to describe the way in which it is said each time.



4

5

3 Work in pairs. Say the following phrases. Your partner must describe your mood using the adjectives in 2.

Can I help you? It's on the third floor, near the computers. I bought this last week and it's not working. I'd like to speak to the manager. I'd like my money back. I'm just looking, thank you.

OK SHOPPING

- 4 Identify who is speaking: the customer (C) or the shop assistant (SA). Write a number (1-10) to put the sentences in a logical order.
- SA Good morning. Can I help you? 1
- It sounds like some type of loose connection. Would you like them repaired or would you prefer an exchange? _____
- ____ Yes, I bought these speakers last month and they're not working properly. ____
- ____ When I plug them in there's a loud buzz and the sound quality's terrible. ____
- ____ Well, actually I'd like my money back. ____
- ____ I see. Have you got the receipt? ____
- ____ What seems to be the trouble? ____
- I'm afraid we can't give you a cash refund you bought them more than 15 days ago. I could give you a credit note that way you can buy something else in the store.
- ___ Yes, here it is. ___
- C Oh, OK well, I'll take that then if I can't have cash. ____
- **5** Source Work in pairs. Invent a similar dialogue about another faulty product. Decide how polite you want to be.

Phrase bank

This product is faulty. What's wrong with it? When I turn it on nothing happens. It doesn't do anything. I can't hear anything. It could be the battery. Try rebooting it. This isn't good enough. I want something done about it. What seems to be the problem? We can send it off to be repaired. We can give you a credit note. No really. I'd like my money back. I'm really not too happy about this.

Useful language



In English, to complain, we use the polite form

I'd like to speak to the manager ...

even when we are angry.

Pronunciation

Expressing mood

a U43 Listen to three things the sales assistant says in the dialogue on page 28.

'Oh dear, what seems to be the trouble?'

'Oh I see. Well, if you've got the receipt we can give you a credit note.'

- 'Right, well, if you're sure.'
- b Practise using the same intonation.
- c How does he sound?

Final task: making a complaint

- **1** Work in pairs. Choose Option 1 or 2 then decide who is Student A and B. Read your tasks.
- **2** Use the Useful language box and the Phrase bank on page 29 to write notes for a dialogue. Carry out the task.

Option 1

Student A

You bought a phone two weeks ago. It doesn't work and you want a cash refund.

- Make a list of the problems.
- Think how to start the conversation.
- Decide how polite to be.

Ask the shop assistant for a refund.

Student B

You are an experienced sales assistant. Your boss has instructed you not to give any cash refunds.

- Make a list of the options you can offer to avoid giving a refund.
- Think how to start the conversation.
- Decide how polite to be.

Option 2

Student A

You bought a computer recently, but you dropped it and it doesn't work properly. You want to return it and exchange it for another one.

- Are you going to tell the truth?
- Think how to start the conversation.
- Decide how polite to be.

Ask the shop assistant for an exchange.

Student B

You work in a shop. Some computers have been returned with software problems. However, it is unusual for computers to be damaged when customers buy them. You can only exchange a computer if you are sure it was damaged when the customer bought it.

- Make a list of questions you can ask to decide if the customer is telling the truth.
- Think how to start the conversation.
- Decide how polite to be.

Useful language

What seems to be the problem? There's a problem with ... It doesn't work. How can I help you? I'd like a cash refund, please. Can you call the manager, please?

Strategy

a Remember, when speaking we can express our mood by:

- the language we use
- the intonation we use
- the body language we use
- **b** When doing your task, try to think about:
 - how you look at the other speaker
 - . the intonation you use
 - whether to use 'please' and 'thank you'
 - how direct your language is
 - what you do with your hands and arms while you speak

30

Vocabulary

1 Add three more words from the Phrase bank to each list.

- 1 type of shop: supermarket
- 2 departments: menswear
- 3 things in a shop: bag

2 Complete the advice for shoppers below with words from the Phrase bank.

When you buy a product in a shop, always ask for and keep the (1) ______. This has the date on it which helps you calculate the period of the (2) ______, which is normally six months to two years. If the product is faulty, you are entitled to a (3) ______ for the full price you paid. If the product works but you don't like it, you can't always get your money back but the shop may give you an (4) ______ for a similar product or a (5) ______ – which you can use to buy something of equal value in the same shop.

Pronunciation

3 ^{1/44} Listen to the words and identify the one you hear in each pair. Practise saying the words with your partner.

would / good full / fool pool / pull should / could to school / two schools

Functional language

4 Put the words in the correct order to make sentences.

- **1** Explaining a problem:
 - a motor / the / I / it's / think / . _
 - **b** not / It's / properly / working / . _
 - c problem / with / There's / sound / a / the / .
- 2 Explaining how you feel and what you want:
 - a happy / I'm / this / really / too / not / about / .
 - **b** l'd / back / like / money / my / . _
 - c refund / actually / a / Well / I'd / like / cash / . _____
- 3 Offering solutions:
 - a note / can / give / a / We / you / credit / . ___
 - **b** off / repaired / send / We / can / it / to / be / .
 - c exchange / you / Would / like / an / ? _____

5 Read the task box and write a dialogue.

TaskThink of something you bought recently. Think of something
that might go wrong with it.Write a conversation between yourself and a shop assistant.
Use the Phrase bank to help you.

Phrase bank

shop assistant window shopper manager customer store detective shoplifter newsagent factory outlet stationer chemist supermarket pound shop post office health food shop convenience store accessories kitchenware perfumery food hall shelf receipt price tag aisle trolley cash point

lift escalator meeting point till sound quality weight design memory capacity heavier cheaper bigger More traditional More modern

guarantee credit note checkout cash refund exchange receipt

This product is faulty. What's wrong with it? When I turn it on

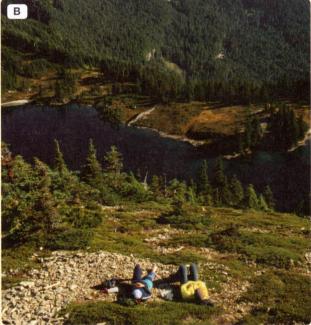
nothing happens. It doesn't do anything. I can't hear anything. It could be the battery. Try rebooting it. This isn't good enough. I want something done about it. What seems to be the problem?

Review

Prepare to ... describe a photo

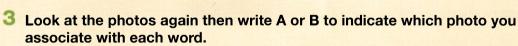
145 Look at the photos of places where people go on holiday. Listen to someone describing one of them. Which one is it?





2 Tick the things the speaker does

- refers to how the photo makes him feel
- talks about where things are in the photo
- talks in detail about what he can see
- tries to use descriptive language
- draws his own conclusions and makes deductions



serene	overcrowded	holidaymakers	unspoilt
packed	nature-lovers	filthy	breathtaking scenery
sunshade	peaceful	shoreline	paddling

4 1/46 Listen to two more students describe photos A and B. How are their descriptions different from the first student's? Use the ideas in 2 to help you.

5 Listen again and decide if the statements are true or false. Give reasons to support your answers.

Photo A

- 1 The speaker would like to be in the photo.
- **2** The speaker talks about individuals in the photo.
- 3 The speaker thinks the scene could be in Brazil.
- 4 The speaker doesn't like beach holidays.

Photo B

- 1 The speaker likes this scene.
- 2 The speaker thinks it's definitely a European scene.
- 3 The speaker thinks the people are tourists.

6 Read the words for describing places. Write them under the appropriate headings.

exciting noisy car horns tense crowded stadium powerful sound-system chanting pollution booing pitch supporters frustrating stressful amazing lights at a standstill cheering

a football match	a traffic jam	a disco	S entre et
		No interest and to she	

7 Work in pairs. Decide who is Student A and Student B. Use the Useful language to help you complete the task.





Useful language



Describing a photo

In the foreground/background On the left/On the right/In the centre of the picture I can see Behind/in front of The main thing we can see is I can make out We can see There are also some/a few It's a ... scene Most of the picture is taken up with

Speculating

It seems to be I think it's It could /might/must be It looks like Probably ... Perhaps ... I suppose

Opinion

I'd love/I'd like/I wouldn't want to be there. It (really) appeals/doesn't appeal to me. This is a lovely/horrible photo/ image. The thing that strikes me is ...

Student A

Describe photo 1. Describe the place and speculate about what might be happening. **Student B** Describe photo 2.

Describe the place and give an opinion about it.

Prepare to... give an opinion

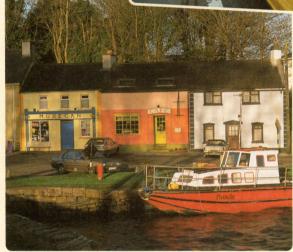
- **1** Work in pairs. One of you think of ten reasons for living in a city. The other, think of ten reasons for living in a village.
- 2 Description of living in each place.
 2 Description of living in each place.
- 3 1/47 Listen to James talking about why he likes his city. Which city does he live in?
- **4** Tick the reasons he gives for wanting to live there.
- **1** The city's fascinating past
- 2 Its excellent transport network
- 3 Modern aspects of the city
- 4 Its multicultural population
- 5 Opportunities for employment
- 6 Attractions for tourists
- 7 Shopping
- 8 Famous sporting venues
- 5 1/47 Read specific examples of what James likes about his city. Write 1-8 to indicate which of the things in 4 they relate to. Listen and check.

architecture ____ Camden Lock market ____ districts with international atmosphere ____ fashion ___ food from round the world ___ museums ____ Oxford Street ___ Shakespeare's Globe theatre ___ sightseeing ___ The Tower of London ___

6 Complete the table below with words and phrases from the Useful language box.

getting around	opportunities	pace of life	being at the heart of things
		No. A State of the state	





Useful language



a selection of universities and colleges international communications hub commuters congestion fast-moving good prospects of employment headquarters of organisations and businesses high pressure local public transport network range of leisure facilities rush hour seat of central government stressful variety of entertainment options

In pairs, decide which of the things in 6 are positive aspects of city life, which are negative and which are irrelevant? Write your answers below.

positive	negative	irrelevant

8 James uses expressions to do the following things. Write one example from the audioscript on page 108 for 1-6 below.

- 1 Show his personal connection with the city.
- 2 Ask rhetorical questions.
- 3 Suggest things to do in the city.
- 4 Introduce arguments in sequence
- 5 Use a quotation to support his opinion
- 6 Give concrete reasons to support an opinion

9 Match expressions for linking ideas to their more informal equivalents.

Formal linking expressions

- 1 first of all
- 2 additionally
- 3 moreover
- 4 in terms of disadvantages
- 5 however, in my opinion

Informal linking expressions

- a I also think
- **b** are there any negative points?
- c but for me
- d to start off with
- e another reason is

Useful language



OK, well I'm from here so I'm a bit biased

What makes it so great?

Are there any negative points?

Two places I'd really recommend are ...

You can find food from many different countries here.

As the famous English author said ...

To start with, it's ... But it's also ... as well as great clubs there's live venues too ... Another reason I love it is ...

10 Which of the linking expressions in 9 do we use in spoken language?

Task

A Prepare a speech called 'What makes my city/town/village great.'

B Work in pairs. Follow the instructions below. Make notes but don't write your speech out in full.

Write a list of five or six reasons to support your opinion Think of real examples to support your points Decide which linkers to use

C Listen to the other speeches. Who presents the most convincing arguments?

Prepare to... do a project

1 Use three people talking about a weekend break. Number the photos in the order you hear them. С



2 We asked each person the following questions. Listen and note their answers.

	Where did you go and why?	Are you having a good time?
Speaker 1		
		and the second second second second
Speaker 2		
Speaker 3		

3 Read the words. Check you understand what they mean.

department store guided tour sporting venue bargain drop into (a place) gallery go window shopping the home team posters sightseeing souvenirs

cultural tour	shopping trip	sporting tour	

- 4 🚯 Listen to activities you might do on holiday. Write the activities under the headings in 3.
- **5** Swork in pairs. Discuss which type of trip you would prefer and why.

- 6 **I** In pairs, talk about holiday activities in your town or city that visitors could do. Which are the most interesting?
- 7 Read the project. In pairs, discuss what activities you would include in an itinerary for visitors to your city. Use the Useful language box to help you.

Project

- A Plan a weekend in your city for a group of students from another country. In pairs, discuss your answers to the questions below.
- 1 Which places will you visit?
- 2 How will you travel between places?
- **3** What kind of food will you eat and where?
- 4 What kinds of souvenirs will you recommend visitors buy?
- B Present your weekend plan to the class. Use expressions from the Useful Language box and the ideas below to help you.
- Decide before you start who will present each section of your plan
- Try to speak naturally from your notes rather than read them aloud
- Use visual support (posters, photos from the internet, Powerpoint)
- Make your presentation more attractive by giving your weekend a title

Useful language



Making suggestions

Why don't we (infinitive) ...? What about (verb+ing) ...? We could/should (infinitive)

Agreeing & disagreeing

OK, that's a good idea. That sounds good. No, I don't think that'll work. That's crazy!

Confirming what you've decided

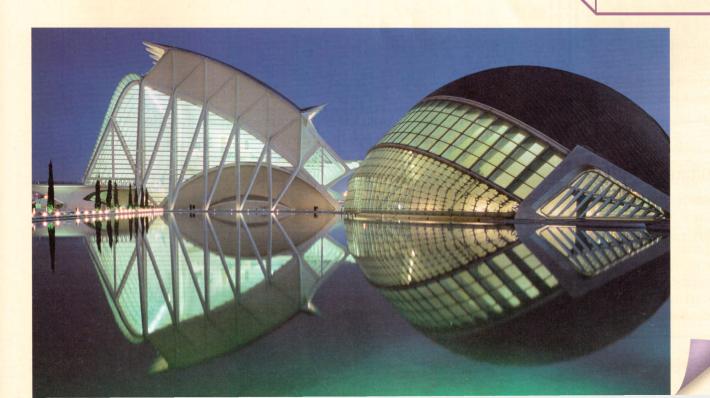
OK, so on Friday evening ... So, first of all ...

Explaining your ideas and reasons

We decided to ... We thought this would be a good idea because ... We think this will appeal to visitors because ...

Describing when you're going to do things

The first thing we're going to do is ... Later on in the day, we're going to ... Next morning ... On Sunday afternoon ...



Free time

Phrase bank

athletics basketball cyclina skiing work out aerobics weight training ice skating badminton squash skating swimming hockey martial arts modern dance Pilates spinning voga darts pool tenpin bowling running

Useful language

Most sports or exercise activities collocate with the verbs *do*, *play* or *go*.

Work out is one of the few that doesn't require an additional verb:

She works out twice a week.

Culture

Snooker - a similar game to pool - and darts are very popular in Britain. Important championships and tournaments are broadcast to huge audiences on national television.

Vocabulary: leisure activities



1 Label the photos with activities from the Phrase bank.

2 Try to classify the activities in 1 as games, sports or keep fit.Use the ideas below to help you.

expends energy develops muscle tone no physical effort improves stamina just a bit of fun has a clear set of rules

3 Write five activities from the Phrase bank in the table below according to the verb used.

do	weight training,
play	pool,
go	cycling,

4 1/2th Listen to five people talking about activities they do. Which activity in 1 does each speaker do?

5 🐠 Listen again to the speakers in 4. Which speaker (1-5) ...

- 1 likes being able to do the sport when and where they want.
- 2 has tried different varieties of the same activity.
- 3 plays a team sport.
- 4 sees the activity as a way to relax with friends.
- 5 took up an activity to get fit.
- 6 Which of the activities in the Phrase bank are popular in your country? Do you do any of them?

8 PERSONAL LIFE

38

Speaking: talking about hobbies

Look at the graphs of the most popular sports and exercise activities for 16–24-year-olds in Britain. Predict which activities are among the top five for men and for women.

snooker/pool swimming football aerobics cycling working out running

What active 16-24-year-olds do in Britain

working out

cycling

running

darts

hockey

swimming

cycling

football

Ó

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Young mer were more likely to have participated in

20

30

Percentage

40

ice skating

badminton

snooker/pool

tenpin bowling

ò

10

swimming

weight training

tenpin bowling

Men

30

Percentage

Women

20

- 2 Listen and check your predictions.
- 3 Write a verb phrase from the Phrase bank for the definitions.
- Register for a course or activity.
- 2 Stop doing something you have done for a period of time.
- **3** Start doing a new activity.
- 4 Learn without too much difficulty.
- **5** Persist in trying to do something.
- 6 Participate in an activity.
- 4 Listen to someone describing a sport. Complete the speaker's column of the table.

	speaker	you
What: the sport/activity I'm going to talk about is		
When: I took it up		
How long: I did it for/I've been doing it for		
Who: I do/play it with		
Where: I do/play it in		
Why: I like/liked it because		

5 Make notes in the table about a sport or activity you do now or did in the past. Work in pairs and tell each other about it.



Phrase bank

take something up pick something up sign up for something stick at something give up something take part in something

bar court track pool gym pitch mountains park

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Language note



We use the verb *practise* when we work at trying to improve the way we do things, e.g.

I'm studying the piano and I practise every day.

I play tennis a couple of times a week. I've been practising my serve.

Pronunciation **P**

Final sounds

a (154) Listen to the words. Pay attention to the final sound. Match the words to the correct final sound symbol.

practises kicks teams

/s/ /z/ /iz/

- b Say the words below and write the correct final sound symbol for each one.
 - aerobics watches dances plays
 - athletics

Phrase bank

Do you fancy ... meeting up with ...? going to the cinema? going to a gig? playing pool/snooker/ darts?

Listening: invitations



Useful language

When asking about what films are showing at the cinema, we ask

What's on?

When talking about the period in which a film is showing at the cinema, we say

It came out last week. or It 'hasn't been out long.

Culture



In English, it's common to make an invitation, even to a good friend, in an indirect way, using conditional sentences:

I was just wondering if you fancied ...

This makes it easier for the inviter to withdraw the invitation and the invited to turn down the invitation, if necessary. **1** 1 1 1 Listen to two dialogues in which people are making plans to go out together. Answer the questions for each dialogue.

	dialogue 1	dialogue 2
What is the invitation for?		
Are both speakers keen to go?		
Do they make an arrangement?		

2 1755 Listen again and decide if the statements are true or false.

Dialogue 1

- 1 Sally's father recognizes Celia's voice. ____
- 2 Celia suggests more than one option.
- 3 They agree to talk again later.

Dialogue 2

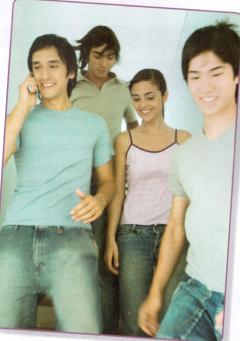
- 1 Mark's mother recognizes Karl's voice.
- 2 Mark hasn't done his maths homework. ____
- 3 There are four free tickets.
- 4 Mark is busy earlier on Saturday. ____

3 Answer the questions.

- 1 In which conversation is someone evasive?
- 2 Do you ever react to an invitation in the way that Sally did?
- **3** Read the culture box. Are there any differences between the way you make invitations and the way English people do?

Functional language: making arrangements

- Listen again to the beginning of the two phone conversations from page 40. In your notebook write ...
- 1 two different ways to ask to speak to someone.
- 2 one way to ask for the name of the caller and one way to answer.
- 3 two ways to say you are going to pass the phone to someone.
- **2** Copy the table in your notebook. Complete it with expressions from the Phrase bank



asking about plans or options	making a suggestion	making an arrangement	
•	•	•	
•		•	
being evasive	showing enthusiasm	suggesting an alternative	
•	•	•	

3 🔽 Work in pairs. Choose which student to be by tossing a coin. Write a dialogue about making plans to go out.

Student A

You want to go out with Student B. Try suggesting ...

- going to watch a sports match
- going out for something to eat

Student B

You don't mind going out with Student A but you want to suggest ...

- a different activity
- a different time

4 **Practise reading your dialogue.**



fancied going to the cinema tonight? Are you free on Saturday night? I wondered if you wanted to go... What's on? Could we make it a little later? Is there anything else on? I'll give vou a call later. We'll call for you around 7. Oh veah, nice one. Great. Mmm, maybe. Well, I'll see.

Language note



The word *just* has several uses.

- 1 To ask someone to wait.
- Just a moment.
- 2 To show that something is imminent.
- He's just coming.

Pronunciation

Elision

- a 1/57 Listen to the questions. In connected speech, some sounds disappear.
 - Do you want to go bowling?
 - Do you fancy meeting later?
- b 1/57 Listen again and repeat.

Final task: making a date

HOME TIPS FOR I	IEN TIPS FOR WOMEN	BLOG	CONTACT
Speakeasy	Making friends & askii	ng someone for	a date.
the advice website	Whether your aim is to make new first conversation can be a real o psychologist Samantha's simple	hallenge. But don't wo	rry, just try some of
(mag	1 Listen and ask questions Other people like to know you let others know that you are		
0.0)	2 Keep it equal Remember, relationships are something that you both wan want you to do what they war	t to do. Don't give into	
	3 Give a compliment Everyone loves an ego boost. and sharing it with him or he		
	4 Turn off the technology! If you're constantly checking to an MP3 player you give oth unavailable or uninterested in	ner people the message	

- Work in pairs. Read the webpage, then close your book and tell your partner what advice it offers.
- 2 $\frac{1}{100}$ Listen to someone trying to make a date, then answer the questions.
- 1 What does Dave do right, according to the advice on the webpage?
- 2 What errors does Dave commit, according to Samantha's tips?
- 3 You are going to ask someone out on a date. Choose who will be Student A and Student B.

Student A

You are going to ask Student B out on a date. You should ...

- ask about how he/she spends their free time.
- try to show a genuine interest in what you hear.
- use Samantha's tips to move the conversation on to the key question.

Invite Student B out on a date.

Student B

You are potentially interested in Student A as a partner for a date. However, your decision depends on whether he/she ...

- shows genuine interest in you.
- has similar free-time interests to you.
- proposes something that sounds fun.

Remember to turn down student A if you are not satisfied!

Strategy

Using just

Read extracts 1 and 2 from the listening in 2. Match them to uses a and b.

- 1 I was just wondering, do you want to do something later?
- a To indicate that something is inconvenient or impossible.
- 2 Well, it's just that I had something else planned.
- **b** To mean 'only' or to indicate that something is optional.

Use *just* to help you indicate that an offer you make is optional and to decline an unwanted invitation.

Vocabulary

1 From the list of activities in the Phrase bank find ...

- 1 three team sports.
- 2 a winter sport and a water sport.
- **3** four activities you would do in a gym.
- 4 two activities you would do in a park.

2 Write five words or expressions from the Phrase bank to describe this sequence of events

start an activity – enrol on a course – learn without difficulty – continue trying – stop doing something

3 Substitute the expressions in bold with percentages and the word *approximately*.

Screen Time

Just under a third of teenagers have their own computer and four out of ten have their own camera. Nearly half of the students interviewed said they watched DVDs at least once a month, and one in five watches every week. A little over three-quarters of the respondents said they connected to the internet daily, and almost all of those we surveyed said they watched television every day.

Pronunciation

4 Write the words under the correct headings.

teenagers	students	DVDs	watches	three-quarters	respondents
/s/		/z/		/IZ/	

Functional language

5a Make complete sentences to create a dialogue using the prompts below.

Mike you / free / Saturday night? Anna why? Mike wonder / fancy / go out / pizza? mmm / not fancy / pizza Anna Chinese? Mike Anna good idea Mike 8 o'clock? make / later? Anna Mike 8.30? Anna great / call/ you / then

5b U¹⁵⁹ Listen and check.

6 Swork in pairs to practise the dialogue.

Phrase bank

basketball cycling skiing work out aerobics weight training badminton squash swimming hockey martial arts Pilates spinning yoga darts pool tenpin bowling running

take something up pick something up sign up for something stick at something give up something take part in something

bar court track pool gym pitch mountains park

Do you fancy ... meeting up with ...? going to the cinema? going to a gig? playing pool/snooker/ darts?

Are you free on Saturday night? I wondered if you wanted to go. What's happening? What's on? Could we make it a little later? Is there anything else? I'll give you a call later. We'll call for you around 7. Oh yeah, nice one. Great. Mmm, maybe. Well, I'll see.



The hard sell

Phrase bank

brand name commercials logo pop-up slogan classified ads sponsorship

advertisement consumer promotion products

Culture

The first TV commercial was shown in the USA in 1941 and cost \$4. Since then *commercial breaks* or the ads have become a part of TV channels everywhere.

Language note

The musical theme or short song that accompanies many ads or announcements on TV and radio is called a jingle.

Vocabulary: advertising

Label the photos with words from the Phrase bank.



The future's bright.

2008

2 Match words from the Phrase bank with definitions 1-4.

- An online advert that suddenly appears when your cursor moves over part 1 of a website
- 2 Small adverts in the final pages of a newspaper

1

- 3 A group of adverts that are broadcast between scheduled programmes
- 4 The name of a company that sells or markets a product

3 Find synonyms in the Phrase bank for the words below.

buyer	commercial
goods	selling

4 Read the article about how advertising works, then match a word in bold to the definitions.

Global Games announced the launch of its latest product for the teenage market today: an interactive computer game. To promote their product, the company contracted an advertising agency to plan a 12-month campaign of advertisements on hoardings in every major city, thousands of posters at bus stops and millions of flyers to be given out to teenagers.

- a company whose work is to design the promotion of products
- 2 a group of actions designed to promote a product .
- 3 large advertisements often seen at the side of a busy road _____
- 4 medium-sized, paper-based advertisements _
- 5 a group of people who might want to buy something ____
- printed adverts given directly to members of the public ____ 6
- the start of the promotion of a new product _ 7

5 Complete this table of word families.

verb	noun (person)	noun (thing)
consume	consumer	advertisement
	promoter	production
sponsor		

Speaking: discussing adverts

1 W Read 1-5 below then listen to five conversations. Number the descriptions in the order in which you hear them.

- 1 Two people discussing a promotion on a web page. ____
- 2 Two people talking about a TV advertisement. ____
- **3** A group of people who work in an advertising agency.
- 4 A commercial for a health supplement. __
- 5 A university lecture on advertising. ____

2 1/100 Listen again and answer the questions.



- 1 Can you complete the slogan, 'Designed by artists, built by robots,
- 2 What's the name of the health product?
- 3 What needs to be done to improve the jingle? ____
- 4 What is the most important characteristic of a good logo? _
- 5 What two types of advertising from page 44 is the agency going to use?

3 Write synonyms from the Phrase bank for each of the criteria for a good advert. A good advert ...

- 1 communicates a message.
- 2 has music or a song that sticks in the memory.
- **3** persuades existing customers to continue using the product.
- 4 causes a strong effect on customers.
- 5 familiarizes people with a product.
- 4 2 Work with a partner. Complete the sentences below using your own ideas. Work in pairs to practise the dialogue.
- A Have you seen that new _____ advert?
- B Which one?
- A The one with the ______ I think it's really cool.
- B Oh yeah, the one with the slogan '_____

Phrase bank

makes an impact gets an idea across is catchy raises brand awareness encourages brand loyalty



1922, the BBC has never broadcast any *ad breaks*.





Publicity is the interest or attention that people give to a thing, person or event.

He attracted a lot of bad publicity after the newspaper scandal.

Advertising is the business of trying to persuade people to buy products or services.

They launched an important advertising campaign.

Pronunciation

/əʊ/ and /ɒ/ sounds

- a ()(t) Listen to the words and note the /əʊ/ and /ɒ/ sounds.
 - zone song
- **b** Say the words. Underline the /əʊ/ or /ɒ/ sound.

radio slogan logo login pop-up poster

c 1/62 Listen and check.

Phrase bank

fast food junk food obesity controversial devastating exposed to directed at exploiting influence

full stop a big deal pretty clear obvious

Culture

The book *Fast Food Nation* was first published in 2001. It sold more than 1.4 million copies in the USA. A major documentary film based on the book was made in 2006.

The book continues to stimulate debate about how advertising affects the health of consumers.

Language note

The underlined words emphasize how strongly you feel about something. How do you say them in your language.

I don't agree with bullfighting <u>full stop</u>.

I don't think graffiti <u>is</u> such a big deal.

I think <u>it's pretty clear</u> <u>that</u> drink-driving is wrong.

It's obvious that people prefer a relaxed life.

Listening: advertising and health

- 1 Read quotations 1 and 2 from the book *Fast Food Nation*. Match them to A and B below.
- 1 'Children spend about seven hours a day, 150 days a year in school. Those hours have in the past been largely free of advertising.'

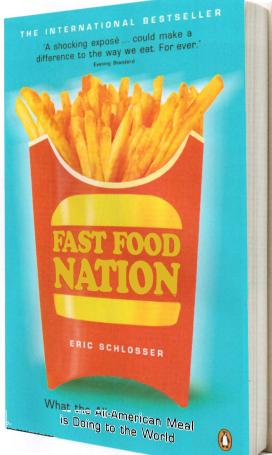
2 'Eight-year-olds are considered ideal customers; they have about 65 years of purchasing ahead of them.'

- A a potential opportunity
- B a wasted opportunity

2 What do you think the listening is going to be about?

- a diet in modern society
- b what children do at school
- c the frustrations of marketing executives
- d the financing of education in the US

3 (B) Listen to the radio programme. Check your answer to 2 then decide if the statements below are true or false. Correct the false sentences.



- 1 The listening explains how advertising became a part of US school life as a way of increasing choice for school children.
- 2 Parents were involved in the negotiations with advertisers.
- **3** The adverts were shown on school buses, in sports grounds and in the school. _____
- 4 A large percentage of advertising in schools is for junk food.
- **5** Critics worry that the advertising campaigns could have dangerous long-term consequences for students.

4 Work in pairs to answer the questions, then check your answers with another pair.

- 1 In what ways could the campaign be considered positive?
- 2 What are the two main arguments against the scheme?
- **3** Does anything similar happen in your country?
- 5 Do you think advertising in schools is a good idea? Discuss in pairs. Use the Language note to help you.

Functional language: pros and cons

Read the words and expressions in the Phrase bank. Find examples to complete post-it notes 1-3.

two phrases used in the opening sentence of the discussion to indicate that there are different opinions

3

1

four phrases used to talk about the positive aspects of the scheme

four phrases used to talk about problems associated with the scheme

- 2 **Wet** Listen to a speech discussing the pros and cons of product placement advertising. Answer the questions.
- 1 What are the arguments in favour of product placement (the pros)?
- 2 What are the arguments against product placement (the cons)?
- 3 What is the speaker's opinion?
- Work in pairs to discuss the task. Use the phrases in 1 and your own ideas to write a speech about the pros and cons of the proposal.

TaskThere is too much advertising of violent toys in the media.Adverts for these toys should be banned. Discuss.

4 **W**[§] Listen to someone giving a speech about banning the advertising of violent toys to children. Does your opinion coincide with the speaker's? Why/why not?



Phrase bank

One of the most controversial innovations in recent years was ... Those in favour of the project ... Critics argue that ... Supporters of the scheme say ... But a more major area of concern is ... The benefits are obvious But opponents point out that has been a focus for argument and controversy for some time There are very real fears that ... There's no doubt that facilities have improved

Pronunciation



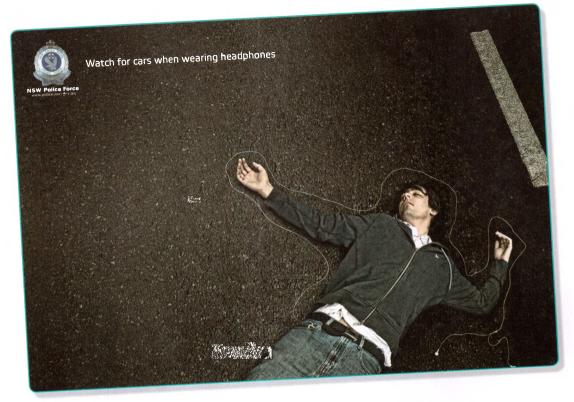
Sentence stress

a Read the opening sentence of a speech. Which words do you think will be stressed? Remember to look for the key words in the sentence.

> One of the most subtle forms of modern advertising is product placement in films.

b tisten and practise saying the line, using the same pronunciation.

Final task: giving a speech



1 Look at the poster and answer the questions.

- **1** What message do you think the poster is trying to get across?
- 2 Who do you think it is directed at?
- 3 Did this image make an impact on you?
- 2 1/107 Listen to a student's speech about the task below. How could it have been better?
- **3** Think of an opening line for your speech that will clarify the subject. Think of a closing line that will leave the listener thinking.

Strategy



Read the last two sentences from the speech on page 47 about advertising violent toys.

Should children be free to watch whatever they want? Most of us would agree that they should not.

This type of rhetorical question is a common way to finish a speech or presentation. Why do you think the answer to the question is given in its full rather than its contracted ('they shouldn't') form?

TaskYou are going to give a speech on the proposal:Governments should use the power of advertising and shocking
images to change the behaviour of young people.Remember to ...

- give the arguments for and against the proposal.
- include an opening sentence.
- write a good opening sentence using key words for argument.
- use a rhetorical sentence to close your speech.
- give your speech without reading directly from your notes.
- stress the key words and arguments in your speech.

4 C Write a speech on the subject. Include functional expressions from page 47.

Review

Vocabulary

Find the odd one out and explain why

1	a hoarding, a jingle, a poster	1
2	an advertiser, a sponsor, a consumer	L
3	a slogan, a classified ad, a pop-up	
2	Write the verb forms of each noun. Mark the stressed syllables for the nouns and the verbs.	
1	product	
2	consumer	
3	advertising	
4	sponsorship	
5	promoter	
3	108 Listen to the definitions and choose the correct word from the list.	
	consumer flyer jingle launch logo own-brand slogan	
De	efinition 1	
De	efinition 2	
De	efinition 3	
De	efinition 4	
De	efinition 5	

Pronunciation

4 Write the /əu/ or /b/ symbol next to words 1-5 below according to their pronunciation.

- 1 opponents
- 2 poster
- 3 pros
- 4 cons
- 5 open

Functional language

5 Write words from the Phrase bank for each of the definitions 1-3.

- 1 People who don't like something
- 2 People who do like an idea
- 3 Something that is liked by some and disliked by others.

6 Work in pairs. Choose a topic. You have one minute to think of the pros and cons. Then give a speech to your partner on the topic, using the expressions from the Phrase bank.

wearing school uniform

using a bicycle to travel in your city

finishing the school day at 2.30

spreading holidays more evenly through the year instead of having a long summer holiday

Phrase bank

brand name banner logo pop-up slogan classified ad sponsorship

consumer advertisement products promotion

makes an impact gets an idea across is catchy raises brand awareness encourages brand loyalty

fast food junk food controversial devastating exposed to directed at exploiting

... has been a focus for argument and controversy for some time Those in favour of the project ... Critics argue that ... Supporters of the scheme say ... But a more major area of concern is ... The benefits are obvious But opponents point out that One of the most controversial innovations in recent years was ... There are very real fears that ... There's no doubt that facilities have improved

49

Studying

Phrase bank

attentive dedicated disappointed jubilant overwhelmed stressed

continuous assessment mock exam coursework grades average mark re-take revision

Language note

Easily confused words

We have assessments at school next week.

We have evaluations atschool next week.

Culture

50

In Britain, A level results range from the highest grade, A* to the lowest grade, E. If you fail you get a U (unclassified).

For admission to the best universities, students need to get three A* or A grades. Vocabulary: assessment



1 Look at the pictures. Use words from the Phrase bank to describe the people.

2 Match nouns from the Phrase bank to the definitions.

- 1 a repeat exam for a subject you failed _
- 2 the grade you get by adding all your marks and dividing by the number of assignments you did ______
- **3** system of evaluation over time, not based on exams _____
- 4 a practice exam you do before an official exam
- **5** studying in preparation for exams ____
- 6 the marks you get for an exam or a piece of work _____
- 7 work you do at home or at school

3 2 Ise words from 2 to complete the text. Listen and check.

Qualifications in Britain used to depend completely on exam performance, but now more courses are assessed on a mix of (1) ______, done over time, and exams. In some subjects, up to 40% of the final mark comes from (2) ______ of assignments. Students who get nervous doing exams have welcomed this change, because they feel that their (3) ______ is better than their exam results.

A levels are very important for getting into further education, so it's common for schools to have (4) ______ in January to give students a chance to practise before they do the real thing in June. No-one wants to do (5) ______, and many universities require specific A level (6) ______ to get onto a course, so many students spend much

of May and early June doing (7) _____.

4 Answer the questions.

- 1 How important is continuous assessment in your school?
- 2 Does your school have mock exams?
- **3** Do you prefer to be evaluated by coursework or by exams?
- 4 Do you study through the term, or leave it to last-minute revision?

Speaking: talking about progress

1 Complete the definitions with words from the Phrase bank.

- 1 A ______ is a reduced version of a text written in your own words.
- 2 An _____ is a piece of work you do at home and then give in to your teacher.
- If you copy another person's work without adding your own ideas to it, you ______ it. This is common when students copy texts from the internet, but beware, many teachers have programs to check on this.
- 4 To make revising for exams easier, students should regularly _ their notes throughout the year.
- **5** ______ is what students do when they write down the main points of a spoken presentation as they listen to it.
- **6** When you search for information in an organized way on the internet or in a library, you ______ a subject.
- 2 2 You're going to listen to a student talking about how different sixth form is. Which things will she mention? Listen and check.

uniform	timetables	classes	homework assignments
	problems of internet re-	search	frequency of exams
	balance of	exams and co	ursework

3 We Listen again. Complete part of the dialogue using words from the Pronunciation box.

Interviewer	So how are things diff	erent now (1)	a sixth former?
Student	Well, of course the dif don't have to (2)	ference most people notice	e first is that we
Interviewer	Yes, I (3)	that's pretty popular.	
Student	is more flexible. But I	, and (5) think there are also (6) when it comes to the type	

4 🖸 In pairs, ask each other about differences between secondary school and what you're studying now. Use the conversation in 3 to help you.

Phrase bank

note-taking summary assignment research plagiarize review

working independently flexible

Culture

In the USA, the equivalent of A levels is called Advanced Placement or Standard Assessment Test.

Pronunciation

Homophones

a **203** Listen to the words. Write another word with a different spelling but the same pronunciation.

some _	
our _	
hear _	
you're _	your
wear	
right _	



Phrase bank

detailed notes bullet points mind map colour-coded notes

optional activities note-taking visual learners



I think 3 is more useful than ...

While 4 is a useful skill, ... is something you need to do more often.

OK, let's discard this one because ...

Listening: study skills

- 1 Work with a partner. Read study skills 1-6. Which three are most important? Use the Useful language to discuss.
- a good variety of IT skills 1
- 2 organizing your time
- 3 effective reading
- 4 using the internet critically
- ability to plan and write good essays 5
- good note-taking 6
- 2 204 Listen to a Head Teacher giving a start of term lecture to new sixth formers. Which three things from 1 does she mention?
- 3 Match expressions 1-5 to meanings a-e. What do they all have in common?
- a busy social life 1
- 2 at the last minute
- **3** meet a deadline
- on a regular basis 4
- part time 5

- the latest possible time for doing something а
- something that you do routinely h
- a full free-time agenda С
- **d** for a few hours each day or week
- a specific time or date, a time limit е

4 Look at the different study techniques and label them using words from the Phrase bank.

1. * use full sentences The English language is Germanic in origin. * check spelling The original language adopted by most English * check punctuation speakers, Old English, has been influenced by * read and check meaning invasions and contact with other languages. The most notable examples are Norse, brought from scandinavia to Britain by the Vikings in the 8th and 9th centuries and Norman, brought from France by William the Conqueror 2 some people write detailed notes using full sentences. Others note key words vocabulary pronunciation or write the most important information using bullet points. More visional learners Communication may prefer to use mind maps or to colour-17 body language arammar code their notes. 4 3. **5** ² b Listen to the presentation. Which technique in 4 is not mentioned? 6 Which of these have you tried? Which works best for you? 52

Functional language: public speaking

- Find and write examples from the audioscript on page 108 of ways in which the speaker ...
- 1 justifies why she is talking to the audience.
- 2 uses rhetorical questions to check understanding of important ideas.
- **3** uses imperatives to illustrate examples of desirable action.
- 4 uses the phrase 'It's easy ...' to introduce a problem.
- 5 uses words like 'some' and 'others' to talk about people's preferences.
- **2** Use the Phrase bank to complete a speaker's presentation about essay writing.



Writing essays is an important skill in sixth form and at university and (1) to offer some tips about how to do this.

you need to do is thorough (2)_ research. Read and use the internet, but don't forget to include your own ideas too. (3) to spend so much time researching that we forget to think, so make sure you leave time to do this. is to plan: think what will (4) come in each section of your essay and how best it's important to organize it. (5) to start and finish well, so think about your introduction and try to finish with a strong conclusion. Try to support your ideas with - but please quotations - (6) to include the name (7) of the author and book that it comes from. , leave yourself time to check (8)_ your work. You don't want to ruin a good impression with silly spelling mistakes. (9) can make all the difference between a mediocre essay and a great one.

Phrase bank

... you all know what I mean by that, don't you? ... don't forget Following these simple tips It's easy ... I'm here today Remember And finally The first thing The next thing

Language note



Easily confused words Speakers give presentations to an audience.

Speakers-give-presentationsto-a-public:



a Read and listen to the sentences. Note the *i*∂/ sound?

I'm here to help you study better.

You'll have to think fast and work hard.

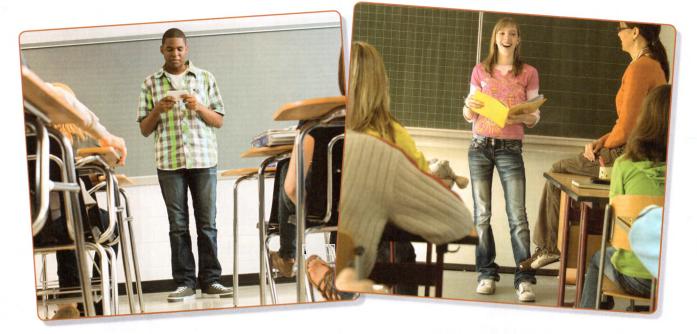
Try not to worry too much.

You have chosen to do a difficult subject.

It's easy to forget the simplest things.

b 2006 Listen again and practise pronouncing the /∂/ sound in 'to'.

Final task: giving a presentation



1 2007 Read the strategy box. Listen to the two speakers. Which one uses the ideas in the strategy?

Strategy



2.

Index cards contain key words or very brief summaries of ideas for talks.

These help speakers remember the sequence of ideas for a presentation.

Good speakers use these to talk in a natural way. They don't read from the cards!

2 Read the index cards. Write a presentation about one of the skills. Use expressions from page 53.

speed reading

* reasons why we need to read quickly (research,

- * be clear about the info you want before you start, use contents, visual clues * focus on main ideas, don't worry about

3.

- * don't move lips slower reading * practise - faster reading

successful revision

- * the right place and time reduce distractions
- * plan importance of revision timetable * condense your notes - gradually reduce down to
- postcard size
- * record your notes MP3
- * plenty of food and sleep

Presenting a project in class

- * prepare well, research
- * use visuals, Powerpoint, other resources
- * involve the audience, time for questions
- * practise it, don't read from notes
- * keep calm, speak slowly

1.

Vocabulary

Review

1 Explain the difference between these pairs of words

- 1 continuous assessment / exams
- 2 review / revision
- 3 detailed notes / bullet points
- 4 exam / mock exam
- 5 grade / average mark

2 Write words from the Phrase bank for definitions 1-4.

- 1 an essay or piece of work for your teacher
- 2 to do an exam again after you have failed it _
- 3 to copy someone else's written work and say it is your own _
- 4 summarizing the content of a presentation while listening _

3 Complete the sentences with the correct form of a word from the Phrase bank.

- 1 If you copy another student's work you are ______ it.
- **2** _____ is a useful thing to do while your teacher is explaining things in class, that way you don't forget it.
- 3 Our teacher has _____ us three essays to do this week!
- 4 I like doing school projects because you get lots of time to ______ them on the internet.
- **5** I find it difficult to reduce a lot of information to simple ideas, that's why I hate doing ______.
- 6 It's a good idea to ______ the contents of each unit of work in your book when you complete them.

Pronunciation

4 Identify the words which are homophones and write an alternative spelling for each one under the correct heading.

wood	cake	meat	fish	see	ate	eye	chair	passed
two	one	four	six	whose	yes	star	no	which

Homophone	Alternative spelling		

Functional language

- **5** Write four examples of language commonly used in giving a presentation.
- **6** Think of a sport or activity that you do. Work in pairs and give a short presentation on how to be good at this activity. Include language from the Phrase bank.

Phrase bank

attentive dedicated exhausted jubilant overwhelmed relieved stressed continuous assessment mock exam coursework grades average mark re-take revision

note-taking summary assignment research plagiarize review

detailed notes bullet points index cards mind map successful revision speed reading presenting a project in class

You all know what I mean by that, don't you? Don't forget Following these simple tips It's easy I'm here today Remember And finally The first thing The next thing

Getting around

Phrase bank

bus lane traffic jam pedestrianized area subway zebra crossing highway code full driving licence provisional driving licence fine parking ticket traffic warden



In London, car drivers have to pay to drive into the city centre. This Congestion Charge costs £8 a day (about €10).



Vocabulary: on the road



give way cycle lane no entry one way street roundabout traffic lights

2 Match the definitions to words from the Phrase bank.

- 1 a subterranean walkway _
- 2 road congestion _
- 3 a motorized vehicle-free zone ____
- 4 a section of the road for use by public transport only ____
- 5 a place for pedestrians to cross the road in safety ____

3 Complete the text with words from the Phrase bank.

Advice for road users travelling to Britain

The regulations for road users in the UK are called the (1)_____.

British teenagers can apply for a (2) ______ to drive a car under adult supervision when they are 17. However, they won't qualify for a (3) ______ unless they pass the theoretical and practical parts of a driving test. Parking in the UK is strictly controlled. Prohibited areas are marked with a double yellow line. If you park in these areas you could get a (4) _____.

5

Bicycle users should also be aware that cycling on the pavement is prohibited. If the police see you doing this you could get a (5) ______.

Complete the transport collocations with words from the box.

lessons	test	licence	learner	dange	rous	fully-qualit	ied
•	driver	•		driver	•		driver
driving		• drivir	וg		• dri	ving	

56

Speaking: comparing rules

1 2(§) Listen to a reporter asking a young woman in Madrid about government plans for changing driving regulations.

2 Complete her answer with the correct form of the words in brackets. Choose the correct alternatives in bold.

I ______ (think) we need to learn to drive at 17. I ______ (live) in the city and public transport is **great/poor** so I ______ (be) in a rush to learn to drive. I think if people of my age could drive, there ______ (be) **more/fewer** accidents than now.

3 2019 Listen to the radio programme and choose the best answer.

- 1 The rules for driving in Spain and Britain are similar in the sense that ...
 - **a** the age when you can learn to drive is the same.
 - **b** the parts of the test are the same.
 - c the person who teaches learners is the same.
 - d there are traffic accidents in both countries.
- 2 In Britain you can learn with ...
 - a a driving instructor.
 - **b** anyone over the age of 21.
 - c any qualified driver over the age of 21.
 - d your relatives.
- 3 Under the new Spanish plan ...
 - **a** people can start learning to drive at a younger age.
 - **b** people can learn to drive with anyone.
 - c people can take the practical test before they are 18.
 - d driving will be safer.
- 4 Read the sentences. Do you agree (A) or disagree (D) with them? Write A or D.
- **1** I don't think teenagers are responsible enough to drive.
- 2 I want to get my driving licence as soon as I'm 18.
- 3 They should teach everyone to drive in the sixth form at school.

5 D In pairs, ask each other about when young people should learn to drive. Use the woman's response in 2 to help you.



Phrase bank

right-hand drive confident drivers dangerous drivers driving instructor speed limit jump the lights road rage

Culture

The 'L-plate' is an international sign for learner drivers. It began in the UK in 1935.

Once you have a British driving licence, you don't have to renew it until you are 70.

Pronunciation



- -ed endings
- a 210 Listen and count the number of syllables in each pair of words.

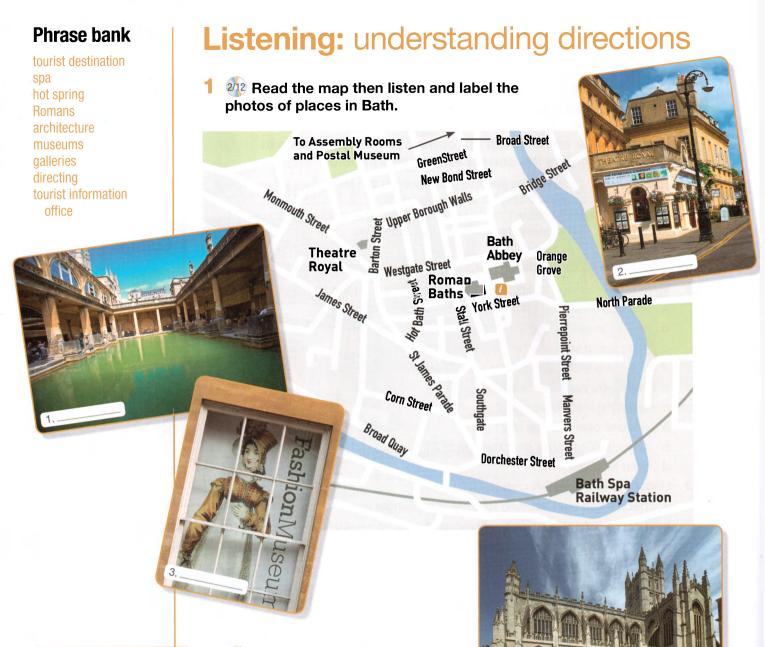
decide/decided qualify/qualified pass/passed interest/interested

Past tense verbs ending in an /Id/ sound have one more syllable than the infinitive.

b 21 Listen and write the words under the appropriate headings.

started	played	bored
visited	frightened	studied
excited	learned	

same number of syllables as infinitive	extra final syllable
studied	



Culture

Bath, a city in the south-west of England, is a UNESCO World Heritage Site.



2 212 Listen again and answer the questions.

- 1 How many people live in Bath?
- 2 Who built the first spa or hot spring baths there?
- 3 Where can you find these baths today?
- 4 What are the Assembly Rooms famous for now?
- 5 What is significant about the characters in Jane Austen's novels?
- 6 Why was 1987 an important year for Bath?

3 213 Listen to the tourist officer at Bath train station giving directions. Look at the map to decide which of the city's attractions the tourists are visiting.

- 1 Visitor 1 _____
- 2 Visitor 2 _____
- 3 Visitor 3



-

Functional language: directions

1 Read the examples of types of expression normally used for giving directions.

imperatives	Leave the station, take the second left		
imperatives + preposition of movement	Go straight ahead, follow the road round to the right		
expressions to describe locations	You'll see the river on your right, it's right opposite you		

2 Write two more examples from the Phrase bank for each category in 1.

3 Complete the tourist officer's directions with the words below.

across	take the first right	the road round
on your right	go straight up	turn left

Visitor	Hi, I want to get to the Postal Museum.
Tourist officer	OK, well you need to out of the station and then into Southgate.
Visitor	First left into South
Tourist officer	No, first right. OK, then you Stall Street.
Visitor	Store Street?
Tourist officer	No, Stall Street – S-T-A-L-L.
Visitor	OK, Stall Street.
Tourist officer	Go straight ahead, Westgate Street and Upper Borough Walls until you come to New Bond Street, where you turn left and follow
Visitor	Sorry, New?
Tourist officer	New Bond Street. Turn left and follow the road round and then take the first right into Green Street. The museum's on the corner with Broad Street.
Visitor	OK, terrific, thanks.

4 214 Listen and check. Pay attention to the corrective stress.

5 You are going to practise giving information and correcting errors. Read the task boxes and take turns to complete the activities.

Student A

Turn to page 109. Follow the instructions. Student B

Turn to page 110. Follow the instructions.

Phrase bank

Carry on straight across When you get to the bridge Turn left Take the second left You'll see the river on your right Go straight ahead It's on the corner to vour left That brings you to Go up Southgate Leave the station Follow the road round to the right Go straight up Manvers Street Keep straight on into Stall Street You'll see a big junction on your right It's right opposite you



Corrective stress

a 215 Listen to how we correct errors in understanding. This is called corrective stress.

No, first right.

No, Stall Street.

New Bond Street.

b 215 Listen again and repeat.

Final task: giving directions

- **1 and the strategy then listen to speakers A and B asking for directions. Which speaker uses a simpler style?**
- **2** Order the words to make two simple requests for directions. Which speakers in 1 could have used these questions?

the / tell / airport / Hi / you / can / way/ fastest / to / me / the / ?

the / please / station / ls / way / this / train / the / to / ?

Strategy



In natural conversation, it's often unnecessary to use complex sentences. Use intonation and words like 'hi', 'excuse me' and 'please' to sound polite and friendly.

Work in pairs. Decide who is Student A and Student B. Study the map of Madrid, then read the task boxes below.

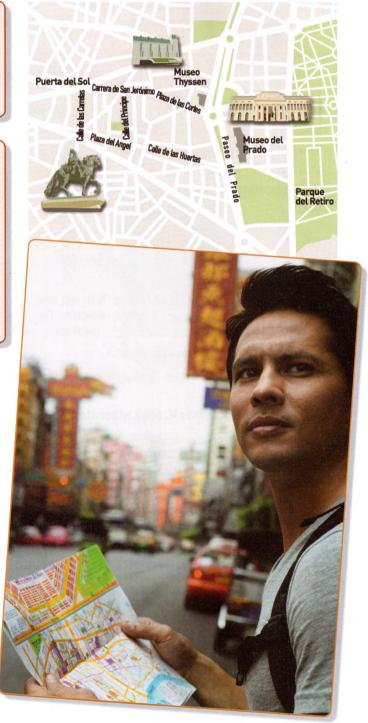
Student A

- 1 You are in the Prado museum. Ask Student B for directions to the Puerta del Sol.
- 2 You are in the Thyssen museum. Ask Student B for directions to the Retiro Park.

Student B

- 1 You are in the Prado museum. Listen to Student A then give him/her directions.
- 2 You are in the Thyssen museum. Listen to Student A then give him/her directions.Remember, Student A is a foreigner. Make sure you:
- use expressions to describe a location
- use imperatives so that the directions are clear.
- 4 Think of places that are within walking distance of your school. Write one place for 1–5 below.
- 1 somewhere you can do sports
- 2 a public transport stop (eg, a metro station)
- **3** a specialist shop (eg, a music shop)
- 4 another school
- 5 a place to go out in the evening

 Swap your answers for 1-5 above.
 Take turns to ask for directions to each place.



60

Vocabulary

1 Correct the underlined words to make the sentences logical.

- 1 A traffic warden teaches you to drive.
- 2 You should never jump the <u>subway</u>.
- 3 A <u>speed limit</u> is a place where only buses can travel.
- **4** When you pass your driving test you are given a provisional driving licence.
- 5 You may get a cycle lane if you cycle on the pavement in the UK.

2 Use the expressions in the box to complete the text. You may need to change the form of the verbs.

take the practical test have driving lessons full driving licence theory test

I **started** (1) ______ when I was seventeen and a half. The (2) ______ was quite easy because you can study that on the computer, and I **passed** that first time, but I found the practical part much more difficult. I (3) ______ for the first time just after my 18th birthday and – I **failed**. After that, though, my dad **helped** by taking me out to practise. I was pretty scared at first, but the extra practice made me feel more confident and when I took the test again last month, I passed. I was **delighted**! I received my (4) ______ this morning, so drivers beware!

Pronunciation

3 Say the words in bold in 2. How many syllables do they have?

4 Write the words in bold under the correct heading.

/t/ /d/	/ɪd/
	a sumedne in the second second

Functional language

5 Put the sentences in the correct order in this dialogue.

Visitor	Morning. I'm looking for the City Cinema Complex
Visitor	Brightwell Street?
Visitor	Great, thanks very much
Visitor	Is there anywhere to park?
Visitor	OK, and then what?
Visitor	Sorry, was that the third on the left or the right?
Tourist officer	No, Brighton Street
Tourist officer	No problem
Tourist officer	OK, well you need to go out of here and turn right, and then carry on down the road till you get to Brighton Street.
Tourist officer	The left. Go straight down Goodall Avenue to the end, and it's right opposite
Tourist officer	Turn right into Brighton Street, and then you need the second, no, third street on the left – I think it's called Goodall Avenue.
Tourist officer	Yes, there's a big car park on the far side of the cinema.
6 Chases	two places in your city. Give directions to your partner

6 Choose two places in your city. Give directions to your partner. Can they guess which places you chose?

Review

Phrase bank

bus lane traffic jam pedestrianized area subway fine zebra crossing highway code full driving licence provisional driving licence parking ticket traffic warden

right-hand drive confident drivers dangerous drivers driving instructor speed limit jump the lights road rage

tourist destination spa hot spring architecture museums galleries directing tourist information office

Turn left

Go straight ahead Leave the station Keep straight on into Stall Street Take the second left Go up Southgate Carry on straight across Go straight up Manvers Street That brings you to When you get to the bridge It's right opposite you You'll see the river on your right You'll see a big junction on your right Follow the road round to the right It's on the corner to vour left

Prepare to ... describe a photo

In pairs, look at the photos then read the words below. Write A or B to indicate which photo you associate with each word.

chubby cheeks _____ wrinkles _____ twinkling brown eyes ____ wavy blond hair _____ laughter lines _____

Read the words for describing physical appearance. Write them under the appropriate headings.

a bit overweight a mole a piercing middle-aged shoulder-length balding a-sear in her teens cropped curvy freckles a toddler elderly in his late twenties a tattoo slim straight wavy well-built

hair features	build	age	distinguishing f eatur es
		ian tersi ola min	a scar
			n talvia a sta
/			





3 Work in pairs. Student A describes someone in the class. Student B tries to guess who it is.

- 4 217 Listen to a description of the people in photos A and B. Tick the things the speaker does.
- describes what the people look like
- talks about what they're wearing
- tries to guess how old the people are
- tries to guess how they're feeling
- tries to guess something about their character

Remember: Unit 5

- a In Unit 5, you prepared to describe photos of places. Write any expressions you can remember for ... describing a photo speculating about what is in the photo
 - giving an opinion
- b Check your answers on page 33.

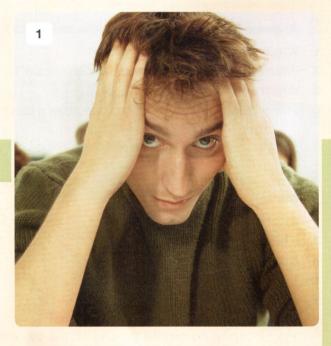
5 2 Listen again to the speaker in 4 and complete the sentences.

- 1 There's an important difference between them and that's ...
- 2 You can tell she's old because ...
- 3 The woman is with other people, but the baby is ...
- 4 I don't think he's Spanish he could be from somewhere ...

6 Which sentences in 5 ...

- 1 describes either A or B? ____
- 2 contrasts both photos? ____
- 7 Read the phrases used to compare and contrast photos. Match the beginnings to an appropriate ending.
- 1 In the first picture we can see X ... -
- **2** The photo on top is of X ...
- **3** Both pictures ...
- 4 In both ...
- **5** They're quite similar in that ... However, ...
- 8 Complete the sentences in 7 to make comparisons of the photos on page 62.
- 9 In pairs, take turns to describe two photos. Decide who is Student A and Student B, then do the task.

- a an important difference is ...
- **b** whereas the photo at the bottom ...
- c are photos of people
- d cases we can see ...
- e whereas in the second ...





Student A

You are going to describe the photos on this page.

Compare and contrast the photos. Describe what you can see and how you think the people are feeling.

Student B

You are going to describe the photos on page 109.

Compare and contrast the photos. Describe what you can see and how you think the people are feeling.





Describing age: He's around 17.

He's in his early/ mid/late 20s/40s. She's 60ish.

Prepare to... talk about a proposal

Read the words for describing fame and success. Write them under the appropriate headings.

bestseller hit series paparazzi blockbuster celebrity fan gold medallist star one-hit wonder platinum album gossip column autograph hunter notorious famous award-winning

people	things you can read	films and tv	music	adjectives
celebrity				



2 Answer the questions about the words in 1.

- 1 Which word means 'famous person'?
- 2 Which word means 'admirer of famous person'?
- 3 Which word means 'popular book'?
- 4 Which of the music expressions describes a band with limited success?
- 5 Which expression could you use to describe Lost or CSI?
- **3** Write an example from your country for each of the following.
- 1 a hit series
- 2 a bestseller
- 3 a platinum album
- 4 a gold medallist
- 5 a celebrity
- 4 218 Listen to someone talking about the effects of celebrity on society. The speaker makes a number of points. Which option, A, B or C, best summarizes these?

Negative effect Negative effect Negative effect Negative effect Negative effect Negative effect Conclusion

Δ

С

B Negative effect Negative effect Positive effect Positive effect Positive effect Conclusion Negative effect Positive effect Positive effect Negative effect Negative effect Positive effect Conclusion





5 Read points 1-6 below then listen to the speaker in 4 again. Number the points in the order in which she mentions them.

- 1 a good example to the young
- 2 fame without effort ____
- 3 a source of pleasure
- 4 an unrealistic goal
- 5 a decline in quality of TV and magazines
- 6 using your fame to help other people

6 Do you agree with the speaker's arguments?

7 Read the connectors in the table. Write a heading for each column of the table using the phrases in blue below.

to conclude your argument:

to contrast points

to add points

It also seems that	However, on a more positive	To sum up
Another consequence is	note	At the end of the day
Another thing we mustn't	On the other hand	All in all
forget is	But at the same time	
On top of this		

8 In pairs, prepare a speech about the pros and cos of the proposal in the Task box. Decide who is Student A and Student B, then complete the task.

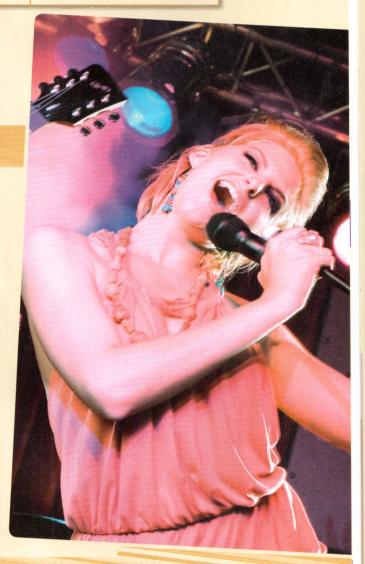
Task TV talent shows should be banned. Discuss.

Student A

Prepare a speech about the proposal above. When you're ready, give your speech.

Student B

- Listen to Student A's speech. Check if he/she ...
- gives arguments for and against the proposal
- uses examples
- uses connectors



Prepare to... do a project

Look at the photos of people campaigning to change society. What do you think they want to do?

STOP KNIVES SAVE LIVES

- 2 2/19 Listen to two people talking about a TV programme about campaigners for social change called Battlefront. Choose the best answer.
- 1 The project started ...
- a on TV.
- **b** in schools.
- **c** on the internet.
- **d** in London.

2 The programme included projects by ...

- a 20 people.
- b 22 people.
- c 200 people.
- d 12 people.
- **3** The objective was to ...
- a raise money.
- **b** get the government to change things.
- c have fun.
- d get people to change.

- 4 One campaigner wanted ...
- a to ban smoking.
- **b** to stop people using mp3 players.
- c to reduce road accidents.
- d to ban cars.
- 5 The Londoner wanted to ...
- a stop modelling.
- **b** reduce violent street crime.
- c talk about his friend.
- d be famous.
- 6 The campaigners had to ...
- a wear special T-shirts.
- **b** use a variety of techniques.
- c make a film.
- d talk to politicians.

3 D In pairs, discuss your answers to the following questions.

- 1 If you want to change something in your country, how can you do it?
- 2 Why do you think the programme is called Battlefront?
- **3** Do you think individuals can make a difference?

Project

Design a campaign to raise awareness of an issue. Your project must include ...

- a poster to advertise your campaign
- a catchy name for your campaign, a slogan and a logo
- what your project aims to change
- the people your project is aimed at
- suggestions for how to get media attention for your campaign.

4 Read the project. Choose one of the following issues for your project or another subject you feel strongly about.

sports facilities in your local area cruelty to animals young people's rights education junk food violent crime

5 Work in groups. Present your project to the class. Use the Useful language to help you.

Remember: Unit 5

- a Write any expressions you can remember for ... making suggestions agreeing and disagreeing confirming your decisions
- b Check your answers on page 37.

Useful language



Explaining your ideas, reasons and objectives

Our campaign is called ... We thought this would be a good idea because ... We believe this is a very important issue because ... We think this will appeal to (who?) because ... Our goal is to ... Through this campaign we aim to ...

Talking about the different aspects of your plan

We plan to use a variety of techniques such as ... Some of the different aspects of the campaign include ... As well as X, we're going to

The campaign is in three phases: first ..., second ..., and finally ... The campaign will start/ conclude with ...



Eating out

Vocabulary: food

- Look at the photos and label them using words from the Phrase bank.
- 2 Read the adjectives in the box. Are they generally positive or negative? Use one to describe each of the foods in 1.

acidic	bitter	greasy	sickly	spicy	

3 Read the words in the Phrase bank. Write ...

- 1 One antonym for each of words a-c ...
 - a home-made ____
 - **b** mild _____
 - c low-fat ____
- 2 Two words that describe where food comes from
- 3 Three words that describe types of diet
- 4 Read the words in the box and translate them into your language.

dishes	healthy diet	food allergies	curry
sweet tooth	nuts	vegan diet	vegetarian

5.

5 Use the words in 4 to complete the text about food in Britain.

HOME	ENGLAND	SCOTLAND	WALES	N. IRELAND	FORUM
T I - 1944				. <u>.</u>	
				o veg'. Fortunat	
tastes have changed. The British are now more aware of the need for a (1)and more people are choosing to give up meat and become 					
(2) Others go further and try not to eat any dairy products, like					
cheese or eggs. This is called a (3)					
The British :	also eniov a lo	t of foreign (4)		Britain's histor	rical
The British also enjoy a lot of foreign (4) Britain's historical connections with India explain why we British like spicy food, especially					
(5)			ontion like op	icy lood, cspec	iany
		6 I .	(6)		
				. Howeve	
				o increasing nui erance to foods	
of disorders (8)	s like (7)		abeles. Intole	rance to loous	пке

Phrase bank

cookies curry fresh orange juice fish and chips dark chocolate

balanced exotic healthy processed hot locally-produced rich vegetarian

acidic bitter spicy greasy sickly

Culture

Very spicy dishes, like curry, are popular in Britain. If food is spicy, people describe it as 'hot' or 'chilli-hot' to distinguish the taste from the temperature.



Language Note

When we talk about food that is typical of a place we use the word *dish*.

A common-Italian-plate isspaghetti.

A common Italian dish is *spaghetti*.

Speaking: talking about food

1 Read the questions. Think of one more question about food.

- 1 Do you normally eat home-made or convenience food?
- 2 If you eat out with friends, where do you go?
- 3 Have you ever tried English food? What was it?
- 4 Do you know any vegetarians?
- 2 In pairs, ask and answer the questions in 1. Use the Phrase bank to help you.
- **3** Use words from the Phrase bank to complete the food collocations.

cup and saucer	fish	salt	_
knife	bread	bacon	
strawberries	bangers		

- 4 2 Listen and check. Pay attention to the pronunciation of 'and'.
- 5 Label the photos with the descriptions below.
- 1 A foreign student in a host family.
- 2 Friends out for a meal.
- 3 A customer and waiter.

R

6 2t Listen to the people's conversations. What is the problem in each conversation?

s the sation?

Phrase bank

fast food restaurant takeaway food

too sweet too bitter too greasy too spicy

...and saucer ...and pepper ...and fork ...and chips ...and butter ...and eggs ...and cream ...and mash

a bit heavy a bit sickly

Culture

Two traditional British meals are: steak and kidney pie with chips

bangers and mash (sausages with pureed potatoes)

Pronunciation

/dʒ/ and /g/ sounds

a 222 Listen to the words. Which have the /dʒ/ sound and which have the /g/ sound?

> allergy greasy juice vegan

b Read the words. Which have the /dʒ/ sound and which have the /g/ sound? Listen and check.

vegetarian burger

gluten sausages

Phrase bank

bill

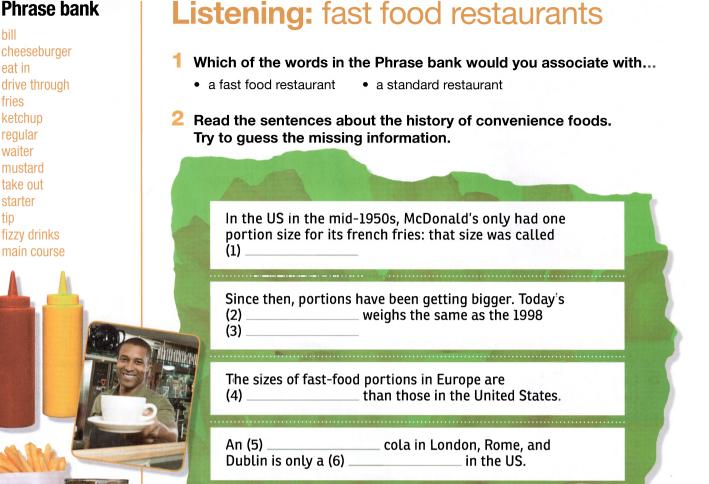
eat in

fries

regular

waiter

starter tip



 2^{24} Listen to the information in 2 and check your answers.

Read the menu. Listen and tick the items the customer orders.



5 225 Listen again and decide if the statements are true or false.

- 1 The customer wants to eat in.
- 2 The customer pays with a £20 note.
- 3 The customer asks for mustard.
- 4 Each person pays for their own food.
- 5 Before the meal, they played basketball.

Language note

25

chips biscuit

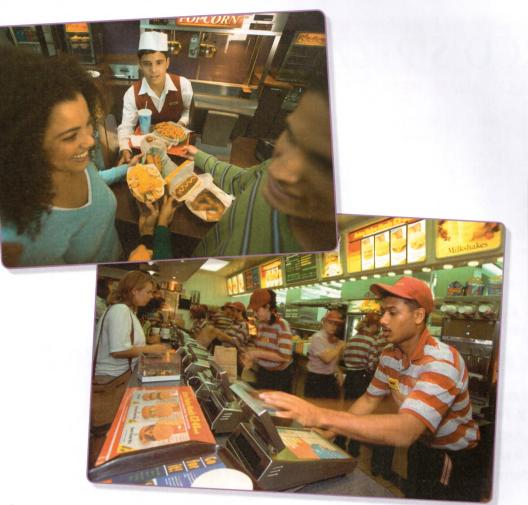
In English, we mainly use the word *rations* to talk about a small or limited amount of something to eat or drink, e.g., emergency rations.

fries

cookie

We use the words *portions* and *servings* to talk about the standardized quantities of food served in restaurants.

Functional language: food orders



Read the groups of expressions in the table below. Write a heading for each one using words from the Phrase bank.

 I'd like two bacon cheeseburgers. Actually, give us some onion rings. Could I have some ketchup, please? 	 Do you want any fries with that? And to drink? Would you like those drinks regular or large? Anything else with that? 	• Here you go. • Here you are.
 So that's a bacon cheeseburger for you. And yours was a chicken sandwich with water. 	• What do I owe you?	• My treat – you can pay another day.

2 Find synonyms in the table for the following phrases...

1 It's on me.

3

- 4 Take your food, please.
- What would you like to drink? 2 How much does this cost?
- 5 Tomato sauce, please. 6 Would you like chips?
- 3 🔽 Work in pairs. One of you works in a fast-food restaurant, the other is a customer. Take turns to make food orders.

Phrase bank

checking the order sharing out the food giving an order to the customer offering to pay ordering refusing money

Culture



In English, the word cheers is traditionally used to toast or celebrate something, often with alcohol.

Today, we use the word to say thank you, especially when receiving food.

Language note



I'll get this. It's on me. My treat. I want-to-invite you.

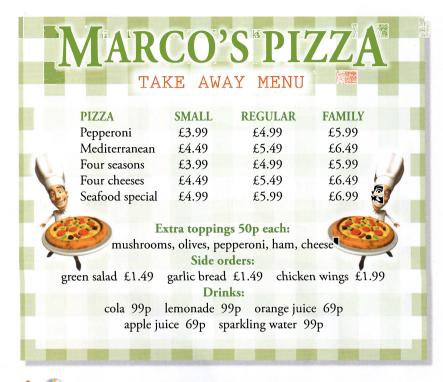


Consonant clusters

- a 226 Read the words. Listen and repeat.
 - excuse me breakfast drinks actually
 - baked beans exactly
- b 2/27 Read these words and practise saying them. Listen and check your pronunciation.

vegetables sandwich oranges biscuits crisps

Final task: ordering food by phone



1 2/28 Listen to two customers calling a pizza delivery company. Answer the questions.

- 1 What did customer A say when she didn't understand?
- 2 What did customer B say when he didn't understand?
- How did the pizza delivery person rephrase the question? 3

2 Work in pairs. Choose your tasks and follow the instructions.

Student A

You are a customer:

- · Read the menu.
- Order a pizza. Read the telephone dialogue and complete it in a logical way.
- Prepare to respond to questions. Read the Strategy and memorize your responses.

Student B

You work for the pizza delivery company:

- Read the telephone dialogue and memorize your questions to the customer.
- Prepare to rephrase anything the customer doesn't understand.

Excuse me.

Language note

I beg your pardon.

PERSONAL LIFE

Strategy



Speaking by phone is easier if you can predict what the other person is going to say or ask. This gives you time to prepare responses.

- a What response do these questions require?
 - 1 Is that traditional or deep pan crust?
 - 2 And is this for home delivery or to collect?
- **b** If you don't understand a question, make this clear rather than quessing what was said.

Pizza man Good evening, Marco's Pizza.
Customer
Pizza man And is this for home delivery or to collect? Customer
Pizza man OK, what would you like to order? Customer
Pizza man Is that traditional or deep pan crust? Customer
Pizza man Regular or family size? Customer
Pizza man And would you like any extra ingredients? Customer
Pizza man Mushrooms, olives, pepperoni, extra cheese . Customer
Pizza man Anything else? Customer
Pizza man OK, that'll be f13.95. Our delivery man will have change up to f20. Customer
Pizza man It should be with you in half an hour. Thank you. Bye-bye.
Customer

Cust Pizz

Cust

72

Vocabulary

1 Choose the word that does not belong in each group and say why.

extra-large

areasv

healthy

fries

1	bitter
2	rich
3	balanced

nuts

4

- tastv large
 - fast food vegetarian

sickly enormous low-fat chocolate bars

allergy	bill	have a sweet tooth	hot	portion	take-out
	- 11				
1 2		-			
3					
4					
5		_			
6		-			
Pronu	ncia	tion			

3 Find the group of consonants in each word and practise saying them.

ketchup cheeseburger mustard sausages

4a Find these words in the Phrase bank. How do you pronounce them?

/'regjulə(r)/ /'prindz dzuis/ /vedzə'teəriən/ /'spsid3iz/ /prə'dju:st/ /'gri:si/

4b 2/30 Listen and check.

Functional language

5a Put the words of this dialogue in the correct order.

Customer chicken / Hi, / to / I'd / a / salad / like / eat / sandwich / in. Assistant Sure, / brown / you / want / or / white / do / bread / ? Customer please / . / Brown, else / Anything / that / ? / with Assistant Could / cappuccino, / have / a / I / please / ? Customer Is / or/ a / regular / cappuccino / ? / large / that . Assistant Customer please / . / Regular, Assistant please / . / £4.59 / OK, / that's Customer are / . / Here / you / Thanks / .

5b 23t Listen and check.

6 Practise the dialogue in 5a in pairs.

Review

Phrase bank

fish and chips curry fresh orange juice cookies dark chocolate balanced exotic healthy processed hot locally-produced rich vegetarian sausages too sweet too sickly too bitter too greasy too spicy ...and saucer ... and pepper ...and fork ... and chips ...and kidney ...and butter ...and eggs ...and cream ...and mash ...and two veg

bill

cheeseburger eat in drive through fries ketchup regular waiter mustard take out starter tip fizzy drinks main course

checking the order dividing up the food giving things offering to pay ordering refusing money

Young workers

K LE SER SK

Phrase bank

responsibility authority team member owner leader spending money save up for

part-time job night shifts Saturday job holiday job cash-in-hand National Insurance contributions tax

Culture

In the USA and Britain, it's common for teenagers and university students to have a part-time job. Most work for spending money, or because they want to save up for a big purchase like a computer or a motorbike.

Vocabulary: jobs

- 1 Read word pairs 1-3. What is the difference between them?
- 1 boss / colleague
- 2 employer / employee
- **3** full-time work / part-time work

2 🔽 In pairs, discuss questions 1-4

- 1 Do you have a job?
- 2 Do you know any people of your age who work?
- **3** What type of jobs do they do?
- **4** What's the minimum age you have to be to work in your country?

3 Read definitions 1-9. Match them to words and expressions in the Phrase bank.

- 1 a job you do one day a week, at the weekend ____
- 2 payment in notes and coins without any deductions ____
- **3** deductions from their income for pensions and state benefits, etc
- 4 a job you do for a few hours each day .
- **5** money deducted by the government to pay for services such as education and roads ______
- 6 a job in which the working hours are anti-social _
- 7 a job done during school or university vacations
- 8 money to use whenever you want ____
- 9 accumulate money in order to buy something _

4 222 Listen to information about young people working in Britain. Are the statements true or false?

- 1 Young people can start work at the age of 14. _____
- 2 There are different rules for younger teenagers.
- 3 Young people cannot work in shops.
- 4 Teenage workers are not obliged to pay taxes.



Speaking: pay and conditions

1 Read the jobs in the Phrase bank. Which ones are common jobs for young people in your country?



2 2 Listen to four young workers. Find their photos and write the jobs they do.

Name: <u>Shahid</u>	Name: ^{Lu}	Y Name: Henry	Name: <u>Natalie</u>
Job:	Job:	Job:	Job:

- 3 233 Listen again. What do the workers like and dislike about their jobs?
- 4 Source Work in pairs to discuss one of the jobs from the box below. Decide who is Student A and Student B, then read your roles. Change roles and repeat.

assistant in a shoe shop babysitter kitchen worker in a café assistant in a hairdresser's football coach for a children's team pizza deliverer

Student A

You are working in one of the jobs in the box.

Student B

Read the questions below. Add one more. Interview your partner.

- What's your name?
- How old are you?
- What's your job?
- Tell me about the hours you work.
- What do you like about your job?
- What do you dislike about it?

Phrase bank

shop assistant ski instructor newspaper boy/girl shelf stacker barman/barwoman fast food attendant pizza delivery person clerical assistant waiter



holiday job vacation work To talk about our work, we say: I'm a shop assistant. I'm shop assistant.

Pronunciation (

Easily confused sounds

a Which of the words in bold has the /ɔː/ sound and which has the /ɜː/ sound?

I walk round and deliver newspapers.

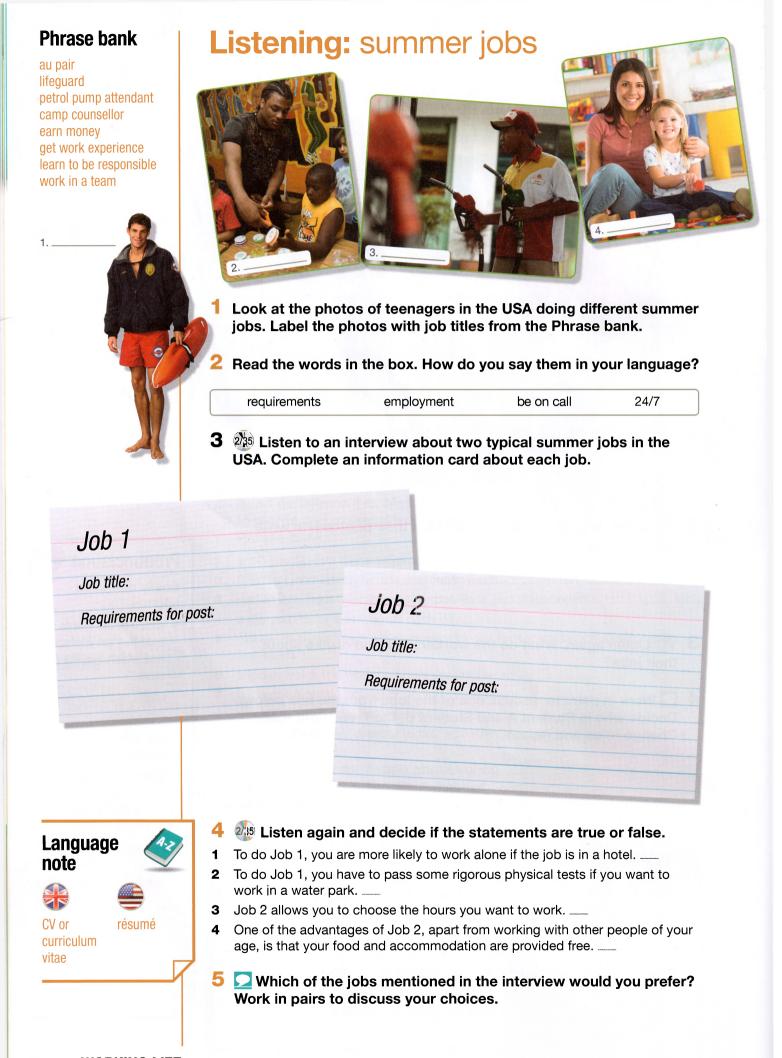
I sometimes **work** there at weekends.

b 234 Listen to and say the words. Write them under the correct heading.

birthday	four	her
learn	more	skirt
talk	water	word

walk 13:1

work [3:]



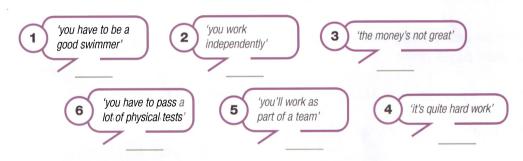
Functional language: job enquiries



1 Read the Language note and Phrase bank to complete the table below.

Informal questions	Interview questions
What do you have to do?	•
What type of person do you need to be?	•
Do you have to work long hours?	•
What's the money like?	•

2 Read phrases 1–6. Decide if they represent opinions about a job (O), job requirements (R) or how you do a job (H). Label each phrase appropriately.



3 🔽 Work in pairs to discuss a summer job. Decide who is Student A and Student B, then read your roles.

Student A

You are a manager at a theme park.

Student B

You are interested in a job at a theme park. Read the information on the card. Ask Student A about the job. Remember to use appropriate language.

Language note
We use formal language to enquire about jobs in an interview situation.
How-much-do-you-pay?
Could you tell me about the pay and conditions?
Phrase bank

about the pay and conditions? What kind of qualities and skills would the ideal candidate have? What does the job involve? Can vou tell me something about the hours of work?

Pronunciation

Word stress

a 236 Read the words and mark the stress on them. Listen and check.

> requirements résumé attendant curriculum assistant repetitive

- admission
- b Try to repeat the pronunciation using the same stress.

Job title: Theme park attendant.

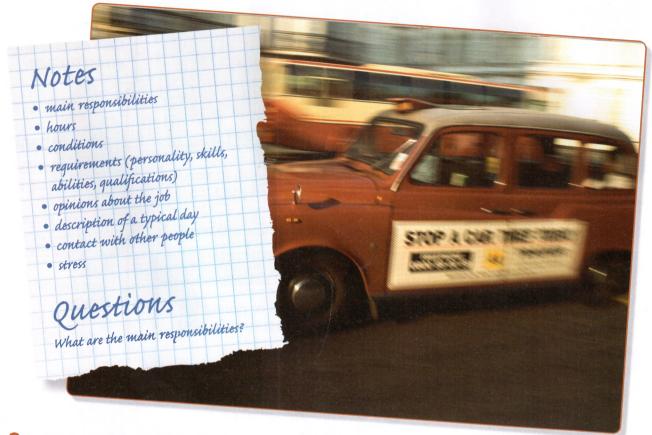
Requirements: have previous experience working with children, be responsible

Good things about the job: meet people from other countries, free admission to the park, free tickets for family and friends

Bad things: pay, long hours, repetitive work

Final task: exchanging information about jobs

1 Work in pairs. Prepare to ask someone informally about a job. Write 8-10 questions. Use the notes below to help you.



2a Now think about a particular job. It could be ...

- 1 your dream job.
- 2 a friend or relative's job (for example your mother's job).
- **3** one of the job profiles from pages 76-77.

2b Think about what this job involves. Use your questions from 1 to help you.

3 Work in pairs. Ask each other about your jobs.

4 🔽 Now work in pairs again to discuss the pros and cons of different professions. Decide who is Student A and Student B, then read your roles.

Student A

You are going to ask Student B about their job. Use the questions you wrote in 1 to help you.

Student B

Turn to page 109. Choose either job A or job B to talk about.

Read the Strategy box and try to give balanced answers to Student A's questions.



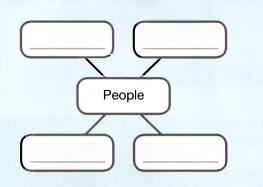
2/37 Listen to the extract from page 76.

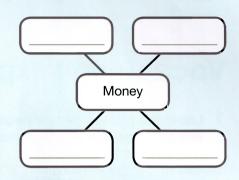
'The money's not great, but your food and accommodation are free.'

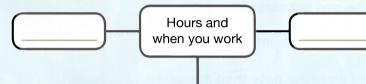
Notice how the speaker attempts to balance a negative comment with a positive point. Try to do this when people ask you about school or work.

Vocabulary

1 2/38 Listen and classify the words you hear. Write them in the correct groups.







Pronunciation

- 2 2/39 Listen and circle the word you hear.
- 1 walk work
- 2 bought Bert
- 3 saw sir
- 4 born burn
- bored bird 5
- 6 four fur
- **3** 🔽 Work in pairs. Student A says one of the two words in 1. Student B points to the word.

Functional language

4 Dean has a summer job taking family groups on tours at an aquarium. Complete the interview about his job.

Question	kind / qualities and skills / need?		
Dean	need / know about marine life; have / pass tests.		
Question	What / job / involve?		
Dean	Work / public; work / team.		
Question	Work / hours?		
Dean	OK / 10-6.		
Question	Money?		
Dean	Quite good; great experience.		

5 Work in pairs to practise the dialogue.

Phrase bank

Review

responsibility authority team member owner leader spending money save up for part-time job night shifts Saturday job holiday job cash in hand National Insurance contributions tax

shop assistant ski instructor newspaper boy/girl shelf stacker barman/barwoman fast food attendant pizza delivery person clerical assistant waiter

lifequard

camp counsellor petrol pump attendant theme park attendant au pair earn money get work experience learn to be responsible work in a team

Could you tell me about the pay and conditions? What kind of qualities and skills are you looking for? What does the job involve? Can you tell me something about the hours of work?



University of life

Phrase bank

hitchhiking inter-railing backpacking

journey travel travelling trip

break defer employment gap year life experience school-leavers take a year out volunteering





I went on a great trip to the USA last year.

Hwent-on-a great-travel-to the USA last-year:

Trip is a noun used to talk about a holiday or excursion where you go and come back.

Travel is normally used as a verb though it can also be a noun.

Journey is a noun we use to emphasize the act of travelling, especially to talk about the duration or method of transport.

1 Label the photos on this page with the words below then answer the questions.

Vocabulary: experiences

hitchhiking inter-railing

- 1 What are the pros and cons of these different ways of travelling?
- 2 Have you tried any of them? Would you like to?
- 2 Read the Language note then complete sentences 1-4 with words from the Phrase bank.
- How long does your _____ to school take? 1
- Within Spain, do you prefer to _____ by plane, car or train?
- Would you like to go on a _____ round Europe? 3
- If you could spend a few months _____ where would you go? 4
- 3 Read the text and complete it with the words in the box. Listen and check.

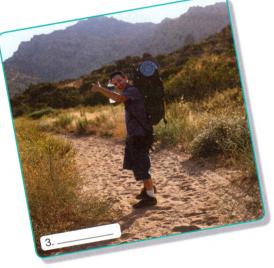
defer gap year employment life experience a break school-leavers take a year out travelling volunteering

Taking a (1) _____ is now an increasingly popular activity for many young people in Britain, according to a recent report. Every year, around a guarter of school leavers who are going on to university decide to (2) _ the start of their course and (3) ______ before starting their degree course. Some do it to get work or (4) _____, others just want to take (5) _____ from their studies.

Some teenagers spend the year (6) _____ in schools, hospitals or NGOs in the UK or abroad. Others prefer to spend part of the year working to save up money and then spend several months (7) _

South America, Asia and Australia are popular destinations.

Gap years aren't only for (8) _ - some people take a career break later in life, but they are certainly most popular with 16-25 year olds. Annually around 250,000 British people in this age-group take a gap year. It's very popular in countries like Britain and Australia and becoming more typical in the US, but in other countries like Japan there's more pressure on young people to go straight from education into (9) ____





80

Speaking: really useful experiences

1 Find two expressions in the Phrase bank that match the definitions.

- 1 a unique or very rare event
- 2 dramatically informative

2 Look at the photos. Match what the people are saying to each photo.

- 1 'I'm on a working holiday in Australia.'
- 2 'I'm back-packing round Asia.'
- 3 'I wanted to get some work experience before my degree.'
- 4 'I wanted to spend some time doing voluntary work.'

Isten to the people talking about their gap year experiences.
 Write the speaker's name on their photo.

4 Write words from the Phrase bank that collocate with the verbs.

char	nge
------	-----

make a difference

5 Source Work in pairs to discuss what you would like to do on a gap year. Use the ideas below and expressions from 4.

- how you would spend your time
- where you would go
- how you would finance your year
- what you think you would learn from the experience.

Phrase bank

- a real eye-opener
- a once-in-a-lifetime experience
- ...your attitude
- ...something count
- ...a difference
- ...your view of the
- world
- ...a contribution
- ...your perspective on life

volunteering third world work experience



A.2

Change your way of thinking Change-your chip

Pronunciation

/ə/ sound

a 242 Read the sentence from exercise 3. Listen to how the underlined words are pronounced.

I decided <u>to</u> take <u>a</u> year out <u>and</u> come to Australia before I start studying <u>to</u> be <u>a</u> vet next autumn.

b Read the sentence below and underline the words you think have the /ə/ sound.

I'm going to do business studies next year so I was really pleased to get a job in an advertising agency.

c 2/13 Listen and check. Practise reading the sentence paying attention to the /ə/ sound.

Phrase bank

study abroad exchange programme European Union cultural exchange student residence university course teaching styles hands-on approach

Listening: Erasmus

ERASMUS FOR EVERYONE

Every year the Erasmus programme enables students in 31 European countries to study abroad. There are lots of reasons for taking a year as an Erasmus student – here are our top five:

- It's a great addition to your CV and will help you stand out in the job market.
- 2 You can improve your language skills.
- **3** You'll meet people from around the world.
- 4 It's a chance to discover a new culture and get a more international perspective.
- 5 You'll learn a lot more than just the subject you study at university.



Raquel Cánovas is from Madrid. Last year she studied.at the Galway-Mayo Institute of Technology (GMIT) in Galway, Ireland.

Culture

Galway is an historic city in County Galway, Ireland. It is located on Ireland's west coast. It is often described as the most Irish of the island's cities, as both English and the native Gaelic are spoken there.



- Read the website about the Erasmus programme and answer the questions.
- 1 What kind of student is the Erasmus programme for?
- **2** Which of the suggested reasons for joining the Erasmus programme do you think are most important?

2 A Listen to Raquel talk about her experiences. Choose the correct answer.

- 1 Raquel says that while she was in GMIT she ...
 - a mainly spoke Spanish with other Erasmus students.
 - **b** spoke English most of the time.
 - c spoke Gaelic with local people.
- 2 While she was at GMIT, Raquel ...
 - **a** shared a bedroom with another student.
 - **b** lived in student accommodation.
 - c shared a house with students from different countries.
- 3 The classes were different from what Raquel was used to because ...
 - a they were easier than her classes in Madrid.
 - **b** the class sizes were bigger.
 - c they involved a lot of listening and taking notes.
- 4 Two other differences that Raquel mentions are ...
 - a the people and the prices.
 - **b** the weather and the length of the day.
 - c the length of the day and the prices.

SCHOOL LIFE

82

Functional language: eliciting

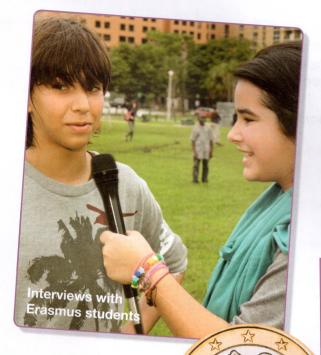
- 1 245 Use the Phrase bank to complete the interviewer's questions. Then listen and check.
- 1 Can you tell us ...
- 2 Why's that ...
- 3 First of all English, ...
- 4 Tell me about ...
- 5 That must ...
- 6 And I imagine it was interesting ...
- 7 What were the main differences ...
- 8 Can you give us ...
- 9 Do you have any ...

2 Answer the questions about what the interviewer said.

- 1 Which phrases are questions?
- 2 Which phrase is an imperative?
- 3 Which are statements that act as questions?
- **3** Read the interview about a trip to Morocco. Can you guess what the interviewer asked?

Interviewer	Can you tell me something about your trip to Marrakesh?		
Student	Well, it was amazing - everything was so different!		
Interviewer	?		
Student	Well, the people, the way of life even the shopping!		
Interviewer	Oh yes,		
Student	Well, the markets are incredible. They're huge, it's really easy to get lost. You can buy all kinds of clothes, bags		
Interviewer	Wow!?		
Student	Yes, but you have to haggle, you know, argue about the price.		
Interviewer	I don't think I'd be good at that?		
Student	Well, it is quite stressful: it's all very fast-moving and in your face, so it's not the most relaxing type of holiday. But it was a brilliant experience.		

- 4 246 Listen and check.
- 5 Practise reading the dialogue in 3, paying attention to the intonation.
- 6 Source Work in pairs to discuss a place you have visited. Try to elicit more detail from each other.



Q

0

0

Z

.0)

Phrase bank

- ...I imagine.
- ...any examples?
- ... the people you met
- ...exactly?
- ...you noticed between life in Galway and Madrid?
- ...attending a foreign university?
- ... regrets?
- ...something about that?
- ...have been
- interesting?

Culture



The currency in Ireland is the Euro. When talking about prices they use the singular.

'It costs ten euro'

Language note



attend lectures assist-to-university-classes



a Listen to what the interviewer said then answer the questions

- **below.** That must have been interesting.
- b 1. Does the first speaker's intonation rise or fall?

2. Does the second speaker's intonation rise or fall?

Final task: highlighting your experience

- Listen to two people in job interviews talking about the value of their gap years. Which speaker is better at highlighting the positive aspects of their experience?
- **2** Read the arguments for taking a year out.

1 "You can make a difference by doing voluntary work."

2 "It changes your view of the world."

3 "You get some work experience."

4 "Improve your CV and job prospects."

- 5 "Meet different kinds of people."
 - 6 "Practise languages and learn new ones."

7 "Travel and experience other cultures."

8 "Take a break from academic study."

- **3** Choose the six arguments in 2 that you think are the most important. Write a reason to justify each choice.
- 4 D Work in pairs to compare your choices and discuss your reasons. Together, choose the four arguments you think are most important.
- 5 D Work in pairs. Imagine you are in a job interview. Decide who is Student A and Student B, then read your roles. Change roles and repeat.

Student A

You are the employer. Ask the candidate about their gap year. Use eliciting techniques to explore their experience.

Strategy



When you want to persuade someone of the value of your experience, give specific examples of activities or events to support your point.



Student B

You are the job candidate. Choose one of the options below and think how you can 'sell' the value of your experience to your potential employer. Remember you can include arguments from 2.

Option 1 - You spent three months in the USA as a classroom assistant, helping to teach Spanish in a primary school.

Option 2 - You spent three months as a ski instructor in the Pyrenees and three months teaching surfing in Tarifa.

Option 3 - You worked on reception in your uncle's hotel for six months, then went to the beach for a month with your friends.

Vocabulary

1 Match the words to make expressions.

- 1 a once in a a year
- 2 a real **b** year out
- 3 defer c your degree
- 4 gap d eye-opener
- 5 take a e lifetime experience

2 Use your answers to 1 to complete sentences 1-5.

- 1 When I was 18, I spent a year on a sheep farm in Australia. It was a _____
- 2 Working in a hospital as a volunteer last summer was a ______ I didn't realize how stressful it is.
- **3** Are you are a sixth former? Fed up with studying? Don't give up your dreams of a university course permanently. ______ for a year.
- 4 "I took a _____ between school and university. I'll never regret it, I learned so much."
- **5** It's not just students who ______ when they need a change. Adults do too.

3 Correct the mistake in each sentence.

- 1 My brother spent last year doing auto-stop round Europe.
- 2 Travelling is a very good way for young people to put off new experiences.
- **3** I don't like packbacking it's very tiring.
- 4 My cousin worked as a volunteering in India.

Pronunciation

- 4 2 Underline the schwa sounds /ə/ in the sentences, then practise saying them. Listen and check.
- 1 I had a Saturday job all the way through sixth form, and I worked in a factory for three months to save up for the trip.
- **2** Going to study at a university in another city and finding somewhere to stay there is a real challenge.
- 3 I think it's brilliant to have the chance to live in a different country.
- 4 It's incredible, you go into a market and you realize it's huge. It's really easy to get lost.

Functional language

5 Compare and contrast one of the pairs.

- 1 going on holiday with your parents / going on holiday with friends
- 2 inter-railing / travelling by plane
- 3 spending a holiday at the coast / spending a holiday in your family village

Phrase bank

hitchhiking inter-railing backpacking

journey travel travelling trip

break defer employment gap year life experience school-leavers take a year out volunteering

A difference A contribution make something count your attitude your view of the world your perspective on life a once-in-a-lifetime experience a real eye-opener volunteering third world work experience

study abroad exchange programme European Union cultural exchange student residence university course teaching styles hands-on approach

And it must be cheaper than here And the food, I suppose. For example? Tell me about the markets. Was there anything you didn't like?

Review

Travel



Phrase bank

bus coach plane train ferry

subway schedule railroad baggage check street car

fare first class outward journey period return student travel-card

Language note



single return

The person who checks your ticket on a train is called a guard.

one wav

round trip

The person who checks your ticket on a bus is called a conductor.

Vocabulary: travel options

- 1 Use the Phrase bank to label the travel options in the photos. What do you like and dislike about each way of travelling?
- 2 There are important differences between British and American English. Use the Phrase bank to complete the table.

British English	American English
left luggage office railway timetable tube/Underground tram	

- **3** Read the definitions. Find words and expressions from the Phrase bank to match each definition.
- 1 a ticket that allows you to come back some time after initially travelling _____
- 2 the price you pay to travel
- 3 the first part of a round trip _____
- 4 a document that gives a discount to a traveller in full-time education
- 5 a more expensive way to travel that offers better seats and service _
- 4 2 Use the words in 3 to complete the text from a guidebook. Listen and check.

HOME	🗱 ENGLAND 🗽 🐔	SCOTLAND	WALES N. IRELAND FORUM	1
Tra	vel in the l	JK		
companies before you	offering different p	rices and op rmally the tig	vel in the UK is that there are several railway tions. It's important to ask for the best deal cket clerk will give you a standard ticket so	
station on t	he same day as you	ur (2)	mple, if you're coming back to the departure , you should ask for a day return, but later, you need a (3)	
			l often pay a cheaper (4) l time education through showing	

Speaking: getting to London



- 1 21 Number the photos in the order in which you hear the people speak.
- 2 Read word pairs 1-3. What is the difference between them?
- **1** a tube station/a main-line station
- 2 a direct service/a stopping service
- 3 an eastbound train/a southbound train
- **3 Q**⁽²⁾ Listen to a tourist talking to a tourist information officer. Which form of transport does he take and why?
- **4** 252 Listen to the dialogue again and complete the table.

	Heathrow Express	Heathrow Connect	London Underground
How often do the trains go?			
How long does it take?			100 M
How much does it cost?			

5a 🔽 Work in pairs. Decide who is Student A and Student B, then read your roles.

Student A

You are at Heathrow Airport, London. You want to travel into London. Ask for information.

5b Repeat the task with new roles.

Student A

You are an information officer at your nearest airport.

Student B

You are the clerk at the ticket office. Answer the questions Student A asks. Use the answers in 4.

Student B

You are an English visitor to Madrid.

Phrase bank

passport control baggage reclaim area arrivals hall rail-travellers' information centre

non-stop service stopping service mainline station journey time railcard ticket machines transport system overground scheduled stops direction of travel destination

Culture



In most cities in the UK, local people use a travel card for bus or tube travel. In London this is called an Oyster card.



Pronunciation

Stress on numbers

a 253 Listen to the numbers and complete the pronunciation rules.

The stress on the numbers 13, 14, 15 is on the **first/second** syllable.

The stress on the numbers 30, 40, 50 is on the **first/second** syllable.

 b 254 Listen and circle the number you hear.
 13 30 17 70 18 80
 14 40 16 60

Phrase bank

aisle seat window seat advance booking telephone booking internet rate validate your ticket

Culture

Europe'.

York is an important. historic city in the north of England. Its many

associations with battles

and invasions have helped

the city to win the title of

'the most haunted city in

Listening: northbound

CITY OF YORK York Minster The Shambles National Railway Museum Jorvic Viking Castlegate Centre Bridge Stree Walmgate York/ Railway Station Situated in north-east England, the city of **York** has historical connections with Roman, Viking and Medieval culture. Here are just some of the things you can do here: • visit the magnificent cathedral of York Minster • find out about Viking life at the Jorvik Viking Centre visit the National Bailway Museum · go shopping in The Shambles

2/55 Listen to Ravi's voicemail message to Maria about what they are going to do in York. Which of the places on the map does Ravi not mention?

Listen to Maria booking her trip to York. Answer the questions.

- Maria's bus leaves at ... 1
 - a half past ten.
 - nine o'clock. b
 - half past nine. С
- 2 Her journey will take ...
 - under 5 hours. а
 - between 5 and 6 hours. h
 - c over 6 hours.

3

- She decides to buy...
- a single ticket. а
- a return ticket. b
- an open ticket. С

- Maria thinks the young person's travel card ...
 - is an example of how expensive things are in the UK.
 - would save her money on her trip to York.
 - would only be of interest to her С if she lived in the UK.
- The bus leaves from bay ... 5
 - а
 - 13. b
 - 30. С

3 257 Listen to Maria's call to Ravi. Are the statements true or false? Correct any false statements.

- Ravi tells Maria that he will meet her when her bus gets to York. 1
- 2 Maria will text Ravi if she decides not to go.

SOCIAL LIFE

- 4
 - а
 - b

 - 3.

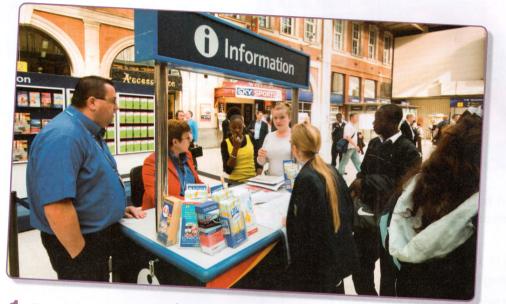
Language note

York

arrive in York get to York

- arrive-to-York

Functional language: reservations



Read the sentences from when Maria booked her bus journey.

I'd like to **book** a seat to York. Er, well, no, I **don't think so**. Do you want **a single or a return?** I'll take an open ticket. **The journey time is** 5 hours and 15 minutes. What time does that **get into** York? Where does it **leave** from? Would you like a window or an aisle seat?

2 Write a phrase in bold from 1 that means the same as the expressions below.

- 1 arrive in
- 2 one-way or round-trip
- 5 reserve6 no, thanks

3 l'd like

- 7 it takes
- 4 do you want to sit by
- 8 depart

3 Read the words in the Phrase bank and find ...

- 1 three words to describe types of ticket
- 2 three places to get on or off public transport
- 3 three types of seat on public transport
- 4 two phrases for describing times of travel

4 Work in pairs. Decide who is Student A and Student B, then read your roles.

Student A

You are an English person travelling in Germany. You want to find out how to travel from Berlin to Munich.

Prepare some questions to ask Student B.

Student B

You are a tourist information officer in Berlin who can speak English. Respond to Student A's questions.

Phrase bank

aisle seat window seat forward-facing seat platform bay stop book reserve single return open ticket off-peak rush hour

Culture



In the UK, ticket prices on buses, coaches and trains are cheaper for young people and students. In London, buses are free for people in full-time education or anyone under the age of 16.

Pronunciation

/aɪ/ and /eɪ/ sounds

a Read the words. Do they contain the /aɪ/ sound or the /eɪ/ sound?

bay arrivals rail aisle main l'Il train line

b **Q** E Listen to the words in a, then write them under the correct headings.

/aɪ/ /eɪ/

Final task: booking a trip



- 1a Use Listen to the travel information questions. How does the intonation on the words in bold change?
- 1 Is that morning or evening?
- 2 Do you want a single or a return?
- 3 Would you like a **window** or an **aisle seat**?
- **1b 2** Practise reading the questions with the same intonation.
- **2 >** Work in pairs. Decide who is Student A and Student B. Read Task 1 and do the activity.
- **3** Change roles. Read Task 2 and do the activity.

Task 1

Student A

You want to get from London to Bath tomorrow morning and return the following Tuesday afternoon. You want to know the different travel options for train and coach before buying your ticket.

You want to get from Manchester to York tomorrow

You want to know the different travel options for train

and coach before buying your ticket.

Prepare questions about times and prices.

morning and return the following Wednesday afternoon.

Prepare questions about times and prices. Read the strategy box.

Student B

You work at a visitors' information centre.

Edinburgh

York

Bath

Manchester

London

Read the transport information on page 110 before you start.

Remember to use the correct intonation in any questions you ask.

Task 2

Student B

Strategy



When preparing to ask questions about travel, write these headings and leave space to note the answers.

Destination

Train times

Coach times

Leaves from

Prices

After you have noted down the information, repeat it back aloud so that the person you are speaking to can correct any errors.

Read the strategy box.

Student A

You work at a visitor information centre. Look at the transport information on page 110 before you start

Remember to use the correct intonation in any questions you ask.

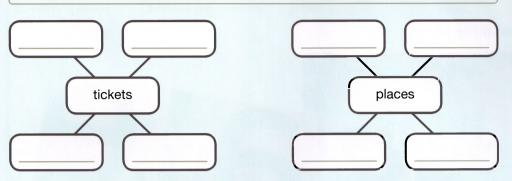
SOCIAL LIFE

Review

Vocabulary

1 Read the words and classify them. Write them in the correct groups.

aisle bay fare first class internet rate left luggage office mainline station one-way open return platform student railcard



2 Correct these sentences by changing the word in bold.

- 1 In the USA a return ticket is called a two-way ticket.
- 2 A southbound train is travelling from the **south**.
- 3 A tube station is the same as a **mainline** station.
- 4 A direct train stops at stations on the way.

Pronunciation

3 Work in pairs. Choose six of the numbers. Say them to your partner. 13 60 70 18 80 30 14 16 90 50 15 40 17 19

4a Find these words in the Phrase bank. How do you pronounce them?

/trein/ /plein/ /reit/ /¹vælideit/ /ail/ /bei/ /bai/

4b 260 Listen and check.

Functional language

5 Put the sentences of the dialogue in a logical order.

I'd like a ticket to Oxford, please. _____ A single, please. _____ Go up over the bridge. _____ Here you are. What time's the next train? _____ How do I get there? _____ Is that a single or a return? _____ OK – which platform's that? _____ OK, great. Thanks. _____ Platform 2, it's on the other side. _____ That's £4.29 please. _____ There's one at half past. _____

6 Practise reading the dialogue in 5 with a partner. Close your books. Try to say it from memory.

Phrase bank

bus coach plane train ferry subway schedule railroad baggage check street car fare first class outward journey period return student railcard

passport control baggage reclaim area arrivals hall rail-travellers' information centre non-stop service stopping service mainline station journey time railcard ticket machines transport system overground scheduled stops direction of travel destination The world is your oyster

aisle seat window seat advance booking telephone booking internet rate Validate your ticket

forward-facing seat platform bay stop book reserve single return open ticket off-peak rush hour

Prepare to ... describe a photo

Oral exam. Describing photos.



Task: Look at the photos. Talk about the similarities and differences between them. Speculate about how you think the people feel and say which situation you would prefer.

- 1 Look at the photos and read the task. How would you answer it?
- 2 2 Listen to a student answering the task in 1. In pairs, discuss how well the student responded to the task.
- **3a We Listen to another student answering the task. What does she say when she doesn't remember the word for something?**
- **3b** 2⁶² Listen to the second speaker again and decide if the statements are true or false. Give reasons to support your answers.
- 1 The speaker says that the first difference is about when the events are taking place.
- 2 The speaker thinks the first photo could be of some type of industrial action.
- **3** The speaker thinks this is an effective way of getting what you want.
- 4 The speaker thinks the people might feel satisfied in the second situation.
- 5 The speaker sees a similarity in the objective of the two groups of people.
- 6 The speaker would choose to be in the second situation.

Remember: Unit 10

In Unit 10 you prepared to compare and contrast photos. Write as many phrases as you can for each category below.

Describing similarities Describing differences Both the pictures are ... In the first picture we can see X, whereas ...

4 Read the words for talking about events. Write them under the appropriate headings.

a get-together a great atmosphere a wedding anniversary backing singers an amazing performance candidates different generations fans get back in touch a grandstand a home crowd an invigilator a support band a stadium keep an eye on the time nervous tension play an encore

a sporting event	a family celebration	a public examination	a concert

B

- 5 Think of a time when you attended one of the events in the table. Prepare notes to help you describe your experience.
- 6 Section 2 Work in pairs. Decide who is Student A and Student B, then read your roles.

Task

Student A

You are going to describe the photos on this page. Talk about the similarities and differences between them. Say how you think the people feel in each one, and which situation you'd prefer to be in and why.

Student B

You are going to describe the photos on page 110. Talk about the similarities and differences between them. Say how you think the people feel in each one, and which situation you'd prefer to be in and why.



Comparing photos Remember to ...

1 Give more than one similarity and difference between the photos.

2 Speculate about what might be happening in the photo, where people might be and how they might feel.

3 Give your opinion about the photo, explaining the reasons for your opinion.

Prepare to... have a formal debate

D Look at the pictures. Work in pairs to discuss what you can see.



- 2 2 Listen to the first part of a description of a formal debate and decide if the statements are true or false. Give reasons to support your answers.
- 1 A formal debate is just like an uncontrolled argument.
- 2 Lots of people consider debating to be a hobby.
- **3** The motion is always something in the news at the present time.
- 4 In a debate there are generally two teams called Affirmative and Negative.
- **5** The main parts of the debate are presenting your arguments and arguing against the other team's points.
- 6 Your team will get extra marks if you personally criticize the speakers of the opposing team.
- **3** 2³ Now listen to the second part of the description and complete statements 1-3 using words from the box.

	rebut (x2)	state	restate	sum up the team's argument	
--	------------	-------	---------	----------------------------	--

- 1 The first speakers on each team take turns to ______ their team's argument.
- 2 The second speakers on each team take turns to ______ their teams argument,
- and ______ the opposing team's argument.
- **3** The third speakers take turns to ______ but they don't ______ the other team's argument.
- 4 2/65 Listen to details of the judging process and complete the descriptions of a formal debate.
- 1 _____ marks are given for the content of the argument. This is called the 'matter'.
- 2 The way in which the speakers develop and organize their argument is called the ______ There are ______ marks available for this.
- 3 The conduct of the speakers is called their 'manner' and there are _____ marks available for this.

Task The motion is ... It is time to end the dominance of football on TV. Discuss.

- 5 Read the task box. Think about how you feel about the motion.
- Once your teacher has divided you into teams, prepare your arguments. Use the checklist to help you.

Checklist

Planning Use the internet to

research facts for your argument.

Organization

Decide who is going to speak and when.

Sequence the main points of your argument.

Practice

Rehearse each person's speech

Try to predict what the other team will argue and practise your responses.

Remember: Units 5 and 10

- a In Unit 5 and Unit 10, you practised using linking expressions. Write the formal equivalents of the following ...
- to start off with another reason is I also think
- b Check your answers on pages 32-37 and 62-67.

<section-header>

2 Listen to three people talking about the events in the photos and answer the questions.

	Which event do they describe?	What were the other people like?	Did the speaker enjoy it?
Speaker 1 Speaker 2 Speaker 3			

3 We have a set of the set of

- 1 Clothes played an important part. ____
- 2 There's a spiritual side to the event. ____
- 3 It has connections with the past.
- 4 The event happens at a particular time of day. ____
- 5 There was a sporting element to the event.
- 6 Social status was important.
- 7 There was a musical element to the event.

4 D In pairs, answer the questions.

- 1 Which event would you most like to attend and why?
- 2 What traditional events have you been to in your country?
- 3 What did you like or dislike about them?
- 4 Do you think it is important to maintain traditions? Why/why not?

Project

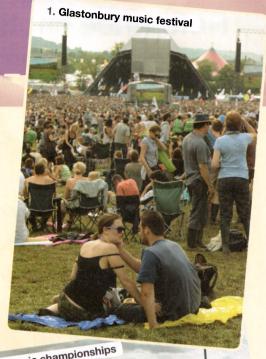
Use the internet to research a visit to an event in Britain. Your project must include ...

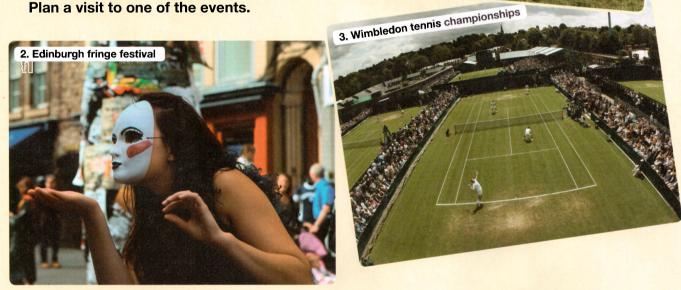
- details about which event you chose and why
- examples of what you're going to do while you're there
- your decisions about accommodation and travel
- details of travel and accommodation costs.

5 Read the words to describe what is happening in photos 1-3. Write 1, 2 or 3 to indicate which photo vou associate with each word or phrase.

amateur theatre gro	ups buske	rs
camping co	osy venues	trophy
international champ	oionship kn	ockout tournament
main stage	street performers _	support act
to headline	top level players	о то и то то то на ни на то

6 Read the project box. Work in pairs or small groups. Plan a visit to one of the events.





Remember: Units 5 and 10

- a In Unit 5, you prepared to discuss plans for a weekend. Write any expressions you can remember for...
- making suggestions • agreeing and disagreeing
- b In Unit 10, you prepared to present a campaign. Write any expressions you can remember for...
- explaining the reasons for your ideas describing the different aspects of your plan





Reference section

Contents

Section	Page
DVD worksheet 1 Leaving school	99
DVD worksheet 2 Leaving home	100
DVD worksheet 3 Appearances	101
DVD worksheet 4 Free time	102
DVD worksheet 5 Transport	103
DVD worksheet 6 Eating out	104
DVD worksheet 7 Getting a job	105
DVD worksheet 8 Gap years	106
Communication activities	107
Speaking bank	110



DVD Quiz: Leaving school

Did you know?

Around 80% of university students in the UK live away from home.

This is considered an important part of the university experience.

Watch the episode then complete the quiz.

Section 1

1

I

- 1 How long are most UK degree courses?
- 2 How much time do students on a degree course such as nursing spend doing work experience?

Section 2

- 3 What is the name of Ed's friend?
- 4 What does Ed's friend want to study?
- 5 What A levels is Ed doing?
- 6 What industry does Ed want to work in?

Section 3

- 7 In which city is Emma studying?
- 8 How long has Emma been at university?
- Complete the phrase Emma uses to say that university gives you more independence:
 'You're very much your ...'
- **10** What occupation does Emma want to do when she finishes university?



Culturo

DVD Quiz: Leaving home

Did you know?



In Britain, 50% of young women leave home by the age of 21, and 50% of young men leave home by the age of 23.

Watch the episode then complete the quiz.

Section 1

I

- 1 Complete the name of the accommodation where most first-year UK university students live: ... of residence'.
- 2 Besides shopping and cooking, which four responsibilities does the DVD mention for students who share a house or flat?

Section 2

- **3** Which city is Olivia studying in?
- 4 How does Olivia describe the process of looking for a place to live?
- 5 Why does the girl apologize for the kitchen?
- 6 How many people currently live in the house, and how many are girls?
- 7 Which five types of bill do the people in the house have to pay?

- 8 How many boys live in Adam's flat?
- 9 Who owns Adam's flat?
- 10 In the first semester, what routine did the people in Adam's flat have on Sundays?



DVD Quiz: Appearances

Did you know?

Street markets are very popular places to buy new and second-hand clothes in the UK. London's Camden Market is one of the most popular visitor attractions, with approximately 100,000 people visiting it each weekend. Some of the most popular clothes on sale here are for teenage members of alternative sub-cultures such as goths and cybergoths.

Watch the episode then complete the quiz.

Section 1

I

I

I

 According to the DVD, why do some people r Is it because they ...
 a want to blend in ?

have a distinctive dress sense?

- c want to be comfortable?
- 2 What is the occasion where the people are wearing formal clothes?

Section 2

b are unconver

- 3 What job is Ed's interview for?
- 4 What is wrong with the first suit that Ed tries on?
- 5 What 'special offer' does the salesman tell Ed about?
- 6 How much money does Ed spend in the shop?

- 7 Why is Surina wearing a hat?
- 8 What kind of black skirt is she wearing?
- **9** Surina says she likes to mix different colours and ...
- **10** How many pairs of high-heeled shoes does Surina own?

DVD Quiz: Free time

Did you know?



- Glastonbury music festival, which is held near Glastonbury in
- south-west England, is the world's largest open-air music festival.
- It covers an area of over 3.5 square kilometres, and around
- 170,000 people attend every year.

Watch the episode then complete the quiz.

Section 1

L

L

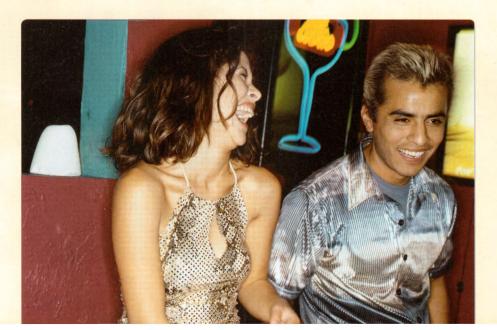
- 1 At what time of year do music festivals happen in the UK?
- 2 At what age can you buy alcohol in the UK?

Section 2

- 3 Why do Ruby and Olivia want to do something special this Saturday night?
- 4 Which two film types does Ruby suggest they go and see?
- 5 What can you do at the Basement Club?
- 6 What do they decide to do in the end?
- 7 Where did Ed see DJ Mixit play?

😵 Section 3

- 8 What four things does Zoe enjoy doing in her free time?
- **9** How often does Zoe go to belly dancing classes?
- **10** What do Zoe and her friends usually do when they go out together?



DVD Quiz: Transport

Did you know?

- Cult*ur*o
- In the UK, it's common for young people to learn to
- drive with the help of a member of their family or a friend,
- rather than paying for lessons. These 'accompanying
- drivers' must be over 21 and have a full driving licence.

Watch the episode then complete the quiz.

Section 1

1

1

1

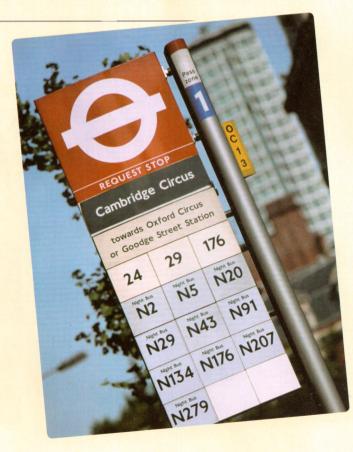
I

- 1 Which young people often learn to drive as soon as they are 17?
- 2 Which young people are more likely to use buses?

Section 2

- 3 Why doesn't Ed drive to work?
- 4 How long does the train take to get to Marston?
- **5** Does he have to go on more than one train to get there?
- 6 Why is it a problem for him that the last train leaves at 22.45?
- 7 How does he solve this problem?

- 8 What has William been doing for 25 years?
- 9 Why can't you ride a full-power motorbike in the UK when you're 18?
- **10** What is William's favourite motorbike ...
 - a a Harley Davidson?
 - **b** a Yamaha?
 - c a Triumph?



DVD Quiz: Eating out

Did you know?



- The first Chinese restaurant in the UK opened in London in
- 1907. Today, there are many thousands of them, and nine out
- of ten Londoners eat more foreign food than British food!

Watch the episode then complete the quiz.

Section 1

- 1 What two examples of traditional British food are mentioned in the DVD?
- 2 Which four examples are given of exotic foreign countries or regions whose food you can eat in London?

Section 2

- 3 What drinks do Ed, Ruby and Olivia order?
- 4 Which course do they decide not to eat?
- 5 How does Ed want his burger to be cooked?
- 6 What does Olivia have for dessert?
- 7 How does Ruby want to pay for the bill?

- 8 What time does Julia eat lunch?
- 9 Why do Julia and her friends like to eat in pubs?
- **10** Which two types of takeaway food does she usually eat?



DVD Quiz: Getting a job

Did you know?

- In the UK, 13-16 year-olds may do paid work, but they
- mustn't work for more than 12 hours a week during term time.

Watch the episode then complete the quiz.

culturo

Section 1

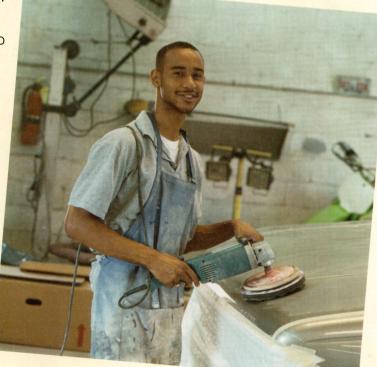
1

- 1 What examples are given of things that teenagers can buy if they have a part-time job?
- 2 According to the DVD, what is the main advantage of work placements?

Section 2

- 3 What three responsibilities does the job of hotel receptionist include?
- 4 Which three places has Ed worked in previously?
- 5 What part-time job is Ed currently doing?
- 6 What example of Ed's work does the interviewer ask him to describe?
- 7 What is Ed's 'dream'?

- 8 How long has Matt been a video editor?
- 9 What doesn't Matt like about his job?
- **10** What three main qualities are needed to do Matt's job?



DVD Quiz: Gap years

Did you know?



- Around a quarter of UK university applicants take a gap year
- before going to university though this figure has fallen slightly in
- recent years, probably due to worsening economic conditions.

Watch the episode then complete the quiz.

Section 1

I

- 1 Which of these activities is not part of the gap year experience ...
 - a full-time study?
 - **b** paid work?
 - c travel?
 - d voluntary work?
- 2 What places are given as examples of where young people often go travelling during their gap years?

Section 2

- **3** What is Olivia doing tomorrow?
- 4 What does Ruby's mum want her to do soon?
- **5** What made Ed dislike education?
- 6 What disadvantage of taking a gap year does Olivia mention?
- 7 Why is Ruby's mum not very keen for Ruby to do a gap year?

- 8 What countries did Kate work in during her gap year?
- 9 How does Kate think her gap year has changed her as a person?
- **10** What bad experiences did Vinay have during his gap year?



Communication activities

Audioscript, exercise 8, page 35

OK, well I'm from London and maybe I'm a bit biased, but for me, it's the best city in the world.

What makes it so great? There's so many things that it's difficult to know where to start.

To start with, I think London is a very historic city, a lot of significant things happened here and there are lots of great places to visit if you want to know more about London's past. Two places I'd really recommend are the Tower of London, where they used to imprison and then execute famous traitors, and Shakespeare's Globe theatre where there's a fascinating exhibit about life in the 16th century.

But London's also a very modern city, it's been the home to many new trends and fashions in the 20th and 21st centuries, for example there's some amazing modern architecture, as well as great clubs and venues if you want to listen to the latest sounds.

Another reason I love London is that it's a very cosmopolitan city – the people who live in London come from all over the world and some districts are strongly influenced by other cultures. You can also try food from many different countries.

I also think London is a brilliant place for tourists – there are so many fantastic museums and famous places to visit, and of course the shopping's great. Go shopping in the department stores in Oxford Street or visit the market at Camden Lock.

Are there any negative points? Well, if you don't like the busy, fast-moving rhythm of a big city, then London may not be for you, and like any big city there is quite a lot of congestion, street crime and some places it's better not to go.

But for me, there's no place like it. As the English author Samuel Johnson said, 'When a man is tired of London, he is tired of life.' And I simply have to agree.

Audioscript, exercise 1, page 53

Good morning, and welcome. I'm Alice Howe, your head teacher, and I'm here today to give you some advice about study skills as you start in the sixth form.

One of the main differences is that in the sixth form you have fewer subjects, but hopefully these are things that you personally are more interested in and have chosen to study. You'll have more time to spend on each of them, but you'll also have to work more independently.

This means that time management – is everyone clear what I mean by time management? – is very important. Make a note of deadlines and plan your work accordingly. Use lists to tick off assignments – homework, exercises, essays and so on - when you finish them, and remember that it's better to study and review on a regular basis than to leave it all to revision just before the exams. It's easy to leave things till the last minute. Remember that in the sixth form you'll also have opportunities to do other optional activities, get a part-time job or learn to drive – as well as having a busy social life. The better you organize your time, the more things you'll be able to do.

Effective research is a very important skill. Now, what do I mean by effective research? Well, what I'm talking about is organized study. It's easy to waste a lot of time, and it's also easy to get distracted when using the internet. Try not to download page after page – be selective. It's also important to remember that not everything on the internet is true – pages like Wikipedia are created through collaboration, and no one checks the contents. Try to read, think critically and then take notes. If you do this, you'll be expressing your own ideas rather than someone else's.

Note-taking is in itself a very important skill. There's no one correct way to do this – you have to find what suits you. Some people write detailed notes using full sentences. Others note key words or write the most important information using bullet points. More visual learners may prefer to use mind maps. It doesn't matter. The important thing is that it works for you and provides a summary of the main information which you can use for revision.

Exercise 5, page 59

Student A

Turn 1

- Your personal details appear below.
 James Martin
 32 Fleet Avenue
 London SW 1 3PT
- Listen carefully to Student B, he/she must check your details and correct any information that is wrong.

Turn 2

- Check your partner's personal details. This is what you think they are.
 Linda Barker
 14 King Street West
 Bath BA4 6FD
- Go through each line slowly. Remember to check by asking questions like So your name's Linda...Barker...?

Exercise 4, page 78

Job A

Title: Taxi driver

- autonomous you can arrange your own working hours
- you earn according to your effort
- no boss or company to take any of the money
- opportunity to talk to lots of people
- long working hours
- stressful driving conditions
- not well paid once you've paid for petrol, car maintenance
- occasional danger from strange passengers

Job B

Title: Photographer

- creative, artistic job
- independent work
- interesting environment
- lack of job security, no regular income, no sick pay or holiday pay
- a lot of the job isn't glamorous
- a lot of waiting around
- lots of competition from other photographers

Speaking task, exercise 9, page 63

Student B

Compare and contrast the photos. Describe what you can see and how you think the people are feeling.



Exercise 5, page 59

Student B

Turn 1

- Check Student A's personal details. This is what you think they are.
 James Marvin
 31 Fleet Road
 London SW4 3CT
- Go through each line slowly, checking e.g. So your name's James Marvin...?

Turn 2

- Now Student A is going to check. This is your name.
 Lindsay Parker
 14 King Street East
 Bath BA6 6FB
- Listen carefully while A checks your details and correct any information that he/she has wrong.

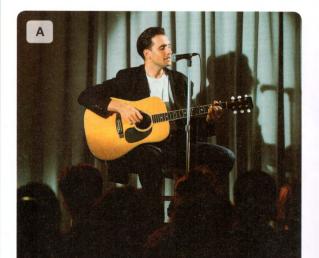
Speaking task, exercises 2 and 3, page 90

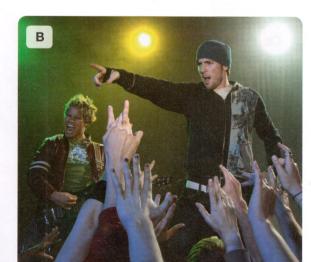
Departure platform128128Return departures15.1315.4316.1316.43 etcReturn departures16.4417.1417.4418.14 etcReturn departure platform111Ingle adult fare £22Return adult fare £39.50Keturn departuresNorning departures8.009.3010.00*11.00Morning departure bay8.009.3010.00*11.00Morning departure bay8.009.3010.00*11.00Morning departures8.009.3010.00*11.00Morning departure bay8.009.3010.00*11.00Morning departures8.009.3010.00*11.00Morning departure bay8.009.3010.00*11.00Morning departure bay8.009.3010.00*11.00Morning departures8.308.45Morning departures12.0013.4515.00*Morning departures15.3517.3519.15*Morning departures15.3017.3019.30							Student A				
Morning departures Morning arrival9.3010.0010.3011.00 etcMorning arrival Departure platform10.5911.2411.5912.24 etcDeparture platform128128Meturn departures15.1315.4316.1316.43 etcMeturn arrival16.4417.1417.4418.14 etcDeparture platform111<	ains to Bath depart f	rom Londa	on Paddii	ngton mai	inline station	T	rains to York depart fro	m Manch	ester Pic	cadilly m	ainline
Coaches to Bath from London Victoria Coach Station Single adult fare £22 Return adult fare £39.50 Coaches to Bath from London Victoria Coach Station Single adult fare £22 Return adult fare £39.50 Morning departures 8.00 9.30 10.00* 11.00 Morning arrival 11.20 12.50 13.47* 14.30 Departure bay 5 6 8 6 *this service involves a change of bus & 30 minute wait at Bristol Return departures 12.00 13.45 15.00* 15.45 Return departures 12.00 13.45 15.00* 15.45 19.20	orning departures orning arrival eparture platform turn departures turn arrival	9.30 10.59 12 15.13	10.00 11.24 8 15.43	10.30 11.59 12 16.13	11.00 etc 12.24 etc 8 16.43 etc		Aorning departures Aorning arrival Departure platform Return departures	9.55 4 15.28	10.23 8 15.40*	10.52 4 15.58 17.25	11.23 4 16.28 17.49
Morning departures 8.00 9.30 10.00* 11.00 Morning arrival 11.20 12.50 13.47* 14.30 Coaches to York from Manchester Coach Station Morning arrival 5 6 8 6 Morning departures 8.30 8.45 Departure bay 6 8 6 Morning arrival 11.50 12.00 Return departures 12.00 13.45 15.00* 15.45 19.20 Return departures 15.30 17.30 19.30							Departure platform 2 2 2 2 *returns to Manchester Oxford Road station				
Morning arrival11.2012.008686Departure bay686868.30*this service involves a change of bus & 30 minute wait at BristolMorning arrival11.5012.00Return departures12.0013.4515.00*15.4519.20Return departures15.3517.3519.15*19.20Return departures	Morning departures	8.00	9.30) 10.00)* 11.00		Coaches to York from	n Manche	ster Coad	h Statio	n
Neturn arrival 4 4 4 4 Departure bay 4 4 4 4 *this service involves a change and a 45 minute wait in Bristol Departure bay 6 6 6 Single adult coach fare £9.80 Return adult coach fare £9.80 Return adult coach fare £9.80 Return adult coach fare £9.80	Departure bay *this service involves Return departures Return arrival	6 a change of 12.0 15.3 4	6 bus & 30 0 13.4 5 17. 4	8 minute wa 45 15.0 35 19.1 4	6 ait at Bristol 0* 15.45 5* 19.20 4		Morning departures Morning arrival Departure bay Return departures Return arrival Departure bay	8.30 11.5 4 15.3 18.0 6	8.45 0 12.0 8 0 0 17.3 5 20.0	0 0 19.3 5 22.0	30

Speaking task, exercise 6, page 93

Student B

Talk about photos A and B. Discuss their similarities and differences and say how you think the people feel. Which situation would you prefer to be in?





Wordlist

Unit 1

Describing people

can't stand / ko:nt 'stænd/ depressive /dr/presrv/ adj emo /'iːməʊ/ adj fun-loving / fAn lAVIN/ adj $qoth/gp\theta/n$ hard-working / ha:d'w3:kin/ adj * heavy / hevi/ adj ** intense /m'tens/ adj ** introvert /'introvs:t/ n mate /meit/ n ** messy /'mesi/ adj outgoing /'aut.goun:/ adj (be) a pain / (bi:) ə 'pein/ (be) a real laugh / (bi:) a rial 'lo:f/ (be) not really bothered about / (bi) npt riəli 'boðəd əbaut/ (be) quite keen on / (bi) kwait 'kiin pn/ (be) really into / (bi) riali 'intu:/ relaxed /ri'lækst/ adj reserved /r1'z3:vd/ adj skater /'skeitə/ n sporty /'spo:ti/ adj

strict /strikt/ adj ** understanding /_iʌndəˈstændıŋ/ adj unreliable /_iʌnrɪˈlaɪəbl/ adj *

Discussing relationships

classmate /'klɑ:smeɪt/ n a girl from my class /ə ˌgɜ:l frəm maı 'klɑ:s/ judo /dʒu:dəʊ/ a mutual friend /ə ˌmju:tʃuəl 'frend/ neighbour /'neɪbə/ n *** one of my parents' friends /ˌwʌn əv maɪ ˌpeərənts 'frendz/ the orchestra /ˌŏi: 'ɔ:kıstrə/ n ** someone I know from (football) /ˌsʌmwʌn aɪ ˌnəʊ frəm ('futbɔ:l)/

Social networking

account /ə'kaunt/ n **** acronym /'ækrənım/ n click on /'klık ˌɒn/ phr v * confirm /kən'fɜ:m/ v **** create /kri:'eɪt/ v *** email address /'i:meɪl əˌdres/ n **** go to /'gəu ˌtu:/ phr v join /dʒɔɪn/ v *** limit /'lımɪt/ v *** netspeak /'netˌspi:k/ n online profile /ˌɒnlaɪn 'prəufaɪl/ n password /'pɑːsˌwɜ:(r)d/ n * question forum /'kwestʃ(ə)n ˌfɔ:rəm/ n register button /'redʒɪstə ˌbʌtn/ n restrict /rɪ'strɪkt/ v ** security question /sr'kjuərəti ,kwestʃ(ə)n/ n set up /,set 'ʌp/ phr v social interaction /,səuʃl ɪntər'ækʃn/ n social networking site /,səuʃl 'netw3:kiŋ sart/ n technophobe /'teknəufəub/ n upload /ʌp'ləud/ v

Unit 2

Leaving school

A levels /'er ,levlz/ n apply for /ə'plar fo:/ v *** apprenticeships /ə'prentissips/ n pl degree /di gri:/ n * enrol on /m'rəul .pn/ v further education / f3:ða edju keijn/ n placement /'pleismant/ n qualifications / kwplifi kei (anz/ n *** recruit /rɪ'kru:t/ v ** sandwich course /'sændwid3 ,ko:s/ n school leaver / sku:l 'li:vəz/ n sixth form /'siks0 ,fo:m/ n sixth former / siks0 ,forma/ n stay on / ster 'pn/ phr v take on / terk 'on/ training course /'treinin ,ko:s/ n vacancies / veikənsiz/ n vocational training /vəu,keifn(ə)l 'treinin/ n work experience /'w3:k Ik_spiarians/ n

School subjects

art /a:t/ n biology /bar bladzi/ n * business studies /'biznəs stadız/ n chemistry /'kemistri/ n ** citizenship /'sɪtɪznʃɪp/ n * French /frent f/ n Greek /gri:k/ n health studies /'hel@ stAdiz/ n history /'hist(ə)ri/ n history of music / hist(ə)ri əv 'mju:zik/ n humanities /hju:'mænətiz/ n pl ICT / aisit'tit/ n Latin /'lætın/ n maths /mæθs/ n * opt for /'ppt fo:/ phr v ** option /'pp∫n/ n *** PE / pi:'i:/ n physics / fiziks/ n ** primary /'praiməri/ n *** sciences / saiansaz/ n pl *** the British/Spanish system /ða 'britis// spænı∫ sıstəm/ n technical drawing / teknikl 'dro:in/ n

Unit 3

Study abroad

balance / bæləns/ n *** course fees / kors firz/ n deposit /di/ppzit/ n ** different food / difront 'fuid/ enrolment fee /in'raulmant ,fi:/ n feel homesick / fi:l 'houmsik/ full board / ful 'bo:d/ n grant /graint/ n ** half board / ho:f 'bo:d/ n hall of residence / ho:l əv 'rezidəns/ n host family / houst ,fæmli/ n learn about another culture /,ls:n əbaut ə,nnðə 'knltfə/ meet new people / mi:t nju: 'pi:pl/ miss friends / mis 'frendz/ registration / redzi'streijn/ n ** self-catering / self'keitərin/ shared apartment / fead a'po:tmant/ n too expensive / tu: 1k'spensiv/

Language schools

airport transfer /'eapo:t_trænsfa:/ n business English /'biznəs ,inglis/ n conversation classes /kpnvə'seifn .kla:siz/ n daily timetable / derli 'tarmterbl/ n Director of Studies /də,rektə əv 'stadız/ n flexible /'fleksəbl/ adj ** general English / dʒen(ə)rəl uŋglıj/ n (be) good for / (bi) 'gud fo:/ (be) a great way of / (bi:) a great wer av/ group class / gru:p kla:s/ n guided tours / gaidid 'tuəz/ n a homely environment /a haumli in'vairənmənt/ n host family member / houst fæmli membə/ n intensive course /in tensiv ko:s/ n language school /'længwid3 sku:l/ n language student /'længwid3 stju:dənt/ n level test /'lev1 test/ n most of all / maust av 'a:l/ native speaker / neitiv 'spi:kə/ n * optional /'ppfnəl/ adj outing /'autin/ n personal space / ps:snal 'speis/ n receptionist /rɪ'sepʃnɪst/ n self-access centre /self'ækses sentə/ n social programme /'səufl prəugræm/ n sporting and cultural activities / sportin an kalts(a)ral æk'tivatiz/

survival English /səˈvaɪvl ˌmglɪʃ/ n The thing I like about ... /ðə ˌθɪŋ aɪ 'laɪk əbaut/ wifi access /ˈwaɪfaɪ ˌækses/ n young learners course /ˌjʌŋ ˈlɜːnəz kɔːs/ n

Unit 4

Shopping accessories /ək'sesəriz/ n **

aisle /aɪl/ n ATM (*AmE*) /ˌeɪti:'em/ n cash point (*BrE*) /'kæʃ ˌpɔɪnt/ n chemist /'kemɪst/ n ** convenience store /kən'vi:niəns ˌsto:/ n

customer /ˈkʌstəmə/ n *** electrical appliances /ɪˌlektrɪkl

ə'plaıənsəz/ n factory outlet /'fæktri ,autlet/ n food hall /'fu:d ho:l/ n health food shop / hel θ fu:d 'fpp/ n household item / haushauld 'artam/ n kitchenware / kitfən,weə/ n manager / mænid39/ n *** newsagent /'nju:z,eidʒənt/ n perfumery /pəlfju:məri/ n post office /'poust pfis/ n ** pound shop / paund fpp/ n price tag /'prais tæg/ n receipt /rɪ'si:t/ n* shelf /(self/ n ** shop assistant /'fpp ə,sistənt/ n shoplifter /'sppliftə/ n stationer /'sterfnə/ n store detective /'sto: di,tektiv/ n supermarket /'su:pə,ma:kit/ n * trolley /'troli/ n window shopper / windou , jopo/ n

Asking for information

bigger /'bigə/ adj *** cash /kæʃ/ n *** cheaper /'tʃi:pə/ adj *** checkout /'tʃekaut/ n credit card /'kredit ˌkɑ:d/ n ** design /di'zaın/ n *** escalator /'eskəˌleɪtə/ n feature /'fi:tʃə/ n *** heavier /'heviə/ adj *** lift (*BrE*) /lɪft/ n ** meeting point /'mi:tɪŋ ˌpɔɪnt/ n memory capacity /'memri kə,pæsəti/ n

more modern /,mɔ: 'mɒd(ə)n/ adj more traditional /,mɔ: trə'dɪʃn(ə)l/ adj sound quality /'saund ,kwɒləti/ n special offer /,speʃl 'bfə/ n weight /weɪt/ n ***

Consumer rights

cash refund /ˈkæʃ ˌriːfʌnd/ n complaint form /kəmˈpleɪnt ˌfɔːm/ n consumer /kən'sju:mə/ n *** consumer protection /kən,sju:mə prə'tek (n/ n credit note / kredit nout/ n damaged goods / dæmidzd 'gudz/ n pl duty /'dju:ti/ n *** exchange /iks'tfeindz/ n *** exchange /iks'tfeindz/ v ** faulty /'fo:lti/ adj guarantee / gærən'ti:/ n ** manufacturer / mænju'fæktʃərə/ n policy /'ppləsi/ n *** poor service / po: 's3:vis/ receipt /rɪ'si:t/ n * recordings /rɪ'kə:dɪŋz/ n *** rights /raits/ n ***

Unit 5

Describing a photo

amazing lights /a.merzin 'laits/ behind /bi haind/ prep *** booing /'bu:m/ n breathtaking scenery / brefteikin 'si:nəri/ car horns /'ka: ho:nz/ n chanting /'tfa:ntin/ n cheering /'tʃɪərɪŋ/ n crowded / kraudid/ adj exciting /ik'saitin/ adj * filthy /'fɪlθi/ adj frustrating /fra'streitin/ adj holidaymakers /'hplidei,meikəz/ n nature-lovers /'neit() ,lavaz/ n noisy /'noizi/ adj overcrowded / auva kraudid/ adj packed /pækt/ adj paddling / pædlın/ n peaceful / pi:sfl/ adj > pitch /pits/ n * pollution /pəˈlu:jn/ n *** powerful sound-system / pauafl 'saund sistəm/ n serene /sə'ri:n/ adj shoreline /'s:lain/ n smoky / smouki/ adj spray /sprei/ n stadium / sterdiam/ n * at a standstill / ət ə 'stændstil/ stressful / stresfl/ adj sunshade /'sʌnʃeɪd/ n supporters /sə'po:təz/ n *** tense /tens/ adj unspoilt /An'spoilt/ adj

Giving your opinion about a town/city

aspect /ˈæspekt/ n *** commuters /kəˈmju:təz/ n * congestion /kənˈdʒest∫(ə)n/ n fast-moving /ˈfɑ:stˌmu:vɪŋ/ adj good prospects of employment /ˌgud prospekts əv ɪmˈplɔɪmənt/ headquarters of organizations and businesses /hed,kwo:təz əv o:ganai.zeifanz and 'biznasaz/ high pressure / hai 'press/ n international communications hub / Intə,næsn(ə)l kə mju:nikeis(ə)nz hʌb/ n local public transport network / laukl pAblik trainsport network/ n multicultural population / malti.kaltfərəl popju'leifn/n range of leisure facilities / reind3 av lezə fəsilətiz/ rush hour /'rʌʃ ˌaʊə/ n seat of central government / si:t əv sentrəl 'gavnmənt/ a selection of universities and colleges /a si lekin av juini vaisatiz ən 'kplidzəz/ sporting venue /'spo:tin venju:/ n variety of entertainment options / və,raiəti əv ,entə,teinmənt 'pp∫(ə)nz/

Unit 6

Leisure activities

aerobics /eə'rəubiks/ n athletics /æθ'letiks/ n 3 badminton /'bædmintən/ n bar /ba:/ n *** basketball /'ba:skit,bo:l/ n * a bit of fun /a bit av 'fAn/ a clear set of rules /a klia set av 'ru:lz/ court /ko:t/ n *** cycling /'saiklin/ n darts /da:ts/ n develop muscle tone /dr velop masl təun/ expend energy /ik_spend 'enadzi/ football /'fut,bo:l/ n give up / giv 'Ap/ phr v gym /dʒɪm/ n hockey /'hpki/ n * ice skating /'ais skeitin/ n improve stamina /ım.pru:v 'stæmina martial arts / ma:s1 'a:ts/ n * modern dance / mpd(ə)n 'da:ns/ n mountains / mauntinz/ n *** park /pa:k/ n ** physical effort / fizikl 'efət/ n pick up / pik 'Ap/ phr v Pilates /pə'la:ti:z/ n pool /pu:l/ n *** running / $r_{\Lambda}n\eta/n **$ sign up for / sam 'Ap fo:/ phr v skating /'skeitin/ n * skiing /'ski:1ŋ/ n snooker /'snu:kə/ n spinning / spinin/ n squash /skwb{/ n stick at / stik , æt/ phr v

swimming '/swimiŋ/ n *

take part in / teɪk 'pɑ:t ɪn/ phr v take up / teɪk 'ʌp/ phr v tenpin bowling / tenpɪn 'bəʊlɪŋ/ n track /træk/ n *** weight training / weɪt tremɪŋ/ n work out / ws:k 'aʊt/ phr v yoga / jəʊgə/ n

Unit 7

Advertising

ad /æd/ n advertise / advetaiz/ v ** advertisement /ad'va:tismant/ n ** advertiser / ædvətarzə/ n advertising agency / ædvətaizin eidzənsi/ n brand name / brænd neim/ n * (advertising) campaign /(,ædvətarzıŋ) kæm'pein/ n *** be catchy / (bi) 'kætʃi/ classified ad / klæsifaid 'æd/ n commercial /kəˈmɜ:ʃl/ n * commercial break /ka,m3:sl 'breik/ n consume /kən'sju:m/ v * consumer /kən'sju:mə/ n *** consumption /kənˈsʌmpʃn/ n ** encourage brand loyalty /m,kArId3 brænd 'lsıəlti/ flyer /'flaıə/ n get an idea across / get an ai dia ə'kros/ hoarding / ho:din/ n jingle /'dʒɪŋgl/ n launch /lo:ntj/ v *** logo /'laugau/ n * make an impact / meik an 'impækt/ the (teenage) market /ða (timeid3) 'ma:kit/ n online advert / pnlam 'ædvs:t/ n pop-up /'ppp,Ap/ n poster /'pausta/ n ** produce /prə'dju:s/ v *** producer /prə'dju:sə/ n *** product / prod_kt/ n *** production /prə'dʌkʃn/ n *** promote /prə'məut/ v *** promoter /prə'məutə/ n * promotion /prə'məuʃn/ n *** raise brand awareness /,reiz brænd ə'weənəs/ slogan /'sləugən/ n * sponsor / sponsə/ n * sponsor / sponsə/ v ** sponsorship /'sponsəʃɪp/ n *

Advertising and health

controversial / kontrə'vs:ʃl/ adj ** devastating /'devəstertıŋ/ adj * be directed at /bi də'rektəd æt/ exploit /ɪk'splɔɪt/ v ** be exposed to / bi: ɪk'spəʊzd tu:/ fast food / fɑ:st 'fu:d/ n * influence /'mflu:əns/ v *** junk food /ˈdʒʌŋk ˌfuːd/ n the media /ˌðə ˈmiːdiə/ n *** obesity /əʊˈbiːsəti/ n product placement /ˈprɒdʌkt ˌpleɪsmənt/ n stimulate debate /ˌstɪmjʊleɪt dɪˈbeɪt/

Unit 8 Studying

assess /a'ses/ ** assignment /ə'saınmənt/ n ** attentive /ə'tentīv/ adj average mark / æv(ə)rīdz 'mg:k/ n balance of exams and coursework / bæləns əv ıg zæmz ən 'ko:sw3:k/ bullet points /'bulit ,points/ n class /kla:s/ n *** colour-coded notes / kAla kaudad 'nəuts/ condense your notes /kən,dens jə 'nəuts/ continuous assessment /kən,tınjuəs ə'sesmənt/ n coursework / koss.ws:k/ n dedicated /'dedi,keitid/ adj detailed notes / di:terld 'nouts/ n disappointed / disə pointid/ adj * distraction /di'stræk in/ n evaluate /1'væljueit/ v ** flexible /'fleksəbl/ adj ** frequency of exams / fri:kwansi av ig'zæmz/ grades /greidz/ n ** homework assignment / houmwa:k ə.sainmənt/ n internet research / intenet 'rissit(/ n jubilant /'dʒu:bɪlənt/ adj. mind map / maind mæp/ n mock exam / mpk , igzæm/ n note-taking /'nout,terkin/ n optional activities / ppjnəl æk'tıvətız/ n overwhelmed /, ouvo'welmd/ adj plagiarize / pleid3əraiz/ v research /rɪ'sɜ:tʃ; 'ri:sɜ:tʃ/ v ** re-take /'ri:teik/ n review /rɪ'vju:/ v *** revision /rɪ'vɪʒn/ n ** speed reading / spi:d , ri:dm/ n stressed /strest/ adj summary /'sAməri/ n ** timetable / taim, teibl/ n ** uniform /'ju:n1fo:m/ n ** visual clues / viʒuəl 'klu:z/ n visual learners / viʒuəl 'lɜ:nəz/ n visuals /'vɪʒuəlz/ n work independently / ws:k ındı'pendəntli/

Unit 9

On the road

bus lane /'bʌs ˌleɪn/ n confident driver /ˌkɒnfɪd(ə)nt 'draɪvə/ n

congestion charge /kən'dzestf(ə)n $t_a:d_7/n$ cycle lane /'saikl ,lein/ n dangerous driver / deindzərəs draivə/ n driving instructor / drawing ın straktə/ n driving lessons / drawin , lesanz/ n driving licence / drawin .lassans/ n driving test /'drawing test/ n fine /fam/ n ** full driving licence /ful 'drawin laisəns/ n fully-qualified driver /,fuli ,kwplifaid 'draivə/ n give way / giv 'wei/ highway code / harwer 'kəud/ n jump the lights / dʒʌmp ðə 'laɪts/ learner driver / ls:nə 'drarvə/ n L-plate /'elpleit/ n no entry / nov 'entri/ one way street / wAn wei 'stritt/ n parking ticket /'pa:kin ,tikit/ n pavement (BrE) / pervmant/ n ** pedestrianized area /pə,destriənaizd 'eəriə/ n provisional driving licence /pra,vi3nal 'drawin laisons/ n right-hand drive /,raithænd 'draiv/ n road rage /'roud reid3/ n roundabout / raunda, baut/ n * sidewalk (AmE) / said work/ n speed limit / spi:d ,limit/ n subway /'shb,wei/ n traffic jam / træfik dzæm/ n traffic lights / træfik ,laits/ n pl traffic warden / træfik wo:dn/ n zebra crossing / zebra 'krosin/ n

Directions

architecture /ˈaːkɪtektʃə/ n ** galleries /ˈgæləriz/ n ** hot spring /ˌhɒt ˈsprɪŋ/ n museums /mjuːˈziːəmz/ n *** Romans /ˈrəumənz/ n spa /spaː/ n tourist destination /ˈtuərɪst destɪˌneɪʃn/ n tourist information office /ˌtuərɪst mfəmeɪʃn ˈɒfɪs/ n UNESCO World Heritage Site / juː,neskəu wɜ:ld ˈherɪtɪdʒ saɪt/ n

Unit 10 Describing a photo

balding /'bɔ:ldɪŋ/ adj chubby cheeks /_itʃʌbi 'tʃiːks/ n cropped /krɒpt/ adj curly hair /_ikɜ:li 'heə/ n curvy /'kɜ:vi/ adj elderly /'eldəli/ adj *** freckles /'frekəlz/ n (be) in her teens /(_ibi:) m hə 'ti:nz/ (be) in his early/middle/late twenties / (.bi:) in hiz .3:li/.midl/.leit 'twentiz/ laughter lines /'la:ftə laınz/ n pl middle-aged /,midl'erdzd/ adj * mole /məʊl/ n * overweight / auva weit/ adj piercing /'piəsiŋ/ n scar /ska:/ n shoulder-length /'soulda lenθ/ adj slim /slim/ adj * straight /streit/ adj ** tattoo /tæ'tu:/ n toddler / tpdlə/ n * twinkling eyes / twinklin 'aiz/ n wavy /'weivi/ adj well-built / wel'bilt/ adj wrinkles /'rıŋkəlz/ n

Fame and success

autograph hunter /'o:təgra:f ,hʌntə/ n award-winning /ə'wo:d.winin/ adj best-seller / best'selə/ n blockbuster / blpk,bAstə/ n celebrity /sə'lebrəti/ n column / kplam/ n *** famous / feiməs/ adj *** fan /fæn/ n ** gold medallist / gould 'medlist/ n gossip /'gosip/ n hit series / hit 'sipri:z/ n notorious /nəu'tə:riəs/ adj * one-hit wonder / wAnhIt 'wAndə/ n paparazzi / pæpə rætsi/ n platinum album / plætinam 'ælbam/ n star /sta:/ n ***

Unit 11

Food

acidic /ə'sıdık/ adj bacon and eggs / beikan an 'egz/ n balanced /'bælənst/ adj * bangers and mash / bæŋəz ən 'mæ∫/ n bitter /ˈbɪtə/ adj ** bread and butter / bred an 'bAta/ n cup and saucer / kAp an 'so:sa/ n curry / kAri/ n dark chocolate / da:k 'tfpklət/ n dish /dɪʃ/ n ** exotic /ıg zptık/ adj * fast food restaurant / fa:st fu:d rest(a)ront/ n fish and chips / fif an 'tfips/ n * food allergies /'fu:d ,æləd3ız/ n fresh orange juice /fref 'prind3 dzu:s/ n greasy / gri:si/ adj * healthy /'hel0i/ adj *** healthy diet / hel0i 'darət/ n heavy / hevi/ adj *** hot /hot/ adj *** knife and fork / naɪf ən 'fo:k/ n

locally-produced / laukli prə'dju:st/ adj nuts /nAts/ n ** processed / prousest/ adj rich /rɪtʃ/ adj *** salt and pepper / so:lt an 'pepa/ n sickly /'sıkli/ adj spicy /'sparsi/ adj steak and kidney pie / sterk an kidni pai/ n strawberries and cream / stro:b(a)riz ən 'kri:m/ n sweet /swi:t/ adj *** sweet tooth / swi:t 'tu:0/ n take away food / terk əwer 'fu:d/ n vegan diet / vi:gən 'daıət/ n vegetarian / vedʒə'teəriən/ n

Restaurants

bill /bɪl/ n ***

biscuit (BrE) / biskit/ n ** cheeseburger /'t∫i:z,b3:gə/ n chips (BrE) /tfips/ n ** cookie (AmE) / kuki/ n drive through /'draw , 0ru:/ adj eat in / int 'm/ phr v fizzy drinks / fizi 'drinks/ n fries (AmE) /fraiz/ n pl ketchup /'ket∫∧p/ n main course /'mem kos/ n mustard /'mʌstəd/ n portion /'po:sn/ n ** ration /'ræ∫n/ n regular / regjula/ adj *** serving /'s3:viŋ/ n * starter / sta:tə/ n * take out / terk 'aut/ phr v tip /tɪp/ n **

Unit 12

Young workers' jobs

24/7 / twentifo: 'sevn/ assistant /ə'sıstənt/ n ** au pair / əu 'peə/ n authority /o:'0prəti/ n *** babysitter /'beibi,sitə/ n * barman / ba:mən/ n barwoman /'ba:wumən/ n boss /bos/ n *** (be) on call /(,bi:) on 'ko:l/ camp counsellor / kæmp 'kauns(ə)lə/ n cash in hand / kæ∫ in 'hænd/ clerical assistant / klerikl ə,sistənt/ n colleague /'kpli:g/ n *** contact with other people / kontækt wið "nða: 'pi:pl/ CV (BrE) / si:'vi:/ n * earn money /,3:n 'mʌni/ employee /imploi'ii/ n ***

employer /Im'ploIə/ n *** employment /im'ploimont/ n *** fast food attendant /fa:st 'fu:d ə,tendənt/ n football coach /'futbo:l kout // n free admission tickets / fri: ad'mi tikits/ n full-time work / fultarm 'w3:k/ n get work experience /get .w3:k ik'spiəriəns/ holiday job (BrE) / hplader dzpb/ = hours /auəz/ n *** kitchen worker / kitfən .ws:kə/ n leader /'li:də/ n *** learn to be responsible / ls:n tə bi ri'sponsəbl/ lifequard /'larf,go:d/ n National Insurance contributions /næsn(ə)l msuərəns kontri'bju:{(ə)nz/ n newspaper boy/girl /'nju:zpeipa bai gs:l/n night shifts /'naɪt ,fifts/ n owner /'əʊnə/ n *** part-time job / part taim 'd3pb/ n part-time work / part taim 'ws:k/ n pay and conditions /pei ən kən'dı sonz/ n petrol pump attendant / petrol pAmp ə'tendənt/ n pizza deliverer / pi:tsə dı,lıv(ə)rə/ n pizza delivery person /pi:tsə dı,lıv(ə)ri 'p3:sn/ n previous experience / pri:vias ik'spiəriəns/ n repetitive work /rɪˌpetətɪv 'wɜ:k/ n requirements /ri¹kwaipmonts/ n *** responsibility /ri.sponsə'biləti/ n *** résumé (AmE) /'rezju:mei/ n Saturday job /'sætəder dab/ n save up for / serv 'Ap fo:/ phr v shelf stacker /'self stæka/ n shop assistant / fpp ə sıstənt/ n ski instructor / ski: m,straktə/ n

spending money / spendin 'mAni/ n stress /stres/ n ** tax /tæks/ n ***

team member /'ti:m membə/ n theme park attendant / bi:m pa:k ə'tendənt/ n

vacation work (AmE) /və'keifn w3:k/ n

waiter /'weitə/ n * work in a team /,w3:k m a 'ti:m/

Unit 13 **Experiences**

backpacking / bæk pækin/ n break /breik/ n ** change your attitude / tfemd3 jar ætītju:d/ change your perspective on life /

tfeindz ja pa spektiv on 'laif/ change your view of the world / t∫eındʒ jə 'vju: əv ðə w3:ld/

defer /di f3:/ v a real eye-opener /a ,rial alaup(a)na/ n gap year /'gæp jiə/ n hitchhiking / hitf, haikin/ n inter-railing / intə, reilin/ n journey / dʒ3:(r)ni/ n *** life experience /'larf ık,spiəriəns/ n make a contribution / merk a kontri'bju:sn/ make a difference / merk a 'difrans/ make something count / meik sAmθin 'kaunt/ a once-in-a-lifetime experience /a wans in a laiftaim ik'spiarians/ n school leavers /sku:l li:vəz/ take a year out / terk a jra 'aut/ third world / 03:d 'w3:ld/ n travel /'træv(ə)l/ v *** travelling / træv(ə)lıŋ/ trip /trip/ n *** volunteering / volan'tiarin/ n work experience / ws:k ik, spiarians/ n

Erasmus

cultural exchange /,kAltʃ(ə)rəl Iks'tʃeɪndʒ/ n European Union /,juərəpi:ən 'ju:njən/ n exchange programme /Ik,stʃeɪndʒ 'prəugræm/ n hands-on approach /hændz'ɒn ə,prəutʃ/ n student residence /,stju:dnt 'rezɪd(ə)ns/ n study abroad /,stʌdi ə'brɔ:d/ teaching styles /'ti:tʃɪŋ ,staɪlz/ n university course /ju:nɪ'vɜ:səti ,kɔ:s/ n

Unit 14

Travel

arrivals hall /ə'raivəlz ho:l/ n baggage check (BrE) / bægid3 ,tjek/ n baggage reclaim area / bægid3 ri:kleim 'eəriə/ n bus /bas/ n *** coach /kəutſ/ n ** destination / destriner (n/ n ** direct service /dr.rekt 'ss:vis/ n direction of travel /di.rekin əv 'trævl/ n eastbound /'i:st,baund/ adj fare /feə/ n ** ferry / feri/ n * first class / f3:st 'kla:s/ adj * journey time /'d33:ni ,tarm/ n left luggage office (AmE) /left 'lAgid3 ofis/ n mainline station / meinlain 'stei in/ n non-stop service / nonstop 's3:vis/ n outward journey / autwad 'd33:ni/ n overground /'auva,graund/ n Oyster card /'oista kaid/ n

passport control /,pɑ:spɔ:t kən'trəul/ n period return /,pɪəriəd rɪ'tɜ:n/ n plane /pleɪn/ n *** railcard /'reɪl,kɑ:d/ n railroad (*AmE*) /'reɪl,rəud/ n rail-travellers' information centre /

,reiltræv(ə)ləz infə,mei∫n 'sentə/ n railway (*BrE*) /'reilwei/ n *** schedule (*AmE*) /'∫edju:l/ n ** scheduled stops /₁∫edju:l/ n ** southbound /'sauθ,baund/ adj stopping service /'stopin₁s3:vis/ n street car (*AmE*) /'stri:t₁ka:/ n student travel-card /₁stju:dnt

'trævlka:d/ n subway (*AmE*) /'sʌb₁weɪ/ n ticket machines /'tɪkɪt mə₁ʃi:nz/ n timetable (*BrE*) /'taɪm₁teɪbl/ n ** train /treɪm/ n ***

tram (*BrE*) /træm/ n transport system /'trænspo:t ˌsɪstəm/ n tube (*BrE*) /tju:b/ n ** tube station /'tju:b ˌsteɪʃn/ n Underground (*BrE*) /'ʌndəˌgraund/ n

Reservations

advance booking /əd vains 'bukin/ n aisle seat /'aɪl ˌsi:t/ n bay /bei/ n ** book /buk/ v ** forward-facing seat / forwad feisin sitt/ n internet rate /'intanet .reit/ n off-peak / pf pi:k/ adj one way (AmE) / wAn wei/ n open ticket / aupan 'tıkıt/ n platform / plæt,fo:m/ n reserve /rɪ'zɜ:v/ v ** return (BrE) /r1¹t3:n/ n *** round trip (AmE) / raund 'trip/ n rush hour /'rʌ∫ ˌaʊə/ n single (BrE) /'sıŋgl/ n ** stop /stop/ n ** telephone booking /'telifoun ,bukin/ n validate your ticket / vælideit ja(r) 'tıkıt/ window seat /'windou sitt/ n

Unit 15

Describing a photo

amazing performance /ə,meiziŋ pə¹fɔ:məns/ backing singers /¹bækiŋ ˌsiŋəz/ n candidates /¹kændıdeits; ¹kændıdəts/ n *** concert /¹kɒnsət/ n ** different generations /₁dıfrənt dʒenə¹reɪʃənz/ family celebration /₁fæmli selə¹breɪʃənz/ n fans /fænz/ n ** get back in touch /₁get bæk in ¹tʌtʃ/ get-together /¹get,təgeðə/ n grandstand /'grænd_istænd/ n great atmosphere /_igreit 'ætməsfiə/ home crowd /_ihəum 'kraud/ n invigilator /m'vɪdʒɪleɪtə/ n keep an eye on the time /_iki:p ən ˌaɪ

pn ðə 'tarm/ nervous tension /ˌnɜ:vəs 'ten∫n/ n play an encore /ˌpleɪ ən 'ɒŋkə:/ public examination /ˌpʌblɪk

Igzæmi'neıjn/ n sporting event /'spo:tıŋ ı,vent/ n stadium /'steɪdiəm/ n * support band /sə'pɔ:t ˌbænd/ n wedding anniversary /'wedɪŋ ænɪ,vɜ:s(ə)ri/ n

Having a formal debate

Affirmative speaker /ə,f3:mətrv 'spi:kə/ n Against /ə'genst/ *** argue against / a:gju: a,genst/ content / kontent/ n ** debate /dr'bert/ n *** debating /di^bertin/ n For /fo:/ *** judge /dʒʌdʒ/ n *** manner / mænə/ n *** marks /ma:ks/ n *** matter / mætə/ n *** motion /'məບ∫n/ n *** Negative speaker / negativ 'spi:ka/ n present an argument /pri.zent an 'a:gjumant/ speaker / spi:kəz/ n *** speech /spi:tʃ/ n *** team /ti:m/ n ***

An event in Britain

amateur theatre groups /,æmətə 'θιətə gru:ps/ n buskers /'bʌskəz/ n camping /'kæmpɪŋ/ n * cosy venues /,kəuzi 'venju:z/ n headline /'hedlam/ v international championship / mtə,næʃn(ə)l 'tʃæmpiənʃɪp/ n knockout tournament /,nɒkaut 'tuənəmənt/ n main stage /,mem 'steɪdʒ/ n street performers /'stri:t pə,fɔ:məz/ n support act /sə'pɔ:t ,ækt/ n top level players /,tɒp levl 'pleɪəz/ n trophy /'trəufi/ n **

Speaking bank

Expressing preferences

I'd rather ...
I like both ..., but ...
I would probably prefer to ...
I think having ... has benefits, but I prefer to ...
I like ... because it's a good opportunity to ...
If I had the choice, I think I'd prefer ...
It (really) appeals / doesn't appeal to me.

Expressing and justifying opinions

For me, ... To my mind ... If you ask me, ... I personally think that ... I don't think that ... It goes without saying that ... I believe/think it is very important to ... I am convinced / positive that ... That's why I think ...

Asking for opinions

What do you think about ...? What's your opinion / view on ...? Could you tell me what you think about ...? Don't you think so?

Making arrangements

Are you free on (Saturday) night? I wondered if you wanted to go to ... I was wondering if you fancied going to ...? Could we make it a little later? I'll give you a call later.

Making suggestions/invitations

Why don't we ...?
What about ...?
We could / should ...
Shall we ...?
I was wondering if you would like to ...
Do you fancy ... meeting up with / going to the cinema

/ going to a gig / playing darts?

Reacting to suggestions

Thanks a lot. I really appreciate it. Ok, that's a good idea. I'd love to. Thanks for asking me. That sounds lovely, but I'd better ... I'd love to, but ...

Asking somebody to repeat

Could you repeat that, please? Sorry, I didn't catch that. Sorry, can you say that again? Sorry, could you speak more slowly?

When you don't know a word

It's like / similar to ... It's opposite to ... It's when you ...

Filling the conversation

The thing is ... I'm not sure about ... Let me think. You know ...

Agreeing

You're right. Absolutely! OK, that's a good idea. That sounds good.

Disagreeing

I take your point, but ... I (really) don't think so. While I agree that's a good idea, I think ... No, I don't think that's a good idea. That's crazy!

Giving examples

For example, such as ... Just to give you an idea ... A good example of that is ...

Describing a photo

In the foreground/background ... On the left / On the right / In the centre of the picture I can see ... Behind / In front of ... The main thing we can see is ... I can make out ... We can see ... There are also some / a few ... It's a ... scene. Most of the picture is taken up with ...

Comparing and contrasting

Both photos show ... In both photos, ... Compared with ... The main difference between the photos is that ... Another important difference ... The first photo shows X whereas / while the second shows Y. This one is bigger / more important / (not) as ... as / less ... than that one.

Talking about priorities

I think X is less important than ... I think Y is more important than ... The most important is The least important is

Pros and cons

On the one hand, ... On the other hand, ... However, ... Yet, ... One of the most controversial issues / questions is ... Critics argue that ... Supporters of the opinion say ... But a more major area of concern is ... The benefits are obvious. But opponents point out that has been a focus for argument and controversy for some time. There are very real fears that ... There is no doubt that ...

Speculation and deduction

It seems to be ... It could / might / must be ... It looks like ... Probably / Perhaps ... I suppose ...

Public speaking

Our campaign / project is called ... We thought this would be a good idea because ... We believe this is a very important issue because ... We think this will appeal to ... because ... Our goal is to ... Through this campaign / project we aim to ...

Beginning a monologue / presentation

To start with ... I'd like to begin by saying ... I'm going to talk about ...

Ordering arguments

Firstly / First of all, ... Secondly, ... Another thing is that ... Further / Furthermore / What's more, ...

Concluding a monologue /presentation

Finally, ... To sum up, ... That's all I'd like to say. Concluding / In conclusion ... Macmillan Education 4 Crinan Street London N1 9XW A division of Macmillan Publishers Limited Companies and representatives throughout the world

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Written by Kate Pickering

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Communicate Listening & Speaking Skills



Coursebook

Real world communication skills

Communicate builds speaking and listening skills through videobased activities aimed at B1 level students. All the video has been developed to give students practice in the challenges that they'd face in everyday communication in an English-speaking country. The relevant themes link to the situations students will experience in their personal, social, educational and working lives.

All the video and audio materials of the course really capture, in an interactive way, all the cultural aspects of life in the UK.

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The vocabulary, speaking and listening sections are carefully staged with a final task that brings all the learning aims together.

The 'prepare for' sections are ideal for exam-based tasks and there is lots of support for students through 'exam tips' and word lists.

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