



# UNLOCK

LISTENING & SPEAKING SKILLS

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N. M. White





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# MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY	
1 PEOPLE Listening 1: Introductions (Communication studies) Listening 2: Presentations about famous people (Celebrity studies)	The film makers	Key listening skill: Understanding key vocabulary Listening for main ideas Listening for detail Pronunciation for listening: Syllable stress	Family Jobs Countries and nationalities	
2 SEASONS Listening 1: A talk about three different places (Landscape architecture) Listening 2: Presentations about landscapes (Meteorology)	Seasons in North America	Key listening skill: Using visuals to predict content Understanding key vocabulary Listening for main ideas Listening for detail Pronunciation for listening: Sentence stress	Months and seasons Weather Colours	
3 LIFESTYLE Listening 1: Three conversations about different lifestyles (Sociology) Listening 2: An interview (Anthropology)	The Bedouin	Key listening skill: Listening for main ideas Understanding key vocabulary Listening for detail Pronunciation for listening: Intonation	Days of the week Time expressions Collocations for lifestyle (e.g. download apps, go to the gym, have dinner with friends)	
4 PLACES  Listening 1: Part of a geography seminar (Urban geography)  Listening 2: A guided tour (Tourism geography)	The Great Barrier Reef	Key listening skill: Listening for detail Understanding key vocabulary Using your knowledge Listening for main ideas Pronunciation for listening: Stress in determiners (this, that)	Vocabulary for places (e.g. bank, bridge, library, mosque) Prepositions of place	
5 SPORT Listening 1: A university lecture about sport (Sports science) Listening 2: A student presentation about sport and exercise (Health sciences)	Free diving	Key listening skill: Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail Pronunciation for listening: Pronouncing clusters of consonants (e.ggh, -ing, ph, ck)	Vocabulary for sport Sports collocations (e.g. play tennis, go swimming, do karate)	

GRAMMAR	CRITICAL THINKING	SPEAKING
Personal pronouns Possessive adjectives The verb <i>be</i>	Use ideas maps	Preparation for speaking Introducing and starting a talk Pronunciation for speaking Saying words and sentences in syllables Speaking task Tell your group about two famous people from your country.
There is and There are Adjectives	Choose visuals for a talk	Preparation for speaking Describing photographs Pronunciation for speaking Word stress Speaking task Describe photographs of a landscape.
The present simple	Use surveys	Preparation for speaking Asking and answering questions Pronunciation for speaking Intonation in questions Speaking task Interview students for a survey.
The imperative	Interpret maps and give directions	Preparation for speaking Asking for and giving directions Pronunciation for speaking Pronunciation of phrases Speaking task Ask for and give directions.
Comparative adjectives	Use a table to make notes	Preparation for speaking Making comparisons and introducing a talk Pronunciation for speaking Weak vowel sounds Speaking task Compare different kinds of sport and exercise.

UNIT	VIDEO	LISTENING	VOCABULARY	
6 JOBS  Listening 1: A formal conversation asking for advice (Careers guidance)  Listening 2: A job interview (Human resource management)	Fire rangers	Key listening skill: Listening for opinion Predicting content Understanding key vocabulary Listening for main ideas Listening for detail Pronunciation for listening: Word stress	Vocabulary for jobs: suffixes Adjectives for people (e.g. good-looking, kind, polite, slim) Collocations for jobs (e.g. build houses, do experiments, serve food)	
7 HOME AND BUILDINGS  Listening 1: A radio interview (Demography)  Listening 2: A discussion: ideas for a new building (Architecture)	Homes in Dharavi, India	Key listening skill: Listening for reasons Understanding key vocabulary Listening for main ideas Listening for detail Pronunciation for listening: Linking words	Vocabulary for rooms Adjectives for furniture (e.g. comfortable, wooden, glass)	
8 FOOD AND CULTURE Listening 1: A university lecture about food in cities (Food studies) Listening 2: A survey (Gastronomy)	Chinese food	Key listening skill: Listening for numbers Predicting content using visuals Understanding key vocabulary Listening for detail Listening for main ideas Pronunciation for listening: Pronunciation of -teen and -ty numbers	Vocabulary for food	
9 ANIMALS Listening 1: A talk about orangutans (Animal behaviour) Listening 2: A student talk about an animal from their country (Zoology)	Animals and people	Key listening skill: Listening for definitions Using your knowledge Understanding key vocabulary Listening for main ideas Listening for detail Pronunciation for listening: Silent consonants	Vocabulary for animals	
10 TRANSPORT  Listening 1: A discussion about Transport for London (Transport and logistics)  Listening 2: A debate about a transport problem (Urban planning)	Alaskan transport	Key listening skill: Taking notes Using your knowledge Understanding key vocabulary Predicting content using visuals Listening for main ideas Listening for detail  Pronunciation for listening: Pronouncing years (e.g. 1994, nineteen ninety-four)	Vocabulary for transport	

GRAMMAR	CRITICAL THINKING	SPEAKING
have/has to	Choose criteria	Preparation for speaking Asking for and giving reasons Pronunciation for speaking Pronouncing consonants in have to, have, has to, has (e.g. /f/, /v/, /z/, /s/) Speaking task Choose a person for a job.
should	Find reasons for and against	Preparation for speaking Asking for and giving opinions Agreeing and disagreeing Speaking task Discuss ideas for a new building.
Countable and uncountable nouns (with some, any, much, many)	Use pie charts	Preparation for speaking Introducing a report Talking about the results Pronunciation for speaking Sentence stress: emphasis Speaking Task Report the results of a survey.
Definitions (e.g. a kind of, that means, is the name for)	Use online translation tools and dictionaries	Preparation for speaking Introducing a topic Using questions in a talk Pronunciation for speaking Pauses Speaking task Describe an animal.
The past simple	Use flow charts	Preparation for speaking Describing a topic Describing a problem Describing a solution Describing results Pronunciation for speaking Past simple endings: /t/, /d/, /Id/ Speaking task Describe a solution to a transport problem.

### **UNLOCK** UNIT STRUCTURE

The units in Unlock Listening and Speaking Skills are carefully scaffolded so that students build the skills and language they need throughout the unit in order to produce a successful Speaking task.

UNLOCK YOUR KNOWLEDGE

Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

WATCH AND LISTEN

Features an engaging and motivating *Discovery Education*™ video which generates interest in the topic.

**LISTENING 1** 

Provides information about the topic and practises pre-listening, while listening and post-listening skills. This section also includes a focus on a pronunciation feature which will further enhance listening comprehension.

**LANGUAGE** 

Practises the vocabulary and grammar from Listening 1 and pre-**DEVELOPMENT** | teaches the vocabulary and grammar from Listening 2.

**LISTENING 2** 

Provides a different angle on the topic and serves as a model for the speaking task.

**CRITICAL** THINKING

Contains brainstorming, categorising, evaluative and analytical tasks as preparation for the speaking task.

**PREPARATION** FOR SPEAKING / **SPEAKING SKILLS** 

Presents and practises functional language, pronunciation and speaking strategies for the speaking task.

**SPEAKING TASK** 

Uses the skills and strategies learnt over the course of the unit to produce a presentational or interactional speaking task.

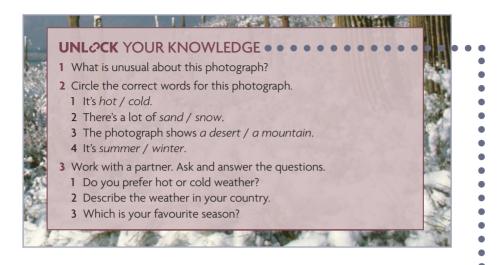
**OBJECTIVES RFVIFW** 

Allows learners to assess how well they have mastered the skills covered in the unit.

**WORDLIST** | Includes the key vocabulary from the unit.

This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

# **UNLOCK** MOTIVATION



### **PERSONALIZE**

*Unlock* encourages students to bring their own knowledge, experiences and opinions to the topics. This **motivates** students to relate the topics to their own contexts.



### DISCOVERY EDUCATION™ VIDEO

Thought-provoking videos from *Discovery Education*™ are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

The video was excellent!

It helped with raising students' interest in the topic. It was well-structured and the language level was appropriate.

Maria Agata Szczerbik, United Arab Emirates University, Al-Ain, UAE

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# **UNLOCK** CRITICAL THINKING

 BLOOM'S TAXONOMY create, invent, plan, compose, CREATE construct, design, imagine decide, rate, choose, recommend, **EVALUATE** justify, assess, prioritize explain, contrast, examine, identify, **ANALYZE** investigate, categorize show, complete, use, classify, **APPLY** examine, illustrate, solve compare, discuss, restate, **UNDERSTAND** predict, translate, outline name. describe. relate. **REMEMBER** find, list, write, tell

[...] with different styles of visual aids such as mind maps, grids, tables and pictures, this [critical thinking] section [provides] very crucial tools that can encourage learners to develop their speaking skills.

Dr. Panidnad Chulerk, Rangit University, Thailand

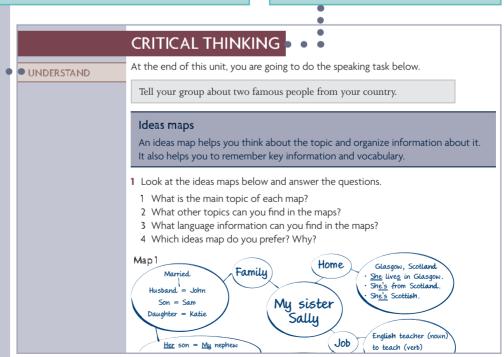
#### **BLOOM'S TAXONOMY**

The Critical thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their lower- and higher-order thinking skills, ranging from demonstrating knowledge and understanding to in-depth evaluation.

The margin headings in the Critical thinking sections highlight the exercises which develop Bloom's concepts.

#### **LEARN TO THINK**

Learners engage in **evaluative** and **analytical tasks** that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit speaking task.



### **UNLOCK RESEARCH**

### THE CAMBRIDGE LEARNER CORPUS **O**

The Cambridge Learner Corpus is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors that learners make. That information is used to ensure the *Unlock* syllabus teaches the most relevant language.

### THE WORDS YOU NEED

Language Development sections provide vocabulary and grammarbuilding tasks that are further practised in the **CONLINE** Workbook. The glossary provides definitions and pronunciation, and the end-of-unit wordlists provide useful summaries of key vocabulary.



#### **ACADEMIC LANGUAGE**

Unique research using the Cambridge English Corpus has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words which they will find essential during their studies.

#### PRONUNCIATION FOR LISTENING

This unique feature of **Unlock** focuses on aspects of pronunciation which may inhibit listening comprehension. This means that learners are primed to understand detail and nuance while listening.

The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.

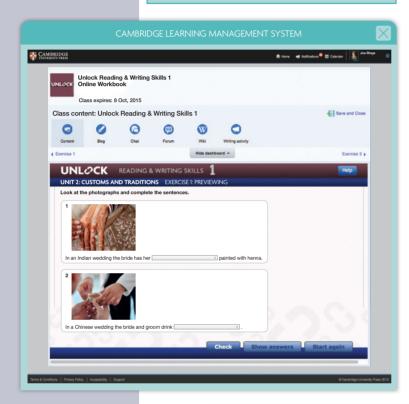
Colleen Wackrow.

Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

### **UNLOCK** SOLUTIONS

#### **FLEXIBLE**

*Unlock* is available in a range of print and digital components, so teachers can mix and match according to their requirements.



### UNLOCK ONLINE WORKBOOKS

The **CONLINE** Workbooks are accessed via activation codes packaged with the Student's Books. These **easy-to-use** workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.

# CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)

The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

#### **UNLOCK EBOOKS**

The *Unlock* Student's Books and Teacher's Books are also available as interactive eBooks. With answers and *Discovery Education™* videos embedded, the eBooks provide a great alternative to the printed materials.



#### **COURSE COMPONENTS**

- Each level of *Unlock* consists of two Student's Books: Reading & Writing and Listening & Speaking and an accompanying Teacher's Book for each. Online Workbooks are packaged with each Student's Book.
- Complete course audio is available to download from www.cambridge.org/unlock
- Look out for the CUNLINE symbols in the Student's Books which indicate that additional practice of that skill or language area is available in the Online Workbook.
- Every *Unlock* Student's Book is delivered both in print format and as an interactive **eBook** for tablet devices.
- The *Unlock* Teacher's Books contain additional speaking tasks, tests, teaching tips and research projects for students.
- Presentation Plus software for interactive whiteboards is available for all Student's Books.

# LISTENING AND SPEAKING









Student's Book and Online Workbook Pack*	978-1-107-67810-1	978-1-107-68232-0	978-1-107-68728-8	978-1-107-63461-9
Teacher's Book with DVD*	978-1-107-66211-7	978-1-107-64280-5	978-1-107-68154-5	978-1-107-65052-7
Presentation Plus (interactive whiteboard software)	978-1-107-66424-1	978-1-107-69582-5	978-1-107-63543-2	978-1-107-64381-9

### \*eBooks available from www.cambridge.org/unlock

The complete course audio is available from www.cambridge.org/unlock



# READING AND WRITING



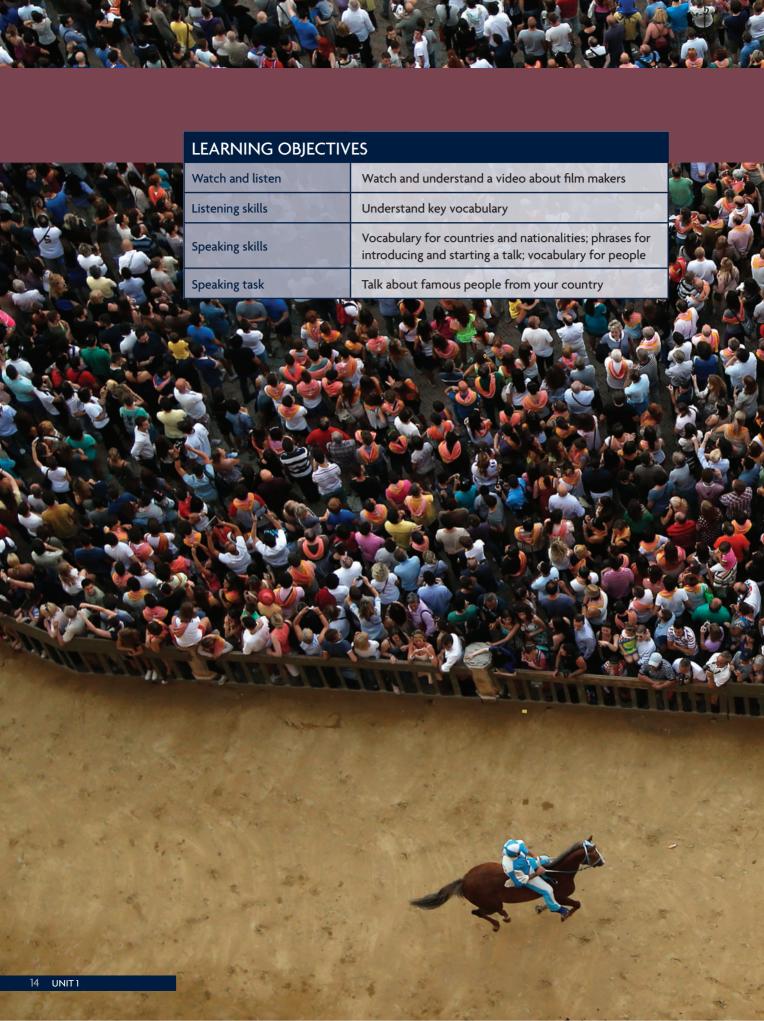




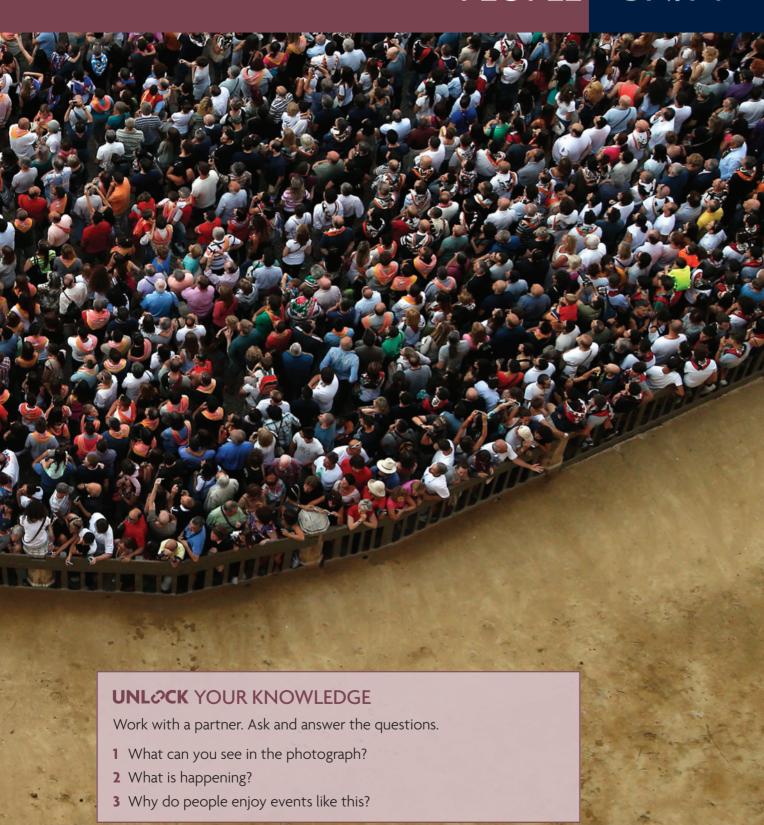


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# PEOPLE UNIT 1



# WATCH AND LISTEN

Discovery











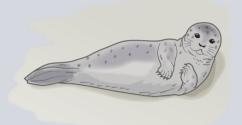
UNDERSTANDING KEY VOCABULARY

### PREPARING TO WATCH

1 You are going to watch a video about some people who are making a nature film. They are in Alaska. Match the words from the box with the pictures below (1–4).

equipment helicopter seal tracks





1

2 \_\_\_\_\_





3 \_\_\_\_\_

4 \_\_\_\_\_

- **2** Read the sentences about film makers and circle the correct answers.
  - 1 A cameraman takes pictures / buys films.
  - 2 A sound man writes the music / records what he can hear.
  - 3 An assistant *helps / teaches* other people.
  - 4 A producer buys / sells things for the film makers.
  - **5** A presenter plans the film / speaks to the camera.
  - 6 The crew is everybody who is making / watching the film.

### WHILE WATCHING

- **3** Watch the video and answer the questions.
  - 1 How do the film makers travel in Alaska?
  - 2 What do they want to film?
  - 3 What do they see from the helicopter?
- 4 Natch again. Circle the correct answers.
  - 1 Where does Glenn make films? All over Alaska / All over the world
  - 2 How many people live in Kaktovik? Three hundred / Four hundred
  - 3 How much equipment does the crew have? A little / A lot
  - 4 How many polar bears do they see? Three / Four
  - 5 Where do the crew film the polar bears? On the ice / From the helicopter

### **DISCUSSION**

- **5** Work in groups. Ask and answer the questions.
  - 1 Which job in a film crew is the best, do you think?
  - 2 Would you like to make nature films? If yes, where?
  - 3 Would you like to go to places like Alaska? Why? / Why not?
  - 4 Would you like to make other kinds of film?



UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAIL

# LISTENING 1

### Understanding key vocabulary

Before you listen, try to understand the key vocabulary in the Preparing to listen exercises. These words will help you understand the main ideas of the recording.

### PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY 1 You are going to listen to four students talk about somebody they know. Before you listen, read about two other students. Then write words from the texts in the table below.



My name's Fahd and I'm from Saudi Arabia. I'm 19 and I'm a student. I have a brother and three sisters. My family's from Riyadh, but my brother has a house in Jeddah. He's a doctor there.

My name's Li Yu Lin and I'm from China. I'm 21 and I'm a student. I have one brother. We have a hotel in Shanghai. My mother and father are the managers.

topic	key vocabulary
family	brother,
occupations	student,
countries	Saudi Arabia,

# PRONUNCIATION FOR LISTENING

2 (	🐠 🎹 How many s	syllables do these w	ords have? Listen a	and write 1, 2 or 3
i	n the boxes.			
	introduce   please	4 Turkey  5 twenty	7 study 8 business	10 producer
	B Peru	/ =	9 computer	

# Stress on one syllable in a word

When a word has more than one syllable, one syllable in the word has more stress than the others. We say it in a longer, louder way than the other syllables. The stressed syllables in these words are underlined.

bro-ther

ma-na-ger

oc-cu-pa-tion

3 Listen again. Underline the stressed syllables.

### WHILE LISTENING

4 Old Listen to four students. Match the countries to the people.

Peru Japan Turkey United Arab Emirates





1 Hussain \_\_\_\_\_







**3** Carlos \_\_\_\_\_

- 4 Koko \_\_\_\_\_
- 5 Listen again. Circle the correct answers to the questions.
  - 1 They talk about
    - a teachers in their school.
    - **b** students in their class.
    - c their friends at home.
  - 2 They tell us about these people's
    - a families.
    - **b** holidays.
    - **c** homes.
  - 3 They also tell us what these people want to
    - a do in the holidays.
    - **b** change at home.
    - c study at university.

LISTENING FOR MAIN IDEAS



# LISTENING FOR DETAIL

6 Write T (true) or F (false) next to the sentences. Then listen again and check your answers.

1	Koko is 18.	
2	Her father is a TV presenter.	
3	Hussain is 20.	
4	He has two brothers and a sister.	
5	Nehir has a brother.	
6	Her family has a hotel.	
7	Carlos is 18.	
Ω	His mother is a teacher	

- **7** Work with a partner. Ask and answer questions about the people in Exercise 4.
  - 1 What's his/her name?
  - 2 How old is he/she?
  - 3 What does he/she do?
  - 4 Where's he/she from?
  - 5 Does he/she have any brothers and sisters?
  - 6 What does he/she want to do in the future?

### **DISCUSSION**

- 8 Work with a partner. Talk about
  - your name (*l'm* ...).
  - your occupation (I'm a(n) ...).
  - your country and hometown (I'm from ...).
  - about people in your family (I have ... , My father's a ... , My mother's a ...).
  - your plans for the future (I want to ...).
- **9** Work in groups. Talk about your partner in Exercise 8.

This is ... He's/She's [18]. He's/She's from [Turkey]. He's/She's a [student]. He's/She's from [Ankara]. He/She has [two sisters]. He/She wants to [study Business at university].



# LANGUAGE DEVELOPMENT



### PERSONAL PRONOUNS AND POSSESSIVE ADJECTIVES

1 Look at the sentences from Listening 1. The personal pronouns are underlined. The possessive adjectives are circled.

I'm Carlos.

She's a student in our class. Her family's from Sapporo.

He's from the UAE. (His family's from Al-Ain.

Complete the table below with the personal pronouns and possessive adjectives from the box.

my your its we their

personal pronouns	possessive adjectives
1	(1)
you	(2)
you he	his
she	her
it	(3)
(4)	our
they	(5)

ANATION

We use personal pronouns before a verb.

I'm Carlos. She's 18.

We use possessive adjectives before a noun.

My name is Fahd. Her family has a hotel.

- 2 Write the correct possessive adjectives in the gaps.
  - 1 This is Koko's book. → This is <u>her</u> book.
  - 2 This is my brother's car. → This is \_\_\_\_\_ car.
  - 3 This is our daughter's school. → This is \_\_\_\_\_ school.
  - 4 This is my uncle and aunt's house. → This is \_\_\_\_\_ house.
  - 5 This is my town and my family's town. → This is \_\_\_\_\_ town.

- **3** Circle the correct answers.
  - 1 She / Her name's Kerry.
  - 2 Is this you / your house?
  - 3 This bag is nice. Is it /its new?
  - 4 He / His is the manager of a shop.
  - 5 They / Their teacher is from Egypt.
  - 6 I'd like to study at this university. It /Its courses are very good.
  - 7 / My have a problem with / my computer.
  - 8 We / Our have a restaurant in we / our hotel.

#### THE VERB BE

4 1 Listen and circle the forms you hear.

Α

Kerry: (1) That is / That's a lovely photograph, Mehmet. **Mehmet:** Thank you. <sup>(2)</sup> It is / It's a photograph of my friend.

(3) What is / What's her name? Kerry:

Mehmet: Maral.

Kerry: Is she from Turkey?

**Mehmet:** Yes, but she <sup>(4)</sup> is not / isn't from Ankara like me. <sup>(5)</sup> She is / She's

from Izmir

В

Ryo: Excuse me, Kerry. Are you from London?

No, no, (6) I am not / I'm not from England. (7) I am / I'm from Kerry:

> Australia. But my grandparents are English. They (8) are not / aren't from London. (9) They are / They're from Manchester.

Ryo: Are your parents Australian?

Kerry: Yes – and my sisters. (10) We are / We're all Australian.

The verb be has three present forms: am ('m), is ('s) and are ('re).

I'm from Australia. ('m = am)

It's a photograph of my friend. (s = is)

We're all Australian. They're from Manchester. ('re = are)

We add *not* to make the negative.

I'm not from England. ('m not = am not)

She isn't from Ankara. (isn't / 's not = is not)

They aren't from London. ('re not / aren't = are not)

You're not / You aren't

He's/She's not / He/She isn't

We're not / We aren't

They're not / They aren't

The verb is before the subject in questions.

What's her name? Is she from Turkey? Are you from London?

5	Complete the dialo	gue with the c	correct form of b	pe. Add not if necessary	٠.
---	--------------------	----------------	-------------------	--------------------------	----

A: (1) Are you from Cairo?

**B:** No, I (2) \_\_\_\_\_ Egyptian. I (3) \_\_\_\_\_ from Abu Dhabi.

A: Who (4) these people in this photograph? (5) they your brothers?

**B:** No, they  $^{(6)}$  my friends. They  $^{(7)}$  from Abu Dhabi. Hüsnü  $^{(8)}$  from Turkey, and Tariq  $^{(9)}$  from Oman.

A: (10)\_\_\_\_\_ they students?

**B:** Yes. We (11) all students at the same college.

**6** Work with a partner. Practise the dialogue. Give answers that are true for you.

# LISTENING 2

### PREPARING TO LISTEN

1 You are going to listen to two students talk about famous people from their countries. Who can you see in the photographs? What are their jobs? Where are they from?



UNDERSTANDING KEY VOCABULARY











- 2 Match the words (1–6) to a photograph (a–f).
  - 1 fashion designer
- \_\_\_\_ **4** businessman **5** basketball player

-	

- 2 sportswoman3 businesswoman
- 6 scientist
- 3 Listen to the words in Exercise 2. Write the number of syllables in each word next to it. Then listen again and underline the stressed syllables.

# LISTENING FOR MAIN IDEAS

# LISTENING FOR DETAIL



### WHILE LISTENING

- 4 Listen to two students, Marie and Clare, talk about famous people from their countries. These people are in the photographs in Exercise 1. Answer the questions.
  - 1 Where's Marie from?
  - 2 Which two people does she talk about?
  - 3 Where's Clare from?
  - 4 Which two people does she talk about?
- 5 Omplete the table below by matching the sentences (1–10) with the people. Then listen again and check.
  - 1 Her father's from Jamaica.
  - 2 His wife's a scientist.
  - 3 He's from the United States.
  - 4 Her parents are from Panama.
  - 5 She has a lot of medals.
  - **6** He's from the United Kingdom.
  - 7 She's from the United States.
  - 8 She's from the United Kingdom.
  - 9 His parents are computer scientists.
  - 10 He has a Nobel Prize.

	Marie	Clare
Person 1		1,
Person 2		

### DISCUSSION

**6** Work with a partner. Ask and answer questions about photographs b and e.

Student A: Go to page 195. Student B: Go to page 197.

# CRITICAL THINKING

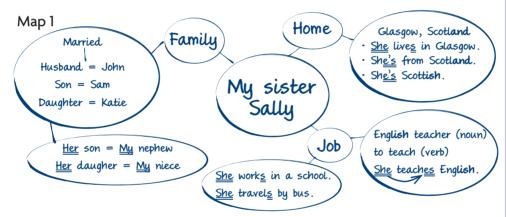
At the end of this unit, you are going to do the speaking task below.

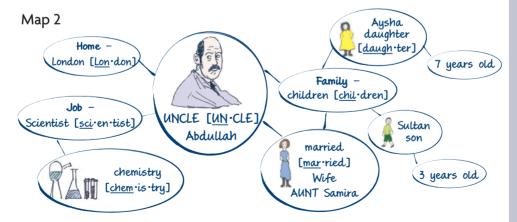
Tell your group about two famous people from your country.

### Ideas maps

An ideas map helps you think about the topic and organize information about it. It also helps you to remember key information and vocabulary.

- 1 Look at the ideas maps below and answer the questions.
  - 1 What is the main topic of each map?
  - 2 What other topics can you find in the maps?
  - 3 What language information can you find in the maps?
  - 4 Which map has pictures and colours?
  - 5 Which ideas map do you prefer? Why?





2 Choose an ideas map and describe the person to your partner.

**UNDERSTAND** 

#### **CREATE**

- 3 Make an ideas map about somebody in your family.
  - 1 Write the name of the person in the centre.
  - 2 Think about the person's family, occupation and home. Write key words for these areas (for example, 1 brother, 1 sister). Join them to the person's name.
  - 3 Write about the key words (for example, 25 and 21; chef in hotel; student).
  - 4 Write language information about the words in (2) and (3) above.
- **4** Work with a partner. Ask and answer questions about the people in your ideas maps.
  - Who's the person in your ideas map?
  - Is he/she your [father/mother/brother/sister/cousin, etc.]?
  - Where's he/she from?
  - What does he/she do?
  - How old is he/she?
- **5** Work in groups. Tell the group about the person in your ideas map.

My ideas map is about ...

**6** Look at other people's ideas maps. Are they easy to understand? What colours are in them?

# **SPEAKING**

### PREPARATION FOR SPEAKING

### **COUNTRIES AND NATIONALITIES**

1 Work with a partner. Complete the table on the next page with words for nationalities.

Student A: Go to page 194. Student B: Go to page 196.

- **2** Write words from the table in the gaps.
  - 1 Fatma Al Nabhani is a famous \_\_\_\_\_\_ tennis player.
  - 2 Ana García is from \_\_\_\_\_\_.
  - 3 Karim Abdel Aziz is an \_\_\_\_\_ actor.
  - 4 Haruki Murakami is from \_\_\_\_\_
  - 5 Lin Dan is a famous \_\_\_\_\_\_ badminton player.
  - 6 Majid Al Futtaim is a famous \_\_\_\_\_\_ businessman.

name	country	nationality
Ana García	Mexico	(1)
Eunseong Kim	South Korea	South Korean
Tim Berners-Lee	Britain	British
Fatma Al Nabhani	Oman	(2)
Karim Abdel Aziz	Egypt	(3)
Lin Dan	China	Chinese
Majid Al Futtaim	the UAE	(4)
Haruki Murakami	Japan	(5)
Zeynep Ahunbay	Turkey	(6)

# INTRODUCING AND STARTING A TALK

3		Circle the correct phrases. Then listen and check.
	1	about two famous people from Mexico.
		a I'm going to tell for you
		<b>b</b> I'm going to tell you
		c I'm going to tell
	2	One person is and one person is
		a a famous woman a famous man
		<b>b</b> famous woman famous man
		c the famous woman the famous man
	3	Ana García is
		a famous Mexican chef
		<b>b</b> a famous Mexican chef
		c the famous Mexican chef
	4	Carlos Slim.
		a It has
		<b>b</b> This has
		c This is
	5	a famous Mexican businessman.
		a His is
		<b>b</b> She's
		c He's

### KEY VOCABULARY FOR PEOPLE

4 Look at the words for some occupations. Add other words from this unit to the table.

verb + -er/-r	verb + -or	noun + -er	noun + -ist
write: writer	act: actor	football: footballer	art: artist
dance: dancer	direct: director	garden: gardener	journal: journalist
sing: singer			
paint: painter			
manage: manager			

### PRONUNCIATION FOR SPEAKING

# Saying words and sentences in syllables

To help say a word or sentence, start with the last syllable. This helps us put the stress in the correct place.

er ball-er foot-ball-er

We do the same with sentences to show the important words.



- 5 Old Listen, read and repeat.
  - er <u>sign</u>-er de-<u>sign</u>-er
  - mous de-<u>sign</u>-er <u>fa</u>-mous de-<u>sign</u>-er
  - a <u>fa</u>-mous de-<u>sign</u>-er she's a <u>fam</u>-ous de-<u>sign</u>-er

- 6 118 Listen and repeat.
  - 1 I'm going to tell you about two famous people from Egypt.
  - 2 Karim Abdel Aziz is a famous actor.
  - 3 Carmen Suleiman's a famous singer.
  - 4 Karim's father is Mohammed Abdel Aziz.
  - 5 He's a film director.
  - 6 Karim's aunt is Samira Muhsin.
  - 7 She's an actor.
- 7 Underline the stressed syllables in the sentences in Exercise 6. Then listen and repeat again.
- 8 Change the sentences so they are true about people from your country.

  I'm going to tell you about two famous people from China.

  Lin Dan's a famous badminton player.
- 9 Practise saying your sentences.

### **SPEAKING TASK**

- 1 You are going to tell your group about two famous people, and listen to other students. Then your group is going to choose the famous person that you would like to meet.
  - Think of two famous people and make an ideas map for each person.
  - Find information about each person and a photograph on the internet.
  - Include information about the person's country, occupation, age and parents.

2	Write an introduction for your talk.		
	Hello! I'm	(your name) and I'm from	
		(your city/country).	
	I'm going to tell you abo	out two famous people from my country.	
Write your talk. Use the information in your ideas map.			
		(name of Person 1) is a famous	
		(nationality)	
	(occupation), and	(name of Person 2) is a	
	famous	(nationality)	
	(occupation).		
		(name of Person 1) is	
(age). His/Her father is (name). He		( <i>name</i> ). He's a/	
	an	(occupation). His/Her mother is	
		_ ( <i>name</i> ). She's a/an	
	(occupation).		

**PREPARE** 

### **PRACTISE**

**4** Work in small groups. Talk about famous people from your country. Show people in your group your photographs. When you listen to other students, make notes in the chart about each person.

	person 1	person 2	person 3	person 4	person 5	person 6
name						
country						
occupation						
age						
family						

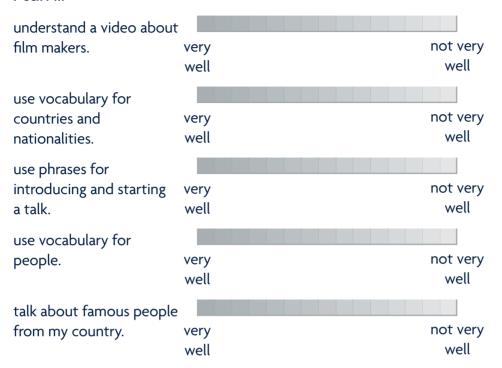
DISCUSS

**5** Talk in your group. Which person would you like to meet? Why? Tell the class.

TASK CHECKLIST	<b>/</b>
Did you talk about two famous people from your country?	
Did you make an ideas map?	
Did you find key vocabulary for the people?	
Did you use syllables and stress correctly?	

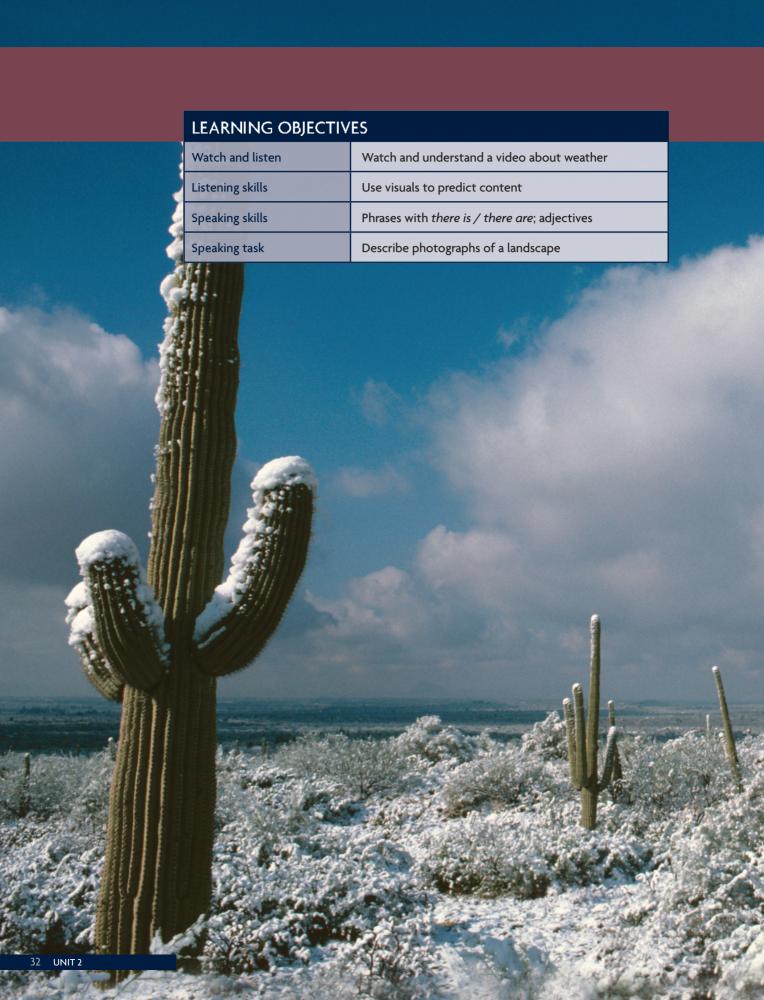
### **OBJECTIVES REVIEW**

### I can ...

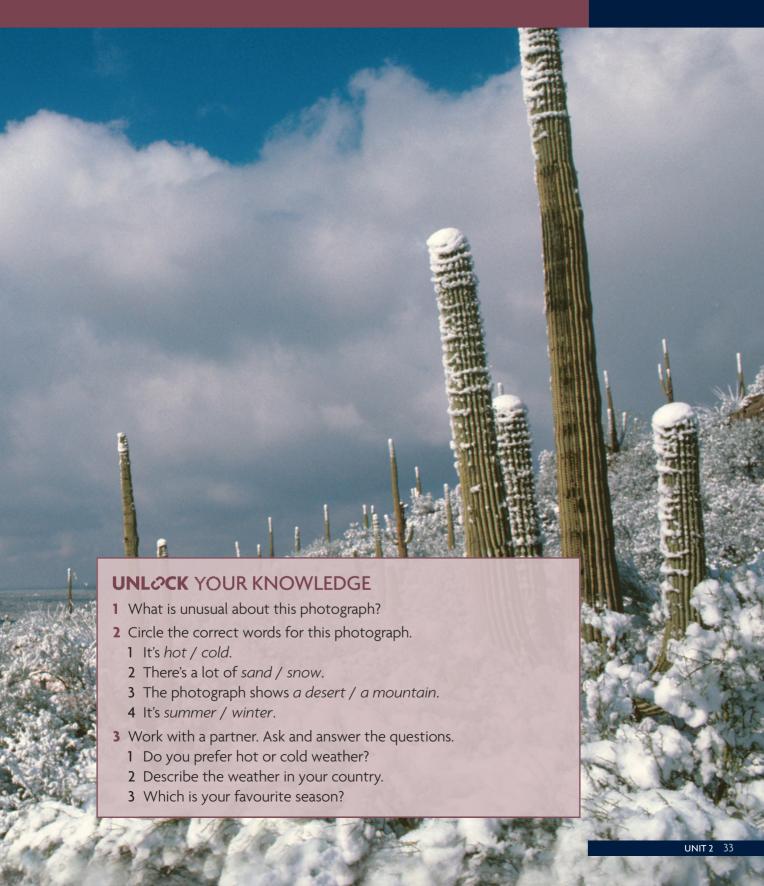


### **WORDLIST**

UNIT VOCABULARY		
artist (n)	father (n)	
basketball player (n)	job (n)	
brother (n)	journalist (n)	
businessman (n)	mother (n)	
businesswoman (n)	name (n)	
city (n)	scientist (n)	
country (n)	singer (n)	
dancer (n)	sister (n)	
doctor (n)	sportswoman (n)	
family (n)	teacher (n)	
famous (adj)	writer (n)	
fashion designer (n)		



# SEASONS UNIT 2



# WATCH AND LISTEN

Siscovery











UNDERSTANDING KEY VOCABULARY

### PREPARING TO WATCH

1 Write the words from the box next to the correct picture.

- **2** Work with a partner. Ask and answer the questions.
  - 1 How many seasons are there in your country?
  - 2 In your country, when
    - a does it rain?
    - **b** does it snow?
    - c can you see storms?
    - d do fruit and vegetables grow?
    - e do plants and flowers grow?

3 Look at the diagram. Write a, b, c, d or e in statements 1–4.



- 1 The weather is usually hot and sunny in  $\frac{b, c, d}{}$
- 2 Countries in \_\_\_\_\_ have snow in winter.
- 3 Places in \_\_\_\_\_ have two seasons: a dry season and a rainy season.
- 4 Countries in \_\_\_\_\_ have four seasons.

### WHILE WATCHING

- 4 D Watch the video. Which parts of the diagram (a–e) show
  - 1 the equator?
  - 2 the Tropic of Cancer?
  - 3 the Tropic of Capricorn?
- **5** Watch again. Then match the seasons (1–4) to the statements about weather in North America and Canada (a–j).
  - 1 spring
  - 2 summer a, ...
  - 3 autumn
  - 4 winter

- **a** It is hot and sunny.
- **b** Trees change colour.
- **c** There are storms.
- **d** There is snow in the cities.
- e Fruit and vegetables grow.
- f There's a lot of rain and sun.
- g It is dangerous for cars.
- h There's no school.
- i Plants and flowers grow.
- j Many people travel to the tropics.

### **DISCUSSION**

- 6 Discuss the questions.
  - 1 Does it snow in your country? If yes, do you like snow? If no, would you like to have snow in your country?
  - 2 Can people go skiing in countries with no snow? Where? How?

## PREDICT CONTENT

**USING VISUALS TO** 

UNDERSTANDING DETAIL

### LISTENING 1

### PREPARING TO LISTEN

### UNDFRSTANDING **KEY VOCABULARY**

- 1 You are going to listen to a talk about three different places. Match the pairs.
  - a hot 1 sky 2 inside **b** sea 3 cold **c** ugly

4 summer d man-made 5 beautiful e outside 6 natural **f** winter

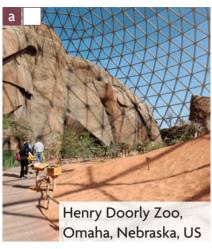
- 2 Circle the correct word.
  - 1 Dubai's hot / cold in July.
  - 2 Canada has a lot of snow in summer / winter.
  - 3 Cities are natural / man-made places.
  - 4 We get snow when it's hot / cold here.
  - 5 I don't like cities. I think they are beautiful / ugly places.
  - 6 I like to stay at home when there is snow inside / outside.
  - 7 There are no clouds in the sky / sea today.
  - 8 'This is a photograph of my house.' 'Oh! It's lovely – it's really beautiful / ugly.'
  - 9 Mountains and forests are natural / man-made places.
  - 10 It's starting to rain and I don't want to get wet I think we should go inside / outside.
  - 11 Many people like to swim in the sky / sea.
  - 12 They have the World Skiing Championships in *summer / winter* every four years.

### Using visuals to predict content

Visuals can be photographs, pictures, graphs or tables. Use visuals to help you understand the topic and important ideas.

### **USING VISUALS TO** PREDICT CONTENT

- 3 Look at the photographs (a–c) and answer the questions.
  - 1 Would you like to visit any of these places? Why? / Why not?
  - 2 Which are hot places?
  - 3 Which have a beach?
  - 4 What season can you see in each?
  - 5 Which are cold places?
  - 6 Which photographs have rocks or mountains?
  - 7 Which photographs have sand?







VOITAN

### Sentence stress

We stress important words in a sentence. Important words can be:

- nouns: Dubai, July, Canada, lot, snow, winter, cities, places
- (adjectives): hot, man-made, cold
- verbs (but not be): has, get

Dubai's hot in July.

Canada has a lot of snow in winter.

Cities are man-made places.

We get snow when it's cold here.

### PRONUNCIATION FOR LISTENING

- 4 Dil Listen to sentences 1–5 and
  - underline the nouns.
  - circle the adjectives.
  - highlight the verbs (but not be).
  - 1 Today, I want to look at something new.
  - 2 Take a look at photograph 1.
  - 3 There's a beautiful beach next to a blue sea.
  - 4 It's winter and there's a mountain.
  - 5 It's hot and there's sand and there are rocks.

### WHILE LISTENING

- 5 Disten to a talk about three different places. Put the photographs (a–c) in the correct order. Write 1–3 in the boxes.
- **6** What is unusual about these photographs?

LISTENING FOR MAIN IDEAS

## LISTENING FOR DETAIL



7 (1) 222 Listen again. Complete the gaps with the missing words.

### Photograph 1

- 1 It's not summer, \_\_\_\_\_\_ .
- 2 This place is the \_\_\_\_\_\_ Dome. It's in \_\_\_\_\_ .

### Photograph 2

- 3 The snow's \_\_\_\_\_\_ , but \_\_\_\_\_ it's a hot summer's day.
- 4 This is a photograph of the \_\_\_\_\_\_. Centre near \_\_\_\_\_.

### Photograph 3

- 5 It's \_\_\_\_\_ and there's \_\_\_\_ and there are rocks.
- 6 This is in Nebraska in the \_\_\_\_\_\_.
- **8** Write the words from the box in the gaps.

hot	inside	man-made	winter
HOU	IIISIUC	man made	WILLCI

- 1 In fact, it's not summer it's \_\_\_\_\_.
- 2 They're not natural. They're \_\_\_\_\_\_.
- 3 The snow's \_\_\_\_\_\_, but outside it's a \_\_\_\_\_ summer's day.
- 9 122 Listen again and check your answers.

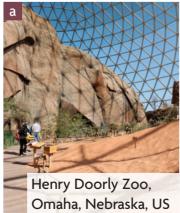
### **DISCUSSION**

- 10 Work in groups.
  - 1 Choose a photograph (a–c), but do not say which one.
  - 2 Take turns to talk about your photograph. Use the phrases from the box below.
  - 3 Listen to the other students and guess the photograph.

Take a look at this photograph. What can we see?

It's ... This place is ...

It's a/an ... There's a/the ... / There are ...







Seagaia Ocean Dome, Miyazaki, Japan

# LANGUAGE DEVELOPMENT

### MONTHS AND SEASONS

1	23 Listen and match t sentences (a–g).	he words for seasons (1–7) to the correct
	<ul> <li>1 spring</li> <li>2 summer</li> <li>3 autumn</li> <li>4 winter</li> <li>5 the dry season</li> <li>6 the rainy season</li> <li>7 the monsoon season</li> </ul>	<ul> <li>a There's a lot of rain in in Thailand.</li> <li>b Russia gets a lot of snow in</li> <li>c in Brazil begins in May.</li> <li>d in England is from March to May.</li> <li>e In , the trees change colour from green to orange or red in Japan.</li> <li>f In Australia, begins in December and ends in February.</li> <li>g in Nigeria is from March to October.</li> </ul>
2	the months in the gaps.  1 January  2	nonths in sentences a–g in Exercise 1. Then write  5
3		ne number of syllables (1, 2 or 3) next to the rline the syllables with stress. Then listen again
4	Answer the questions. Use 1 How many seasons are 2 When is each season?	e the phrases from the box below. there in your country?
	They are (seas	mber) seasons in (country).  sons) (season) is from (month) to



### **WEATHER**

**5** Match the pictures to the words for weather.

picture	noun	adjective
	sun	sunny
	snow	snowy
	wind	windy
	rain	rainy
	cloud	cloudy
	storm	stormy



- 6 Circle the correct word.
  - 1 I'm happy when it's sun / sunny.
  - 2 There's a big, black cloud / cloudy in the sky.
  - 3 I have an umbrella for when it's rain / rainy.
  - 4 We get a lot of storms / stormy in April.

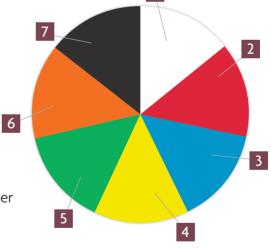
5 We like to fly kites when it's wind / windy.

### **COLOURS**

7 Match the words from the box to the correct colour.

> blue yellow green black white orange

8 Work with a partner. Ask and answer the questions from the box about the words and phrases below.



1

What colour is ... ? It's ... / It can be ... or ... What colour are ...? They're ... / They can be ... or ...

- 1 tomatoes
- 3 trees

5 clouds

2 snow

4 sand

6 your family's car

### LISTENING 2

### PREPARING TO LISTEN

- 1 You are going to listen to two students describe a landscape. Look at the photographs of landscapes (a—e) and answer the questions.
  - 1 What season is it in each photograph?
  - 2 Decribe the weather.
  - 3 What colours can you see?
- 2 Match the words from the box to the labels (1–7).

desert forest island mountains sea sky town USING VISUALS TO PREDICT CONTENT







### WHILE LISTENING

- 3 ①25 Listen to two students, Daniela and Altan, describe a landscape.
  - 1 Write 'D' next to the photograph (a–c) Daniela describes.
  - 2 Write 'A' next to the photograph (a-c) Altan describes.
  - 3 Which photograph do they not describe?



LISTENING FOR MAIN IDEAS

## LISTENING FOR DETAIL

- 4 123 Listen again and circle the correct answers.
  - 1 Daniela describes a landscape
    - a in spring / summer.
    - **b** in *Italy / Turkey*.
    - c with a park / beach.
    - **d** she thinks is beautiful / ugly.
  - 2 Altan describes a landscape
    - **a** in *his / another* country.
    - **b** in autumn / winter.
    - **c** with a famous park / forest.
    - **d** on a hot / cold day.

### **DISCUSSION**

- **5** Find a photograph of a place in your country or another country you know and answer the questions.
  - 1 Where is it?
  - 2 What season is it?
  - 3 Is the weather good?
  - 4 What can you see there?
- **6** Work with a partner. Take turns to ask and answer the questions in Exercise 5 about your partner's photograph. Use the phrases from the box.

1 It's in (country).
2 It's in (season).
3 Yes/No, it's (weather adjective).
4 You can see (place).
There's a (noun).
There are (noun).



### **CRITICAL THINKING**

At the en	d of this	unit vou a	are going to	do the spe	eaking task belov	N
/ (C CITC CIT	ia oi tiiis	arne, you c	are going to	do the spe	Jaking task betor	٧.

Describe photographs of a landscape.

1 Work with a partner. Look at the photograph on pages 32–33 (Unlock your knowledge). Answer questions 1–5 in the table below. Write 'Y' for Yes or 'N' for No in column 2.

questions	Y/N
1 Is the photograph of a landscape?	
2 Is the photograph of a place in your country?	
3 Are there a lot of different colours in the photograph?	
4 Is the photograph interesting?	
5 Do you know key vocabulary to talk about this photograph?	

2 Work with a partner. Take turns to ask and answer questions about the photographs in Listening 1 (page 37) and Listening 2 (page 41).

### Choose visuals for a talk

Choose visuals that

- are interesting.
- show examples of key vocabulary.
- **3** You are going to use the internet to find photographs of a landscape.

1 Choose a natural place.

beach desert forest island mountain

2 Choose a season.

winter spring summer autumn dry season

rainy season monsoon season 3 Choose a kind of weather.

cloud rain snow storm sun wind

- 4 Choose a country you would like to visit.
- **4** Use your words from Exercise 3 in an internet search. Find interesting photographs of a landscape.

UNDFRSTAND

**APPLY** 

### **SPEAKING**

### PREPARATION FOR SPEAKING

1 1 26 Listen and match phrases 1–7 to sentences a–g. 1 I'm going to talk about a \_\_\_\_\_\_ good morning, everybody. 2 another photograph **b** OK, so \_\_\_\_\_ two photographs of a of place in spring. 3 l'm **c** OK, so here's \_\_\_\_\_\_. 4 Here's d Hello, everybody! OK, so, \_\_ **5** OK, so, Altan. 6 I'm from e \_\_\_\_\_\_ Samsun. Samsun is in Turkey. 7 my first photograph f \_\_\_\_\_ my first photograph. g Here's \_\_\_\_\_ the park. PRONUNCIATION FOR SPEAKING 2 126 Listen again. Underline the words with stress.



- 3 **12.6** Listen again and repeat. Say the underlined words louder.
- 4 Look at the photographs. What can you see?



- 5 DEED Listen to a student describe the photographs. Then match the pairs.
  - 1 Hello, everybody! 2 OK, so today 3 Here's my first photograph. 4 OK, so where is this place? 5 Here's another photograph of the mountain. 6 It's a beautiful place.
  - a It's in Japan. This is Mount Fuji.
  - **b** There's a path and you can see there are people there. There are a lot of white clouds below.
  - c I'm going to talk about two photographs of a place in spring.
  - d I want to go there.
  - e You can see there's a big mountain. There's a lot of snow. And there are trees. The trees are green and pink.
  - f OK, so I'm Khaled. I'm from Port Said.

- 1 Cover the text in Exercise 5.
- 2 Make Khaled's talk true for you.

Hello everybody! OK, so, I'm Khaled Asya.

I'm from Port Said Izmir.

### THERE IS ... / THERE ARE ...

- 7 Read Khaled's talk in Exercise 5. Underline the examples of
  - 1 There's (+ a lot of) + noun.
  - 2 There's a (+ adjective) + noun.
  - 3 There are (+ a lot of) + noun.
- 8 ②23 Listen to Daniela and Altan. Write the words from the box in the gaps below.

a lot of forest mountain park trees

- 1 There's a \_\_\_\_\_\_.
- 2 There's a nice \_\_\_\_\_.
- 3 And there are \_\_\_\_\_ here.
- 4 You can see there's a \_\_\_\_\_ in the photograph.
- 5 You can see there are \_\_\_\_\_ white buildings.

VATION

Use There is ... (There's ...) / There are ... to talk about things you can see.

There's sand. There's snow outside.

There's a beautiful beach. There's a lot of snow.

There are people on the beach. There are rocks.

Add no or not any in the negative.

There's no sand. / There isn't any sand.

There are no people on the beach. / There aren't any people on the beach.

The verb is before there a / there any in questions.

Is there a forest there?

Is there any snow outside?

Are there any people on the beach?

**9** Work with a partner. Choose one photograph (a–c) from page 37 (Listening 1). Don't say which! Ask and answer the questions about it.

questions	answers
1 Where is it?	1 It's in
2 What season is it?	2 It's in
3 Are there any in your photographs?	3 Yes, there are some No, there aren't any
4 Is there a in your photographs?	4 Yes, there's a No, there isn't a

**10** Complete the gaps below with the phrases from the box. Use the nouns to help you.

There are	There's a	There's	There are
-----------	-----------	---------	-----------

- river in the photograph.
  snow on the mountains.
  people on the beach.
  trees in the garden.
  small town in the mountains.
  red car in the desert.
  black clouds in the sky.
- 12 Correct the mistakes in the sentences.
  - 1 There are a park.
  - 2 This are a mountain in the photograph.
  - 3 There's a cars by the houses.
  - 4 They's a big tree there.
  - 5 There snow on the mountains.

#### **ADJECTIVES**

- 13 Put the words and phrases in order to make sentences.
  - 1 black / are / The / clouds / .
  - 2 red and yellow / The / trees / are / .
  - 3 windy day / 's / a / It / .
  - 4 famous place / in / a / It / Thailand / 's / .
  - 5 small islands / are / in the / There / sea / .
  - 6 white mountain / 's / photograph / a / in the / There / .
  - 7 big house / 's / park / in / the / a/ You / can see / there / .
  - 8 young people / path / there / can see / You / are / on the / .

**XPLANATION** 

Use adjectives to describe age (young, old), size (big, small), nationality (Turkish, Saudi), colour (red, green) and quality (hot, cold).

Adjectives go after the verb be (am/is/are) or before a noun.

```
I'm Turkish. He's cold. It's windy.
I'm an English teacher. It's a sunny day.
There are white clouds in the sky.
```

We often stress adjectives.

- **14** Correct the mistakes in the sentences.
  - 1 It's sun in the photograph.
  - 2 There's a windy.
  - 3 There's a mountain big.
- 4 The people happy.
- 5 There's be a big forest.
- 6 It's a rain day.
- **15** Work with a partner. Choose a photograph (a–c) from page 41 (Listening 2). Describe the photograph. Use the phrases from the box.

This is a photograph of ... You can see ... It's a ... day. There's ... / There's a ... / There are ...

### SPEAKING TASK

- 1 Use an internet search to find two photographs of a landscape. Search for
  - 1 a country you would like to visit.
  - 2 a place (e.g. a desert, a forest, an island).
  - 3 a season (e.g. summer, winter, the monsoon season).
  - 4 a kind of weather (e.g. snow, sun, rain).
- 2 Choose two good photographs. Use questions 1–5 in Critical thinking Exercise 1 to help you (page 43).
- **3** Find key vocabulary for your photographs.

4	Write words in the gaps that are true for you and your photographs.
	Hello everybody! I'm (your name). I'm from
	(your town) (your town) is in (your country).
	OK, so, I'm going to talk about two photographs of a place in
	(season). Here's my first photograph.
	[Add descriptions using language you have seen in this unit.]
	Here's another photograph of (place) in (season).
	Where is this place? It's in (country).
	[Add questions that you can ask the audience using language you have
	seen in this unit.]

**PREPARE** 

### **PRACTISE**

#### **PRESENT**

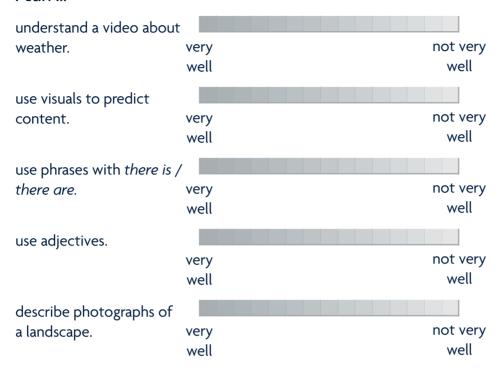
- 5 Underline the words with stress in Exercise 4. Then practise your sentences with a partner.
- **6** Work in groups.
  - 1 Take turns to describe photographs or pictures of a favourite place.
  - 2 Listen to the students in your group. Makes notes in the table.

	example	student 1	student 2
student's name	Khaled		
country	Japan		
place	mountain		
season	spring		
weather	sunny		
things in the photographs	mountain, trees, clouds, path, people		

TASK CHECKLIST	~
Did you describe photographs of a landscape?	
Did you choose words for an internet search?	
Did you find key vocabulary for the photographs?	
Did you use stress correctly in sentences?	

### **OBJECTIVES REVIEW**

### I can ...



### **WORDLIST**

UNIT VOC	CABULARY
beautiful (adj) blue (adj) cloud (n) cold (adj) desert (n) forest (n)	path (n) sand (n) sea (n) see (v) sky (n) snow (n)
happy (adj) hot (adj) inside (adj) interesting (adj) island (n) man-made (adj) natural (adj) outside (adj)	summer (n) town (n) tree (n) ugly (adj) unusual (adj) wind (n) winter (n)



# LIFESTYLE UNIT 3



### WATCH AND LISTEN

Discovery











UNDERSTANDING KEY VOCABULARY

### PREPARING TO WATCH

1 You are going to watch a video about the Bedouin. Before you watch, match an adjective from the box to the correct group of phrases below (1–6). Use each adjective only once.

difficult easy happy important safe traditional

- 1 \_\_\_\_\_
- have a [...] lifestyle
- take [...] medicine
- 'Would you like to try some [...] Turkish cheese?'
- 2 \_\_\_\_\_
  - be [...] to eat
  - be [...] to cross the road
  - 'Have a [...] journey!'
- 3 \_\_\_\_\_
  - be [...] with somebody/ something
  - feel [...]
  - 'I'd be [...] to help you.'

- 4 \_\_\_\_\_
  - have a [...] problem
  - be [...] to do something
  - 'Some words are [...] to pronounce.'
- 5 \_\_\_\_\_
  - be [...] to do something
  - be [...] to talk to
  - 'This exercise is very [...]!'
- 6 \_\_\_\_\_
  - be an [...] person
  - go on an [...] journey
  - 'I have something [...] to tell you.'
- **2** Write the adjectives from Exercise 1 in the gaps.
  - 1 \_\_\_\_\_ medicine is very popular in China. Many people like it more than modern medicine.
  - 2 This computer's very \_\_\_\_\_ to use. My children use it all the time.
  - 3 My father is a manager at a hospital. He has a very \_\_\_\_\_ job.
  - 4 Is this fish \_\_\_\_\_ to eat?
  - 5 Can you help me? This question is \_\_\_\_\_ to answer.
  - 6 I like my new phone. I'm really \_\_\_\_\_ with it.

LIFESTYLE	
<ul><li>3 Look at the photographs from the video and answer the questions.</li><li>1 Where do the Bedouin live?</li><li>2 What animal can you see?</li><li>3 Is their life traditional or modern?</li></ul>	I PR
WHILE WATCHING	
<ul><li>Watch the video. Circle the correct answers.</li><li>1 The Bedouin in this video are from</li></ul>	U
<ul> <li>a Sudan.</li> <li>b Saudi Arabia.</li> <li>c Egypt.</li> <li>2 The old man is a Bedouin</li> <li>a doctor.</li> <li>b teacher.</li> <li>c taxi driver.</li> <li>3 The children in the video are the old man's</li> <li>a grandchildren.</li> <li>b students.</li> <li>c customers.</li> </ul>	
<ul><li>Watch again. Are the statements true (T) or false (F)?</li><li>The Bedouin lifestyle is not easy.</li></ul>	U
<ul> <li>2 Camels are important to the Bedouin lifestyle.</li> <li>3 The old man buys medicine from Cairo.</li> <li>4 The old man has four students.</li> <li>5 The boys are going to travel 160 kilometres.</li> <li>6 The old man is not happy with the boys.</li> </ul>	
DISCUSSION	
6 Work with a partner. Ask and answer the questions.	

- 1 Are traditional lifestyles important?
- 2 Would you like to live a modern or a traditional lifestyle?

UNIT 3

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAIL

### LISTENING 1

### PREPARING TO LISTEN

**UNDERSTANDING KEY VOCABULARY**  1 You are going to listen to three conversations in different places. Before you listen, work with a partner. Ask and answer the questions in the table. Write 'Y' (yes) or 'N' (no).

questions	you	your partner
1 Do you go to a gym?		
2 Do you <u>do exercise</u> every day?		
3 Do you <u>smoke</u> ?		
4 Do you <u>eat a lot of</u> <u>chocolate biscuits?</u>		





2 Are the underlined phrases in the table healthy or unhealthy?

### Intonation

Intonation is the way our voice goes up and down when we speak.

What's your name?

Jennifer.

Are you from New York? > No. > 1'm from London. >

#### PRONUNCIATION FOR LISTENING

- 3 Listen to the dialogue from the explanation box and repeat.
- **4** Circle the correct answers.

The voice

- 1 goes up / down in a wh- question.
- 2 goes *up / down* in a statement.
- 3 goes *up / down* in a 'Yes/No' question.

<ul> <li>5</li></ul>	
<ul> <li>Listening for main ideas</li> <li>If you listen for the main idea(s), you try to understand these questions:</li> <li>Where are the speakers? (e.g. a university, a hospital, a hotel)</li> <li>Who are the speakers? (e.g. family, friends, teacher and students)</li> <li>Why are they speaking? (e.g. They need information, they want help, they to teach something.)</li> </ul>	/ want
6 (333) Listen to three conversations in different places. Write A, B or C next to the correct answer.	LISTENING FOR MAIN IDEAS
<ul> <li>1 Which conversation is <ul> <li>in a café?</li> <li>in a lecture?</li> <li>on the phone?</li> </ul> </li> <li>2 Which conversation is between <ul> <li>a lecturer and a student?</li> <li>a son and his father?</li> <li>two students in the same class?</li> </ul> </li> <li>3 Which conversation has somebody that wants to ask <ul> <li>for information about a video?</li> <li>somebody for money?</li> <li>for information about lifestyle?</li> </ul> </li> </ul>	UNLOCK
7 (1)333 Listen again and answer the questions.	LISTENING FOR
In conversation A,  1 where does the son do exercise now?  2 why does he need money?	DETAIL
In conversation B,  3 which country does the student ask about?	

In conversation C,

4 what is the video about?

### **DISCUSSION**

- 8 Work with a partner. Ask and answer the questions.
  - 1 Do you live with your parents?
  - 2 Would you like to live on your own?
  - 3 Do you go to lectures?
  - 4 Do students usually ask questions after a lecture?

### LANGUAGE DEVELOPMENT



### DAYS OF THE WEEK

1	Listen to the words for days of the week. Write the number of syllables next to the words (2 or 3).
	Saturday Wednesday Friday Tuesday  Sunday Monday  Monday
2	Which days
	<ul><li>1 do you go to school/university?</li><li>2 are the weekend in your country?</li><li>3 do you have your English class?</li><li>4 do you spend time with your friends and family?</li></ul>

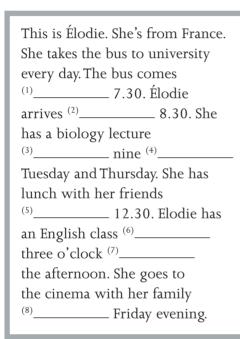
#### TIME EXPRESSIONS

- 3 Read the sentences below. Underline
  - the times.
  - the parts of the day.
  - the days.
  - 1 Fahd has breakfast at 6.30 in the morning.
  - 2 Chen and Wang watch films every Tuesday evening.
  - 3 My sister makes my lunch on Wednesdays.
  - 4 I play football with my friends every Saturday.
  - **5** Faisal goes home at 3.00 in the afternoon.
  - 6 Tania gets up at 6.00 in the morning.
  - 7 Abdullah has English class at 7.30 in the evening.
  - 8 Fatima has coffee with her friends every day.
  - 9 Hakan goes to work at 8.30 in the morning.
  - 10 Kerry has dinner at 6.30 in the evening.

4 Look at the sentences in Exercise 3 again. Then write the words from the box in the gaps below.

<del>every</del> in on at

- 1 <u>every</u> + noun (e.g. day, Saturday, Tuesday evening) 2 \_\_\_\_\_ the morning / the afternoon / the evening 3 \_\_\_\_\_ + clock time (e.g. 7.30) 4 \_\_\_\_\_ + day of the week (e.g. Tuesday)
- **5** Read this text about a student. Write *in*, *on* or *at* in the gaps.





6 **3.5** Listen and check.

### THE PRESENT SIMPLE

- 7 Work with a partner. Take turns to close your book and answer the questions about Élodie.
  - 1 Where's she from?
  - 2 Where does she go every day?
  - 3 What time does the bus come?
  - 4 Does she have a maths lecture on Tuesday morning?
  - **5** When does she have English class?
  - 6 What does she do on Friday evening?

get go have make play take watch

- 1 \_\_\_\_\_\_ breakfast / lunch / dinner / coffee / a lesson / a lecture
- 2 \_\_\_\_\_\_ films / TV
- 3 \_\_\_\_\_\_ breakfast / lunch / dinner / coffee
- 4 \_\_\_\_\_ football / basketball / tennis / computer games
- 5 \_\_\_\_\_ home / to work / to university
- 6 \_\_\_\_\_up (in the morning)
- 7 \_\_\_\_\_ a bus / a taxi / a train

# The present simple

Use the present simple to talk about regular activities. Add -s or -es to the verb after he/she/it.

I play tennis every week. You study English. We go home early on Tuesday. They study biology.

She takes the bus. He goes to work early. It makes good coffee.

Use do not + verb or does not + verb in the negative.

I don't watch films. We don't go home early today. (don't = do not) She doesn't take the bus. He doesn't go to work early. (doesn't = does not)

Use do or does + subject + verb in questions.

Do you have dinner at home? Where does she go every day?

NB The verb have is irregular. Use has with he/she/it.

He haves a good car. He has a good car.

**9** Work with a partner. Use the phrases from Exercise 8 to ask questions.

When do you have breakfast?

Do you play football?

When do you get up?

Do you take a bus to school?

10 Work with a new partner. Tell him/her about your partner from Exercise 9.

She has breakfast at seven.

She doesn't play football.

She gets up early.

She doesn't take a bus to school.

### LISTENING 2

### PREPARING TO LISTEN

- 1 ②3.6 You are going to listen to an interview. Before you hear it, listen to these dialogues and circle the phrases you hear.
  - 1 A: Excuse me! Can I ask you some questions?
    - **B:** Yes, no problem. / I don't have time, I'm sorry.
  - 2 A: I'd like to ask some questions – is that OK?
    - **B:** Yes, sure. / I'm sorry, I'm very busy.
  - 3 A: Good morning! I'm Sultan.
    - **B:** Nice to meet you! / Good to see you! I'm Jack.
  - 4 A: Do you drink a lot of coffee?
    - **B:** Yes, I think so / No, not really.
  - 5 A: I play football for my country.
    - B: Really? / I see.
  - 6 A: I watch a lot of films.
    - B: Really? / I see.
- **2** Work with a partner. Practise the dialogues.

### WHILE LISTENING

- 3 (1)37 Listen to an interview and answer the questions.
  - 1 Where are the speakers?
    - a in a university
    - **b** in a café
    - **c** in the street
  - 2 Who are the speakers?
    - a two strangers
    - **b** a teacher and a student
    - **c** good friends
  - 3 What does one of the speakers want information about?
    - a lifestyles
    - **b** journeys
    - c gyms



KEY VOCABULARY

UNDFRSTANDING

LISTENING FOR MAIN IDEAS



LISTENING FOR DETAIL

4 **337** Listen again. Write Jasvinder's answers in the questionnaire.

	ESTIONNAIRE
Ho	Name: Jasvinder Job: university student ome/Family  Do you live with your parents? Y N
<b>3</b> We	Do you work or study? work study What's your job? / What do you study? biology
34	Do you have a busy lifestyle? Y N How do you relax?
2c 2d	Do you like exercise?  Do you go to a gym?  Do you go to the cinema?  When do you go out with friends?
C3b	Where do you go with your friends?

### **PRACTICE**

**5** Work with a partner. Use the questionniare to role-play an interview. Use the phrases from the boxes.

### **Asking**

- Excuse me! Can I ask you some questions?
- I'm ... . What's your name?
- I'm .....
- Nice to meet you!
- OK, do you ... ?

### Answering

- Yes, sure. / Yes, no problem.
- Yes. / Yes, I think so.
- No. / No, not really.

**6** Work with a new partner. Use the questionnaire to tell your new partner about the student in Exercise 5.

### CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

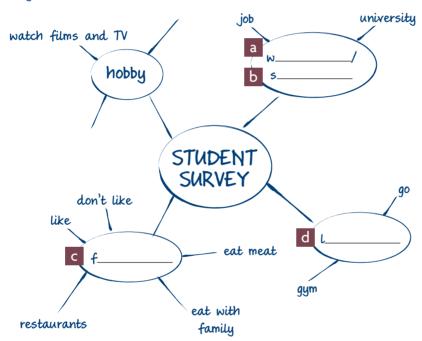
Interview students for a survey.

### Use surveys

In a survey, you use a questionnaire to find out information. For example, you can ask questions to learn about the lifestyles of students in your school or university.

1 Before you write a survey think of topics (a-d) and questions you can ask about each topic, using the ideas map below.

Do you watch films at the cinema?



2 Put the help for how to do a survey in the correct order.

Record the answers.

Write questions.

Practise saying the questions.

Be polite when you ask the questions.

Choose a topic.

**CREATE** 

REMEMBER

### **SPEAKING**

### PREPARATION FOR SPEAKING

### **COLLOCATIONS FOR LIFESTYLE**

### Collocations

A collocation is a group of words. A collocation can be:

- a verb + noun / noun phrase: download apps, write a blog
- a verb + preposition phrase: go to a gym, eat at home
- a verb + adverb: chat online
  - 1 Write the verbs from the box in the gaps (1–9) in the table below.

cook do download eat go order post watch write

2 Write the topics from the box at the top of the correct column (a–c).

food free time technology

(a)	(b)	(c)
<ul> <li>send texts/photographs</li> <li>① post a video online</li> <li>chat online</li> <li>② apps</li> <li>follow a blog</li> <li>③ a blog</li> </ul>	<ul> <li>(4) food for your family</li> <li>eat out at restaurants</li> <li>have coffee with friends</li> <li>(5) at home</li> <li>have dinner with friends</li> <li>(6) fast food</li> </ul>	<ul> <li>go out with friends</li> <li>(7) TV</li> <li>go to the cinema</li> <li>(8) sport and exercise</li> <li>play computer games</li> <li>(9) to the gym</li> </ul>

### PRESENT SIMPLE OUESTIONS

- 3 Put the words in the correct order to make questions.
  - 1 in / the / Do / watch / TV / evening / you / ?
  - 2 cook / Do / for / family / you / food / your /?
  - 3 restaurants / eat / you / out / at / Do /?
  - 4 you/blog/write/a/Do/?
  - 5 do / computer / Which / games / play / you /?
  - 6 every / many / do / texts / send / day / How / you / ?
- 4 (1)3.8 Match a question from Exercise 3 (1–6) to the answers (a–f). Then listen and check.
  - a No. but I follow one. It's about football.
  - **b** No, not really. I go to the gym in the evening.
  - c I'm not sure. I send a lot of them 40 or 50, maybe?
  - d No! I can order pizza but I can't cook!
  - e I like NBA Basketball. I play it on my PC.
  - **f** Yes. I go with my family every Monday evening.
- **5** Work with a partner. Role-play the dialogues from Exercise 4.
- **6** Work with a new partner. Ask and answer the questions in Exercise 3.
- **7** Correct the mistakes in the questions.
  - 1 For your family, you cook food?
  - 2 You eat out at restaurants?
  - 3 Are you have coffee with friends?
  - 4 What you eat at home?
  - 5 Where have you dinner with friends?
  - 6 What kind fast food do you like?
- 8 Match the wh- questions (1–6) to the answers (a–f).
  - 1 Where do you go with your friends?

  - 2 What do you study? 3 Who are the speakers?

  - 4 Why are they speaking?
  - 5 Which bus do you take to school?
  - **6** When do you go out with your friends?
- a Biology
- **b** Friends
- c The number 3
- d To a café
- e On Saturday
- **f** They need information.



### PRONUNCIATION FOR SPEAKING

- 9 **39** Listen and repeat.
  - 1 What food do you like?2 Do you watch the news?
  - 3 Do you read books?
  - 4 What football team do you like?
  - 5 Do you cook dinner in the evening?
  - 6 Which bus do you take to school?
- 10 (1)339 Listen again and answer the questions.
  - 1 Does the voice go up or down in these questions? Write ▶ or ↗ in each box.
  - 2 How do we pronounce do you?
- 11 **3.10** Listen and repeat.

/uː/	/ʊ/
tr <u>ue</u>	<u>goo</u> d
r <u>oo</u> m	w <u>ou</u> ld
comp <u>u</u> ter	p <u>u</u> ll

12 Listen to these words from the questions in Exercise 9. Write them in the correct column of the table above.

f<u>po</u>d y<u>ou</u> n<u>ew</u>s b<u>oo</u>ks f<u>po</u>tball c<u>oo</u>k sch<u>oo</u>l

- 13 Work with a partner. Ask and answer the questions in Exercise 9. Write or record your interviews.
- **14** Write six questions with the collocations for *food* in Exercises 1 and 2. Write three *Do you* ...? and three *Wh* ...? questions.
- 15 Practise saying the questions.
- **16** Work with a partner. Take turns to ask and answer the questions.

### SPEAKING TASK

1 Work in two groups: A and B.

### Group A

Write six questions with the collocations for *technology* in Exercises 1 and 2 on page 62. Write three *Do you* ...? and three *Wh-* ...? questions in the survey below.

### Group B

Write six questions with the collocations for *free time* in Exercises 1 and 2 on page 62. Write three *Do you* ...? and three *Wh-* ...? questions in the survey below.

QUESTIONNAIRE			
A Technology	Name: Student 1	Name: Student 2	Name: Student 3
A1			
A2			
A3			
A4			
A5			
A6			
B Free time			
B1			
B2			
B3			
B4			
B5			
B6.			

- 2 Interview three students from the other group. Remember to write or record the answers to the questions.
- 3 Share the answers to your questions with your group. Remember to add -s to the verbs!

Asya downloads apps for Android. Natsuko downloads apps for Apple.

Chen goes out with friends on Saturday. Fahd plays football on Tuesday and Thursday.

**4** Work with a partner from the other group. Tell your partner about the answers to your group's questions.

PREPARE

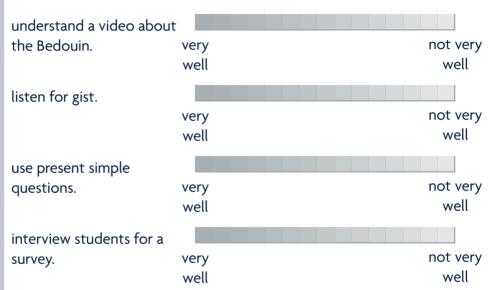
**PRACTISE** 

DISCUSS

TASK CHECKLIST	<b>/</b>
Did you interview students for a survey?	
Did you use the present simple to write questions?	
Did you use the correct intonation?	

### **OBJECTIVES REVIEW**

### I can ...



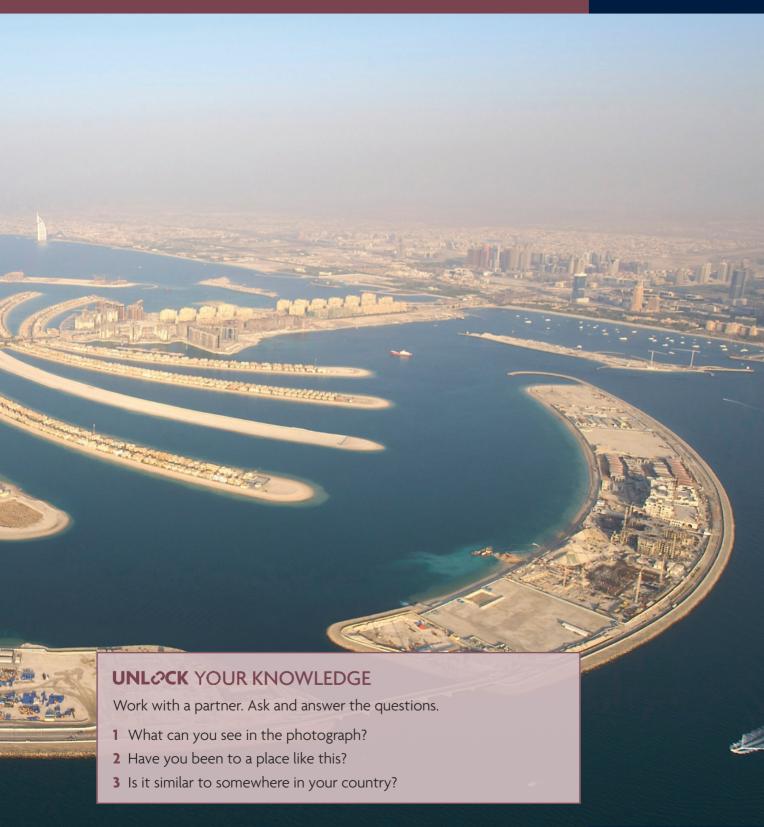
### **WORDLIST**

UNIT VOCABULARY		
app (n)	intonation (n)	
biscuit (n)	laptop (n)	
blog (n)	lifestyle (n)	
busy (adj)	online (adj)	
chat (v)	polite (adj)	
chocolate (n)	post (v)	
down (prep)	practise (v)	
download (v)	record (v)	
eat (v)	send (v)	
exercise (n)	smoke (v)	
follow (v)	survey (n)	
go out (v)	up (prep)	
gym (n)	use (v)	
healthy (adj)	write (v)	
important (adj)		

LEARNING OBJECTIVES		
Watch and listen	Watch and understand a video about a reef	
Listening skills	Listen for detail	
Speaking skills	Ask for and give directions; the imperative	
Speaking task	Ask for and give directions	



# PLACES UNIT 4



### WATCH AND LISTEN

Discovery











### PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY 1 Write the words from the box in the sentences for each photograph.

bright coral dangerous famous scuba diver shark Tourists underwater



Ahmed is a <sup>(1)</sup>\_\_\_\_\_\_. He takes <sup>(2)</sup>\_\_\_\_\_\_ photographs.



The 'flowers' in this photograph are (4)\_\_\_\_\_\_ – a kind of animal that lives on reefs.





They often go to <sup>(6)</sup>\_\_\_\_\_ places and take a lot of photographs.





**2** Work with a partner. Ask and answer questions about the key vocabulary in Exercise 1. Use the phrases from the box.

 What's a ... (e.g. shark)?
 It's a ...

 What's ... (e.g. coral)?
 It's ...

 What are ... (e.g. tourists)?
 They're ...

- **3** Work with a partner. Predict the answers to the questions and circle the best answers. Use your own knowledge and ideas.
  - 1 The reef is in

a Italy.

**b** Australia.

**c** Mexico.

2 The reef is

a not old.

**b** old.

c very old.

3 The reef is

a small.

b big.

c very big.

4 The reef is popular with

**a** fishermen.

**b** scientists.

c tourists.

5 Whales go to the reef in

a winter.

**b** summer.

c spring.

### WHILE WATCHING

- **4** Watch the video. Check your answers to the questions in Exercise 3.
- **5** Watch again. Match a number from the video (1–5) to the correct fact (a–e).

1 1.600

a age of the reef in years

2 5,000,000,000

**b** number of islands on the reef

3 900

c different kinds of coral on the reef

4 10,000

d different kinds of fish on the reef

**5** 350

e money from tourism in dollars

### **DISCUSSION**

**6** Work with a partner. Ask and answer the questions.

Would you like to

- visit Australia?
- go scuba diving?
- see a shark/whale?
- swim underwater?

**USING YOUR** 

**KNOWLEDGE TO** 

PREDICT CONTENT

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAIL

# LISTENING 1

# PREPARING TO LISTEN

PRONUNCIATION FOR LISTENING

1 (1)41 Listen and write the words you hear from the table in the gaps.

this	that
these	those
here	there

- 1 Where is \_\_\_\_\_\_?2 What are \_\_\_\_\_\_ red circles?3 The blue one \_\_\_\_\_\_ and the yellow one
- 4 Yes, \_\_\_\_\_\_'s a good example.
- 5 \_\_\_\_\_ cities have a lot of important places.
- 6 The economy is good \_\_\_\_\_.
- 2 **1** Listen again.
  - 1 Do the words from the table have stress?
  - 2 Does the voice go up (↗) or down (↘) on these words?

-ANATION

### Stress in direction words

Stress the words

- this, these and here to point to things that are near.
- that, those and there to point to things that are not near.

UNDERSTANDING KEY VOCABULARY **3** You are going to hear part of a geography seminar. Before you listen, write the words from the box in the vocabulary diagram below.

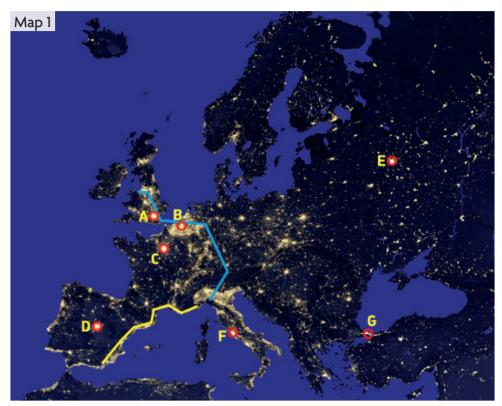
<del>America</del> east Europe Holland Istanbul Italy London Madrid Moscow <del>north</del> Paris Rotterdam south Spain west



**USING YOUR** 

**KNOWLEDGE** 

- **4** Work with a partner. Look at Map 1 and discuss the questions.
  - 1 What region can you see in this map?
  - 2 Do you know the names of the countries/cities (A–G)?
  - 3 Which countries can you see on the blue line? Which countries can you see on the yellow line?



# WHILE LISTENING

- 5 (a) 4.2 Listen to part of a geography seminar and choose the correct answers.
  - 1 What does *mega* mean?
    - a very important
    - **b** very big
    - **c** very bright
  - 2 The lecturer says that the red circles on the map are
    - a capital cities.
    - **b** big cities.
    - c important countries.
  - 3 The seminar is about groups of
    - a tourists.
    - **b** capital cities.
    - **c** big cities.

# LISTENING FOR MAIN IDEAS



# Listening for detail

A detail is a fact about something. A detail can be

- a number, a letter, an address.
- a question or instruction.
- an example of something.

### LISTENING FOR DFTAIL

5	4.2	Listen agair	. Are these	statements	true (T	or false (	(F)?
						,	

The map shows Europe in the day.	
Paris is the city at 'C'.	
The blue and yellow lines are roads.	
Istanbul and Shanghai are examples of megaregions.	
Megaregions are important for business.	
The 'blue banana' is a place in Spain.	
The city at 'B' has a good economy.	
F 1: 1:	Paris is the city at 'C'.  The blue and yellow lines are roads.  Stanbul and Shanghai are examples of megaregions.  Megaregions are important for business.  The 'blue banana' is a place in Spain.

#### **DISCUSSION**

- **7** Work with a partner. Ask and answer the questions.
  - 1 Do you live in an big city? (If not, would you like to live in a big city?)
  - 2 Which cities are important in your country?
  - 3 Is your city part of a megaregion? (If yes, what are the other cities in the region?)

# O LANGUAGE DEVELOPMENT



#### **VOCABULARY FOR PLACES**

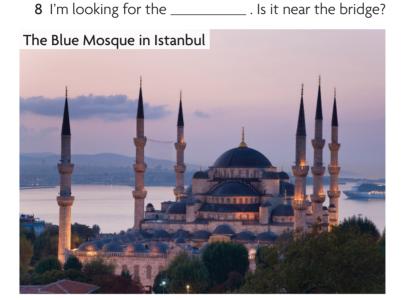
1 Use the words from the box to answer the questions below.

bank bridge library mosque park port station supermarket

- 1 Where can you see a lot of ships?
- 2 Where can you pray?
- 3 Where can you find lots of books?
- 4 What goes over a river?
- 5 Where can you buy food?
- 6 Where can you put your money?
- 7 Where can you go for a walk?
- 8 Where can you take a train?

2 (1)43 Listen to eight short conversations. Write the words you hear in the gaps.

1	Where's the	? Is it near the bank?
2	Is there ane	ear here?
3	Where's the Blue	? Is it in Cairo?
4	Excuse me, where's the _	?
5	I can't find the	– is it near here?
6	Where's the	?
7	Where can I take a	?



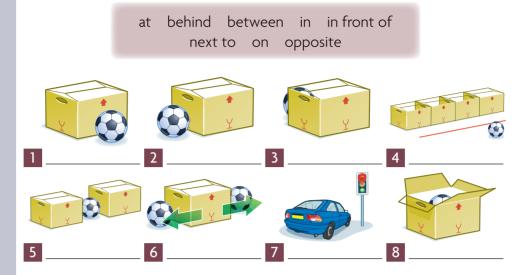
- 3 **43** Listen again. Match each question from Exercise 2 (1–8) to an answer (a-h).
  - a Yes, it's between the bank and the bookshop.
  - **b** Yes. There's one next to the train station.
  - c No. It's there on the left. It's behind that school.
  - d At the bus stop over there. Can you see it?
  - e No. It's in the old town of Istanbul.
  - **f** It's opposite the restaurant on Tower Street.
  - g Yes, it's behind the bank.
  - h It's in front of that big clock. There on the right.

#### PREPOSITIONS OF PLACE

4 Find these prepositions in a-h (Exercise 3) and circle them.

behind between in in front of at next to on opposite

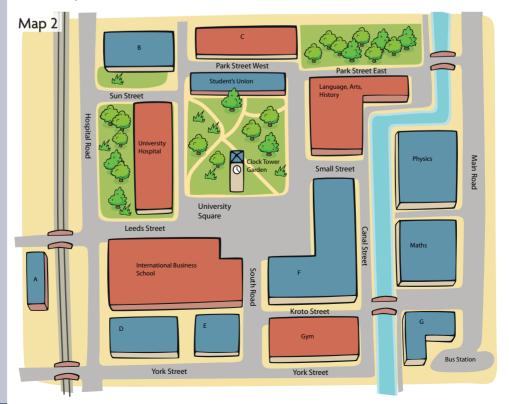
**5** Write the prepositions under the pictures.



# LISTENING 2

#### PREPARING TO LISTEN

- 1 You are going to listen to some students take a quiz. Before you listen, look at Map 2. What kind of place can you see? Circle the correct answer.
  - a a map of an international airport
  - **b** a map of a university campus
  - c a map of a small town



# USING YOUR KNOWLEDGE

76 LISTENING 2

PLACES	UNIT 4
<ul> <li>Look at the map. Are the statements true (T) or false (F)?</li> <li>There are three bridges on Hospital Road.</li> <li>There are three buildings on York Street.</li> <li>The Physics building is opposite the International Business School.</li> <li>The Language, Arts and History building is between Small Street and York Street.</li> <li>There's a Chemistry building on Main Road.</li> <li>There's a small garden next to the hospital.</li> <li>The Student's Union building is on Park Street West.</li> <li>There is a bus station on Canal Street.</li> </ul>	
WHILE LISTENING	
3  Listen to some students take a quiz and choose the correct answers.	LISTENING FOR MAIN IDEAS
<ul> <li>1 The students are <ul> <li>a in the Student's Union.</li> <li>b in front of the University Hospital.</li> <li>c at the clock.</li> </ul> </li> <li>2 How many teams take the quiz? <ul> <li>a two</li> <li>b three</li> <li>c four</li> </ul> </li> <li>3 Who asks the questions? <ul> <li>a the teacher</li> <li>b the students</li> <li>c the teacher and the students</li> </ul> </li> </ul>	UNLOCK
4 Listen again and answer the questions. Look at Map 2 and write A—G for the answers.  Where's the 1 train station? 2 Chemistry building? 3 supermarket? 4 library? 5 bank?	LISTENING FOR DETAIL

### **PRACTICE**

5 Work with a partner. Look at Map 2 again. You are in the Student's Union building. Take turns to ask and answer the questions.

Where's the gym?

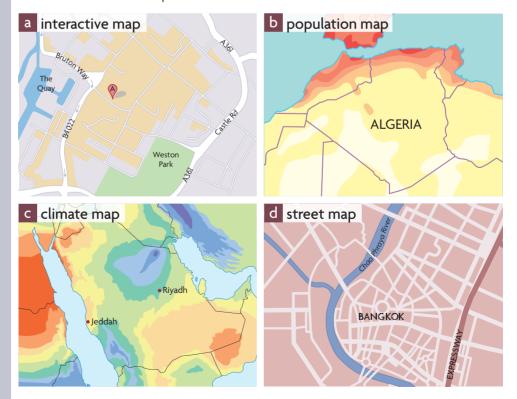
Can you tell me the way to the **International Business School?** 

How do I get to the gym?

Is there a bus station?

### **DISCUSSION**

- 6 Work with a partner. Look at the maps below, then ask and answer the questions.
  - 1 Which kind of map can you see on page 76 (Listening 2)?
  - 2 Which kind of map(s) do
    - a scientists use?
    - **b** people use to drive?
  - 3 Which kind of map is best for tourists?



# **CRITICAL THINKING**

At the end of this unit, you are going to do the speaking task below.

Ask for and give directions.

# Giving directions

Use prepositions of place to make your directions clear.

1 Look at Map 3 and write the words from the box in the gaps below.

across along around down into out of over through (turn) left/right up under

Map 3 START Go  $^{(1)}$  the square and turn  $^{(2)}$  . Go  $^{(3)}$  \_\_\_\_\_ Racer Street and  $^{(4)}$  \_\_\_\_\_ the hill to the castle. Go  $^{(5)}$ \_\_\_\_\_ the castle and  $^{(6)}$ \_\_\_\_\_ Fort Street to the river, and then go  $^{(7)}\underline{\hspace{1.5cm}}$  the bridge. Go  $^{(8)}\underline{\hspace{1.5cm}}$ the road and (9)\_\_\_\_\_ the park to a big tree. When you are (10) \_\_\_\_\_ the tree, turn (11) \_\_\_\_\_ and go (12) \_\_\_\_\_ the tent.

2 Work with a partner. Can you give different directions to go to the tent?

**UNDERSTAND** 

**APPLY** 

# **SPEAKING**

#### PREPARATION FOR SPEAKING

#### **ASKING FOR DIRECTIONS**

- 1 **Q** 45 Put the words in the correct order. Then listen and check.
  - 1 's / the / Where / gym /?
  - 2 there / near / a / café / ls / here / ?
  - 3 Language / do / Centre / to / the / I / How / get /?
  - 4 tell / way / station / me / Can / train / you / the / to /?
  - 5 looking / here / near / . / the / Is / library / for / I'm / it / ?
- 2 ①4.6 Listen to three people ask for directions. Which question (1–5) from Exercise 1 do they ask?

a	Excuse me!	, please?	
Ь	Excuse me!	I think I'm lost	?

c Excuse me! \_\_\_\_\_?



#### PRONUNCIATION FOR SPEAKING

3 Listen to these questions. Underline the words or parts of words with stress. (You will hear each phrase by itself, then the whole question.)

Ex-cuse me! Where's the bank, please?
 Ex-cuse me! I think I'm lost. How do I get to the gym?
 Ex-cuse me! Can you tell me the way to the ca-fé?

- 4 ◆ Listen again. Does the voice go up or down (↗ or ↘) in
  - 1 the phrase Excuse me!?2 the phrase I think I'm lost?3 the questions in 1 and 2?4 the question in 3?
- 5 Listen again. Repeat each phrase you hear. Then repeat the whole question.

# Pronunciation of phrases

A statement or question has one or more phrases. A phrase has one or two stressed words. Practise your pronunciation phrase by phrase.

- 6 Work with a partner. Look at the map on page 76 (Listening 2).
  - Student A: Listen to Student B. Point to the places he/she asks directions for.
  - Student B: Choose four places on the map. Ask Student A for directions.
- 7 Change roles and do Exercise 6 again.

#### **GIVING DIRECTIONS**

8 4.8 Listen and write the words from the box in the gaps below.

along at behind in in on on opposite over through to

1	It's the International Business School.
2	It's the old town of Istanbul.
3	Go Clock Tower Garden <b>to</b> the Student's Union.
4	It's front of that big clock. There – the right
5	OK then, so we're the clock.
6	Go Leeds Street. Then go the bridge.
7	There's one <b>next</b> the train station.
8	It's there the left. It's that school.

- 9 Which sentences (1–8) in Exercise 8
  - a describe location?
  - **b** give directions?
- **10** Look at the map on page 76 (Listening 2). Circle the correct words to give directions to the bank.

It's  $^{(1)}$  behind / in front of the International Business School. Go along Leeds Street and then turn  $^{(2)}$  left / right. Go  $^{(3)}$  along / through Hospital Road and turn  $^{(4)}$  left / right. There are three buildings  $^{(5)}$  at / on York Street. The bank is  $^{(6)}$  in front of / next to the café and  $^{(7)}$  opposite / next to the gym  $^{(8)}$  at / on South Road.

NATION

# The imperative

Use the imperative to give instructions and directions. There is no pronoun in the imperative.

Go along South Road. Turn right at the bank. Go over the bridge.

### **SPEAKING TASK**

**PREPARE** 

**PRACTISE** 

1 You are going to help a group of new students at your university. Work in groups, A and B.

Group A: Turn to page 194. Group B: Turn to page 196.

**2** Work with a student from the other group.

Student A: Look at the map on page 194. Give directions to Student B. Student B: Look at the map below. Ask Student A for directions to the places below (1–5). Write the correct letter (A–E) next to each place.

# The University of Alpha

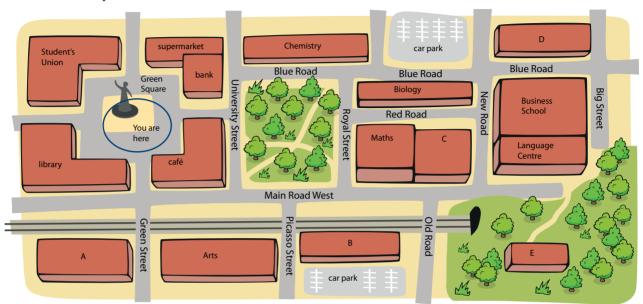


- 1 the History building \_\_\_\_
- 2 the supermarket \_\_
- 3 the bank
- 4 the Physics building \_\_\_\_
- 5 the Language Centre \_

# 3 Change roles.

- Student A: Look at this new map. Ask Student B for directions to the places below (1–5). Write the correct letter (A–E) next to each place.
- Student B: Look at the map on page 196. Give directions to Student A.

# The University of Beta

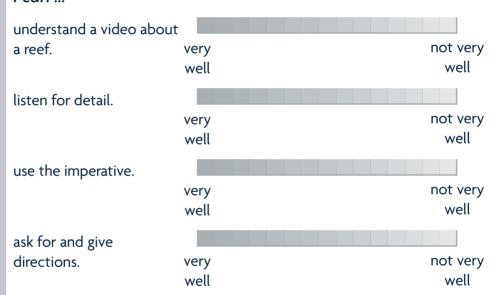


- 1 the gym2 the Physics building3 the train station
- 4 the bus station
- 5 the History building \_\_\_\_
- **4** Use the maps on pages 194 and 196 to check your answers.

TASK CHECKLIST	~
Did you ask for directions?	
Did you give directions?	
Did you describe location (e.g. behind, on, in, etc.)?	
Did you practise your pronunciation of phrases?	

# **OBJECTIVES REVIEW**

# I can ...



# **WORDLIST**

UNIT VOC	CABULARY
across (prep)	old (adj)
airport (n)	on (prep)
along (prep)	opposite (prep)
around (prep)	out of (prep)
at (prep)	over (prep)
bank (n)	park (n)
behind (prep)	political (n)
between (prep)	population (n)
bridge (n)	port (n)
bus station (n)	restaurant (n)
climate (n)	right (adj)
clock (n)	road (n)
east (n)	satellite (n)
garden (n)	school (n)
here (adv)	south (n)
hospital (n)	station (n)
hotel (n)	street (n)
in (prep)	supermarket (n)
in front of (prep)	that (det, pron)
into (prep)	there (adv)
left (adj)	these (det, pron)
library (n)	this (det, pron)
modern (adj)	those (det, pron)
mosque (n)	through (prep)
new (adj)	turn (v)
next to (adj)	under (adj)
north (n)	west (n)

LEARNING OBJECTIVES	
Watch and listen	Watch and understand a video about free diving
Listening skills	Use your knowledge of the topic to help you understand
Speaking skills	Make comparisons; sports collocations; introduce a talk
Speaking task	Compare different kinds of sport and exercise

# UNIT 5 SPORT



# **UNLOCK YOUR KNOWLEDGE**

Work with a partner. Ask and answer the questions.

- 1 What sport can you see in the photograph?
- 2 Do you have a favourite sport?
- 3 Do you like watching sport?

# WATCH AND LISTEN

Discovery











USING YOUR
KNOWLEDGE TO
PREDICT CONTENT

# PREPARING TO WATCH

1 You are going to watch a video about free diving. Watch the video without sound. Write words for things you see in the table.

people (e.g. an old woman)	places (e.g. <i>a school</i> )
things (o.g. a.car)	
things (e.g. a car)	times of day (e.g. afternoon)
triings (e.g. a car)	times of day (e.g. afternoon)
triings (e.g. a car)	times of day (e.g. afternoon)

- **2** Work with a partner. Compare your tables.
- **3** Look at the table on page 198. How many words do you have? Circle the words that are the same.
- 4 What is *free diving*? Circle the correct answer.
  - a diving under water to take photographs of fish
  - **b** diving under water to go fishing
  - c diving under water without equipment

### WHILE WATCHING

- **5** Watch again with sound. Circle the correct answers.
  - 1 How many people live in Sicily?
    - a 3 million
    - **b** 4 million
    - c 5 million
  - 2 Fishing in Sicily is a
    - a big business.
    - **b** traditional business.
    - c modern business.
  - 3 Why does Michaele Ralo go free diving every day?
    - a Because he likes swimming in the sea.
    - **b** Because he thinks **ancient** traditions are **important**.
    - **c** Because he wants to be a **professional** free diver.
  - 4 Why are scuba divers at the free-diving competition?
    - a to help free divers that have a problem
    - b to take photographs for fans of free diving
    - c to watch the competition
  - 5 How deep is Michaele Ralo's dive?
    - a more than 40 metres
    - **b** more than 50 metres
    - c more than 60 metres
- **6** Look at Exercise 5 again and use the words in bold to complete these sentences.
  - 1 This swimming pool is three metres <u>deep</u>
  - 2 The basketball players LeBron James and Kobe Bryant have a lot of

	1000.00	.01 :
There are six	zeros (000,00	10) in a

- 4 Today, a \_\_\_\_\_ footballer can make a lot of money.
- 5 The Olympics is an international sports \_\_\_\_\_\_
- 6 The Bedouin have a \_\_\_\_\_ lifestyle.
- 7 Ephesus is an \_\_\_\_\_ city in Turkey. It is more than 2,000 years old.
- 8 It is \_\_\_\_\_ to speak two or more languages.

### **DISCUSSION**

- **7** Free diving is a dangerous sport. What other sports are dangerous? Make a list.
- **8** Work with a partner. Ask and answer the questions about the dangerous sports in your lists.
  - 1 Which sports are more dangerous than the others?
  - 2 Would you like to do a dangerous sport? If yes, which one? Why?

UNDERSTANDING DETAIL

UNDERSTANDING KEY VOCABULARY

# LISTENING 1

# UNDERSTANDING

**KEY VOCABULARY** 

#### PREPARING TO LISTEN

1 You are going to listen to a lecture about sport. Before you listen, look at the photographs and ask and answer the questions. Use the words from the box to help you.

the back a bone a martial art tae kwon do yoga

- 1 What sport is in photograph A? What kind of sport is it?
- 2 What kind of exercise is in photograph B?
- 3 What part of the body is in photograph C? What can you see in D?



- 2 Which adjectives from the box below can you use to talk about
  - 1 tae kwon do?

3 going for a walk?

2 yoga?

4 free diving?

easy fast good hard quick slow strong tough

- 3 (a) Listen to three adjectives. What sound is underlined in each one?
  - 1 <u>quick</u>
- 2 strong
- 3 tough
- 4 ① 5.2 Listen to the words from the box. Put them in the correct column of the table below.

<u>c</u>ountry eveni<u>ng</u> <u>flather mosque</u> <u>ph</u>one <u>ph</u>ysics si<u>ng</u>er smo<u>ke</u> spri<u>ng</u>

<u>q</u> ui <u>ck</u>	stro <u>ng</u>	toug <u>h</u>

- 5 Work with a partner. In turns, practise saying the sentences.
  - 1 Physics is easier than English.
  - 2 Summer is nicer than spring.
  - 3 Phones are better than computers.
  - 4 Yoga is tougher than free diving.

Do you agree with the sentences?

- 6 Read the pairs of sentences in the box below. Then answer questions 1 and 2 about the words in bold.
  - 1 What kind of word are they?
    - a adjectives
    - **b** verbs

- 2 What do the words mean?
  - a not tough/strong/good
  - **b** more tough/strong/good

Running's a tough sport. Free diving's **tougher** than running.

Mark's a strong man. Lisa's **stronger** than Steph.

Yoga's good for you. Yoga's **better** for you than tae kwon do.

(PLANATION

# Comparative adjectives

Use comparative adjectives to compare two or more things.

# Adjectives with one or two syllables

Add -er (than) to one-syllable adjectives. Use -ier (than) with adjectives with a -y.

Women are tougher than men. Free diving is harder than running. Zumba is healthier than walking. Yoga is easier for women.

Some adjectives double the consonant: big, fat, fit, thin.

Men are bigger than women. My brother is fatter than my sister.

# Adjectives with two or more syllables

Do not add -er. Say more ADJECTIVE (than).

Football is more popular than tennis in my country. Baseball is more important than basketball in my country.

Note: Learn these comparative adjectives:  $good \rightarrow better$  (than),  $bad \rightarrow worse$  (than)

#### PRONUNCIATION FOR LISTENING

7 Size Listen to the pairs of sentences in Exercise 6. Underline the words with stress. Then listen again and repeat.

# WHILE LISTENING

### LISTENING FOR MAIN IDFAS

- 8 15.4 Listen to a lecture about sport. What is the main topic of the lecture? Circle the correct answer.
  - a tae kwon do and yoga
  - b men, women and sport
  - c the bones in your back

### LISTENING FOR **DETAIL**

- ONLINE
- 9 15.4 Listen again and answer the guestions.
  - 1 What's Dr Hunter's subject?
  - 2 What's her first question?
  - 3 Why do her students think men are better in all sports?
  - 4 Why are women better at yoga?
  - 5 Which is Dr Hunter's favourite sport?
  - 6 Why does she think women are better at her favourite sport?
- 10 Match the answers (a–f) with the correct questions from Exercise 9 (1–6).
  - a They learn guicker and they are faster.
  - **b** tae kwon do
  - **c** They have stronger backs.
  - d They think men are bigger, stronger, tougher and faster than women.
  - e Are men better than women in all sports?
  - f sports science

### **PRACTICE**

11 Work with a partner. Take turns to ask and answer the questions in Exercise 9.

# LANGUAGE DEVELOPMENT



#### **VOCABULARY FOR SPORT**

Use the words from the box for Exercises 1, 2 and 3.

base basket foot judo karate kung fu pilates running skiing swimming tae kwon do tennis volley yoga zumba

1	Write four words in th	ne gaps to make words for sports.
	ball	ball
	ball	ball

2 Put the letters in order to make words for martial arts.

1 AOTDENKOW	tae kwon do
2 RAAKET	
3 ODJU	
4 FUKUGN	

- 3 Work with a partner. Check the meaning of the words in bold. Then ask and answer the questions. (Choose your answers from the words in the box at the bottom of page 92.)
  - 1 Which sports do you play in a team?
  - 2 Which sports can you do alone?
  - 3 Which two martial arts are Japanese?
  - 4 Which sports usually have two players?
  - 5 Can people score a goal or a point in swimming?
  - 6 Which sports have a winner and a loser?
  - 7 Which kinds of sport or exercise are more popular with women?

### COMPARATIVE ADJECTIVES

- 4 Circle the correct words or phrases.
  - 1 Basketball players are tall / taller people.
  - 2 Zumba is faster than / more fast yoga.
  - 3 I think women can run fast that / faster than men.
  - 4 Manchester's football stadium is biger than / bigger than this one.
  - 5 I think Madrid has a better / a more good football team than Manchester
- **5** Correct the mistakes in these sentences.
  - 1 Is football more healthier than yoga?
  - 2 Are men tough women?
  - 3 Are martial arts more easy for men?
  - 4 Is swimming more than dangerous judo?
  - 5 Is tennis popular that basketball in your country?
  - 6 Is running more good than volleyball?
- **6** Work with a partner. Ask and answer the questions in Exercise 5.

# LISTENING 2

### PREPARING TO LISTEN

# Using your knowledge

Before you listen to a lecture, answer these questions.

- What is the topic of the lecture?
- What do you know about the topic?

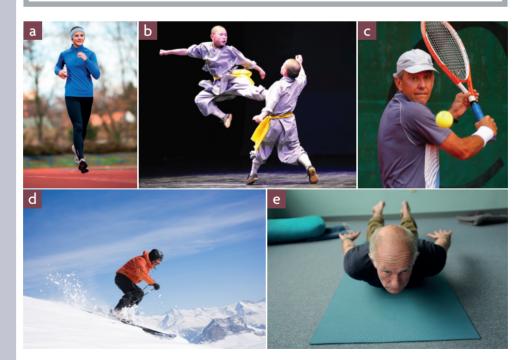
Use your knowledge of the topic to help you understand.

# USING YOUR KNOWLEDGE

- 1 You are going to listen to a student compare two kinds of sport or exercise. Before you listen, work with a partner. Look at the photographs (a—e) and answer the questions. Use the phrase from the box below to help you.
  - 1 What kinds of sports and exercise can you see?
  - 2 What adjectives from this unit can you use to talk about these kinds of sport and exercise?
  - 3 Which sport or exercise is better for ...
    - a children?
    - **b** young men? / young women?
    - c old men? / old women?

I think ... is better for ...

I think yoga is better for children.



2 Write the comparative adjectives in the gaps. Then match the opposites.

1	healthy <u>healthier</u>	h	<b>a</b> fat
2	fit		<b>b</b> bad
3	thin		<b>c</b> unpopular
	fast		<b>d</b> weak
5	popular		e unfit
	strong		f unhappy
	good		<b>g</b> slow
	banny		h unhealthy

#### WHILE LISTENING

- 3 ①555 Listen and answer the questions.
  - 1 Which two photographs (a–e) does she talk about?
  - 2 Are these kinds of sport or exercise more popular with men or women?
- 4 (1)5.5 Listen again. Write the adjectives you hear in the gaps.

1	Todav. many	young people have an	lifestyle
	roday, marry	young people have an	

- 2 They can be \_\_\_\_\_.
- 3 How can we make young people \_\_\_\_\_?
- 4 Pilates is \_\_\_\_\_ than zumba.
- 5 It's \_\_\_\_\_for older people.
- 6 It can make you \_\_\_\_\_.
- **5** Work with a partner. Compare your answers. Then check your spelling with the adjectives in Exercise 2.

# **DISCUSSION**

- **6** Work with a partner. Compare these pairs of sport and exercise.
  - 1 zumba and pilates
  - 2 pilates and kung fu
  - 3 kung fu and tennis
  - 4 tennis and skiing

UNDERSTANDING KEY VOCABULARY

LISTENING FOR MAIN IDEAS

LISTENING FOR DETAIL



# CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Compare different kinds of sport and exercise.

#### RFMFMBFR

- 1 Work with a partner. Ask and answer the questions.
  - 1 What sports can you see in the photographs?
  - 2 Do you do any of these sports? Do you watch any of these sports?



### Use a table to make notes

Use a table to help you organize your knowledge. A table can help you compare two more things or topics. Comparisons can help you

- understand a topic.
- find ideas for a talk on a topic.

**APPLY** 

**2** Work with a partner. Use the internet to help you find information on the sports in photographs a–d. Make notes in the table.

	football	badminton	cycling	basketball
one or many people?	тапу			тапу
two players or teams?	teams			teams
how many players in a team?	11		no players	
winners and losers?		yes		
score goals or points?		points	no goals or points	
inside or outside?	outside			inside
places?	a football pitch	a badminton		a basketball

**3** Which sports are similar? Which sports are different?

# **SPEAKING**



#### PREPARATION FOR SPEAKING

#### PRONUNCIATION FOR SPEAKING

- 1 ①5.6 Listen to and read the statements. What do the parts in bold show?
  - 1 Bas-ket-ball is fas-ter than foot-ball.
  - 2 But is bas-ket-ball bet-ter than foot-ball?
  - 3 A foot-ball team is big-ger than a bas-ket-ball team.
  - 4 Ju-do is bet-ter for young men.
  - 5 Ten-nis is bet-ter for young women.
- 2 15.5 Listen again. Do the parts in red have stress?
- 3 (1) 5.6 Listen again and repeat.

LANATION

# Weak vowel sounds /ə/

If a syllable does not have stress, it is a weak vowel sound: faster, better, bigger

**4** Do you think statements 1–5 in Exercise 1 are true or false?

#### MAKING COMPARISONS

5 Choose	e the	best	word	tor	each	gap.
----------	-------	------	------	-----	------	------

1 Football and	are similar. They	are team games.
<b>a</b> running	<b>b</b> swimming	<b>c</b> basketball
2 Football and	are different.	
<b>a</b> cycling	<b>b</b> baseball	<b>c</b> basketball
3 Cycling is a	sport.	
<b>a</b> fit	<b>b</b> healthy	<b>c</b> slow
4 There are no	in badminton.	
<b>a</b> points	<b>b</b> players	<b>c</b> goals
5 There are	players in basketbal	l than in badminton
a no	<b>b</b> more	<b>c</b> five
<b>6</b> People	_ cycling outside.	
<b>a</b> play	<b>b</b> go	<b>c</b> do

**6** Work with a partner. Match the best pairs.

	•	·
1	You can play	a are different.
2	There are no	<b>b</b> players in volleyball than in tennis.
3	Tennis and skiing	c teams in skiing.
4	Skiing is a	<b>d</b> healthy sport.
5	There are more	e volleyball inside or outside.

**7** Compare football, tennis and running. Use your knowledge and the phrases in Exercises 1–6 to help you.

Football and tennis are different. There are no goals in running.

#### SPORTS COLLOCATIONS

8 Write the words from the box in the table.

baseball horse-riding judo rugby running yoga

tennis

(i)\_\_\_\_\_

play

football

basketball

(2)\_\_\_\_\_

baseball horse-riding judo rugby running yoga

cycling

(3)\_\_\_\_

zumba

karate

kung fu

(4)\_\_\_\_\_

(4)\_\_\_\_\_

#### INTRODUCING A TALK

9 Read and listen to a student introduce her talk. Six words and phrases are missing.

OK, good afternoon, (1) \_\_\_\_\_\_\_ ! (2) \_\_\_\_\_\_\_, many young people have an unhealthy lifestyle, and this (3) \_\_\_\_\_\_\_ they can be unhappy. This is a real problem. So (4) \_\_\_\_\_\_\_ start with this question: (5) \_\_\_\_\_\_ we make young people (6) \_\_\_\_\_\_? How can we make them healthier? Happier?

- 10 Match the words and phrases to the correct gaps. Then listen again and check.
  - a fitterb I want toc everybodyd How cane meansf Today

OK, good  ${}^{\scriptscriptstyle{(1)}}$ morning / afternoon everybody!

Today, I want to talk to you about three kinds of  ${}^{(2)}$ sport / exercise.

I want to  ${}^{(3)}$ start / finish with this question.

Which sport is better for (4)old / young men? Which is better for women?

12 **(1)** Listen again. Underline the stress. Then listen and repeat.

# **SPEAKING TASK**

#### **PREPARE**

You are going give a short talk. You will compare different kinds of sport or exercise to answer this question.

Which kind of sport or exercise is better for young men / young women?

- 1 Choose three kinds of sport or exercise. Use the internet to find a photograph of each one.
- 2 Make notes on your choices in the table.

	1	2	3
one or many people?			
two players or teams?			
how many players in a team?			
winners and losers?			
score goals or points?			
inside or outside?			
places?			

**3** Choose adjectives to talk about your choices. Then write the comparative adjectives for each one.

	1	2	3
adjective fast			
comparative faster (than)			

- **4** Use the adjectives to compare your choices. Write sentences or make notes.
- 5 Practise your talk. Record yourself if you can.
  - Introduce your talk (see Exercise 9 on page 99).
  - Compare the different kinds of sport or exercise.
  - Answer this question: Which kind of sport or exercise is better for young men / young women?
- 6 Work in groups.
  - 1 Take turns to give your talk to your group.
  - 2 When it is your turn to listen, make notes in this table.

student	Aysa		
description of sport or exercise and rules	<ul> <li>karate, 2 people indoors</li> <li>running, 1 or 20 people race, fast, outdoors, no points</li> </ul>		
better for young men?	karate		
better for young women?	running		

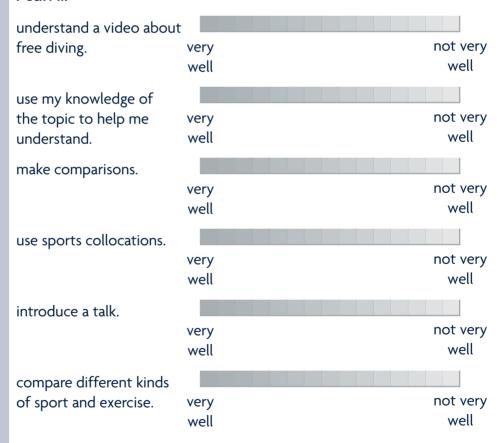


**PRESENT** 

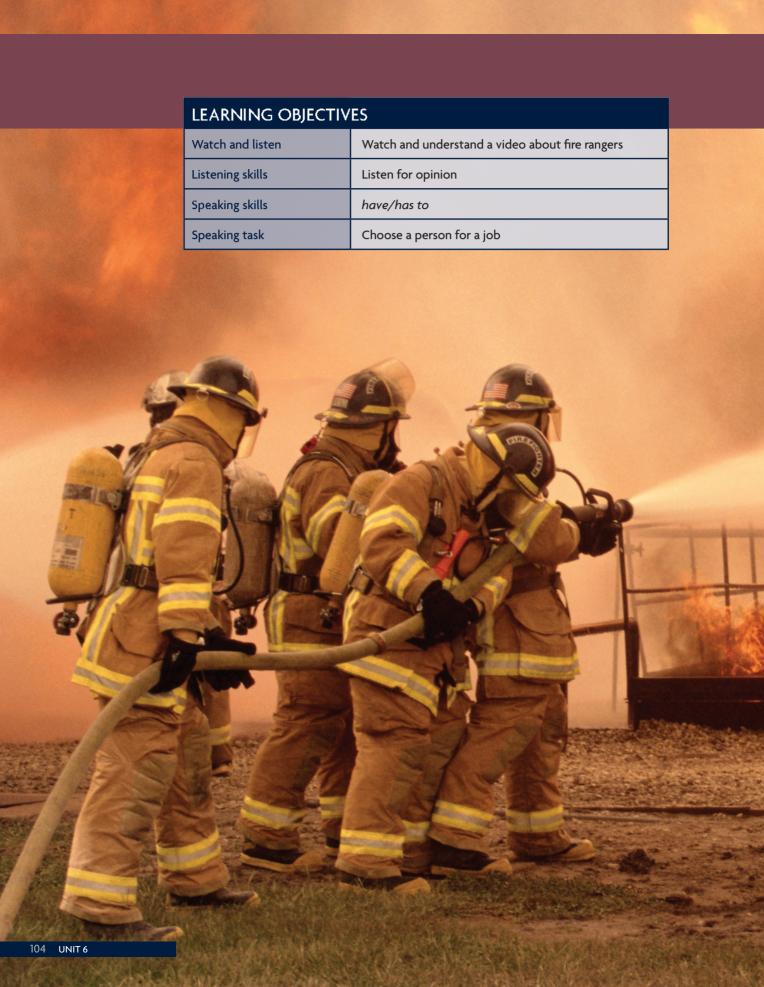
TASK CHECKLIST	<b>/</b>
Did you compare different kinds of sport and exercise?	
Did you make comparisons?	
Did you use comparative adjectives (e.g. faster – slower, stronger – weaker)?	
Did you pronounce $-er$ and $than$ with a weak vowel (/ə/)?	

# **OBJECTIVES REVIEW**

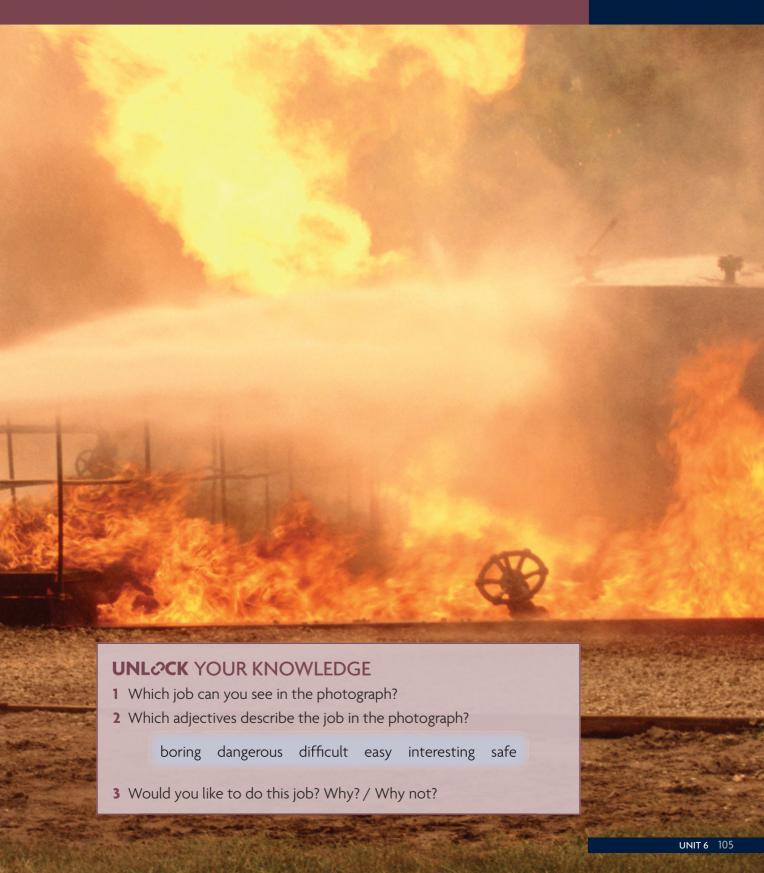
#### I can ...



# **WORDLIST**



# JOBS UNIT 6



# WATCH AND LISTEN

#### Discovery











### **UNDERSTANDING KEY VOCABULARY**

### PREPARING TO WATCH

- 1 You are going to watch a video about fire rangers. Before you watch, match the words in bold in the sentences (1–4) with the definitions below (a–d).
  - 1 The water **puts out** the fire.
  - 2 The plane picks up water.
  - 3 The plane takes off.
  - 4 Water drops out of the plane.
  - a The plane goes up into the air.
  - **b** The plane collects water.
  - c Water goes out of the plane down to the ground.
  - d The water stops the fire burning.
- 2 Look at the four images from the video and describe them using verbs from Exercise 1.
- **3** Write the verbs from the box in the gaps.

# drop pick up put out take off

- 1 Don't use water to \_\_\_\_\_ a fire in your kitchen. It can be very dangerous.
- 2 Please don't \_\_\_\_\_ that vase. I don't want it to break.
- 3 Your plane is going to \_\_\_\_\_ at 5 am and arrive in Brazil at 2.30 pm.
- 4 Can you \_\_\_\_\_ your books, please? We're going to change classrooms.
- 4 How can we measure these things? Match the pairs.
  - 1 speed **a** litres

  - weight
    kilos
    time
    kilos
    kilometres per hour
  - 4 water **d** minutes

### WHILE WATCHING

**5** Watch the video. Then write the phrases from the box in the correct column of the table below.

UNDERSTANDING MAIN IDEAS

picks up water sends information takes a call about the fire takes off first takes off second

The CL2–15 plane crew	The helicopter crew	The fire centre
1	3	5
2	4	

**6** Watch again. Write the correct number in the gaps to answer these questions.

UNDERSTANDING DETAIL

- 1 How fast does the plane fly over the lake?
  - \_\_\_\_\_ kilometres per hour
- 2 How many litres of water does the plane pick up?

\_\_\_\_\_litres

3 How long does it take for the plane to pick up more water?

\_\_\_\_\_ minutes

How many times does the plane have to pick up

- 4 How many times does the plane have to pick up water? \_\_\_\_\_ times
- **7** Work with a partner. Take turns to ask and answer the questions in Exercise 6.
- **8** Read the questions and circle the correct answers.
  - 1 CL2–15 pilots have to be very experienced because they have to
    - a work very fast.
    - **b** fly old planes.
    - **c** do a dangerous job.
  - 2 What is the most dangerous time for the CL2–15 crew?
    - a when they pick up water
    - **b** when they fly close to the forest
    - c when they drop water

### **DISCUSSION**

- **9** Work with a partner. Discuss the questions.
  - 1 Would you like to be a fire ranger? Why? / Why not?
  - 2 What job would you like to do?

## LISTENING 1

### PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY 1 You are going to listen to a student ask for help. Before you listen, match the jobs (a–f) in the box to the correct picture (1–6).

e musician

a	lawyer	<b>c</b> er	ngineer 🗌
Ь	banker	d pi	lot



- 2 listen to the jobs. Write the number of syllables, then mark the stress.
- **3** Answer the questions about the jobs in Exercise 1. Use your own ideas.

Who

- 1 works harder than other people? a lawyer, ...
- 2 helps people?
- 3 has a more interesting job?
- 4 earns more money?

ANATION

### Listening for opinion

An opinion is an idea about a person, place, thing or event. We can use *should* to give advice and *think* to give an opinion.

What should I do? Should I study Turkish?

You should work hard.

- I think you should watch videos in English.
- I don't think you should drink a lot of coffee.

- **4** Look at the conversations and write *should* or *think* in the gaps.
  - **a** A: Can I help you?
    - **B:** Yes. I want to speak good English. What <sup>(1)</sup>\_\_\_\_\_\_I do?
    - A: I (2) you (3) learn five new words every day.
    - B: Good idea!
  - **b** A: Hello, Philip. How can I help you?
    - **B:** Well, I want to study a foreign language. But I don't know what to do. <sup>(4)</sup>\_\_\_\_\_\_ I study Turkish? Or German? Or Chinese?
    - A: Well, I don't (5) you (6) study German or Chinese. Your father has a business in Istanbul. So I (7) you (8) study Turkish.
    - B: That's great, thanks!
- 5 (1) 6.2 Listen and check.

### PRONUNCIATION FOR LISTENING

6 Listen and repeat the phrases in the Explanation box on page 108.

### WHILE LISTENING

- 7 (a) 6.4 You are going to listen to a student ask for advice. Circle the jobs you hear from Exercise 1.
- 8 Now circle the correct answers.
  - 1 Who is the student with?
    - a her friend
    - **b** her teacher
    - **c** her mother

- 2 What does the student ask for?
  - **a** money
  - **b** to be a musician
  - c advice about what to study
- 9 **16.4** Listen again. Circle the correct answers.
  - 1 The student is going to college next year / this year.
  - 2 There are many jobs for teachers / musicians.
  - 3 The student says a doctor's life is good / boring.
  - 4 The student's mother wants her to go to law school / medical school.
  - 5 The teacher says the student has good grades / a good job.
  - **6** The teacher thinks the student should go to law school / get a job.

### DISCUSSION

10 Work with a partner. What should the student do?

I think she should + VERB

I don't think she should + VERB

LISTENING FOR MAIN IDEAS



LISTENING FOR DETAIL

## O LANGUAGE DEVELOPMENT

### **VOCABULARY FOR JOBS**

### Suffixes

We can use a suffix to make new words for jobs.

```
music + -ian = musician
police + -man = policeman
build + -er = builder
```

- 1 Work with a partner. Think of more jobs for each suffix.
- 2 Compare your answers with the class.
- **3** Work with a partner. Ask and answer the questions.
  - 1 Would you like to do any of the jobs you thought of in Exercise 1? Why? / Why not?
  - 2 What is your dream job?
  - 3 What do you have to do to get this job?



### **ADJECTIVES FOR PEOPLE**

4 Write the adjectives from the box in the correct column of the table below.

> <del>clever</del> good-looking fit friendly helpful interesting kind polite strong slim

body	character
good-looking	clever

- **5** Circle the best adjectives.
  - 1 A good policeman should be good-looking (fit.)
  - 2 A good lawyer should be clever / friendly.
  - 3 A good doctor should be slim / kind.
  - 4 A good nurse should be interesting / helpful.
  - **5** A good waiter should be *polite / strong*.
- **6** Work with a partner. Think of some more adjectives to add to Exercise 4.
- 7 Work with a partner. Use the adjectives to talk about the jobs you thought of in Exercise 1.

A good teacher should be interesting. A good fireman should be strong.

### **COLLOCATIONS FOR JOBS**

8 Complete the descriptions with the correct jobs.

architect builder engineer farmer lawyer pilot scientist waiter

- 1 A \_\_\_\_\_ builds houses.
- 2 A \_\_\_\_\_ does experiments.
- 3 A \_\_\_\_\_ practises law.
- 4 An \_\_\_\_\_ designs roads and bridges.
- 5 A \_\_\_\_\_ flies a plane.
- 6 An \_\_\_\_\_ designs houses and buildings.
- 7 A \_\_\_\_\_ works on a farm.
- **8** A \_\_\_\_\_ serves food and drink in a café or restaurant.







## LISTENING 2

### PREPARING TO LISTEN

## PREDICTING CONTENT

- 1 You are going to listen to two managers choose somebody for a job. Before you listen, read the jobs website below and answer the questions.
  - 1 Where is the job?
  - 2 What is the job?
  - 3 What does has experience mean?
  - 4 What kind of person should apply?



Home > Jobs > Current vacancies

Fitness instructor (Ref: UoY-SSv/SpC-0098)

The UoY sports centre is looking for a new fitness instructor. We are looking for a person who:

- can teach sport and exercise.
- is friendly and helpful.
- has experience.

### **About you**

You should:

- be fit and strong.
- know three or more sports.
- speak English and French.

Click here to apply.

#### **About us**

The UoY sports centre is for students and staff at UoY. We have sports for men and women here. We have a gym, a swimming pool, tennis courts, a football pitch, and a basketball court.

We have courses in yoga, pilates, zumba, kung-fu, running, cycling, swimming, and many more.

- **2** Work with a partner. Read about a person who wants the job. Then ask and answer the questions below.
  - Student A: Turn to page 195.
  - Student B: Turn to page 197.
  - 1 Is it a man or a woman?
  - 2 What's his/her name?
  - 3 Where's he/she from?
  - 4 What languages does he/she speak?
  - 5 What sports can he/she teach?
- 3 Read your partner's text (Alan Green or Lucy Lau). Who should get the job?

### WHILE LISTENING

- 4 Listen to two managers choose a new fitness instructor. Who do they choose, Alan or Lucy?
- 5 Read questions 1–6. Then listen again and circle the correct answers.
  - 1 What other job do they talk about?
    - a nurse
- **b** scientist
- c accountant
- 2 Paul thinks a good fitness instructor should
  - a be fit and strong.
  - **b** be a good teacher.
  - c teach tennis.
- 3 Paul likes Lucy because she's
  - a a good scientist.
  - **b** Canadian.
  - c a fitness instructor.
- 4 Emma thinks a fitness instructor has to be
  - a friendly and helpful.
  - **b** fit and strong.
  - c kind and polite.
- 5 Emma thinks Alan can help students
  - a work hard.
  - **b** be polite.
  - **c** have good ideas.
- 6 Paul thinks Lucy is better because she
  - a has experience.
  - **b** can teach popular sports.
  - c can speak Cantonese.

### **DISCUSSION**

6 Do you agree with Paul? Why? / Why not?

## LISTENING FOR DETAIL



## CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Choose a person for a job.

EXPLANATION

### Choose criteria

Criteria are reasons for choosing something. Here are two examples from Listening 2:

I want a person who has experience, a person who can teach me tennis or volleyball.

We want a person who can make the students work hard.

**APPLY** 

- 1 Read about another job and answer the questions.
  - 1 What is the job?
  - 2 What are the job criteria?
  - 3 What kind of person do they want?



Home > Jobs > Current vacancies

Sports Centre Nurse (Ref: UoY-SSv/SpC-0099)

The UoY sports centre is looking for a new nurse. We are looking for a person who:

- has experience
- •
- •
- \_\_\_\_

### **About you**

You should be:

- helpful
- •
- \_\_\_\_
- \_\_\_\_\_

Click here to apply.

- 2 Work in groups. Answer the questions.
  - 1 What does a nurse have to do?
  - 2 What kind of person should a good nurse be?
- 3 Choose three more criteria from each column. Add them to the website.

We are looking for a person who:	You should be:
• has experience	• clever
works in a big hospital	• fit
• loves sport	• friendly
• does yoga	• polite
helps doctors	• kind
has a degree	• <del>helpful</del>
• likes children	• strong

## **SPEAKING**

### PREPARATION FOR SPEAKING

### HAVE/HAS TO

1 Listen and write the words you hear in the gaps. Use the words from the box to help you.

have has have to has to

- 1 Fatima \_\_\_\_\_ two jobs.
- 2 Mehmet \_\_\_\_\_ work very hard.
- 3 I \_\_\_\_\_ a very good job.
- 4 Engineers \_\_\_\_\_ a difficult job.
- 5 Paul \_\_\_\_\_ an important job.
- 6 Builders \_\_\_\_\_ work fast.
- 7 Emma \_\_\_\_\_ choose a new fitness instructor.
- 8 Lawyers \_\_\_\_\_\_ be clever.
- **2** Look at the sentences in Exercise 1 again. What kind of word or phrase is after
  - 1 have and has?
  - 2 have to and has to?

#### have to

Use have to / has to + VERB and to show that something is necessary.

Nurses have to be helpful.

A farmer has to get up early.

Do waiters have to be polite?

Use don't/doesn't have to + VERB to show that something is not necessary.

Nurses don't have to be women.

An architect doesn't have to build houses.

- **3** Correct the mistakes in the statements.
  - 1 Students have read a lot of books.
  - 2 My teacher have to walk to school.
  - 3 You don't have study English.
  - 4 Teachers don't to work at night.
  - 5 Have we learn this grammar?
  - 6 What does a nurse has to do?



### PRONUNCIATION FOR SPEAKING

- 4 Listen to the sentences in Exercise 1 again. How do we pronounce the letters in bold below?
  - 1 have to
  - 2 has to
  - 3 have
  - 4 has
- 5 Match the correct sound (a–d) to the verbs in Exercise 4 (1–4).
  - a /f/
- b /v/
- c /z/
- d/s/
- **6** Work with a partner. Choose one of these people each. What do they have to do?

journalist pilot policeman scientist

7 Work with a new partner. Repeat Exercise 6, choosing a different job.

### **SPEAKING TASK**

You are going to choose a person to be a nurse in the University of Yukon Sports Centre (see Critical thinking, page 114).

1 Work in groups of three.

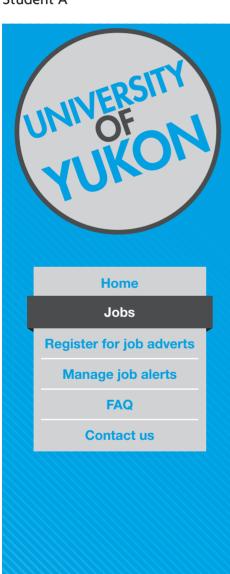
Student A: Read about Inesh (below).

Student B: Read about Morena (page 118).

Student C: Read about Darren (page 118).

**PREPARE** 

### Student A



#### Home > Jobs > Current vacancies

### **About you**

My name's Inesh and I'm from Yogyakarta, Indonesia. I speak four languages: Indonesian, Chinese, Spanish and English. I speak Spanish better than English.

I'm studying to be a nurse in a big hospital in Jakarta.

I'm polite and friendly. This is important, because nurses have to help doctors and work with patients.

I would like to go to Canada and work in your Sports Centre after my degree.



#### Student B



#### Home > Jobs > Current vacancies

### **About you**

My name's Morena and I'm from São Paulo in Brazil. I speak Portuguese, Spanish and English.

I'm a nurse in a children's hospital. I like working with children, but I would like to work in your Sports Centre in Canada.

I'm a friendly and helpful nurse. I love sports. I go running and do yoga. I'm fit and strong. This is important because nurses have to work hard.



### Student C



### Home > Jobs > Current vacancies

#### **About you**

My name's Darren and I'm from Manchester in England. I'm a nurse in a big hospital. I work hard and I'm good at my job.

I don't speak French, but I'm clever and a good student.

I'm fit and healthy. I love football and basketball and I go to a gym. This is important, because a sports-centre nurse should do sports.

I would like to live in Canada.



2 Ask and answer the questions. Use the phrases on the right to help you.

**PRACTISE** 



- 3 Work in your group of three. Who should be the new nurse?
  - Ask for opinions: What do you think?
  - · Give opinions: I think ... should be the new nurse.
  - Give reasons: ... because he/she ...
- **4** Tell the class your answers.

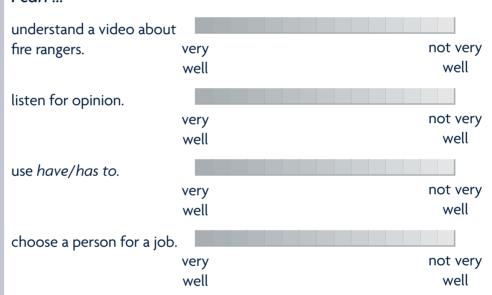
We think that ... should be the new nurse because he/she ...

**DISCUSS** 

TASK CHECKLIST	<b>/</b>
Did you choose a person for a job?	
Did you give reasons for your opinions?	
Did you use think, should and have to?	
Did you use /v/ and /s/ to pronounce have to and has to?	

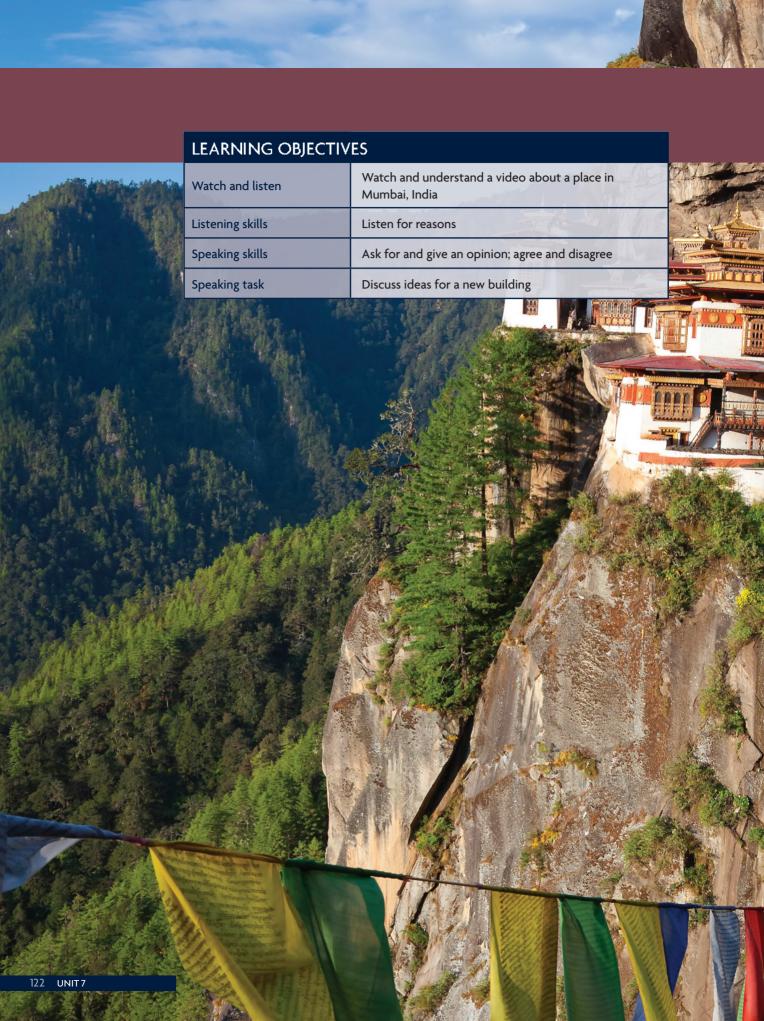
### **OBJECTIVES REVIEW**

### I can ...

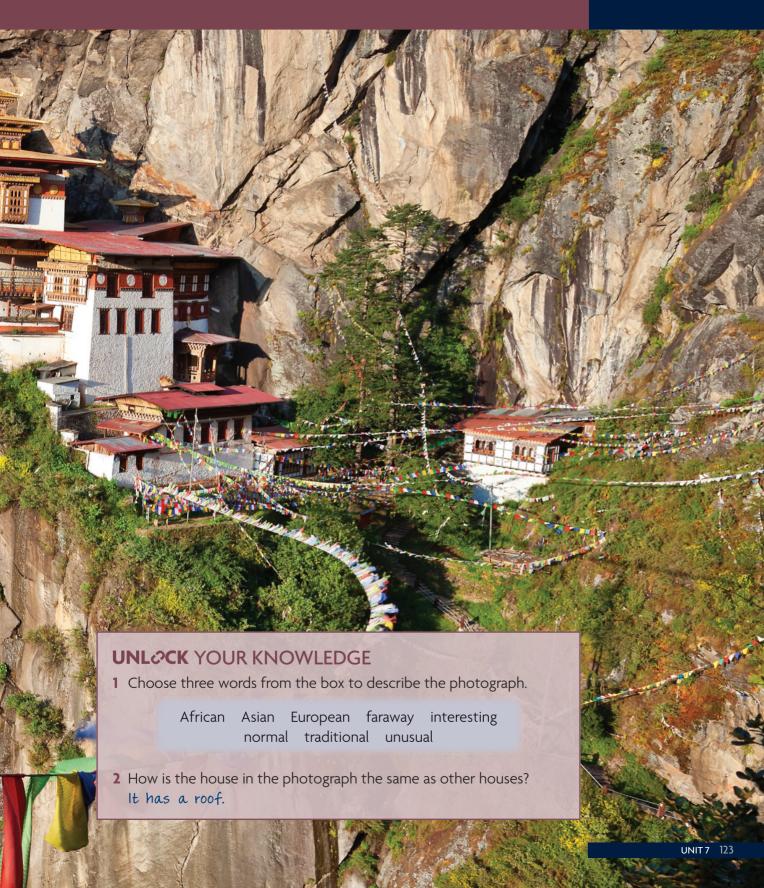


### **WORDLIST**

UNIT VOCABULARY	
accountant (n)	helpful (adj)
architect (n)	kind (adj)
banker (n)	lawyer (n)
boring (adj)	musician (n)
builder (n)	nurse (n)
clever (adj)	opinion (n)
engineer (n)	pilot (n)
experience (n)	policeman (n)
farmer (n)	reason (n)
fire (n)	slim (adj)
fireman (n)	take off (v)
friendly (adv)	time (n)
good-looking (adj)	waiter (n)



## HOMES AND BUILDINGS UNIT 7



## WATCH AND LISTEN

Discovery











### **UNDERSTANDING**

**KEY VOCABULARY** 

### PREPARING TO WATCH

- 1 You are going to watch a video about a place in Mumbai, India. Before you watch, read the phrases below. Then write the words in bold next to the correct definitions.
  - \_\_\_\_\_: a large group of people who come together (n)
  - \_\_\_\_\_: a place where people make bread, cakes, baklava, etc. (n)
  - 3 \_\_\_\_\_\_: putting colour on something, e.g. a house, a wall, a door (v)
  - 4 \_\_\_\_\_: a poor part of a city where a lot of people live (n)
  - \_ : when there is a small space between two sides (adj)
  - \_ : when there are a lot of people in a place (adj)
    - men working in a **bakery**
    - an important man with a **crowd** of people
    - a **crowded** train station
    - \_\_\_ men **painting** walls
    - children running in **narrow** streets
    - a big city at night
    - people living in a **slum**
- 2 Watch the video without sound. Put the images from the video (a-g) in the order you see them.

**3** Work with a partner. What do you think the video is about? Circle the best answer.

I think the main topic of the video is

- a information about how to build a slum house.
- **b** information about life in a slum.
- c information about schools in a slum.
- d the story of one important man in the slum.
- e the story of one family in the slum.

### WHIIF WATCHING

- 4 Watch again with sound. Check your answer to Exercise 3.
- **5** Watch again. Are the statements true (T) or false (F)?

1 A lot of people live in slums in Mumbai.

- 2 There are only houses in the Dharavi slum.
- 3 Businesses make a lot of money in the Dharavi slum.
- 4 Krishna is a TV presenter.
- 5 Sushila and her family need a new home.
- 6 Sushila pays Krishna to build a new home for her family.
- 7 Sushila has no children.
- 8 Sushila's family don't like their new home.

### **DISCUSSION**

6 Read the text in the box. What do you think? Should the people leave the Dharavi slum?

The government wants people to leave the Dharavi slum and live in modern apartments. Krishna and other people do not want to leave the slum.

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAIL

### LISTENING 1

### PREPARING TO LISTEN

### UNDERSTANDING KEY VOCABULARY

- 1 You are going to listen to an interview on the radio. Before you listen, match the pairs.
  - 1 A psychologist

a manages a restaurant.

2 An architect

**b** studies how people think.

3 A restaurant manager

- c designs buildings.
- **2** Check the meaning of the words in bold in 1–8 below. Then choose answers from the box.

Yes, it does. Yes, they do. Yes, it is. Yes, they are. Yes, it can. No, it can't. dirty sad

- 1 What is the opposite of *clean*?
- 2 What is the opposite of *happy*?
- 3 Does exercise make you feel thirsty?
- 4 Do photographs of food make you feel hungry?
- 5 Is a flat the same as an apartment?
- 6 Is fresh food healthy?
- 7 Are Dubai and Warsaw in different countries?
- 8 Can good food change the way you feel?
- **3** Work with a partner. Take turns to ask and answer the questions in Exercise 2.

### PRONUNCIATION FOR LISTENING

- 4 Read the phrases (1–6) from the interview. How do we pronounce the red and blue letters? Listen, then circle the correct answer (a–c) below.
  - 1 an author of many books
- 4 good ideas

2 I help architects.

5 restaurants in London

3 For example

- 6 What about England?
- a We do not pronounce the red letters.
- **b** We do not pronounce the blue letters.
- **c** We pronounce the red and blue letters together.

# ANATION

### Linking words

Link consonant sounds to vowel sounds.

Krishna lives\_in\_India. Because\_it's\_a good\_idea.

### WHILE LISTENING

- 5 Listen to an interivew on the radio. Circle the correct answers.
  - 1 Dr Thompson is
    - **a** a psychologist. **b** an architect. **c** a restaurant manager.
  - 2 Many Mexican restaurants have
    - a orange walls. b red walls. c white walls.
  - 3 Many Chinese restaurants have
    - a orange walls. b red walls. c white walls.
  - 4 The main topic of the interview is
    - **a** buildings. **b** colours. **c** restaurants.

### LISTENING FOR MAIN IDEAS



### Listening for reasons

Reasons are facts or opinions about why something happens. Reasons are important information. Listen carefully when you hear the words *why* and *because*.

- 6 Match the reasons (a-e) to the correct questions (1-5).
  - 1 Why is colour important?
  - 2 Why do many restaurants in Mexico have orange walls?
  - 3 Why don't many restaurants in London have orange walls?
  - 4 Why do many Chinese restaurants have red walls?
  - 5 Why is white a good colour for an English restaurant?
  - a Because this is the colour of fire and good things.
  - **b** Because it changes the way people think and feel.
  - c Because colours mean different things in different countries.
  - **d** Because this colour makes people feel hungry.
  - **e** Because this colour means fresh and clean.
- 7 122 Listen again and check your answers.

### **DISCUSSION**

- 8 Work with a partner. Ask and answer the questions.
  - 1 Do you have a favourite colour?
  - 2 What colour is your house?
  - 3 What colour is your room at home?
  - 4 Would you like to change the colour of your house/room? What colour would you like to have?

LISTENING FOR DETAIL

## O LANGUAGE DEVELOPMENT



### **VOCABULARY FOR ROOMS**

1	Work with a partner. Take turns to ask and answer the questions. Use the
	phrases from the box below to help you.

What's the name of the place where

- 1 you sleep?
- 2 you study with other students?
- 3 you discuss ideas in a group?
- 4 the family meets (the main room in a house)?
- 5 you hear lectures?
- 6 you can use computers?
- 7 you can study a language on your own?
- 8 you wash?

It's a ... I don't know that one.

**2** Use the words from the box to make new words for rooms.

centre hall lab room a lecture \_\_\_\_\_ **b** class \_\_\_\_\_\_ **c** language \_\_\_\_\_ **d** bed \_\_\_\_\_\_ e living \_\_\_\_\_ f computer \_\_\_\_\_ g bath \_\_\_\_\_ h seminar \_\_\_ 3 Match the words for rooms in Exercise 2 to the correct definitions in Exercise 1. 4 Work with a partner. Repeat Exercise 1. Are any of your answers different this time? **5** Write the words from Exercise 2 in two groups. 1 places in a house:

2 places in a university:

### ADJECTIVES FOR FURNITURE

6 Work with a partner. Look only at the photographs. Then take turns to ask and answer the question.

What's this in English? It's a ... / I'm not sure.



a comfortable.







a leather.

a plastic \_





a wooden \_

a brown \_







a soft \_

a metal

**7** Write the words from the box in the gaps in Exercise 6.

armchair bed bookcase chair coffee table study desk lamp sofa

8 Look at the phrases in Exercise 6. Find four more different words for materials.

glass, ...

### LISTENING 2

### PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY 1 You are going to listen to two men discuss ideas for a new building. Before you listen, write the words from the box in the gaps below. Use the words in bold to help you.

cheap comfortable far quiet

l	I don't think we s	nould go to an <b>expensive</b> notel. I think we s	snoula go
	to a	one.	
2	That restaurant is	very <b>noisy</b> . It's not going to be	if we go
	there.		

- 3 My chair isn't very good. I'm going to get a more \_\_\_\_\_ one.
- 4 'Is your office near the train station?' 'No, it's quite \_\_\_\_\_ from there.'
- **2** Read the sentences in the box below. Then answer the questions.
  - 1 Are the words in blue nouns, verbs or adjectives?
  - 2 Which phrase in yellow means
    - a a lot?
- **b** a little?
- c not a lot?

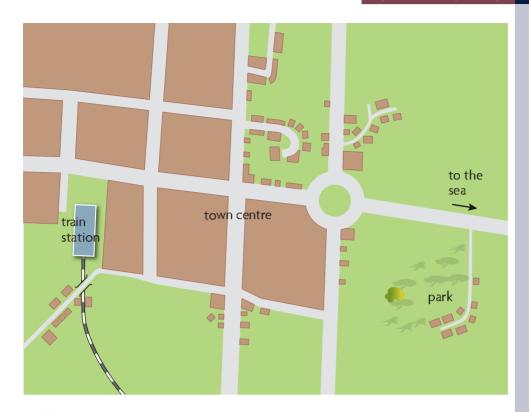
This building is quite modern. This café is not very cheap. This chair is very comfortable.

### WHILE LISTENING

- 3 Look at the map of a town on the next page. Then listen to two men discuss ideas for a new building and circle the correct answers.
  - 1 What kind of building do they discuss?
    - a a train station
    - **b** a new office
    - **c** a new hotel
  - 2 Where is the new building going to be?
    - a near the train station
    - **b** in the town centre
    - **c** near the park
  - 3 Which of these statements is true?
    - a They agree with every idea.
    - **b** They agree with some ideas.
    - c They don't agree with any ideas.

## LISTENING FOR MAIN IDEAS





4 Listen again. Make notes in the table about the points for (+) and against (–) each place. Then answer the questions below.

place + town centre
park
train station

- 1 Are the windows going to be big or small?
- 2 Are the walls going to be blue or yellow?
- **5** Work in groups. Compare your notes. Do you have the same answers?

### **DISCUSSION**

6 Work with a partner. Do you agree with the two men? Why? / Why not?

LISTENING FOR DETAIL

## CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Discuss ideas for a new building.

- 1 Look at photographs of three restaurants. Which restaurant is
  - 1 under the sea?
- 2 in the sky?
- 3 in the sea?







**2** Which restaurant would like to go to? Why? Which restaurant would you not like to go to? Why?

### Find reasons for and against

Before you discuss something, find reasons for (positive) and against (negative). Record your ideas in a list or table to use during your discussion.

**UNDFRSTAND** 

**APPLY** 

3 You are going to open a new restaurant. Find reasons for and against each type of restaurant (a, b or c). Then add them to the table below. Use the phrases in the box to help you.

It's expensive to eat there. It's far away.

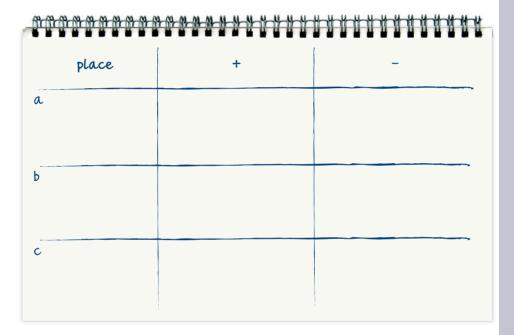
It's easy to go there. There are not many tables.

It's popular with tourists. It's expensive to build.

You can't go there when the weather is bad.

People can take beautiful photographs.

It's an interesting building.



**4** Work with a partner. Which kind of restaurant (a, b or c) would you like to open?



## **SPEAKING**



### PREPARATION FOR SPEAKING

1 **1** Listen to and read three parts of Listening 2.

1

Dale: OK, so we need a place for our new office. What about here?

Hakan: Where?

Dale: The town centre. What do you think?

Hakan: Well, it's a good place. It's near some good roads. But ... I don't

think we should go there.

Dale: Oh? Why not?

Hakan: Because the buildings in the town centre are very old. They

are cold in winter and hot in summer. They're not comfortable

places.

2

Dale: What about here?

Hakan: The park?

Dale: Yes. It's quiet and it's not far from a big road. What do you

think?

Hakan: Hmm, I'm not sure. It's quite far from the town. What about

here? Near the train station?

Dale: The train station is good. It's good for travel ... but I think we

should go to the park. The buildings near the train station aren't

cheap.

3

Hakan: Now what about the design? I think we should have big

windows. What about you?

Dale: Yes, I agree. Big windows are good.

**2** Write the underlined phrases in the correct column of the table.

give a reason	give an opinion	agree or disagree	ask for an opinion

ASKING FOR A	N OPINI	ON			
3 Write the correct	ct word o	r phrase from	the box	x in the gaps below.	
	blue	Indian food	think	you	
4 Stand up. Ask th	aint the copen a new to go to a december of the copen a recognition of the copen and the copen a recognition of the copen a recog	lassroom. When cafe. What of restaurant the case in Exercise new school. When the case were school. When the case were school.	at abou do you . is eveni 3 to dif	ut?	
<ul><li>1 I think we sho</li><li>2 I think we sho</li><li>3 I don't think v</li></ul>	<ul> <li>I think we should have small classrooms.</li> <li>1 I think we should</li></ul>				
	go to a <i>n</i> have an E open the have c	e big / small on trace in series of the class even to the class even to the computers / being the morning of the computers / being the morning of the computers / being the computer / being the	litional l very day ty]/ the pooks in	building. M/ week. country. class.	
AGREEING AND	DISAG	REEING			
<ul><li>6 Do these senter</li><li>1 I'm not sure.</li><li>2 Yes, you're rig</li></ul>		:	` '	't agree.	
I think we sho	an opinic uld have ne should	on from Exerci big classro have compu	se 5. Thoms. W ters in	A and Student B. nen ask for an opinion. /hat do you think? n class. What about you	u?

I'm not sure. I think we should have small classrooms.

### SPEAKING TASK

For Exercises 8–11, work with a partner.

#### **PREPARE**

- 1 Look at the map of Green Town and read the information in the box below. Then answer the questions.
  - 1 What are you going to do?
  - 2 Where is Green Town?
  - 3 What kind of place is Green Town?
  - 4 What does go on a day trip mean? Circle the correct answer.
    - a travel on a kind of boat
    - **b** visit a place for one day
    - c play a kind of game
  - 5 What do A, B, C and D show you?



You are going to open a new restaurant in Green Town.

Green Town is a small town near the sea. There are two busy roads near the town. One road goes to the capital city, and the other goes to the airport.

Green Town is very popular with tourists. Tourists come from the capital city and from countries around the world. There are ten big hotels on the beach.

Green Town Island is also popular. Many tourists go on a day trip to the island. Other tourists stay in one of the the island's three small hotels.

Here are four places for your restaurant:

- A near the busy main road
- B in the town
- C on the beach
- D on Green Town Island

**2** Where are you going to put your restaurant? Use the phrases from the box below to help you.

**PRACTISE** 

- Choose one place (A–D).
- Give a reason for your answer.

What do you think?	It's near the sea.
What about ?	There are a lot of hotels here.
I think we should go here.	It's near a busy road.
I think is the best place.	There are a lot of people in the town.
Why?	Many tourists go on a day trip to the island.
Because	
Yes, I agree.	

- **3** What kind of restaurant is it going to be? Use the phrases from the box below to help you.
  - Choose a kind of restaurant.
  - Give a reason for your answer.

What about ? I think it should be a Yes, I agree.	an Arabic restaurant a Chinese restaurant an English restaurant an Indian restaurant
	a Japanese restaurant

**4** What kind of building is it going to be? Choose a design for the building. Use the phrases from the box to help you.

I think we should have	(a) big (a) small	restaurant. windows.	
The walls should be	wooden. metal.	blue. white.	yellow. green.
The tables and chairs should be	plastic. red.	orange.	brown.

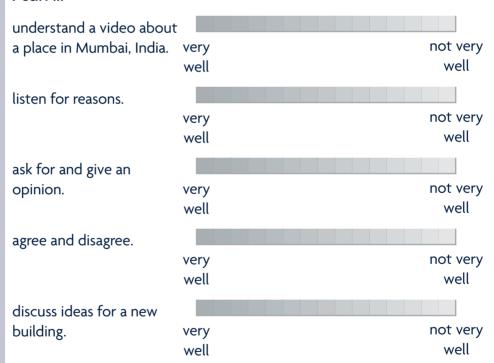
- 5 Now work on your own. Practise your answers to Exercises 2—4.
- **6** Work with a new partner. Discuss your ideas for a new restaurant. Choose
  - a place.
  - the kind of food.
  - a name.
  - the design.
- 7 Tell the class your ideas.

**PRESENT** 

TASK CHECKLIST	<b>/</b>
Did you discuss ideas for a new building?	
Did you find reasons for and against?	
Did you ask for and give opinions?	
Did you agree and disagree?	
Did you link consonant sounds with vowel sounds?	

### **OBJECTIVES REVIEW**

### I can ...



### **WORDLIST**





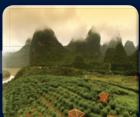


## WATCH AND LISTEN

Siscovery







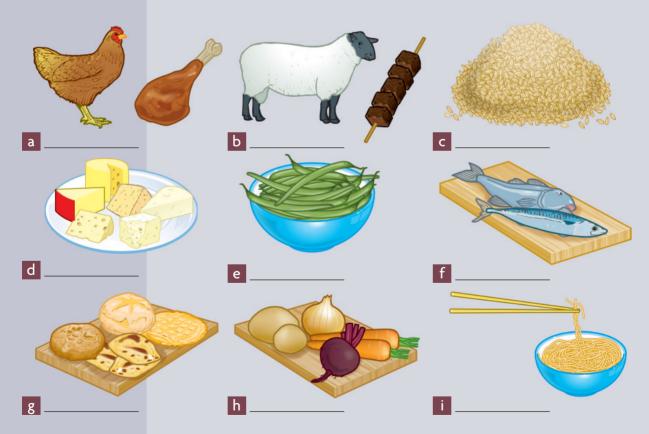




### PREPARING TO WATCH

**UNDERSTANDING KEY VOCABULARY**  1 You are going to watch a video about food in China. Write the words from the box next to the correct picture.

> beans bread cheese chicken fish vegetables lamb noodles rice



**USING YOUR KNOWLEDGE TO** PREDICT CONTENT 2 Do you know which kinds of food are popular in China? Tick (✔) three kinds of food (a-i) that you think are popular in China.

#### WHILE WATCHING

- 3 Watch the video and circle all the words for food (a–i) you see and hear. How many kinds of food did you guess correctly?
- 4 Natch again. Circle the correct answers.
  - 1 Which Chinese city is in the video?
    - a Shanghai
    - **b** Beijing
    - c Hong Kong
  - 2 What is the most popular food in China?
    - **a** rice
    - **b** noodles
    - **c** vegetables
  - 3 How much of the world's rice comes from China?
    - a a quarter (1/4)
    - **b** a third (1/3)
    - c a half (1/2)
  - 4 How many years old are the fields in the video?
    - **a** 300
    - **b** 400
    - **c** 500
  - 5 What kind of meals are important in China?
    - a meals with family
    - **b** meals with friends
    - c meals with business people

#### **DISCUSSION**

- **5** Work with a partner. Ask and answer the questions about your country.
  - 1 What is the most popular food?
  - 2 Do people like eating in restaurants or at home?
  - 3 What kind of food do people eat at home?
  - 4 Are rice dishes popular?
  - **5** Are family meals important?

UNDERSTANDING DETAIL

## LISTENING 1

#### PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 You are going to listen to part of a lecture about food in cities. Before you listen, read the information below and answer the questions.
  - 1 Which country is this text about?
  - 2 What is the topic of the text?

# FACTS ABOUT FARMING

There are half a million farmers in the UK. This is about 1% of the population of the country.

Farmers grow fruit and vegetables and look after animals. They have to get up early to feed the chickens, cows and sheep. They sell milk, meat and other food to supermarkets in the cities.

Farmers are not rich. They have to spend money on their animals and on their farms. The supermarkets do not pay a lot of money for the food that they buy.

2 Write the words in green next to the correct definitions.

1	: the opposite of <i>poor</i>
2	: food: apples, bananas, oranges, lemons, etc.
3	: food: lamb, beef, chicken
4	: to give money to somebody for something
5	: to look after plants, flowers or food and then sell them
6	: to give food to a person or animal
7	: things that are true
8	: all the people who live in a place, a city or a country
9	: the number 1,000,000
10	: 50% of something

#### PRONUNCIATION FOR LISTENING

- 3 (1) Bil Listen to and read these dialogues. Circle the numbers you hear.
  - 1 A: Is the population there about 17 / 70 million?
    - B: Um, no, I think it's about 17 / 70.
    - A: 17 / 70 million? OK. thanks.
  - 2 C: We feed 16 / 60 children from poor families here.
    - D: Sorry, how many children? 16 / 60?
    - C: No, 16 / 60.
  - 3 E: 13 / 30 % of this class are vegetarians people who don't eat meat.
    - F: 13 / 30? Are you sure?
    - E: No, no 13 / 30!
  - **4 G**: People in this city eat 15 / 50 thousand tonnes of beef every month.
    - H: Is that true? 15 / 50 thousand tonnes every month?
    - G: No, 15 / 50 thousand not 15 / 50.

(PLANATION

#### Pronunciation of -teen and -ty numbers

For -teen numbers (e.g. 13, 14, 15):

• stress the first syllable when the number is before a noun.

Fif-teen thousand tonnes every month? Se-ven-teen million?

• stress the last syllable when the number is at the end of a statement.

Sorry, how many children? Six-teen? No, no - thir-teen.

For -ty numbers (e.g. 20, 30, 40), always stress the first syllable.

We feed six-ty children from poor families here. No, six-ty.

#### WHILE LISTENING

- 4 (1) 8.2 Listen to part of a lecture about food in cities. Are these statements true (T) or false (F)?
  - 1 A lot of people grow fruit and vegetables in cities.
  - 2 People in cities have more money than people in the country.
  - 3 Food becomes expensive when people eat more meat.
  - 4 Modern cities are bigger than before.
  - 5 Today, more people live in the country than in cities.
- 5 What is the main topic of the lecture? Circle the correct answer.
  - a how to grow vegetables in a city
  - **b** how to sell meat to people in cities
  - c how to feed people in big cities

LISTENING FOR DETAIL



#### Listening for numbers

You often hear facts in lectures. Many facts are about numbers.

There are 100,000 science students in UK universities. In Argentina, 97% of the population can read and write.

- 6 **13.2** Listen again. Write the number you hear next to the phrases.
  - 1 \_\_\_\_\_ = important facts about cities
  - 2 more than \_\_\_\_\_\_ % = money poor people spend on food
  - 3 \_\_\_\_\_ = number of cities with 10 million people (today)
  - 4 more than \_\_\_\_\_ = number of cities with 20 million people (in 2045)
  - 5 \_\_\_\_\_ = fraction of people who live in cities (today)
  - 6 \_\_\_\_\_\_ % = people who live in cities (in 2045)
- **7** Work with a partner. Compare answers. Use the phrases below to help you.



#### **DISCUSSION**

- 8 Work in groups. Discuss the questions.
  - 1 Do you live in the city or in the country?
  - 2 Do you eat meat? Or are you a vegetarian?
  - 3 What kind of meat do you eat?
  - 4 Would you like to become a vegetarian? Why? / Why not?

## LANGUAGE DEVELOPMENT

#### COUNTABLE AND UNCOUNTABLE NOUNS



#### some/any/much/many

With countable and uncountable nouns, we can use some and any.

countable

uncountable

- (+) There are some apples.
- (+) There is some rice.
- (–) There are not *any* apples.
- (–) There is not any rice.
- (?) Are there any apples?
- (?) Is there any rice?

When we want to talk about numbers and measurements, we use how many and how much.

How many apples are there?

How much rice is there?

1 Look at the food nouns from this unit and write them in the correct column of the table below.

> apple banana beans beeff bread cheese chicken fish lamb lemon milk noodles rice vegetable oranges peppers

countable nouns	uncountable nouns
apple	beef

- 2 Correct the mistakes in the sentences.
  - 1 There is some peppers on the plate.
  - 2 There isn't some fish in the bowl.
  - 3 How many rice is there?
  - 4 There are any lemons on the table.
  - 5 How much apples are there?

**3** Write the questions

1	A:	
	B:	Yes, there are some bananas.
2	A:	
	B:	There are three apples.
3	A:	
	B:	No, there isn't any chicken.
4	A:	
	B:	There is one bag of rice.
5	A:	
	B:	There is one pepper.

#### **VOCABULARY FOR FOOD**

4 Work with a partner. Are the words in the box fast food (F), sweets (S) or healthy food (H)?





5 How many students in the class like each kind of food? Stand up and ask and answer questions. Use the phrases from the box to help you.

Do you like ... ? What about ... ? What's your favourite food? What food don't you like? I like ... because ... I don't like ... because ...

## LISTENING 2

#### PREPARING TO LISTEN

1 You are going to hear a student report the results of a survey. Before you listen, work with a partner. Take turns to ask and answer questions 1–4 in the slides.

PREDICTING CONTENT USING VISUALS

## Question 1 Question 2 Where are you from? Is food important in your culture? d a a b Question 3 Question 4 Are family meals important? Why are family meals (not) important? b b a

- 2 Look at the four charts and answer the questions.
  - 1 How many countries are you going to hear about in question 1?
  - 2 Which answer do you think will be more popular to questions 2 and 3 'yes' or 'no'?
  - 3 How many reasons are you going to hear about in question 4?

## LISTENING FOR MAIN IDEAS

#### LISTENING FOR DETAIL



#### WHILE LISTENING

- 3 Listen to a student report the results of a survey and circle the correct answers.
  - 1 The main topic of her survey is
    - **a** food in Italy. **b** food and culture. **c** family meals.
  - 2 Half the students come from
    - **a** Italy.
- **b** England.
- c Egypt.
- 3 The student says that families are important in
  - a Europe.
- b Italv.
- c culture.
- 4 **3.3** Listen again. Are these statements about the report true (T) or false (F)?
  - 1 There were 30 students in the survey.
  - 2 40% of students are from Spain.
  - 3 Six students think food is not important in their culture.
  - 4 Six students think family meals are important.
  - 5 Many students think family meals are a good time to talk.
  - 6 Some students think family meals are cheaper.
- 5 Work with a partner. Use the words from the box to label the diagrams on page 149. Then listen again and check.

a good time to talk cheaper and healthier Egypt England Spain Italy yes (x2) no (x2)

#### **DISCUSSION**

- **6** Work with a partner. Ask and answer the questions.
  - 1 What are special holidays in your country?
  - 2 Do you meet family for these special holidays?
  - 3 Do people eat special food in these holidays? (What?)
  - **4** Does the special food come from your country, or does it come from other countries? (Which ones?)
  - **5** Do you agree with the student's statement: Food is important in families, and families are important in culture?

## **CRITICAL THINKING**

At the end of this unit, you are going to do the speaking task below.

Report the results of a survey.

#### Use pie charts

The diagrams in Listening 2 (page 149) and below are pie charts. We can use pie charts to show different answers to the same question.

- 1 Read the text below. What is its topic?
- **2** Work with a partner. Take turns to ask and answer the questionnaire.

**REMEMBER** 

#### Questionnaire

The University wants to have an international food festival next month. We would like some information from you about this idea.

- Q1 Would you like to have an international food festival?
- Q2 Which countries would you like to come to the food festival?
- Q3 Can you cook a dish from your country?
- Q4 Would you like to cook a dish for the international food festival? (Which dishes?)

# UNIVERSI"

- 3 Read the results of the survey of 100 students. Work in two groups.
  - **Group A:** Use the results to make pie charts for questions 1 and 2.
  - **Group B:** Use the results to make pie charts for questions 3 and 4.

Q1	Yes: 75	No: 25		
Q2	China: 22 Japan: 15	Turkey: 19 Spain: 12	Saudi Arab Italy: 8	oia: 17 France: 7
Q3	Yes: 60	No: 40		
Q4	fish and chips kabsah: 40 chicken and r kebab: 20			

**APPLY** 

## **SPEAKING**

#### PREPARATION FOR SPEAKING

#### **INTRODUCING A REPORT**

Sofia uses six statements to introduce her report. N sentences in the correct order (1–6). Then listen and check.  My questions were on the topic of 'Food and culture'.  This afternoon, I'm going to tell you about the results.  There were 20 students in my survey.  I'm Sofia.  I think this is an interesting topic.  Hello!	
<ul> <li>2 (1)8.5 Listen to two more introductions. Write the words a from the box in the gaps below.</li> <li>34 50 everybody fast good interesting morning traditional</li> </ul>	and numbers
Good <sup>(1)</sup> ! I'm Tomoko. I'm going to tell you about the results of my survey. There were <sup>(2)</sup> students survey. My topic was <sup>(3)</sup> Japanese food'. I think topic.	in my
Hello, (5)! I'm Ahmed. I'm going to tell you aboresults of my survey. My topic was '(6)food in Al There were (7)students in my survey. I think this (8)topic.	bu Dhabi'.



#### PRONUNCIATION FOR SPEAKING

- 3 (1)8.6 Listen and repeat. Then listen again and underline the stress.
  - 1 I'm go-ing to tell you a-bout the re-sults of my sur-vey.
  - 2 There were fif-teen stu-dents in my sur-vey.
  - 3 My to-pic was food and cul-ture.

#### TALKING ABOUT THE RESULTS

4 How many questions were there in Sofia's survey (Listening 2, page 149)?

5	Listen to eight statements are about	s from Sofia's report. Which statements
	<ul><li>a the survey? 1</li><li>b the pie charts? 2</li></ul>	
6	Listen again. Write the costatements (1–8).  a My last question was b my second question was c interesting d My third question was e You can see here that f to this question g So you can see that h my first question was	rrect phrases (a–h) in the gaps in the
	2 England.	'Where are you from?'. half of the students are from 'Is food important in your
		, ,
7	Match the pairs.  1 Question 1 was  2 Question 2 was  3 Question 3 was  4 Question 4 was	<ul><li>a My last question was</li><li>b My second question was</li><li>c My first question was</li><li>d My third question was</li></ul>
8	What phrase can we use to talk a gaps.  Y c s h	about pie charts? Write letters in the

- **9** Work with a partner. Take turns to report on the international food festival (Critical thinking, page 151). Use the phrases on pages 152–153 to talk about:
  - a the survey.
  - **b** the pie charts.

My first question was 'Would you like to have an international food festival?'. You can see here that 'yes' is 75% and 'no' is 25%.

#### **SPEAKING TASK**

For Exercises 10–13, work with a partner.

- 1 Write your names in the questionnaire below.
- **2** Choose a topic for your survey from the box. Add it to the questionnaire.

fast food sweets traditional food

Names:
Topic:
Questions:
QI Do you like ? YES NO
Q2 What is your favourite kind of ?
Write the answers here:
Q3 How often do you have ?  • Every day  • Every week  • Only on special holidays
Q4 Who do you usually eat with?  • Your family  • Your friends  • On your own
Number of students in survey:

**PREPARE** 

PRACTISE

3 Interview students in your class.

- Ask questions 1–4 about your topic.
- Write the answers on the questionnaire.
- Write the number of students in your survey.
- **4** Write your results in the table below. For question 2, write the kind of food and the number of people.

dates (5), ice cream (3), chocolate (1)

Q1	Yes: No:
Q2	
Q3	every day: every week: special holidays:
Q4	with family: with friends: on your own:

- **5** Use the results to make a pie chart for each question.
- 6 Practise your introduction (see Preparation for speaking, page 152).
- **7** Write words and phrases that are true for you. Then practise your introduction.

Hello! I'm \_\_\_\_\_ (name) . This \_\_\_\_\_ (time of day), I'm going to tell you about the results of my survey. There were \_\_\_\_\_ (number) students in my survey. My topic was \_\_\_\_\_ (topic).

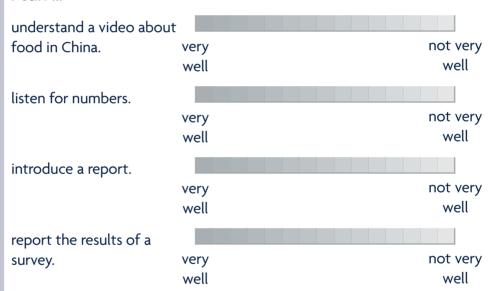
8 Work in two groups. Report the results of your survey to your group.

DISCUSS

TASK CHECKLIST	<b>/</b>
Did you do a survey on a topic about food?	
Did you report the results of your survey?	
Did you introduce your report?	
Did you use pie charts in your report?	

#### **OBJECTIVES REVIEW**

#### I can ...



#### **WORDLIST**

UNIT VOC	CABULARY
apple (n)	lamb (n)
banana (n)	last (adv)
bean (n)	lemon (n)
beef (n)	meat (n)
bread (n)	milk (n)
cheese (n)	noodles (n)
chicken (n)	oranges (n)
fact (n)	pepper (n)
fast food (n)	pie chart (n)
feed (v)	poor (adj)
festival (n)	rice (n)
first (adv)	rich (adj)
fish (n)	second (adv)
fruit (n)	special (adj)
grow (v)	spend (v)
half (n)	sweet (n)
holiday (n)	third (adv)
international (adj)	vegetable (n)

LEARNING OBJECTIV	ES
Watch and listen	Watch and understand a video about two animals in India
Listening skills	Listen for definitions
Speaking skills	Introduce a topic; use questions in a talk
Speaking task	Describe an animal



# ANIMALS UNIT 9



## WATCH AND LISTEN







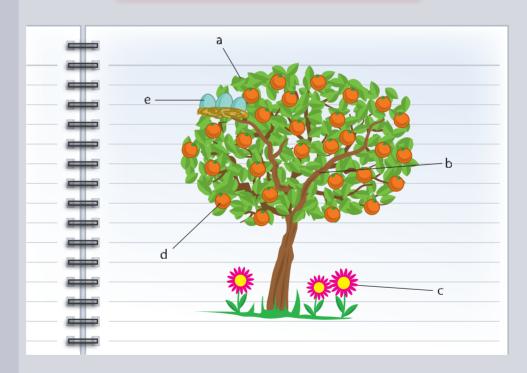




#### PREPARING TO WATCH

**UNDERSTANDING KEY VOCABULARY**  1 Label the picture with the words from the box.

branch eggs flower fruit leaf/leaves



- 2 Which animals live in forests? Make a list.
- 3 Match the pairs of opposites.

1 come down a look after

2 kill

**b** buy

3 sell

**c** leave

4 return d climb up

4 Write the words from the box next to the correct definition.

		government	horn	hunter	soldier
1	country	_ <i>noun</i> [C] (group)	) the gr	oup of p∈	eople who co
2		_ noun [C] a perso	on or a	n animal t	that hunts an
3		_ <i>noun</i> [C or U] (A or nose of an anim		a long, hai	rd bone that
4		_ noun [C] a pers	on who	is in an a	army and wea
<b>/</b>  -	HILE WAT	TCHING			
0	Watch the	e video and circle	the co	rrect ansv	wers.
	<ul><li>a China</li><li>Why are the</li><li>a Because</li><li>b Because</li></ul>	the animals in the b India c nese two animals s they are very bea they are dangero there are not ma	Pakista special? autiful. us.	an >	
1 2 3 4 5 6 7	There are of Red pandas Some red pandas Some red pandas Some red pandas Some red pandas soldiers kill A rhino hor	ain. Are the stater only 2,000 red par s eat small animal candas live in busy to the river on ho only 3,000 rhinos i l rhinos for food. rn can sell for \$100 ok after red panda	ndas in s s. y cities. t days. n India:	the world	` '

#### **DISCUSSION**

- **7** Work with a partner. Ask and answer the questions.
  - 1 Should governments look after rare animals in their country?
  - 2 Should governments stop hunters?

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAIL

## LISTENING 1

#### PREPARING TO LISTEN

USING YOUR KNOWLEDGE

- 1 You are going to listen to two women talk about orangutans. Before you listen, work with a partner. What do you know about orangutans?
  - 1 What do they look like? (Are they big animals?)
  - 2 What do they eat?
  - 3 Where do they live?

UNDERSTANDING KEY VOCABULARY 2 Label the photographs with words from the box.

hands jungle leaves orangutan stick tree



**3** Complete these facts about orangutans with words from the box.

		brain	climb	long	use	wet
1	They have very		arm	าร		
	They can					
3	They like water,	but the	y do no	t like ge	etting	
4	They	_ sticks	to eat i	nsects.		
5	They have a big		·			

#### PRONUNCIATION FOR LISTENING

4	Here	e are seven wo	ords fr	om the reco	ording. V	Vhat kind of	letters	are in bold
	and	red?						
		ha <b>nds</b> brai <b>ns</b>	=	cli <b>mb</b> wor <b>ld</b>		wi <b>ld</b> grou <b>nd</b>		u <b>mbr</b> ella

5 Distant to the seven words. Do we pronounce the letters in red? Write 'Y' for 'yes' or 'N' for 'no'.

**PLANATION** 

#### Silent consonants

We do not always pronounce every consonant when they are in a group.

friends (no 'd' sound)
sorry (only one 'r' sound)
where (no 'h' sound)
sticks (only one 'k' sound)

#### WHILE LISTENING

6 DEEL Listen to two women (Kate and Zaskia) talk about orangutans. In what order do you hear the information? Write numbers 1–4.

What orangutans eat

LISTENING FOR MAIN IDEAS

#### Listening for definitions

Good speakers explain the meaning of new or difficult words. They give a definition of the words. We can use the words and phrases in red to define key vocabulary.

A falcon is a kind of bird.

why orangutans are special

Carnivore means an animal that eats meat.

what kind of places orangutans live in

what the name orangutan means

It's a hunter. That means it kills other animals for food.

They are vegetarian, so they don't eat meat.

7 Delisten again. Then work with a partner. What do the words in bold mean?

- 1 So *orangutan* means ...
- 2 Orangutans are arboreal. That means ...
- 3 They're omnivores, so ...
- 4 A primate is a kind of ...
- 5 They are good toolmakers. That means ...
- 8 Match the words in Exercise 7 (1–5) to the correct definitions (a–e).
  - a ... animal that can use its hands to climb trees.
  - **b** ... they live in trees.
  - **c** ... they can make things to help them.
  - **d** ... 'the man in the forest'.
  - e ... they can eat meat, fruit and vegetables.

LISTENING FOR DETAIL



#### **DISCUSSION**

**9** Work with a partner. Read the sentences, then discuss the questions below.

Orangutans live only in Indonesia and Malaysia. They are special animals in these countries.

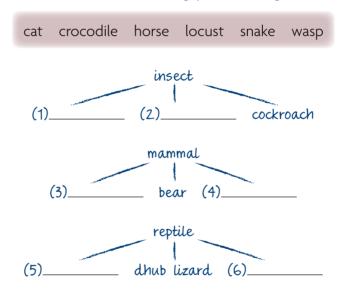
- 1 Which animals are special in your country? Why are they special?
- 2 Do you know any animals that are special in other countries? Russia - bear, Libya - lion, New Zealand - kiwi

## LANGUAGE DEVELOPMENT



#### **VOCABULARY FOR ANIMALS**

1 Write the words from the box in the gaps in the diagram below.



#### Group words

Try to learn new words in groups. A diagram is one way to do this.

Note: Words are often in more than one group.

Bears, lions and cats are mammals.

Bears and lions are hunters.

A lion is a kind of wild cat.

A whale and a fish are kinds of sea creature.

#### **DEFINITIONS**

2 Which phrase goes in the gap? Circle the correct ans	ารwers.
--	---------

1 A locust insect.

- a is a kind of
- **b** is the name for
- 2 A horse is a mammal. it has warm blood, and its babies are born alive, not eggs.
  - **a** That means
  - **b** means
- 3 Reptiles \_\_\_\_\_ animals with cold blood. For example, snakes are reptiles.
  - **a** are
  - **b** means
- 4 A 'herd' \_\_\_\_\_ a group of wild horses.
  - **a** are
  - **b** is the name for
- 5 Elephants have two big teeth \_\_\_\_\_\_ 'tusks'.
  - **a** That means
  - **b** called
- 3 Read the texts. Which animals from Exercise 1 do they describe?

1

This animal is a kind of reptile. They live in deserts in the Arab world. They live in 'burrows'. That means a hole in the ground. They eat plants and small insects.

2

This animal is a kind of insect. They are small and yellow or green. They live in Africa, the Arab world and Asia. They travel in large groups called a 'swarm'. There are millions of these insects in each swarm.

4 Choose an animal from Exercise 1. Use the phrases from the box to make a definition (don't say the animal's name).

This animal is a kind of ... They are big / small. They are brown / green / white. They live in ... They eat ...

5 Work with a partner. Take turns to describe and guess animals from Exercise 1.

## LISTENING 2

#### PREPARING TO LISTEN

## USING YOUR KNOWLEDGE

- 1 You are going to listen to two students talk about an animal from their country. Before you listen, which photographs show
  - 1 a bald eagle?
  - 2 an oryx?



- 2 Work with a partner. Can you answer these questions?
  - 1 Where do these animals live?
  - 2 What do they eat?
- 3 Write the words from the box in the correct column of the table below.

<del>cut fish</del> grass <del>hard</del> jump long rabbit run sharp

nouns	verbs	adjectives
fish	cut	hard

#### UNDERSTANDING KEY VOCABULARY

- **4** Work with a partner. Take turns to ask and answer the questions. The answers are words from Exercise 3.
  - 1 What should you do if you see a lion? Run!
  - 2 Which animals live in the sea?
  - 3 What do cows and sheep eat?
  - 4 Which animal has long ears?
  - 5 What can you do with a sharp knife?
  - 6 What can kangaroos do very easily?
  - 7 What is the opposite of soft?

#### WHILE LISTENING

- 5 ② Listen to two students talk about an animal from their country. Number the photographs in the order you hear them (1–4).
- 6 1933 Listen again and answer the questions.

#### Jason

- 1 Which two countries can you see a bald eagle in?
- 2 What is a nest?
- 3 What do bald eagles eat?
- 4 What can bald eagles do with their beaks?

#### Khaled

- 5 Can you see oryx in forests?
- **6** Where does Khaled come from?
- 7 What two things do orvx eat?
- 8 What does 'nomadic' mean?
- 7 Label the photographs with these words.

beak feathers horns nest

#### **DISCUSSION**

**8** Work with a partner. Read the sentences, then discuss the questions below.

Governments pay people to look after bald eagles and oryx. If people do not look after these animals, they may die.

- 1 Is it important to look after wild animals?
- 2 Should governments pay people to look after animals?

LISTENING FOR MAIN IDEAS

LISTENING FOR DETAIL



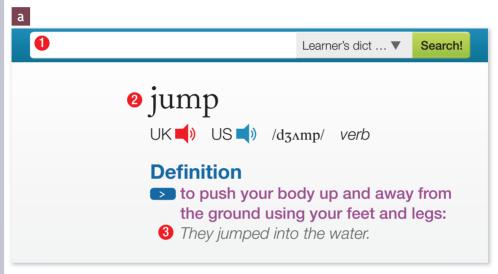
## CRITICAL THINKING

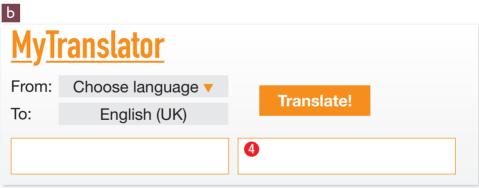
At the end of this unit, you are going to do the speaking task below.

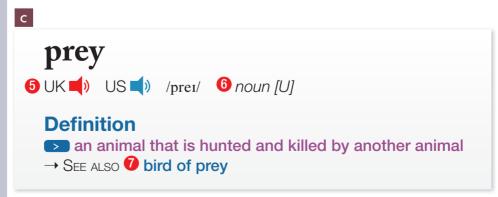
Describe an animal.

#### **RFMFMBFR**

- 1 Read the three texts below. Then answer the questions.
  - 1 What kind of texts are a and c?
  - 2 What kind of text is b?
  - 3 Which kind of text do you use when you study English?
  - 4 Which kind of text has more information?







**APPLY** 

- 2 Match the numbers in the texts (1–7) to the phrases (a–g).
  - a an example of the key word in a sentence
  - **b** the search window
  - c a collocation with the key word
  - **d** the translation window
  - e the key word
  - f information about the grammar of the key word
  - g the correct pronunciation of the key word

#### Use online translation tools and dictionaries

Use online translation tools and dictionaries together.

From your language to English

- 1 Translate the name of an animal in your language into English.
- 2 Use an online dictionary to check the translation.

From English to your language

- 1 Find the definition of the word in an online dictionary.
- 2 Use an online translation tool to check that you understand the word and the definition.
- 3 Use an online translation tool and a dictionary to write the names of the animals below.
  - 1 What are these animals in English?
  - 2 What are the baby animals called?



## SPEAKING

#### PREPARATION FOR SPEAKING

#### **INTRODUCING A TOPIC**

1	Listen to the beginning animals again. Write the missin	•	esentations about
	1 OK, good morning! I'm Jasor	n, and <sup>(1)</sup> tI'm	going to
	<sup>(2)</sup> tyou <sup>(3)</sup> a	a bird from my co	untry – the
	American bald eagle.		
	2 OK, good morning <sup>(4)</sup> e		d and I'm going to
	<sup>(5)</sup> t <sup>(6)</sup> a	the animal in $^{(7)}$ t	photograph



 $^{(8)}\,h_{-\!-\!-\!-\!-\!-}$  . So this is an Arabian oryx.



2 Use the words from the box to check your answers to Exercise 1.

about (x2) everybody here talk tell this today

#### **USING QUESTIONS IN A TALK**

#### Using questions

You can ask and answer your own questions in a talk to help your listeners understand you.

3		Listen to three parts of Jason's talk. Which question below (a–c) oes in each gap?
	1	Well, you can see them in the US and Canada and here's a photograph of one.
	2	Some nests can be very big Well, there was one eagle's nest that was more than 1,000 kilos!
	3	Well, fish are their prey. That means the eagles hunt them.
	b	How big can they be? So what do bald eagles eat? OK, so where do they live?

- 4 Read part of a student's talk below about brown bears and match the questions (1–5) to the gaps.
  - 1 How do they live?
  - 2 what do they eat?
  - 3 why are they special?
  - 4 where do these bears live?
  - 5 where can you see brown bears?

OK, hello, everybody. My name's Luo Yan and I'm going to talk about brown bears. This is a photograph of a brown bear.			
So, <sup>(a)</sup> Well, they live in forests and near rivers. They often live in mountains.			
And <sup>(b)</sup> In a lot of countries! Brown bears live in America and Europe and parts of Asia.			
(c) Well, they sleep for the winter and they hunt in the summer. They have to eat a lot in the summer, so bears are often hungry.			
And so <sup>(d)</sup> Well, they eat a lot of different things. They like fruit, fish, vegetables, nuts and grass.			
So <sup>(e)</sup> Well, they are very, very strong animals. They can move rocks and trees and other big things easily.			

- 5 19.6 Listen and check your answers.
- 6 Read Luo Yan's talk again.
  - 1 What word often comes before a question?
  - 2 What word often comes before the answer to a question?

#### PRONUNCIATION FOR SPEAKING

#### **Pauses**

You can also use pauses in a talk to help your listeners to understand you.

7 ②26 Listen again and read the audio script. Indicate where there is a pause between words.

OK, // hello, everybody. // My name's Luo Yan, // and I'm going to talk about // brown bears. // This is a photograph of a brown bear.



#### **SPEAKING TASK**

#### PREPARE

1 Work in three groups: A, B and C. Read a text about an animal.

Group A (tigers): Turn to page 194. Group B (ants): Turn to page 196. Group C (koalas): Turn to page 198.

**2** Find these key words in your text and check the meaning.

Group A	Group B	Group C
tigers	ants	koalas
1 climate (n)	1 wing (n)	1 fur (n)
2 predator (n)	2 leaves (pl n)	2 waterproof (adj)
3 dark (n)	3 lung (n)	3 pouch (n)
4 stripe (n)	4 breathe (v)	<b>4</b> joey (n)

- 3 Work with your group and write definitions for your four words in Exercise 2. Use an online dictionary to help you (see Critical thinking, page 168).
- **4** Take turns to ask and answer questions about your animals.
  - 1 Where do they live?
  - 2 What do they eat?
  - 3 How do they live?
  - 4 Why are they special?
- **5** Use the internet to find photographs of your animal. Look for photographs that can help you explain your new words.
- **6** Write words and phrases in the gaps that are true for you.

  OK, hello, everybody. My name's \_\_\_\_\_\_ (your name) and I'm going

to talk about \_\_\_\_\_\_ (your animal, plural). This is a photograph of (a/an) \_\_\_\_\_ (your animal, singular).

**7** Work with a partner in your group. Take turns to practise your introductions.

**PRACTISE** 

- **8** Work in groups of three: Student A, Student B and Student C. Take turns to
  - describe your animal and explain the four key words.
  - listen and answer the questions in the table.

animal (tigers/ants/koalas)	
1 Where do they live?	
2 What do they eat?	
3 How do they live?	
4 Why are they special?	

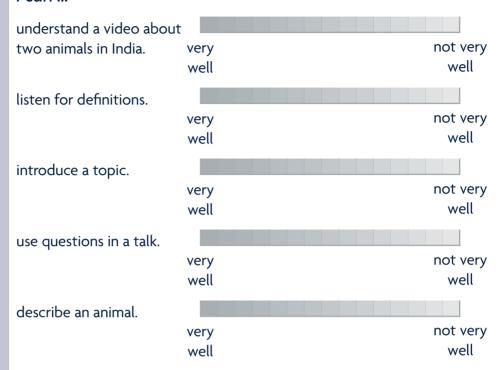
- **9** Return to your group: A, B or C.
  - 1 Compare your tables from Exercise 8. Do you have the same answers?
  - 2 Look at the words for the other two groups in Exercise 2. Do you know what they mean?
- 10 Check your answers with the class.
- 11 Which animals are the most interesting? Tigers, ants or koalas?

TASK CHECKLIST	~
Did you describe an animal?	
Did you use online translation tools and a dictionary?	
Did you write definitions for key vocabulary?	
Did you pronounce groups of consonants correctly?	

**DISCUSS** 

#### **OBJECTIVES REVIEW**

#### I can ...



#### **WORDLIST**

UNIT VOCABULARY				
angry (adj) beak (n) brain (n) camel (n) climb (v) cup (n) cut (v) feather (n) grass (n) hand (n) horn (n)	kangaroo (n) long (adj) nest (n) orangutan (n) rabbit (n) race (n) road sign (n) sharp (adj) stick (n) tired (adj) wet (adj)			
jump (v) jungle (n)	wild (adj)			



# TRANSPORT UNIT 10



## WATCH AND LISTEN

Discovery











#### PREPARING TO WATCH

**UNDERSTANDING KEY VOCABULARY**  1 You are going to watch a video about Alaskan transport. Before you listen, which forms of transport can you see in the photographs from the video?

> dog sled hovercraft plane snowmobile train

**2** Work with a partner. Look at the map and read the information below. Then answer the underlined question.



You are in Alaska. It is winter. It is very cold and there is a lot of snow and (1)ice. You have to take (2)supplies 50 km from the city to a small town. There are no <sup>(3)</sup>**roads** to the town. Which form of transport do you think is best? Why?

<sup>&</sup>lt;sup>1</sup> ice: the hard form of water when it is very cold

<sup>&</sup>lt;sup>2</sup> **supplies:** food, tools and other useful things people need to live

<sup>&</sup>lt;sup>3</sup> road: the place where cars and other transport can drive

TIVAL	JI OKI	01411 10
<ul> <li>3 Are the statements true (T) or false (F)? (Check the meaning of the win bold to help you.)</li> <li>1 Ice is frozen water.</li> <li>2 It is safe to stand on thin ice.</li> <li>3 When ice is thick, it is very easy to break.</li> <li>4 Your umbrella is useless if there is a big hole in it.</li> </ul>	ords	
WHILE WATCHING		
<ul> <li>Watch the video and answer the questions.</li> <li>What is the weather like in Alaska in winter?</li> <li>What happens to the rivers?</li> <li>Which forms of transport do people use in winter?</li> <li>Why can't they use <ul> <li>a cars?</li> <li>b boats or planes?</li> </ul> </li> </ul>		UNDERSTANDING MAIN IDEAS
<ul> <li>5 Are the statements true (T) or false (F)?</li> <li>1 The video is about Alaska in the winter.</li> <li>2 Some frozen rivers are very thin and less than 5 cm.</li> <li>3 A dog walks on the river to test the ice.</li> <li>4 A tractor can fall through thin ice.</li> <li>5 A dog sled takes a lot of supplies to the small town of Akiachak.</li> <li>6 A hovercraft falls through the ice.</li> </ul>		UNDERSTANDING DETAIL
6 Work with a partner. Compare your answers.		
7 Natch again. Check your answers.		

## **DISCUSSION**

- **8** Work with a partner. Which forms of transport do you think are best in these places? Use the phrases in the box below to help you.
  - 1 a desert
  - 2 a mountain
  - 3 a group of islands in the sea
  - 4 a jungle

What about ...? I think ... is better. What do you think? Yes, I agree. I'm not sure. I think ... is better.

## LISTENING 1

## PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY 1 You are going to listen to a man called Steve Miller talk about Transport for London. Before you listen, decide if the forms of transport in the box are private or public. Write them in the correct column of the table below.

bicycle bus car ferry motorbike river taxi taxi train tram underground

private	public

- 2 Which forms of transport do you think are in London?
- 3 Circle the correct word in each sentence.
  - 1 Excuse me! How much is a train *journey / passenger / ticket* to Liverpool?
  - 2 Hi! How was your journey / passenger / ticket to London?
  - 3 I had a conversation with an interesting *journey / passenger / ticket* on the ferry.

## PRONUNCIATION FOR LISTENING

4 On Look at the years. Listen and repeat.

1238 1868 1923 1996 2005 2015

- 5 10.2 Listen and write the years.
  - 1 \_\_\_\_\_
  - 3
  - *\_\_\_\_\_*
  - 5
- **6** What do you notice about the last number in Exercise 5?

## Pronouncing years

Pronounce years in two parts with and or two parts only.

1994 [nineteen] [ninety-four]

1238 [twelve] [thirty-eight]

570 [five hundred] and [seventy]

2005 [two thousand] and [five]

2015 [two thousand] and [fifteen] or [twenty fifteen]









- 7 Work with a partner. What can you see in the photographs?
- 8 Which do you think Steve is going to discuss?

Many Londoners use Oyster cards.

PREDICTING CONTENT USING VISUALS

## WHILE LISTENING

## Listening and taking notes

When you listen to a talk, take notes. Write the

- key words.
- numbers.

Then compare your notes with a partner.

# LISTENING FOR MAIN IDEAS

- 9 103 Listen to Steve Miller talk about Transport for London and take notes.
- **10** Work with a partner. Use your notes to ask and answer the questions.
  - 1 What is the topic of his talk?
  - 2 What does Transport for London (TfL) do?
  - 3 How many people travel in London?
  - 4 When did the London Underground open?
  - 5 What is an Oyster card?

# LISTENING FOR DETAIL



- - 1 Which five forms of transport does Steve talk about?
    - London Underground

|--|

•			

7	How old is the Lo	andon Undergr	ound?
_	TIOW OIG IS THE LE	maon onacigi	ouriu:

			0	
3	What year	did TfL	. introduce Oyster cards?	

4 \	Why	did	TfL	need	Оу	ster	cards?	
-----	-----	-----	-----	------	----	------	--------	--

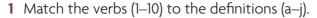
5 How can people pay for their journeys with an Oyster care	d?
---	----

## DISCUSSION

- **12** Work with a partner. Ask and answer the questions.
  - 1 Do you live in a busy city? If not, have you visited one? Do you like it?
  - 2 Which forms of transport do you use? What do you use them for?
  - 3 Which form of transport do you use most often? Why?

## **O LANGUAGE DEVELOPMENT**

#### **VOCABULARY FOR TRANSPORT**





2 take **b** begin to fly

c get on a bus, train, plane or boat 3 go by

d get to a place 4 depart 5 arrive e leave a place

6 board f move or travel somewhere 7 reserve g show your ticket at an airport

8 check in h the action of a plane arriving on the ground after flying

9 take off i travel on a bicycle or motorbike

**10** land j travel somewhere by using a bus, train, car

**2** Write the correct form of the verbs from Exercise 1 in the gaps.

1 Can you \_\_\_\_\_ a motorbike?

2 You can \_\_\_\_\_ a seat on a train.

3 The train \_\_\_\_\_ at platform 1.

4 The plane \_\_\_\_\_ from London at 11.00.

5 Do you like to \_\_\_\_\_ by train?

6 You must \_\_\_\_\_ the boat – it's going to depart!

7 Do you \_\_\_\_\_ the bus to school?

8 You must show your ticket and your passport when you \_\_\_\_\_ at the airport.

9 I don't like flying, especially at the start when the plane \_\_\_\_\_

10 I feel happy at the end of the flight when the plane \_\_\_\_\_

#### THE PAST SIMPLE

## Past simple: positive

We use the past simple to talk about an event or an activity in the past.

The London Underground opened in 1863.

Fewer people lived and worked in London.

In 2003, we introduced the Oyster card.

We wanted a better kind of ticket.

We needed a faster ticket system.

We add -ed to regular verbs in the past, or just -d to verbs that end in -e.

(See Pronunciation for speaking, page 190)



## Past simple: irregular verbs

Some verbs are irregular. They do not add -d/-ed in the past simple. Learn irregular past forms.

3	3 Write the correct infinitive form next	t to these irregular past simple verb
	1 <u>be</u> → was/were 2 <u>do</u> → did 3 <u>have</u> → had 4 → made	6 → could 7 → put 8 → went 9 → came
	5 → took	y v came
4	4 Write the verbs (in brackets) in the pa	ast simple.
	<ol> <li>No, I (take) a taxi.</li> <li>He (go) to the train state.</li> <li>She (have) a good jour</li> <li>No, it (be) too far for best of the state.</li> <li>She (walk) home.</li> </ol>	rney.
5	5 Match the sentences from Exercise 4	(1–5) to a–e.
	<ul> <li>a Mika didn't have a problem on the</li> <li>b Fatima couldn't find a taxi, so</li> <li>c Did you take the train?</li> <li>d Faisal didn't go to the airport</li> <li>e Could they ride their bicycles?</li> </ul>	
6	<b>6</b> Look at a–e in Exercise 5.	
	<ol> <li>Circle the verbs in negative statement</li> <li>Underline the verbs in questions.</li> </ol>	ients.
7	<b>7</b> Look at your answers to Exercise 6. W	Vrite the correct words in the gaps.
	<ul><li>1 Use + the infinitive in r</li><li>2 Use + subject + the inf</li></ul>	•
8	<b>8</b> Work with a partner. Take turns to as Remember to use <i>did</i> in the question	·

Last week,			
1 you take a bus?		Where	I went to the
2 you go by car?	Yes, I did. /	you go?	university.
3 you take a plane?	No, I didn't.	What	I studied in
4 you travel by boat?		you do there?	the library.
5 you ride a bicycle?			

## LISTENING 2

## PREPARING TO LISTEN

1 You are going to listen to somebody describe a solution to a transport problem. Before you listen, look at the photographs (1–6) and match them to the words in the box.

USING YOUR KNOWLEDGE

metro railway sky bridge sky train traffic jam travelator



- 2 Discuss the questions with a partner.
  - 1 Which of these things do you have in your country?
  - 2 Which are problems, and which are solutions?
- **3** Write the transport words and phrases in the box in the phrases and sentences below. Use the glossary at the back of the book to check meanings.

commuters congestion destination get stuck transport system

1	The government is working hard to improve the
2	in traffic jams
3	have to drive to metro stations.
4	It takes a long time to get to your
5	Public transport reduces

UNDERSTANDING KEY VOCABULARY

#### **TAKING NOTES**



#### WHILE LISTENING

4 Divide Listen to somebody describe a solution to a transport problem and write notes. Then compare your notes with a partner.

Tonic.
Topic:
Facts:
Cities are (2) Petrol is (3) and causes
(4)·
Public transport is good because (5)
Problems with buses:
(6)
Problems with the metro system:
(7)
Solutions:
make the metro system bigger by going <sup>(8)</sup>
go over the city with <sup>(9)</sup>
Reason:
people won't need to <sup>(10)</sup>

# LISTENING FOR DETAIL

- **5** Answer the questions. Use your notes to help you.
  - 1 Why are cities congested?
  - 2 What are the problems with cars?
  - 3 What do some countries say is a good idea?
  - 4 Which place is working hard to improve the transport system?
  - 5 What is the plan in Dubai?
  - 6 What other cities does Iman speak about?
- 6 10.4 Listen again, take more notes if you need to and check your answers.

## **DISCUSSION**

- 7 Work with a partner. Discuss the questions.
  - 1 Do you like using the types of transport Iman spoke about? Why? / Why not?
  - 2 Do you agree with Iman that
    - a cars are a problem? Why? / Why not?
    - **b** public transport is a good solution? Why? / Why not?

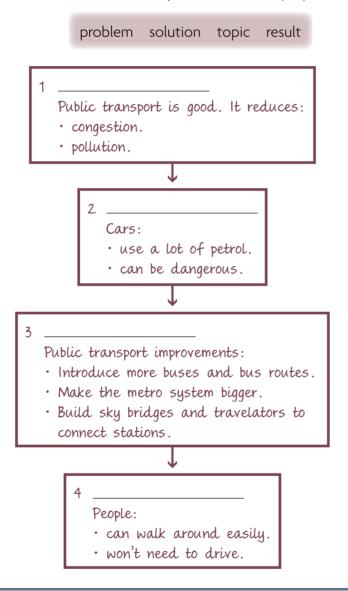
## CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Describe a solution to a transport problem.

1 Below are Iman's notes for her talk about transport in cities. Match the words in the box to the correct part of her notes (1–4).

**RFMFMBFR** 



#### Use flow charts

Use notes to help you talk about a topic. Put your notes into a flow chart. A flow chart can help you organize your ideas.

#### **APPLY**

- 2 Work with a partner. Match the pairs.
  - 1 topic
  - 2 problem
  - 3 solution
  - 4 result
- a Drivers on Road 56 went very fast there were a lot of accidents.
- **b** More traffic police started to travel on Road 56. They watched the road with cameras.
- **c** There are not as many accidents now. Road 56 is safer.
- **d** Is Road 56 safe for drivers?
- 3 Make a flow chart on the topic of Road 56.



4 Work with a partner. Take turns to talk about Road 56. Use your flow charts to help you.

## **SPEAKING**

#### PREPARATION FOR SPEAKING

1 Look at the photographs of a river. What was the problem before?





- 2 On the next page are some notes for a talk on this topic. Match the questions (1–4) to the correct notes (a–d).
  - 1 What is the topic?
  - 2 What was the problem?
  - 3 What was the solution?
  - 4 Was it a good solution? (What was the result?)

a
<ul> <li>Petrol from old ships killed the fish.</li> </ul>
<ul> <li>Petrol from old ships killed the fish.</li> <li>Fishermen were angry because there were no fish in the rivers.</li> </ul>
ь —
<ul> <li>More companies send goods*by river today.</li> </ul>
<ul> <li>More companies send goods* by river today.</li> <li>More ships can make rivers dirty.</li> </ul>
C
<ul> <li>The rivers are cleaner and there are more fish than before.</li> </ul>
<ul> <li>The rivers are cleaner and there are more fish than before.</li> <li>The companies were not happy because modern ships are expensive.</li> </ul>
d
<ul> <li>Companies have to pay to clean the river.</li> </ul>
<ul> <li>Companies have to pay to clean the river.</li> <li>Companies have to use modern ships.</li> </ul>

\* goods (n): things that companies make and sell

**3** Make a flow chart for this talk with four parts. Use the information in Exercise 2 to make notes.

### **DESCRIBING A TOPIC**

4 10.5 Listen to Iman again. Then write the words and phrases from the box in the gaps below.

can be For example population This is because This means that

The (')	of cities grows more quickly than in the
countryside. (2)	cities become really congested.
(3)	everyone uses cars to travel around the city,
and this (4)	a problem. <sup>(5)</sup> ,
it takes a long time to of petrol	get to your destination, so drivers need to use a lot

5 Write write the words and phrases from the box in the gaps below. Then listen to Anna and check your answers.

become dirty for example sending goods ships (x2)

(1) \_\_\_\_\_ are great for (2) \_\_\_\_\_ by river. Ships are cheaper and often cleaner than road transport. But (3) \_\_\_\_\_ have some problems. (4) \_\_\_\_\_ when there are a lot of ships, rivers can (5) \_\_\_\_\_ .

- **6** How can you finish the sentences about trains? Discuss your ideas in class.
  - Trains are great for ...
  - They are ... / We can ...
  - But trains have some problems. For example, ...

#### **DESCRIBING A PROBLEM**

DESCRIBING AT ROBLEM
7 Write the verbs (in brackets) in the past simple. Then listen to Anna and check your answers.
You can see in this photograph that this (1)(happen) in Europe
A lot of companies <sup>(2)</sup> (use) old ships. Old ships <sup>(3)</sup>
(be) cheaper, but they (4)(have) some problems. For example,
petrol (5) (come) out of the ships and into the rivers. The
petrol <sup>(6)</sup> ( <i>kill</i> ) the fish. Fishermen <sup>(7)</sup> ( <i>be</i> ) angry
because they <sup>(8)</sup> ( <i>cannot</i> ) catch any fish.
PRONUNCIATION FOR SPEAKING
8 103 Listen and repeat the verbs in the past tense.



Elsterraria	repeat the verb	s in the past tens	С.
happen <mark>ed</mark>	use <mark>d</mark>	visit <b>ed</b>	guess <mark>ed</mark>

added \_\_\_\_\_ hated \_\_\_\_ asked \_\_\_\_ helped \_\_\_\_ showed \_\_\_\_ watched \_\_\_\_ changed \_\_\_\_ decided

- 9 103 Listen again. What sound do you hear at the end of each verb? Write /t/, /d/ or /Id/ beside each verb in Exercise 8.
- 10 Write the correct heading -/t/, /d/ or /id/ in the table.

Prounciation of -d/-ed in regular past simple verbs				
Past simple verb pronounced	Past simple verb pronounced	Past simple verb pronounced 3		
When a verb ends in these sounds:  stop /p/ laugh /f/ miss /s/ like /k/ finish /ʃ/ watch /tʃ/	When a verb ends with a vowel sound or these consonant sounds:  grab /b/ jog /g/ save /v/ buzz /z/ massage /3/ change /d3/ climb /m/ listen /n/ ring /ŋ/ travel /l/ breathe /ð/	When a regular verb ends with a /t/ or /d/ sound: visit /t/ decide /d/		

#### **DESCRIBING A SOLUTION**

- 11 Put the words and phrases in order to make statements.
  - 1 the / to make / They / rivers / companies / decided / clean / .
  - 2 modern / ships / The / buy / companies / had to / .
  - 3 cleaned / the / rivers / companies / The / .
- 12 Work with a partner. Discuss the questions in class.
  - 1 What problems do trains have in cities?
  - 2 What solutions do you know for those problems?

#### **DESCRIBING RESULTS**

- 13 109 Listen and number the statements in the correct order.
  - Why? Because the companies weren't happy that they had to clean the rivers.
  - I think it was a good solution.
  - But there was some good news.
  - That means there are more fish than before.
  - So, was it a good solution? Well, that's a very interesting question!
  - And they didn't want to pay to clean the rivers.
  - The fishermen are happier because the rivers are cleaner.
  - The old ships were cheap, but modern ships are expensive.
- **14** Work with a partner. Take turns to describe the result in Exercise 13. Use the phrases in the box to help you.

I think it was a good solution.

Why? Because ...

I don't think it was a good solution.

That means ...





#### SPEAKING TASK

Work in two groups, A and B.

- 1 You are going to describe a transport problem and then talk about the solution. First, discuss the questions.
  - 1 Are traffic jams a problem in your city/country?
  - 2 Why are traffic jams bad for
    - a business?
    - **b** family life?

#### PRFPARF

2 Work with a partner in your group.

Group A: Turn to page 195. Group B: Turn to page 197.

- 3 Use a flow chart to plan your talk (see Critical thinking, page 187).
  - 1 Make a flow chart with four parts.
  - 2 Use the information about your city (Paris or Melbourne) to make notes.

#### **PRESENT**

4 Work with a partner from your group. Take turns to practise your talk.

- 1 Describe
  - the topic.

• the solution.

• the problem.

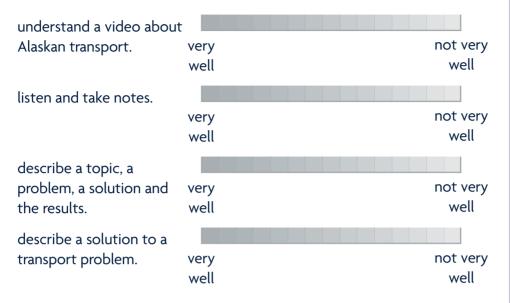
- the result.
- 2 Use your notes and the photographs of the city to help you.
- **5** Work with a partner from the other group. Take turns to describe the solution to the transport problem in Paris or Melbourne.
- 6 Discuss the guestions in class.
  - 1 Which city had the best solution?
  - 2 Is that solution a good idea for your city/country? Why? / Why not?

TASK CHECKLIST	<b>/</b>
Did you describe a solution to a transport problem?	
Did you use a flow chart to plan your talk?	
Did you use past simple verbs?	
Did you pronounce regular past simple verbs with /t/, /d/ and /ɪd/?	

## DISCUSS

## **OBJECTIVES REVIEW**

#### I can ...



## **WORDLIST**

UNIT VOCABULARY				
accident (n) air-conditioned (adj) arrive (v) bicycle (n) board (v) boat (n) break (v) bus (n) car (n) check in (v) commuter (n) congestion (n) depart (v) destination (n) flight (n) fly (v)	frozen (adj) get stuck (v) goods (n) hole (n) ice (n) introduce (v) journey (n) land (v) metro railway (n) motorbike (n) need (v) passenger (n) petrol (n) plane (n) private (adj) public (adj) reserve (v)	ride (v) river taxi (n) road rage (n) sky train (n) solution (n) stand (v) taxi (n) ticket (n) traffic (n) traffic jam (n) train (n) transport system (n) travelator (n) the underground (n) useless (adj)		

## PAIRWORK ACTIVITIES

## UNIT 1: PEOPLE, SPEAKING, EXERCISE 1

#### Student A

Spell the words for your partner.

- 1 M-E-X-I-C-A-N
- 2 O-M-A-N-I
- 3 E-G-Y-P-T-I-A-N

# UNIT 4: PLACES, SPEAKING, EXERCISES 1, 2 AND 4

#### Group A

- 1 You are going to do a role-play with Group B. Before the role-play, look at the map below. Work with other learners from Group A and practise giving directions from the fountain to the places (1–5).
  - 1 the bank
  - 2 the Language Centre
  - 3 the Physics building
  - 4 the History building
  - 5 the supermarket
- 2 Student B will ask you for directions.

# UNIT 9, ANIMALS, SPEAKING, EXERCISE 1

#### Group A

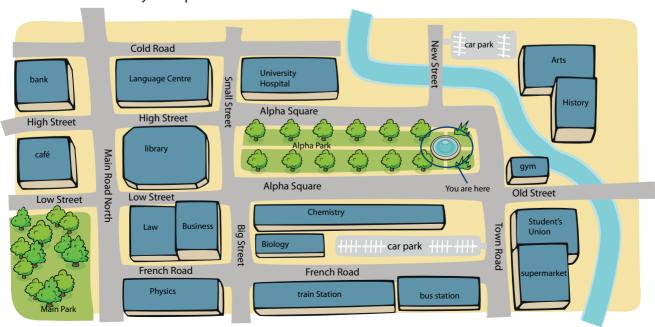
#### **Tigers**

Tigers live in jungles and forests. You can find them in India, China and countries in South-East Asia. They can live in hot and cold climates.

Tigers are bigger than other wild cats. They are predators. They can see in the dark and so they usually hunt at night.

Tigers are orange, white and black and they are famous for their stripes. Every tiger's stripes are different.

## The University of Alpha



# UNIT 1: PEOPLE, LISTENING 2, EXERCISE 6

#### Student A

Ask Student B these questions about the person in photograph b on page 23.

What's her name? Where's she from? Why is she famous? Who are her parents?

Read this information. Then answer Student B's questions about the person in photograph e on page 23.

Name: Kobe Bryant
Country: the United States
Occupation: basketball player
Parents: father – Joe Bryant, a

famous basketball player mother – Pam Bryant

# UNIT 6: JOBS, LISTENING 2, EXERCISE 2

#### Student A

#### **About you**

My name's Alan Green and I'm from Portland, USA. I'm a student here at the University of Yukon. I would like to work at the Sports Centre after my degree.

I'm fit and strong and I love sport. I can speak English and French.

My favourite sports are football and basketball. I can also teach karate and judo.



# UNIT 10, TRANSPORT, SPEAKING, EXERCISE 2

#### Group A

#### Paris, France

Look at the photographs of traffic in Paris. Then match the questions below (1–4) to the correct notes (a–d).





- 1 What is the topic?
- 2 What was the problem?
- 3 What was the solution?
- 4 Was it a good solution? (What was the result?)
- a There were a lot of traffic jams.
  - People didn't like them.
- **b** Yes! People love it. It is easier to travel in the city.
  - Many cities want to use the same solution, e.g. London and New York.
- c More people have cars today.
  - There are more problems with traffic in cities
- **d** Make new roads for buses.
  - Make new roads for bicycles.

## UNIT 1: PEOPLE, SPEAKING, EXERCISE 1 UNIT 9, ANIMALS, SPEAKING,

#### Student B

Spell the words for your partner.

- 4 E-M-I-R-A-T-I
- 5 J-A-P-A-N-E-S-E
- 6 T-U-R-K-I-S-H

# UNIT 4: PLACES, SPEAKING, EXERCISES 1, 3 AND 4

## Group B

- 1 You are going to do a role-play with Group A. Before the role-play, look at the map below. Work with other learners from Group B and practise giving directions from the statue to the places (1–5).
  - 1 the History building
  - 2 the train station
  - 3 the Physics building
  - 4 the bus station
  - 5 the gym
- 2 Student A will ask you for directions.

# UNIT 9, ANIMALS, SPEAKING, EXERCISE 1

#### Group B

#### Ants

There are more than 12,000 different kinds of ant. You can find ants in many different countries all over the world.

Ants live together in groups. In each group, there are workers and a queen. The queen ant has wings.

Ants are very strong. For example, they can carry food and leaves that are bigger than their bodies. They don't have lungs. They breathe through their bodies. Ants eat many different kinds of food. For example, they eat fruit and vegetables.

#### The University of Beta



# UNIT 1: PEOPLE, LISTENING 2, EXERCISE 6

#### Student B

Read this information. Then answer Student A's questions about the person in photograph b on page 23.

Name: Victoria Beckham
Country: the United Kingdom
Occupation: fashion designer

Parents: father – Anthony Adams

mother – Doreen Adams

Ask Student A these questions about the person in photograph e on page 23.

What's his name? Where's he from? Why is he famous? Who are his parents?

# UNIT 6: JOBS, LISTENING 2, EXERCISE 2

#### Student B

#### **About vou**

I'm Lucy Lau and I'm from Vancouver, Canada. I speak English, French and Cantonese. I have a degree in Sports Science.

In Vancouver, I teach zumba, pilates and yoga. I'm also a good tennis player. I think it is important to be a kind and polite. A fitness instructor should help people.





# UNIT 10: TRANSPORT, SPEAKING, EXERCISE 2

#### Group B

#### Melbourne, Australia

Look at the photographs of traffic in Melbourne. Then match the questions below (1–4) to the correct notes (a–d).





- 1 What is the topic?
- 2 What was the problem?
- 3 What was the solution?
- 4 Was it a good solution? (What was the result?)
- **a** There were a lot of traffic jams.
  - People didn't like them.
- No! Travel is easier than before but there are many traffic jams on the new roads.
  - People don't want to pay.
- c More people have cars today.
  - There are more problems with traffic in cities.
- **d** Make new roads for cars.
  - People have to pay to use the new roads.

## **UNIT 5: SPORTS, WATCH AND LISTEN. EXERCISE 3**

people (e.g. an old woman)	a free diver <sup>1</sup> old men	a young man scuba divers
places (e.g. <i>a school</i> )	the sea the world Italy	Sicily a city a town
times of day (e.g. afternoon)	evening	morning
things (e.g. <i>a car</i> )	boats <sup>2</sup> a scooter <sup>3</sup> rocks	sand a red balloon <sup>4</sup>





## **UNIT 5: SPORT, LISTENING 1, EXERCISE 9**

- a They learn quicker and they are faster.
- **b** tae kwon do
- c They have stronger backs.
- d They think men are bigger, stronger, tougher and faster than women.
- **e** Are men better than women in all sports?
- **f** sports science

## UNIT 9, ANIMALS, SPEAKING, **EXERCISE 1**

## Group C

#### Koalas

Koalas live in forests in Australia. Koalas in the north of Australia are smaller than koalas in the south.

Koalas have grey and white fur. Their fur is waterproof. Female koalas have a pocket on the front of their bodies. This pocket, which is called a pouch, is for baby koalas. The name for a baby koala is a joey. The joey lives in the pouch for seven months. Koalas sleep a lot. Some koalas sleep 18 hours every day. They eat leaves from trees.





# GLOSSARY

Vocabulary	Pronunciation	Part of speech	Definition
UNIT 1			
artist	/'artist/	(n)	someone who paints, draws or makes sculptures
basketball player	/baskitbail pleia/	(n)	someone who takes part in a game of basketball
brother	/ˈbrʌðə/	(n)	a man or boy with the same parents as another person
businessman	/nemsinzid'/	(n)	a man who works in business, especially if he has a high position in a company
businesswoman	/'bɪznɪswumən/	(n)	a woman who works in business, especially if she has a high position in a company
city	/'sɪti/	(n)	a large town
country	/'kʌntri/	(n)	an area of land that has its own government, army, etc.
dancer	/ˈdɑːnsə/	(n)	someone who dances either as a job or for pleasure
doctor	/'dɒktə/	(n)	a person whose job is to treat people who are ill or hurt
family	/ˈfæməli/	(n)	a group of people who are related to each other, such as a mother, a father and their children
famous	/'ferməs/	(adj)	known and recognised by many people
fashion designer	/ˈfæʃən dıˈzaɪnə/	(n)	a person who creates and plans new clothes
father	/ˈfɑːðə/	(n)	your male parent
job	/d3pb/	(n)	the regular work that you do in order to earn money
journalist	/ˈdʒɜːnəlɪst/	(n)	a person who writes news stories or articles for a newspaper or magazine or broadcasts them on radio or television
mother	/ˈmʌðə/	(n)	a female parent
name	/neɪm/	(n)	the word or words that a person, thing or place is known by
scientist	/'saiəntist/	(n)	someone who studies science or works in science
singer	/ˈsɪŋə/	(n)	a person who sings, especially as a job
sister	/ˈsɪstə/	(n)	a girl or woman who has the same parents as another person
sportswoman	/'spo:tswomən/	(n)	a woman who plays sport, especially one who plays it well
teacher	/ˈtiːtʃə/	(n)	someone whose job is to teach in a school or college
writer	/ˈraɪtə/	(n)	a person who writes books or articles to be published
UNIT 2			
beautiful	/ˈbjuːtɪfəl/	(adj)	very attractive
blue	/bluː/	(adj)	being the same colour as the sky when there are no clouds
cloud	/klaud/	(n)	a white or grey mass in the sky, made of very small drops of water
cold	/kəʊld/	(adj)	having a low temperature
desert	/'dezət/	(n)	a large, hot, dry area of land with very few plants
forest	/'forist/	(n)	a large area of trees growing closely together
happy	/'hæpi/	(adj)	feeling, showing or causing pleasure
hot	/hpt/	(adj)	having a high temperature
inside	/ɪn'saɪd/	(prep)	in or into a room, building, container, etc.
interesting	/'ıntrəstiŋ/	(adj)	Someone or something that is interesting keeps your attention because they are unusual, exciting or have a lot of ideas.
island	/ˈaɪlənd/	(n)	a piece of land completely surrounded by water

Vocabulary	Pronunciation	Part of speech	Definition
man-made	/mæn'meɪd/	(adj)	not natural, but made by people
natural	/'næt∫ərəl/	(adj)	Something that is natural exists or happens because of nature, not because it was made or done by people.
outside	/aut'saɪd/	(adv)	not inside a building
path	/pa:0/	(n)	a long, narrow track between one place and another
sand	/sænd/	(n)	a substance that is found on beaches and in deserts, which is made from very small grains of rock
sea	/siː/	(n)	a large area of salt water
see	/siː/	(v)	to notice people and things with your eyes
sky	/skaɪ/	(n)	the area above the Earth, in which clouds, the sun, etc. can be seen
snow	/snəʊ/	(n)	soft white pieces of frozen water that fall from the sky when the weather is cold
summer	/ˈsʌmə/	(n)	the season of the year between spring and autumn, when the weather is warmest
town	/taun/	(n)	a place where people live and work, usually larger than a village but smaller than a city
tree	/triː/	(n)	a tall plant with a thick stem which has branches coming from it and leaves
ugly	/'ngli/	(adj)	unpleasant to look at
unusual	/ʌn'juːʒəl/	(adj)	different and not ordinary, often in a way that is interesting or exciting
wind	/wind/	(n)	a natural, fast movement of air
winter	/'wintə/	(n)	the coldest season of the year, between autumn and spring
UNIT 3			
app	/æp/	(n)	a computer program or piece of software that is designed for a particular purpose that you can download onto a mobile phone or other mobile device
biscuit	/'biskit/	(n)	a small, flat cake that is dry and usually sweet
blog	/blbg/	(n)	a record of your activities or opinions that you put on the Internet for other people to read and that you change regularly
busy	/ˈbɪzi/	(adj)	If you are busy, you are working hard or giving your attention to a particular thing.
chat	/t∫æt/	(v)	to talk to someone in a friendly and informal way
chocolate	/t∫¤klət/	(n)	a sweet, usually brown, food that is prepared and sold in a block, or a small sweet made from this
down	/daun/	(prep)	in or towards a low or lower position, from a higher one
download	/daun'ləud/	(v)	to copy computer programs, music or other information electronically, especially from the internet or a larger computer
eat	/iːt/	(v)	to put food into your mouth and then swallow it
exercise	/'eksəsaiz/	(n)	physical activity that you do to make your body strong and healthy
follow	/ˈfɒləʊ/	(v)	to move behind someone or something and go where they go
go out	/gəʊ aʊt/	(v)	to leave a place in order to go somewhere else
gym	/d31m/	(n)	a building or room with equipment for doing exercises
healthy	/'helθi/	(adj)	good for your health
important	/tneticd,mi/	(adj)	valuable, useful or necessary

Vocabulary	Pronunciation	Part of speech	Definition
internet	/'Intənet/	(n)	the system that connects computers all over the world and allows people who use computers to look at websites
intonation	/ıntəʊˈneɪ∫ən/	(n)	the way your voice goes up and down when you speak
laptop	/ˈlæptɒp/	(n)	a computer that is small enough to be carried around and used where you are sitting
lifestyle	/ˈlaɪfstaɪl/	(n)	someone's way of living; the things that a person or particular group of people usually do
online	/ɒnˈlaɪn/	(adj)	describes products, services or information that can be bought or used on the Internet
polite	/pə'laɪt/	(adj)	behaving in a way that is not rude and shows that you do not only think about yourself
post	/pəust/	(v)	to leave a message on a website
practise	/'præktis/	(v)	to do or play something regularly or repeatedly in order to become skilled at it
record	/bɪck'ın/	(v)	to store sounds or pictures using electronic equipment, a camera, etc. so that you can listen to them or see them again
send	/send/	(v)	to arrange for something to go or be taken somewhere, especially by post
smoke	/sməʊk/	(v)	to breathe smoke into your mouth from a cigarette
survey	/ˈsɜːrveɪ/	(n)	an examination of opinions, behaviour, etc., made by asking people questions
up	/ <b>\p</b> /	(prep)	vertical or as straight as possible
use	/juːz/	(v)	If you use something, you do something with it for a particular purpose.
write	/raɪt/	(v)	to produce letters, words or numbers on a surface or computer
UNIT 4			
across	/əˈkrɒs/	(prep)	on the opposite side of
airport	/'eəpɔːt/	(n)	a place where aircraft regularly take off and land, with buildings for passengers to wait in
along	/əˈlɒŋ/	(prep)	from one part of a road, river, etc. to another
around	/əˈraʊnd/	(prep)	to surround or be on all sides of something, or in a circular movement
at	/ət/	(prep)	used to show the place or position of something
bank	/bæŋk/	(n)	an organisation or place where you can borrow money, save money, etc.
behind	/bɪ'haɪnd/	(prep)	at or to the back of someone or something
between	/bɪˈtwiːn/	(prep)	in the space that separates two places, people or objects
bridge	/bridʒ/	(n)	a structure that is built over a river, road, railway, etc. to allow people and vehicles to cross from one side to the other
bus station	/'bas stei∫ən/	(n)	a building where a bus starts or ends its journey
climate	/ˈklaɪmət/	(n)	the weather conditions that an area usually has
clock	/klok/	(n)	a piece of equipment that shows you what time it is, usually in a house or on a building and not worn by a person
east	/irst/	(n)	the direction that you face to see the sun rise, opposite to the west
garden	/ˈgɑːdən/	(n)	a piece of land belonging to a house, where flowers and other plants are grown

Vocabulary	Pronunciation	Part of speech	Definition
here	/hɪə/	(adv)	in the place where you are
hospital	/'hɒspɪtəl/	(n)	a place where ill or injured people go to be treated by doctors and nurses
hotel	/həʊ'tel/	(n)	a place where you pay to stay when you are away from home
in	/ɪn/	(prep)	inside or towards the inside of a container, place or area
in front of	/in 'frant ov/	(ph)	close to the front part of something
into	/'ɪntə/	(prep)	towards the inside or middle of something
left	/left/	(adj)	on or towards the side of your body that is to the west when you are facing north
library	/ˈlaɪbrəri/	(n)	a room or building that contains a collection of books and other written material that you can read or borrow
modern	/nebam/	(adj)	using the newest ideas, design, technology, etc. and not traditional
mosque	/mpsk/	(n)	a building for Islamic religious activities and worship
new	/njuː/	(adj)	recently made or having started to exist recently
next to	/'nekst tuː/	(ph)	used when describing two people or things that are very close to each other with nothing between them
north	/nɔːθ/	(n)	the direction that is on your left when you face towards the rising sun
old	/əʊld/	(adj)	having lived or existed for many years
on	/pn/	(prep)	used to refer to a place when giving directions
opposite	/ˈɒpəzɪt/	(prep)	in a position facing someone or something but on the other side
out of	/'aut ov/	(prep)	used to show movement away from the inside of a place or container
over	/'əʊvə/	(prep)	across from one side of something to the other, especially by going up and then down
park	/paːk/	(n)	a large area of grass and trees in a city or town, where people can walk and enjoy themselves
political	/pəˈlɪtɪkəl/	(adj)	relating to politics
population	/pppjə'leɪʃən/	(n)	the number of people living in a particular area
port	/port/	(n)	a town by the sea or by a river which has a harbour, or the harbour itself
restaurant	/'restront/	(n)	a place where you can buy and eat a meal
right	/raɪt/	(adj)	on or towards the side of your body that is to the east when you are facing north
road	/rəud/	(n)	a long, hard surface built for vehicles to drive on
satellite	/ˈsætəlaɪt/	(n)	a device sent up into space to travel round the Earth, used for collecting information or communicating by radio, television, etc.
school	/skuːl/	(n)	a place where children go to be educated
south	/saυθ/	(n)	the direction which goes towards the part of the Earth below the equator, opposite to the north, or the part of an area or country which is in this direction
station	/'steı∫ən/	(n)	a building where trains stop so that you can get on or off them
street	/striːt/	(n)	a road in a town or city that has houses or other buildings
supermarket	/ˈsuːpəmɑːkɪt/	(n)	a large shop that sells food, drink, products for the home, etc.
that	/ðæt/	(det, pron)	used to refer to something that can be seen or pointed to

Vocabulary	Pronunciation	Part of speech	Definition
there	/ðeə/	(adv)	used when you are pointing or looking at something in order to make someone look in the same direction
these	/ðiːz/	(det, pron)	plural of this
this	/ðis/	(det, pron)	used to refer to something or someone that can be seen or pointed to $ \\$
those	/ðəuz/	(det, pron)	plural of that
through	/Oruː/	(prep)	from one end or side of something to the other
turn	/t3:n/	(v)	to change the direction in which you are facing or moving
under	/'ʌndə/	(prep)	below something, or below the surface of something
west	/west/	(n)	the direction that you face to see the sun go down
UNIT 5			
alone	/ə'ləʊn/	(adj)	without other people
ancient	/'eɪn∫ənt/	(adj)	from a long time ago
back	/bæk/	(n)	the part of your body from your shoulders to your bottom
badminton	/ˈbædmɪntən/	(n)	a sport for two or four people in which you hit a light object with feathers over a net
baseball	/ˈbeɪsbɔːl/	(n)	(the ball used in) a game played by two teams of nine players, in which a player hits a ball with a bat and tries to run around the four corners of a large square area of the field before the other team returns the ball
basketball	/ˈbɑːskɪtbɔːl/	(n)	a game in which two teams try to score points by throwing a ball through a high net, or the ball used in this game
bone	/bəun/	(n)	one of the hard pieces that make the structure inside a human or animal
competition	/kɒmpə¹tı∫ən/	(n)	an organised event in which people try to win a prize by being the best, fastest, etc.
court	/kɔːt/	(n)	an area drawn out on the ground that is used for playing sport
cycling	/'saɪklɪŋ/	(n)	the sport or activity of riding a bicycle
fan	/fæn/	(n)	someone who admires and supports a person, sport, sports team, etc.
fast	/fa:st/	(adj)	moving or happening quickly, or able to move or happen quickly
fat	/fæt/	(adj)	Someone who is fat weighs too much.
fit	/fɪt/	(adj)	healthy and strong, especially as a result of exercise
football	/ˈfutbɔːl/	(n)	a game in which two teams of players kick a round ball and try to score goals
goal	/gəʊl/	(n)	a point scored in sports such as football, when a player sends a ball or other object into a particular area, such as between two posts
good	/gud/	(adj)	of a high quality or level
hard	/haːd/	(adj)	difficult to understand or do
horse riding	/ˈhɔːs raɪdɪŋ/	(n)	the sport or activity of riding a horse
Japanese	/dʒæpənˈiːz/	(adj)	coming from or relating to Japan
judo	/ˈdʒuːdəʊ/	(n)	a sport from Japan in which two people try to throw each other to the ground
karate	/kəˈrɑːti/	(n)	a sport from Japan in which people fight with the hands or feet

Vocabulary	Pronunciation	Part of speech	Definition
kung fu	/kʌŋˈfuː/	(n)	a sport from China in which people fight using their hands and feet
loser	/ˈluːzə/	(n)	someone who does not win a game or competition
million	/ˈmɪljən/	(n)	the number 1,000,000
pilates	/pɪˈlɑːtiːz/	(n)	a system of physical exercise involving controlled movements, stretching and breathing
player	/ˈpleɪə/	(n)	someone who takes part in a game or sport
point	/point/	(n)	a unit used for showing who is winning in a game or competition
popular	/ˈpɒpjələ/	(adj)	liked by many people
professional	/prə¹fe∫ənəl/	(adj)	Someone is professional if they earn money for a sport or activity which most people do as a hobby.
quick	/kwik/	(adj)	doing something fast
rugby	/'rʌgbi/	(n)	a sport played by two teams with an oval ball and H-shaped goals
running	/'rʌnɪŋ/	(n)	the sport of moving on your feet at a speed faster than walking
score	/skɔː/	(n)	the number of points someone gets in a game or test
skiing	/ˈskiːɪŋ/	(n)	the sport of moving over snow on skis
slow	/sləʊ/	(adj)	doing, moving or happening without much speed
strong	/stron/	(adj)	physically powerful
swimming	/swimiŋ/	(n)	the activity of moving through water by moving your body
tall	/tɔːl/	(adj)	having a greater than average height
team	/tixm/	(n)	a group of people who play a sport or game together against another group of players
tennis	/'tenis/	(n)	a sport in which two or four people hit a small ball to each other over a net
thin	/θɪn/	(adj)	Something that is thin is smaller than usual between its opposite sides.
traditional	/trə'dı∫ənəl/	(adj)	following the customs or ways of behaving that have continued in a group of people or society for a long time
unfit	/An'fit/	(adj)	not healthy because you do too little exercise
unhappy	/ʌnˈhæpi/	(adj)	sad
unhealthy	/ʌn'helθi/	(adj)	likely to become ill or likely to damage your health
volleyball	/lɪcdilav'/	(n)	a game in which two teams use their hands to hit a ball over a net without allowing it to touch the ground
weak	/wiːk/	(adj)	not physically strong
winner	/ˈwɪnə/	(n)	someone who wins a game or competition
yoga	/ˈjəʊgə/	(n)	a set of exercises for the mind and body
UNIT 6			
accountant	/əˈkaʊntənt/	(n)	someone whose job is to keep or examine the financial records of a person or organisation
architect	/'aːkɪtekt/	(n)	someone whose job is to design buildings
banker	/'bæŋkə/	(n)	someone with an important position within a bank
boring	/ˈbɔːrɪŋ/	(adj)	not interesting or exciting
builder	/ˈbɪldə/	(n)	a person whose job it is to make buildings
clever	/'klevə/	(adj)	able to learn and understand things quickly and easily
engineer	/endʒɪ'nɪə/	(n)	someone whose job is to design, build or repair machines, engines, roads, bridges, etc.

Vocabulary	Pronunciation	Part of speech	Definition
experience	/ık'spıəriəns/	(n)	knowledge that you get from doing a job, or from doing, seeing or feeling something
farmer	/ˈfɑːmə/	(n)	someone who owns or looks after a farm
fire	/faɪə/	(n)	heat, light and flames that are produced when something burns
fireman	/ˈfaɪəmən/	(n)	a man whose job is to stop fires burning
friendly	/ˈfrendli/	(adj)	behaving in a pleasant, kind way towards someone
good-looking	/gʊdˈlʊkɪŋ/	(adj)	If someone is good-looking, they have an attractive face.
helpful	/'helpfəl/	(adj)	willing to help, or useful
kind	/kaɪnd/	(adj)	generous, helpful and thinking about other people's feelings
lawyer	/ˈlɔɪə/	(n)	someone whose job is to give advice to people about the law and speak for them in court
musician	/mjuːˈzɪ∫ən/	(n)	someone who plays a musical instrument, often as a job
nurse	/nais/	(n)	someone whose job is to care for ill and injured people
opinion	/əˈpɪnjən/	(n)	a thought or belief about something or someone
pilot	/'paɪlət/	(n)	someone who flies an aircraft
policeman	/pəˈliːsmən/	(n)	a man who is a member of the police
reason	/ˈriːzən/	(n)	the facts about why something happens or why someone does something
slim	/slɪm/	(adj)	Someone who is slim is thin in an attractive way.
take off	/teik 'af/	(v)	If an aircraft, bird or insect takes off, it leaves the ground and begins to fly.
time	/taɪm/	(n)	a particular point in the day or night
waiter	/'weitə/	(n)	a man who works in a restaurant, bringing food to customers
UNIT 7			
agree	/əˈgriː/	(v)	to have the same opinion as someone
apartment	/ə'partmənt/	(n)	a set of rooms for living in, especially on one floor of a building
change	/t∫eɪndʒ/	(v)	to stop having or using one thing, and start having or using another
cheap	/t∫irp/	(adj)	costing little money or less than is usual or expected
clean	/kliːn/	(adj)	not dirty
collect	/kəˈlekt/	(v)	to go to a place and bring someone or something away from it
comfortable	/ˈkʌmftəbəl/	(adj)	describes furniture, clothes, etc. that provide a pleasant feeling and that do not give you any pain
day trip	/'dei trip/	(n)	a visit to a place in which you go there and come back on the same day
different	/'dɪfərənt/	(adj)	not the same
dirty	/ˈdɜːti/	(adj)	not clean
disagree	/dɪsəˈgriː/	(v)	to have a different opinion from someone else about something
expensive	/ık'spensıv/	(adj)	costing a lot of money
far (away)	/far (əˈweɪ)/	(adv)	at, to or from a great distance in space or time
fresh	/freʃ/	(adj)	Fresh food has been produced or collected recently and has not been frozen, dried, etc.
glass	/glars/	(n)	a hard, transparent substance that objects such as windows and bottles are made of
hungry	/'hʌŋgri/	(adj)	wanting or needing food

Vocabulary	Pronunciation	Part of speech	Definition
leather	/ˈleðə/	(n)	the skin of animals that is used to make things such as shoes and bags
manage	/'mænɪdʒ/	(v)	to be in control of an office, shop, team, etc.
manager	/ˈmænɪdʒə/	(n)	someone in control of an office, shop, team, etc.
metal	/'metəl/	(n)	a usually hard, shiny material such as iron, gold or silver which heat and electricity can travel through
narrow	/'nærəʊ/	(adj)	Narrow things measure a small distance from one side to the other.
near	/nɪə/	(adj)	close in distance
noisy	/ˈnɔɪzi/	(adj)	making a lot of noise
normal	/lem:cn'/	(adj)	usual, ordinary and expected
paint	/peint/	(n)	a coloured liquid that you put on a surface such as a wall to decorate it, or that you use to produce a picture
pay	/peɪ/	(v)	to give money to someone because you are buying something from them, or because you owe them money
plastic	/'plæstɪk/	(adj)	made of plastic
psychologist	/sar'kɒlədʒɪst/	(n)	someone who studies the human mind and human emotions and behaviour, and how different situations have an effect on them
quiet	/ˈkwaɪət/	(adj)	making little or no noise
quite	/kwait/	(adv)	a little or a lot but not completely
roof	/ruːf/	(n)	the surface that covers the top of a building or vehicle
sad	/sæd/	(adj)	unhappy or making you feel unhappy
same	/seim/	(adj)	not another different person, thing or situation
thirsty	/ita:e0'/	(adj)	needing to drink
traditional	/trəˈdɪʃənəl/	(adj)	following the customs or ways of behaving that have continued in a group of people or society for a long time
way	/weɪ/	(n)	the route you take to get from one place to another
wooden	/'wʊdən/	(adj)	made of wood
UNIT 8			
apple	/ˈæpəl/	(n)	a hard, round fruit that has a green or red skin and is white inside
banana	/bəˈnɑːnə/	(n)	a long, curved fruit with a yellow skin
bean	/biːn/	(n)	a seed, or the pod containing seeds, of various climbing plants, eaten as a vegetable
beef	/biːf/	(n)	the meat of a cow
bread	/bred/	(n)	a basic food made by mixing flour, water and sometimes yeast
cheese	/t∫iːz/	(n)	a food made from milk, which can either be firm or soft and is usually yellow or white in colour
chicken	/'t∫ıkın/	(n)	a type of bird kept on a farm for its eggs or its meat
fact	/fækt/	(n)	something that you know is true, exists or has happened
fast food	/fast'fuːd/	(n)	hot food that can be served very quickly because it is already prepared
feed	/fiːd/	(v)	to give food to a person, group or animal
festival	/ˈfestəvəl/	(n)	a special day or period when people celebrate something, especially a religious event
first	/fɜːrst/	(adv)	before everything or everyone else

Vocabulary	Pronunciation	Part of speech	Definition
fish	/fɪʃ/	(n)	an animal that lives only in water and swims using its tail and fins
fruit	/fru:t/	(n)	something such as an apple or orange that grows on a tree or a bush, contains seeds and can be eaten as food
grow	/grəʊ/	(v)	If a plant grows, or you grow it, it develops from a seed to a full plant.
half	/ha:f/	(n)	one of two equal parts of something
holiday	/ˈhɒlədeɪ/	(n)	a time when you do not have to go to work or school
international	/ɪntəˈnæ∫ənəl/	(adj)	relating to or involving two or more countries
lamb	/læm/	(n)	a young sheep, or the flesh of a young sheep eaten as meat
last	/larst/	(adv)	used to talk about the most recent time you did something
lemon	/ˈlemən/	(n)	an oval, yellow fruit that has sour juice
meat	/mixt/	(n)	muscles and other soft parts of animals, used as food
milk	/mɪlk/	(n)	a white liquid produced by women and other female animals, such as cows
noodles	/'nuːdəlz/	(n)	thin pieces of pasta (= food made from flour and water)
orange	/'prind3/	(n)	a round, sweet fruit that has a thick, orange skin and an orange centre divided into many parts
pepper	/'pepə/	(n)	a hollow green, red or yellow vegetable
pie chart	/'par ffort/	(n)	a circle which is divided from its centre into several parts to show how a total amount is divided up
poor	/poir/	(adj)	having very little money or few possessions
rice	/rais/	(n)	small grains from a plant that are cooked and eaten
rich	/rɪt∫/	(adj)	having much more money than most people, or owning things that could be sold for a lot of money
second	/'sekənd/	(adv)	after one other person or thing in order or importance
special	/'spe∫əl/	(adj)	better or more important than usual things
spend	/spend/	(v)	to use money to buy or pay for something
sweet	/swi:t/	(n)	a small piece of sweet food, often made of sugar or chocolate
third	/bs:rd/	(adv)	'3rd' written as a word
vegetable	/'vedʒtəbəl/	(n)	a plant that you eat, for example potatoes, onions, beans, etc.
UNIT 9			
angry	/ˈæŋgri/	(adj)	having a strong feeling against someone who has behaved badly, making you want to shout at them or hurt them
beak	/biːk/	(n)	the hard, pointed part of a bird's mouth
brain	/brein/	(n)	the organ inside your head that controls thought, memory, feelings and activity
camel	/ˈkæməl/	(n)	a large animal that lives in the desert and has one or two raised parts on its back $% \left\{ 1,2,\ldots ,n\right\}$
climb	/klarm/	(v)	to use your legs, or your legs and hands, to go up or onto the top of something
cup	/knp/	(n)	a small, round container, often with a handle, used for drinking tea, coffee, etc.
cut	/kʌt/	(v)	to use a knife or other sharp tool to divide something, remove part of something, or make a hole in something
grass	/gra:s/	(n)	a common plant with narrow green leaves that grows close to the ground

Vocabulary	Pronunciation	Part of speech	Definition
hand	/hænd/	(n)	the part of your body on the end of your arm that has fingers and a thumb
jump	/dʒʌmp/	(v)	to push your body up and away from the ground using your feet and legs
jungle	/ˈdʒʌŋgəl/	(n)	a tropical forest in which trees and plants grow very closely together
kangaroo	/kæŋgər'uː/	(n)	a large Australian animal that moves by jumping on its back legs
long	/lɒŋ/	(adj)	having a large distance from one end to the other
nest	/nest/	(n)	a structure built by birds or insects to leave their eggs in to develop
orangutan	/ɔːˈræŋuːtæn/	(n)	a large ape with reddish-brown hair and long arms which lives in the forests of Sumatra and Borneo
rabbit	/ˈræbɪt/	(n)	a small animal with fur and long ears that lives in a hole in the ground
race	/reis/	(n)	a competition in which people run, ride, drive, etc. against each other in order to see who is the fastest
road sign	/ˈrəʊd saɪn/	(n)	a notice on a road giving information, directions, a warning, etc.
sharp	/ʃaːp/	(adj)	having a very thin or pointed edge that can cut things
stick	/stik/	(n)	a long, thin piece of wood, usually broken or fallen from a tree
tired	/taɪəd/	(adj)	feeling that you want to rest or sleep
wet	/wet/	(adj)	covered in water or another liquid
wild	/waɪld/	(adj)	A wild animal or plant lives or grows in its natural environment and not where people live.
UNIT 10			
accident	/ˈæksɪdənt/	(n)	something bad which happens that is not expected or intended, and which causes injury or damage
air-conditioned	/'eəkəndı∫ənd/	(adj)	having air conditioning
arrive	/ə'raɪv/	(v)	to reach a place, especially at the end of a journey
bicycle	/ˈbaɪsɪkəl/	(n)	a two-wheeled vehicle that you sit on and move by turning the two pedals
board	/baid/	(v)	to get onto or allow people to get onto a boat, train or aircraft
boat	/bəut/	(n)	a vehicle for travelling on water
break	/breik/	(v)	to separate into two or more pieces or to make something do this
bus	/bas/	(n)	a large vehicle in which people are driven from one place to another
car	/kaː/	(n)	a road vehicle with an engine, four wheels and seats for a small number of people
check in	/'t∫ek ın/	(v)	to go to the desk at an airport, so that you can be told where you will be sitting and so that your bags can be put on the aircraft
commuter	/kəˈmjuːtə/	(n)	someone who regularly travels between work and home
congestion	/kən¹dʒest∫ən/	(n)	when there is too much traffic and movement is made difficult
depart	/dɪˈpɑːt/	(v)	to go away or leave, especially on a journey
destination	/destɪˈneɪ∫ən/	(n)	the place where someone or something is going
ferry	/'feri/	(n)	a boat that regularly carries passengers and often vehicles across an area of water
flight	/flaɪt/	(n)	a journey through air or space in an aircraft or other vehicle
fly	/flaɪ/	(v)	to travel through the air in an aircraft
frozen	/ˈfrəʊzən/	(adj)	turned into ice

Vocabulary	Pronunciation	Part of speech	Definition
get stuck	/get 'stʌk/	(v)	to become unable to move, or fixed in a particular position
goods	/gudz/	(n)	items which are made to be sold
hole	/həʊl/	(n)	a hollow space in something, or an opening in a surface
ice	/ais/	(n)	water that has frozen and become solid
introduce	/intrəˈdʒuːs/	(v)	to tell someone another person's name the first time that they meet
journey	/ˈdʒɜːni/	(n)	when you travel from one place to another
land	/lænd/	(v)	to arrive at a place in a plane or a boat, or to make a plane or a boat reach the land
metro railway	/ˈmetrəʊ ˈreɪlweɪ/	(n)	an electric railway system in some cities
motorbike	/'məutəbark/	(n)	a vehicle with two wheels and an engine
need	/niːd/	(v)	If you need something, you must have it.
passenger	/ˈpæsəndʒə/	(n)	someone who is travelling in a vehicle but is not controlling it
petrol	/'petrəl/	(n)	a liquid fuel used in cars
plane	/pleɪn/	(n)	a vehicle that flies and has at least one engine and wings
private	/'praivit/	(adj)	only for one person or group and not for everyone
public	/'pʌblɪk/	(adj)	provided by the government from taxes to be available to everyone
reserve	/rɪ'zɜ:v/	(v)	to arrange to have a seat on an aircraft, a room in a hotel, etc.
ride	/raɪd/	(v)	to travel by sitting on a horse, bicycle or motorcycle and controlling it
river taxi	/ˈrɪvə ˈtæksi/	(n)	a small boat on a river, operated by a person who you pay to take you where you want to go
road rage	/ˈrəʊd reɪdʒ/	(n)	anger and violence between drivers
sky train	/'skai trein/	(n)	a railway system that has a single rail above ground level, or the train that travels along it
solution	/səˈluː∫ən/	(n)	the answer to a problem
stand	/stænd/	(v)	to be in a vertical position on your feet
taxi	/'tæksi/	(n)	a car with a driver who you pay to take you somewhere
ticket	/'tɪkɪt/	(n)	a small piece of paper that shows you have paid to do something, for example travel on a bus, watch a film, etc.
traffic	/'træfik/	(n)	the cars, trucks, etc. using a road
traffic jam	/ˈtræfɪk dʒæm/	(n)	a line of cars, trucks, etc. that are moving slowly or not moving at all
train	/trein/	(n)	a long, thin vehicle which travels along metal tracks and carries people or goods
tram	/træm/	(n)	an electric vehicle for carrying passengers, mostly in cities, which moves along metal lines in the road
transport system	'trænsport 'sistəm/	(n)	a system of vehicles, such as buses, trains, aircraft, etc., for getting from one place to another
travelator	/'trævəleitə/	(n)	a moving pavement for transporting pedestrians, such as in an airport
the underground	/'ʌndəgraʊnd/	(ph)	a system of trains that is built under a town or city
useless	/ˈjuːsləs/	(adj)	If something is useless, it does not work well or it has no effect.

## VIDEO AND AUDIO SCRIPTS

#### UNIT 1



This is a video about people who make nature films. Let's meet them. This is Glenn Evans. Glenn's a cameraman. He makes films all over the world. Every good cameraman needs a good sound man. This is Jonah Torreano. Jonah likes having fun.

And this is Todd Brown. Todd's the assistant, so he helps the team. Jud Cremata's the producer. Jud's job is to plan travel and equipment for the crew.

The crew are in Alaska. They are going to the airport with Jeff Corwin. Jeff is a nature expert. He's also a TV presenter. Film crews have a lot of equipment. You can see all their bags here. They are going from Palmer to Kaktovik. Kaktovik is a small place. Only 300 people live there. The crew take their camera to the ice. They want to film some polar bears. They make camp. The crew start their search for a polar bear. They go by helicopter. They see a seal – food for polar bears – and tracks from the polar bears in the snow. The film crew know they are near. Jeff gets out of the helicopter to look at the polar bears' tracks on the ground. Then he gets back in the plane. Finally, they see three polar bears! The crew film the family of bears from the safety of their helicopter. The film makers make their film and go home happy.

**1**) 11

1 introduce 2 please 3 Peru 4 Turkey

5 twenty 6 eighteen 7 study 8 business

9 computer 10 producer

(4)) 1.2

Carlos: Hi, hello. I'm Carlos. I'm going to tell you about Koko She's a student in our class. She's 18 and she's from Japan. Her family's from Sapporo. Her father's a teacher. She wants to study English at university.

Kerry: A-l-l right! Thank you, Carlos. So, Koko. It's your turn. Please introduce the student next to you.

**Koko:** Hello! Yes! I'm going to tell you about Hussain. This is Hussain. He's from Al Ain. Al Ain is in, the uh ...

**Kerry:** Un-it-ed ... A-rab ... Em-ir-ates.

**Koko:** Yes ... the UAE! Hussain's from Al Ain. It's in the UAE. He's 20. His family's from Al Ain. He has two younger sisters and one younger brother. He likes football and his favourite footballer is Lionel Messi. Hussain wants to study Business at university.

Kerry: Thank you, Koko. Well done. So, Hussain. Please introduce the student next to you.

Hussain: Hello! I'm going to tell you about Nehir. Nehir is 19. She's from Turkey. She has a brother. Her family has a hotel. She wants to study Business at university.

**Kerry:** Thank you, Hussain. Nehir – your turn!

Nehir: Hello. I'm going to tell you about Carlos. He's 19. He's from Peru. His father's a TV producer and his mother's a doctor. Carlos wants to study Computer Science at university.

Kerry: Thank you, Nehir.

1.3

Kerry: That's a lovely photograph, Mehmet.

**Mehmet:** Thank you. It's a photograph of my friend.

**Kerry:** What's her name?

Mehmet: Maral.

**Kerry:** Is she from Turkey?

**Mehmet:** Yes, but she isn't from Ankara like me. She's

from Izmir

Ryo: Excuse me, Kerry. Are you from London?

**Kerry:** No, no, I'm not from England. I'm from Australia. But my grandparents are English. They aren't from London. They're from Manchester.

**Ryo:** Are your parents Australian?

**Kerry:** Yes – and my sisters. We're all Australian.

1 fashion designer 2 sportswoman 3 businesswoman 4 businessman 5 <u>ba</u>sketball player 6 scientist

(1) 1.5

Marie: Hi! Good morning, everybody!

All: Morning. / Hi. / Hello,

Marie: I'm going to tell you about two famous people from the United States. One person is a famous man and one person is a famous woman. So ... picture one. Who's this? In the photograph? Do you know?

**Student:** Um, is he an actor?

Marie: Uh, no, no, he isn't an actor. Anybody? No? OK, well, this is Larry Page. And he has a famous company: Google. I'm sure you know it! Larry's father's name is Carl and his mother's name is Gloria. They're computer

And, OK, now this photograph. This is Ursula Burns. She's a famous businesswoman. She's from New York but her family's Latin American. They're from Panama. She's famous for her work with Xerox. She's the first ...

Clare: ... thank you, Marie. Hi! Now I'm going to tell you about two famous people from the United Kingdom. This one, this is Jessica Ennis-Hill. She's a sportswoman and she's from Sheffield, a city in England. Her father's from Jamaica and her mother's from England. Jessica has a lot of medals for athletics.

A-a-and this is my next photograph. This is Sir Harry Kroto. He's a famous scientist from England. He has a Nobel Prize. He's from a small town near Cambridge. His wife's name is Margaret. She's a scientist too.



- I'm going to tell you about two famous people from Mexico
- **2** One person is a famous woman and one person is a famous man.
- 3 Ana García is a famous Mexican chef.
- 4 This is Carlos Slim.
- 5 He's a famous Mexican businessman.



er

sign-er

de-sign-er

mous de-sign-er

fa-mous de-sign-er

a fa-mous de-sign-er

she's a fam-ous de-sign-er

## 1.8

- I'm going to tell you about two famous people from Egypt.
- 2 Karim Abdel Aziz is a famous actor.
- 3 Carmen Suleiman's a famous singer.
- 4 Karim's father is Mohammed Abdel Aziz.
- 5 He's a film director.
- 6 Karim's aunt is Samira Muhsin.
- 7 She's an actor.

## UNIT 2

## Seasons in North America

Around the world, seasons and the weather are different. Why is this? Why are there two seasons in some countries – a dry season and a rainy season – but four seasons in others - summer, autumn, winter and spring? This red line is the equator. Above and below the equator are two zones: the Tropic of Cancer and the Tropic of Capricorn. Countries that are on the equator or in these two zones have hot weather. Parts of Kenya are on the equator. They have two seasons. It is hot all year round, but it rains from April to June and October to December. Egypt is in the Tropic of Cancer. The wet season is from December to April. Above and below the tropics, the weather is different. In this video, we're going to look at seasons in the United States and Canada. Spring in the United States and Canada is from March to May. The weather is warm and wet. In Alaska, the rainfall is over 400 centimetres a year, but in Arizona, it is only eight centimetres a year. There's a lot of rain and sun. Plants and flowers grow at this time. After spring comes summer. The summer months are June, July and August. It is hot and sunny. There's no school in the summer, so children play outside. You can sometimes see storms in the summer, but usually there are blue skies. In summer, the plants and trees have lots of green leaves, and fruit and vegetables grow. Autumn is between September and November. The weather is

cold and it can be misty in the morning and evening. Many people like the autumn because the leaves on the trees change colour and fall. It can be very beautiful. Winter is from December to February. Winter is cold and there can be a lot of snow. It can be as cold as minus 60 degrees Celsius. You can see snow in the cities and in the country. Snow can be dangerous for cars, but children like it, and many people go skiing. Some people hate the cold weather; they travel south to the tropics for the sun and hot weather. Do you like hot or cold seasons?

## **(1)** 2.1

- 1 Today, I want to look at something new.
- 2 Take a look at this photograph.
- 3 There's a beautiful beach next to a blue sea.
- 4 It's winter and there's a mountain.
- 5 It's hot and there's sand and there are rocks.

## 2.2

**Professor:** OK, so ... Today, I want to look at something new. I want to talk about *man*-made places – *man*-made environments in other words.

Take a look at photograph 1. What can we see? Well, it's a hot day in summer. There's a beautiful beach next to a blue sea. There are people on the beach. But look again. In fact, it's *not* summer – it's winter and there's snow outside. In other words, the beach, the sea – they're not natural. They're *man*-made ... but the people are real. This place is the Ocean Dome. It's in Japan.

And here, photograph 2, what can we see? Well, it's winter and there's a mountain. There's a lot of snow and people are skiing. Where is this? Canada? The north-west United States?

Well, in fact, this is, again, a *man*-made environment. The snow's inside, but outside it's a hot summer's day. This is a photograph of the Snow Centre near London.

And now photograph 3. Here, we can see a desert. It's hot and there's sand and there are rocks. Now, where do you think this is? ... anybody? Well, this is in Nebraska in the United States. It's cold and there's snow outside. But inside ... well, you can see for yourself. A hot desert place.

Now, what can these *man*-made places tell us about Zygmunt Bauman's ideas of ...

## 2.3

- 1 There's a lot of rain in the monsoon season in Thailand.
- 2 Russia gets a lot of snow in winter.
- 3 The dry season in Brazil begins in May.
- 4 Spring in England is from March to May.
- 5 In autumn, the trees change colour from green to orange or red in Japan.
- 6 In Australia, summer begins in December and ends in February.
- 7 The rainy season in Nigeria is from March to October.



January, February, March, April, May, June, July, August, September, October, November, December

## 2.5

**Daniela:** OK, so, good morning, everybody. I'm Daniela. OK, so, uh, I'm going to talk about two photographs of a place in spring. I'm from Naples in Italy and I don't like to talk about cold places or places in winter – no, really, it's true!

OK, so here's my first photograph. This isn't in Italy. It's in Turkey. It's actually an island. And there's a town here. You can see there are a lot of white buildings. It's a beautiful day in spring; very sunny, very nice.

There's a nice forest there and ... my next photograph ... is from the forest. There's a park and it's good to go there when it's a hot day.

And there's the town ... and the sea, which is beautiful and blue.

OK, so I chose these photographs because ...

Altan: Hello, everybody! OK, so, I'm Altan. I'm from Samsun. Uh, Samsun is in Turkey, I'm Turkish, and Samsun's a city by the Black Sea. But, OK, so today I'm going to talk about a different place.

Here's my first photograph. It's a beautiful place. You can see there's a big mountain and there are trees here. It's sunny, but it's a cold day in autumn. Can you see the colour of the trees? All red and yellow.

So, where is this beautiful place? Well, it's in South Korea. This is Seoraksan National Park. It's a famous park.

Here's another photograph of the park. It's sunny but <u>in</u> fact it's cold. A lot of people go there.

## 2.6

- a OK, so, good morning, everybody. I'm Daniela.
- **b** OK, so, I'm going to talk about two photographs of a place in spring.
- c OK, so here's my first photograph.
- d Hello, everybody! OK, so, I'm Altan.
- e I'm from Samsun. Samsun is in Turkey.
- **f** Here's my first photograph.
- g Here's another photograph of the park.

## 2.7

Khaled: Hello everybody! OK, so I'm Khaled. I'm from Port Said. OK, so today I'm going to talk about two photographs of a place in spring. Here's my first photograph. You can see there's a big mountain. There's a lot of snow. And there are trees. The trees are green. OK, so where is this place? It's in Japan. This is Mount Fuji. Here's another photograph of the mountain. There's a path and you can see there are people there. There are a lot of white clouds below. It's a beautiful place. I want to go there.



- 1 There's a park.
- 2 There's a nice forest.
- 3 And there are trees here.
- 4 You can see there's a mountain in the photograph.
- 5 You can see there are a lot of white buildings.

## 2.9

- 1 There's a river in the photograph.
- 2 There's snow on the mountains.
- 3 There are people on the beach.
- 4 There are trees in the garden.
- 5 There's a small town in the mountains.
- 6 There's a red car in the desert.
- 7 There are black clouds in the sky.

#### UNIT 3

## The Bedouin

Sinai in Egypt is a land of mountains and desert. It's difficult to live here, but for thousands of years, people – called the Bedouin – have lived here. For the Bedouin, the desert provides everything they need. They follow their camels through the desert. They only use what their camels can carry. Once, there were around 300,000 Bedouin in the desert, but today there are only 22,000. Doctor Ahmed is the last Bedouin healer in Sinai. He uses plants from the desert to make traditional medicines. He helps people who cannot reach a hospital. Now that Doctor Ahmed is old, he wants to give his knowledge of traditional medicine to a new generation. His six pupils have learnt many things, like making medicine. He takes the boys 160 kilometres into the desert – but they will have to get home on their own. For a journey through the desert, the Bedouin need a camel. Doctor Ahmed shows them how to choose a good one.

Ahmed watches the boys start for home. Doctor Ahmed waits for them at his clinic. The boys arrive back tired, but safe. A very proud moment for their Bedouin teacher.

## 3.1

**Speaker A:** What's your name?

**Jennifer:** Jennifer.

**Speaker A:** Are you from New York? **Jennifer:** No. I'm from London.



- 1 Can you tell me about the video?
- **2** What's the problem?
- 3 That's a good question.
- 4 Do you need money for the gym?
- 5 I like to be healthy.
- 6 The university has a gym.



Α

**Son:** ... it's going to be cold this winter. Reeeaally, really

**Father:** OK, so what's the problem?

**Son:** Well, you know how I like to be healthy and do

exercise ...

Father: Yes, OK ...

**Son:** The thing is, the university has a gym.

Father: Ah! And the gym is warm?

**Son:** Yes, it is. It's warm. I usually do exercise in the park,

but this winter ...

**Father:** Do you need money for the gym?

Son: Well, ...

В

**Lecturer:** Um, Yes? Yes, the young man at the back

there.

**Student:** Thank you, Professor Davies, for such an interesting lecture. But I have a question ...

Lecturer: Sure. Please, go ahead.

**Student:** In the United States, do most young people live on their own now? I mean, do they have their own home? And they don't live with their family?

**Lecturer:** Ah! That's a good question. Yes, it *is* true, but only in some places. For example, New York and Los Angeles but not ...

C

**Student A:** Here's your coffee.

Student B: Oh thanks!

**Student A:** I got some chocolate biscuits as well.

Student B: Ooh! Nice!

**Student A:** So, um, can you tell me about the video? What was it about?

**Student B:** Hmmm. Sorry! Yeah, it was really, really

Student A: Oh?

good.

**Student B:** Yeah, so, it was about lifestyles of people in <u>Canada</u>. It's very cold there and so ...

3.4

Saturday; Wednesday; Friday; Tuesday; Sunday; <u>Th</u>ursday; Monday

3.5

This is Élodie. She's from France. She takes the bus to university every day. The bus comes at seven thirty. Élodie arrives at eight thirty. She has a biology lecture at nine on Tuesday and Thursday. She has lunch with her friends at twelve thirty. Élodie has an English class at three o'clock in the afternoon. She goes to the cinema with her family on Friday evening.



1

**Female speaker 1:** Excuse me! Can I ask you some questions?

Female speaker 2: I don't have time, I'm sorry.

2

**Male speaker 1:** I'd like to ask some questions – is that

OK?

Male speaker 2: Yes, sure.

3

**Sultan:** Good morning! I'm Sultan. **Jack:** Nice to meet you! I'm Jack.

4

Female speaker 3: Do you drink a lot of coffee?

Female speaker 4: No, not really.

5

Male speaker 3: I play football for my country.

Male speaker 4: Really?

6

Female speaker 5: I watch a lot of films.

Female speaker 6: I see.

3.7

**April:** Good morning! Can I ask you ...? **Woman 1:** Sorry, sorry, no time! no time!

April: Excuse me! Do you have ...?

**Woman 2:** Sorry! Can't stop! That's my bus!

**April:** Excuse me! Can I have a few minutes of your time?

Jasvinder: Uh, yes, sure.

**April:** Great! My name's April. I'm a student at the university and I'm asking people questions about their lifestyle. I'd like to ask you some questions – is that OK?

Jasvinder: Yes, no problem. I'm Jasvinder.

**April:** Great! Nice to meet you, Jasvinder! OK, so, uh, well, I'll just start, then? OK, so do you live with your parents?

Jasvinder: Yes.

**April:** And do you work or study? **Jasvinder:** Oh, study – I'm a student.

April: And what do you study?

**Jasvinder:** I study biology. I'd like to be a scientist. **April:** Hmm. OK, and do you have a busy lifestyle? **Jasvinder:** Yes, I think so. I have a lot of homework.

**April:** I see, OK, and how do you relax?

**Jasvinder:** Hm. Well, I go to a gym. I do a lot of exercise.

**April:** Really?

Jasvinder: Yes. I feel happy when I do exercise.

**April:** Yes, I know what you mean. And when do you go

to the gym?

Jasvinder: Oh, every day.

April: Every day? Wow. OK, and what other things do you do to relax? Do you go to the cinema for

example?

**Jasvinder:** No, not really. I watch films on my laptop at

**April:** I see. And what about your friends? When do you go out with them?

**Jasvinder:** Oh, well, I have some friends at the gym. But I also go out on Saturday afternoons. We go to a café and have a coffee and talk about ... well, we talk about life, people we know, that kind of thing.

April: I think I know what you mean! OK, so ...



**Student A:** Do you watch TV in the evening? **Student B:** No, not really. I go to the gym in the evening.

2

**Student C:** Do you cook food for your family? **Student D:** No! I can order pizza but I can't cook!

**Student E:** Do you eat out at restaurants?

**Student F:** Yes. I go with my family every Monday evening.

**Student G:** Do you write a blog?

Student H: No, but I follow one. It's about football.

**Student I:** Which computer games do you play? Student J: I like NBA Basketball. I play it on my PC.

**Student K:** How many texts do you send every day? **Student L:** I'm not sure. I send a lot of them – 40 or 50. <u>m</u>aybe?

(1) 3.9

1 What food do you like?

- 2 Do you watch the news?
- 3 Do you read books?
- 4 What football team do you like?
- **5** Do you cook dinner in the evening?
- 6 Which bus do you take to school?



true; room; computer; good; would; pull



food; you; news; books; football; cook; school

## **UNIT 4**

## The Great Barrier Reef

The Great Barrier Reef is the Earth's largest living thing. It lies off the coast of Australia. The Great Barrier Reef started to grow about 10,000 years ago, and it is huge. It is made up of 900 islands. It is larger than Italy and it can be seen from space. The Great Barrier Reef is home to 400 kinds of coral and 1.600 kinds of fish. Fishing is not allowed here, but tourism is very popular. It is big business for Australia and brings in five billion dollars a year. People love seeing the different kinds of fish.

There are more species per cubic metre than in any other place on the planet; for example, more

fish varieties live on a single reef than in the entire Caribbean. And these are humpback whales that spend the winter here in the warm water. And there are sharks too. Small dog sharks and the great white on the Great Barrier Reef.

- Where is this?
- 2 What are these red circles?
- 3 The blue one here and the yellow one there.
- 4 Yes, that's a good example.
- 5 Those cities have a lot of important places.
- 6 The economy is good here.

## 4.2

**Lecturer:** Now, today I want to talk about megaregions. We're going to look at megaregions in different parts of the world, but first, we're going to look at this. Now, I have a map here. Where is this? Yes, Mehmet?

Mehmet: Europe. It's Europe at night.

**Lecturer:** Yes, yes, that's right. OK, so look at the map now. What are these red circles? Belis, yes.

Belis: Are they cities? I think that one's Istanbul. There, at 'G'.

**Lecturer:** Yes, that's right. These are big cities. Um, here we have London at 'A'. then here at 'C' is Paris and that one there at 'D' is Madrid. OK, now you see these two lines? The blue one here and the yellow one there? These show megaregions. Now, what does 'mega' mean?

Belis: Um, mega means 'big', 'very big'.

**Lecturer:** Yes, that's right. Thank you, Belis. So can you

give me an example of a megacity?

Mehmet: Istanbul. Lecturer: Yes. Istanbul. Mehmet: Er. Shanghai.

**Lecturer:** Yes, that's a good example. OK, so a megacity is a big city but a megaregion is a group of important cities. They're important for business and they're important because a lot of people live there.

We sometimes call this blue line here the 'blue banana'. It's the name for a group of cities that go from north to south in Europe. Those cities have a lot of important places. For example, ports, airports and big banks. Rotterdam is a good example. The economy is good here. That's at 'B', here on the map. It has a very

This yellow line that goes from East to West is another megaregion. It's also ...



**Speaker 1:** Where's the supermarket? Is it near the bank?

**Speaker 2:** Yes, it's behind the bank.

2

**Speaker 3:** Is there a hotel near here?

**Speaker 4:** Yes. There's one next to the train station.

3

**Speaker 5:** Where's the Blue Mosque? Is it in Cairo?

**Speaker 6:** No. It's in the old town of Istanbul.

4

**Speaker 7:** Excuse me, where's the library?

**Speaker 8:** It's opposite the restaurant on Tower Street.

5

**Speaker 9:** I can't find the restaurant – is it near here?

**Speaker 10:** Yes, it's between the bank and the bookshop.

6

**Speaker 11:** Where's the train station?

**Speaker 12:** It's in front of that big clock. There – on

the right.

7

**Speaker 13:** Where can I get a bus?

**Speaker 14:** At the bus stop over there. Can you see it?

8

**Speaker 15:** I'm looking for the park. Is it near the

bridge?

**Speaker 16:** No. It's there on the left. It's behind that

school.

4.4

**Kerry:** ... OK then, so we're at the clock and that means it's the end of today's tour of the university campus. So, any questions? No? OK, so can you remember – what are we going to do now? Faisal?

Faisal: Um, take a quiz? About the places in the

university?

**Kerry:** Yes, that's right! **Students:** [groaning]

**Kerry:** Oh, come on, guys! There's a lot of information in your first week at university. I don't want you to get lost! OK, so, Faisal, Takashi and Abdullah – you're Team A. And Akira, Katsuo and Ahmed – you're Team B. Now – I ask the questions, and you get one point for a correct answer. OK?

Students: Yes. / Yes. / Yeah.

**Kerry:** Right then. Question one. Where's the train

station? Yes! Katsuo!

**Katsuo:** It's opposite the International Business School.

**Kerry:** OK, and how do I get there from here?

Katsuo: Go along Leeds Street ...

Kerry: Uh-huh.

**Katsuo:** Then go over the bridge.

**Kerry:** Excellent! One point to Team B. OK, two. How do I get to the supermarket from here? Yes! Ahmed.

Ahmed: Em, OK, you can go along South Road and then

turn left.

Kerry: Turn left where?

**Ahmed:** At the Chemistry building on Kroto Street. Go along Kroto Street and over the bridge on Canal Street. The supermarket is on the right, next to the bus station.

**Kerry:** Perfect! Another point to Team B. Right then. Next question. Can you tell me the way to the library? Yes! Takashi!

**Takashi:** Yes, go through Clock Tower Garden to the Student's Union. Then turn right ...

Kerry: Uh-huh.

**Takashi:** ... then turn left. The university library is behind the student's union on Park Street West.

**Kerry:** Is that East or West?

Takashi: West.

Kerry: Correct! You guys are brilliant. OK, now. Four. Is

there a bank near here?

Faisal: Yes!

Kerry: OK, Faisal.

**Faisal:** It's behind the Business School. Go along Leeds Street and then turn left. Go along Hospital Road and turn left. There are three buildings on York Street. The bank is next to the café and opposite the gym on South Road.

Kerry: Great! That's right. OK, Five. Where's the Physics



- Where's the gym?
- 2 Is there a café near here?
- 3 How do I get to the language centre?
- 4 Can you tell me the way to the train station?
- 5 <u>I'm</u> looking for the library. Is it near here?

## 4.6

- **a** Excuse me! Can you tell me the way to the train station, please?
- **b** Excuse me! I think I'm lost. Is there a café near here?
- **c** Excuse me! How do I get to the Language Centre?

## 4.7

1 Excuse me! ...

Where's the ...

... bank, please?

Excuse me! Where's the bank, please?

2 Excuse me! ...

I think I'm lost.

How do I get to ...

... the gym?

Excuse me! I think I'm lost. How do I get to the gym?

3 Excuse me! ...

Can you tell me ...

- ... the way to ...
- ... the café?

Excuse me! Can you tell me the way to the café?



- 1 It's opposite the International Business School.
- 2 It's in the old town of Istanbul.
- 3 Go through Clock Tower Garden to the Student's Union.
- 4 It's in front of that big clock. There on the right.
- 5 OK then, so we're at the clock.
- 6 Go along Leeds Street. Then go over the bridge.
- 7 There's one next to the train station.
- 8 It's there on the left. It's behind that school.

#### **UNIT 5**



Europe. Italy. The island of Sicily. Sicily is the biggest island in the Mediterranean Sea. Today, it is home to five million people. Sicily has many old traditions. One of Sicily's oldest traditions is fishing. Today, there are not many jobs for fishermen in Sicily. Meet 24-year-old Sicilian, Michaele Ralo. Michaele wants to be a free diver. Free diving is when you dive without oxygen tanks. Free diving is a modern sport, but it is also an ancient tradition in Sicily.

Michaele trains every day. Each time he dives, he swims faster, dives deeper and stays under water longer. He is training for a competition but also because he wants to be a professional diver. To become a professional, Michaele must dive to more than 50 metres. Free diving is a dangerous sport. Today there is a free-diving competition. The town wakes up to a beautiful morning.

Fans come to wish Michaele good luck. The divers go out to sea. Safety divers go down before the free divers to help in an emergency. Then it's time! The older divers go first. They dive deep and stay down for four minutes. These divers are good. They are better than the others that Michaele knows. Michaele waits for his turn. He sees the dive in his mind, going faster and deeper. He's off! It's a good start, swimming fast and deep. It's a long dive. The older men are worried. But Michaele returns. He's happy. He knows it's a good dive. The dive is over 56 metres – Michaele can become a professional!



1 /k/ ... quick 2 /ng/ ... strong 3 /f/ ... tough



Country; evening; <u>father</u>; mos<u>que</u>; <u>ph</u>one; <u>ph</u>ysics; si<u>nger</u>; smo<u>ke</u>; spri<u>ng</u>



Running's a tough sport. Free diving's tougher than running. Mark's a strong man. Lisa's stronger than Steph.

Yoga's good for you.

Yoga's better for you than tae kwon do.



**Professor:** Now, uh, good morning, everybody. For this morning's lecture, we have with us Doctor Kate Hunter. She's an expert in sports science and today she's going to talk to us about men, women and sport. That's right, isn't it?

**Dr Hunter:** Yes, yes, that's correct.

**Professor:** OK, so please can we welcome Doctor

Hunter.

**Dr Hunter:** Thank you, thank you. Can I just say that I'm very happy to be here with you this morning. I want to start with this question: Are men better than women in all sports?

Many people say 'Yes'. But is it true? Are they correct? And how do they know it's true? Many of my students, my male students that is, say 'Men are bigger and stronger than women. They are tougher and they can run faster – they must be better!'

But these are opinions, not facts. There are in fact sports that women can do better than men. And this morning, I'm going to tell you about five of them.

Women have stronger backs than men. Look at this photograph of a woman's lower back. Women have three bones here but men have only two. This means that yoga is easier for women.

OK, OK, there are some of you that think yoga isn't a sport. So let's look at the next photograph.

Ah, tae kwon do! My favourite sport! Now, my research shows that women are better than men at tae kwon do. 'How?' I hear you ask. Well, women learn quicker than men. They are also faster. So, it's true that men are bigger and stronger, but they are not better than women in this sport.

Student: But Doctor Hunter! Please can I ask you ...



**Teacher:** ... OK, thank you, Sara. Very interesting! Now! Who's next?

Alma: It's me.

**Teacher:** Ah, yes, Alma. OK and you're going to talk about ... ?

**Alma:** I'm going to compare two kinds of sport. Well, two kinds of exercise.

**Teacher:** Yes, I remember now! Good, good. OK, so please go ahead.

**Alma:** Thank you. OK, good afternoon, everybody! Today, many young people have an unhealthy lifestyle and this means they can be unhappy. This is a real problem.

So I want to start with this question: How can we make young people fitter? How can we make them healthier? Happier?

Here's one answer. Well, in fact, here are *two* answers. Pilates and zumba. These are two very good kinds of exercise. They are more popular with women than men, but men can also do them.

Now, why are they good for you? And are they the same or different? Well, they are different for sure. Zumba is faster than pilates and, I think, people enjoy zumba more. There is music, you can dance with your friends, have a good time ... all very good. But is it better than pilates?

We-e-ll ... no. Pilates *is* slower than zumba. That's true. But it's not a problem. In fact, it means that it's better for older people. Zumba is better for your heart and you can lose more weight. But pilates is good for your bones and muscles. That means it can make you <u>str</u>onger. Now, let's look at ...

## 5.6

- 1 Basketball is faster than football.
- 2 But is basketball better than football?
- 3 A football team is bigger than a basketball team.
- 4 Judo is better for young men.
- 5 <u>Tennis</u> is better for young women.



OK, good afternoon, everybody! Today, many young people have an unhealthy lifestyle and this means they can be unhappy. This is a real problem. So I want to start with this question: How can we make young people fitter? How can we make them healthier? Happier?

## (1) 5.8

OK, good morning, everybody! Today, I want to talk to you about three kinds of exercise. I want to start with this question. Which sport is better for young men? Which is better for women?

## **UNIT 6**

## Fire rangers

In a forest in Minnesota, a fire starts and quickly spreads. At the Minnesota Fire Centre, Mary Locke takes the call and the fire rangers go into action. The helicopter crew sends information about the fire back to the Fire Centre. And then it's the turn of the crew of the CL2-15 to take off. The CL2-15 is no ordinary plane. It is a fire-fighting plane. The pilots have to be very experienced. They are going to pick up water from this lake. It can be a dangerous job. The CL2-15 is flying at 140 kilometres per hour now. The pilot must be very careful. If he makes a mistake, the plane will crash. It's time to open the water tanks on the plane. The plane picks up water from the lake. This is the most dangerous time for the crew. But the pilot does his job and picks up more than 5,000 litres of water. Then it's time to put out the fire.

The pilot has to fly low over the trees to hit the fire. He also needs to make the ground wet in front of the fire so it can't spread. The water drops on the fire. It's a good hit! But the fire is a big one – the fire rangers have to go back to the lake. In just two minutes, the plane is ready again. The crew have to drop water 20 times to put out the fire. At last, it's time for the fire rangers to go home ... until the next time.

#### (4) 6.1

lawyer; banker; engineer; pilot; musician; scientist

### (1) 6.2

a

- A: Can I help you?
- **B:** Yes. I want to speak good English. What should I do?
- A: I think you should learn five new words every day.
- : Good idea!

h

- A: Hello, Philip. How can I help you?
- **B:** Well, I want to study a foreign language. But I don't know what to do. Should I study Turkish? Or German? Or Chinese?
- **A:** Well, I don't think you should study German or Chinese. Your father has a business in Istanbul. So I think you should study Turkish.
- B: That's great, thanks!



What should I do?

Should I study Turkish?

You should work hard.

I think you should watch videos in English.

don't think you should drink a lot of coffee.

## 6.4

Lisa: Come in!

Miriam: Hello! It's, uh, I'm Miriam.

Lisa: Ah yes, Miriam! Please, come in. Take a seat.

Miriam: Thank you.

**Lisa:** So, how can I help you?

Miriam: Well, I'm going to college next year.

Lisa: Uh-huh.

Miriam: I have to choose a course ... but I don't know what to do. Should I go to medical school or should I go to music school? Should I be a doctor? A musician? Should I go to law school and become a lawyer?

**Lisa:** Hmm. Those are good questions. Tell me about music school.

**Miriam:** Well, there aren't many jobs for musicians. Well, OK, I'm sorry. That's not true. There *are* a lot of jobs in music – but it's a hard life. They work hard, but many musicians don't earn a lot of money.

Lisa: I see. And what about medical school?

**Miriam:** Well, a doctor's life ... Wow! It's a good job. It's not boring and you can earn good money *and* help people.

Lisa: Yes, that's true.

**Miriam:** But ... I don't know. Medical school's difficult. You have to work hard.

Lisa: Hm. What do your parents say?

**Miriam:** Well, my mother thinks I should go to medical school.

Lisa: Why?

**Miriam:** Oh, because my grades are good. I have good grades in science and English.

**Lisa:** And what about your father?

**Miriam:** Well, he says I can be a doctor or a lawyer or, well, anything I guess. What do you think? What should I do?

**Lisa:** Well, you're a good student and you have good grades. But for now, I think you should get a job.

Miriam: What? Why?

**Lisa:** Well, I don't think you should go to university now because you don't know if you want to be a musician or a doctor ... or a lawyer! I think you should get a job. Then you can go to university later when you know what ...

## 6.5

Paul: Morning, Emma! And how are you today?

Emma: I'm fine thanks, Paul.

**Paul:** Good, good. Now then – what do you have for me here?

**Emma:** Well, here are two people for the job at the Sports Centre.

**Paul:** I see. Which job is this? Is it for the fitness instructor? Or for the sports-centre nurse?

**Emma:** This is for the fitness instructor. We're going to look at people for the nurse's job next week.

Paul: Ah, next week, OK, I see. So, who's this?

Emma: Well, this is Alan Green.

Paul: Ah, I see he's an American.

Emma: Yes. What do you think?

**Paul:** Well, he's fit and strong ... and he does a lot of sport. Football, basketball, karate, judo. That's great.

Emma: But ...?

**Paul:** But, he's a student. I think a good fitness instructor should be a good teacher. I want a person who has experience, a person who can teach me tennis or volleyball.

Emma: OK, well, here's Lucy Lau.

**Paul:** Hmm. Ah good! She's a sports scientist ... and she's a fitness instructor! That's great! So, I think Lucy is our new fitness instructor. What do you think?

Emma: Well ...

Paul: You're not sure?

**Emma:** Lucy is very good. But I think a fitness instructor has to be fit and strong. I think he – or she – has to be a good example for the students.

Paul: Interesting, go on.

**Emma:** We want a person who can make the students work hard. Lucy says 'it is important to be kind and polite'. That's a good idea. But if you want to be fit, you have to work hard. I think Alan can help people do that.

**Paul:** I see, I see. But I think we should choose Lucy. She teaches zumba, pilates and yoga – and these are very popular right now.

**Emma:** Mm, that's true. Would you like me to write to Lucy and tell her the good news?

Paul: Yes, I think that would be ...



- 1 Fatima has two jobs.
- 2 Mehmet has to work very hard.
- 3 I have a very good job.
- 4 Engineers have a difficult job.
- 5 Paul has an important job.
- 6 Builders have to work fast.
- 7 Emma has to choose a new fitness instructor.
- 8 Lawyers have to be clever.

## **UNIT7**

## Homes in Dharavi, India

Today, Mumbai in India is an international centre. The number of people who live there has grown a lot. Many of these people live in slums. For example, the Dharavi Slum, where over one million people live in an area smaller than two square kilometres. It is home to more people than any other place on the planet. The number of homes in the slum grew and grew. In the small streets of the slum, there is a whole city. A lot of small businesses, shops and schools can be found in the spaces between the houses. The businesses in Dharavi earn 350 million dollars a year.

Krishna has his own business. He sells satellite TV to the people in Dharavi. Krishna has so many contacts in Dharavi that he has become an important person in the community. Today he is visiting a family. Sushila, her husband and three children all live and eat in this very small space. Every year, when there is a lot of rain during the monsoon, their home becomes full of water. To stop these problems, the family has decided to pull down their home and build a new one. Krishna has many people building the new house. Some weeks later, the walls are finished, so the painting can now begin. Krishna asks Sushila's family to see their new home. They are very pleased with the work and soon start to make it look like a home again.

## 7.1

- 1 an author of many books
- 2 I help architects.
- 3 For example
- 4 good ideas
- 5 restaurants in London
- 6 What about England?



**Paul:** Good evening. I'm Paul Clark, and welcome to 'Mind'. I have a special guest today – Dr Kay Thompson. Dr Thompson is a psychologist and an author of many books. Welcome, Dr Thompson. Now, you're *not* an architect, but you help design buildings. What do you do?

**Dr Thompson:** Well, I help architects choose good colours for their buildings.

Paul: Is colour important?

**Dr Thompson:** Yes. Very important. Why? Because colour can change the way we think, the way we feel, even the way we talk.

Paul: Really?

**Dr Thompson:** Yes. For example, many restaurants in Mexico have orange walls.

Paul: Why?

**Dr Thompson:** Well, what do you think?

Paul: Oh, um, I don't know, er, is orange a warm colour? Is it a friendly colour?

**Dr Thompson:** Those are good ideas. But no. The walls are orange because some experts think that orange makes people feel hungry.

Paul: Hungry? How interesting! But ... is that true? You don't see many orange restaurants in London, for example. Why is that?

**Dr Thompson:** Because colours mean different things in different countries. For example, if you go on the internet and look for photographs of 'Chinese restaurants', you're going to see a lot of red!

Paul: Why? Do they think that red makes people feel hungry?

**Dr Thompson:** Good question, but no. Many Chinese restaurants are red because in China red is the colour of fire, of happiness and of all the good things in life.

Paul: I see. This is really interesting. So what about England? If my friend opens a restaurant, what colour should it be?

**Dr Thompson:** Well, if you mean traditional English food, white is a good colour. White and also a wood colour.

Paul: Oh? Why?

**Dr Thompson:** Because natural things are important to many people in England. White means fresh and clean, and the wood colours – brown, yellow – are natural. And nature is healthy.

Paul: I see, so what I ...

## 7.3

Dale: ... thanks for the coffee, Hakan! Very nice!

**Hakan:** Yes, it's good Turkish coffee. OK then, shall we

Dale: Yes, I think so. OK, so we need a place for our new office. What about here?

Hakan: Where?

Dale: The town centre. What do you think?

**Hakan:** Well, it's a good place. It's near some good roads. But ... I don't think we should go there.

Dale: Oh? Why not?

**Hakan:** Because the buildings in the town centre are very old. They are cold in winter and hot in summer. They're not comfortable places.

Dale: Oh, I see. That's not good.

**Hakan:** No. And the buildings there are expensive.

**Dale:** Really?

**Hakan:** Yes. My sister's a lawyer, and her office is in the town centre. She likes her job but she does not like her building.

Dale: OK, so not there, then! Hm. What about here?

**Hakan:** The park?

Dale: Yes. It's quiet and it's not far from a big road. What do you think?

**Hakan:** Hm. I'm not sure. It's quite far from the town. What about here? Near the train station?

**Dale:** The train station is good. It's good for travel ... but I think we should go to the park. The buildings near the train station aren't cheap.

Hakan: They're not?

Dale: No. They're quite expensive.

**Hakan:** OK, let's go with the park. I'm happy with that. Now what about the design? I think we should have big windows. What about you?

**Dale:** Yes, I agree. Big windows are good. What about the walls? What colour do you think we should paint

Hakan: Hmm. What about blue?

Dale: Blue's a good colour, but I'm not sure. Blue can make people feel cold.

**Hakan:** Ah yes, that's true. What about yellow? Because it's a warm and sunny colour.

**Dale:** Yes, You're right. Yellow's a good colour. OK, so what's next? Ah, OK, furniture. So what do you ...



Dale: OK, so we need a place for our new office. What about here?

Hakan: Where?

Dale: The town centre. What do you think?

**Hakan:** Well, it's a good place. It's near some good roads. But ... I don't think we should go there.

Dale: Oh? Why not?

**Hakan:** Because the buildings in the town centre are very old. They are cold in winter and hot in summer. They're not comfortable places.

7

Dale: What about here?

**Hakan:** The park?

**Dale:** Yes. It's quiet and it's not far from a big road. What do you think?

**Hakan:** Hm, I'm not sure. It's quite far from the town. What about here? Near the train station?

Dale: The train station is good. It's good for travel ... but I think we should go to the park. The buildings near the train station aren't cheap.

3

**Hakan:** Now what about the design? I think we should have big windows. What about you?

**Dale:** Yes, I agree. Big windows are good.

#### UNIT 8



China is famous all over the world for its food. And in its capital city, Beijing, you can find many night markets where they cook chicken, duck, vegetables and noodles.

China has many traditional dishes. Chinese people love to eat together in restaurants.

When they cook at home, Chinese people like to eat a lot of vegetables. They fry them quickly in different sauces. The most popular Chinese food is rice.

These people are planting rice in the mountains. A quarter of the world's rice comes from China. These fields were made 500 years ago and they are still growing rice here today. It is difficult to use machines in the rice fields, so the farmers use animals to help them. They collect and then dry the rice and then it is ready to cook. Chinese people steam the rice until it is hot and sticky. Family meals are important and everybody enjoys chatting and eating together.

8.1

1

**Speaker 1:** Is the population there about seventy million?

**Speaker 2:** Um, no, I think it's about seventeen. **Speaker 1:** Seventeen million? OK, thanks.

speaker i:

**Speaker 3:** We feed sixty children from poor families here.

**Speaker 4:** Sorry, how many children? Sixteen?

**Speaker 3:** No, sixty.

3

**Speaker 5:** Thirteen per cent of this class are vegetarians – people who don't eat meat.

**Speaker 6:** Thirty? Are you sure? **Speaker 5:** No, no – thirteen!

4

**Speaker 7:** People in this city eat fifteen thousand tonnes of beef every month.

**Speaker 8:** Is that true? Fifty thousand tonnes every month?

**Speaker 7:** No, fifteen thousand – not fifty.

8.2

**O'Connor:** Thank you, thank you, everyone. Well, let's start, shall we? In my lecture tonight, I want to answer this question: 'How do we feed a city?' The question is easy, but the answer is difficult. And it's an important question.

Why? Well, there are four important facts about cities that you have to know.

First, cities don't have farms. True, some people have gardens and they can grow vegetables, fruit, etc. But not many people can do this.

There are many more people who can't grow their own food. So they have to buy it from supermarkets, from restaurants, etc.

Secondly, people in cities are richer than people in the country. True, there are poor people in cities; sometimes a lot of poor people. But there are many people that have money, and these people eat a lot of meat. They eat more lamb, more beef and more chicken than people in the country.

This is a big problem. Before we can eat meat, we have to feed the animals. This means that food for people becomes food for animals. And that means that food becomes expensive – rice, bread, vegetables – they all become more expensive.

In some countries, poor people spend more than sixty per cent of their money on food.

Thirdly, modern cities are big and they are becoming bigger. Today, 30 cities have a population of more than ten million people. In 2045, we are going to have more than 50 cities with a population of 20 million people ... that's 20 million. Twenty.

And the last fact. More than half the people in the world live in cities. In 2045, 75 per cent of people are going to live in cities. More people and more cities means bigger problems.

So! What can we do about this? Well, I'm going to ...

8.3

**Sofia:** Hello! I'm Sofia. This afternoon, I'm going to tell you about the results of my survey. There were 20 students in my survey. My questions were on the topic of 'Food and culture'. I think this is an interesting topic. For example, I'm from Italy, and food is very important in my country and in my culture.

OK, so my first question was 'Where are you from?' and here are the results. You can see here that 50% of students come from England and 15% come from Spain. 20% of students come from Italy, like me, and 15% of students come from Egypt. So you can see that half of the students are from England.

OK, my second question was 'Is food important in your culture?'. The answers are interesting. You can see here that 'yes' is 70% and 'no' is 30%. That's six people! I was very surprised!

My third question was 'Are family meals important?'. That is, is it important to eat with your family? Again, I was very surprised because again 'yes' is 70% and 'no' is 30%.

My last question was 'Why are family meals important?'. You can see here that the results are interesting. There were two answers to this question. First, 80% of people think family meals are a good place to talk. They think it's a good time for parents to see their children. Secondly, 20% of people think family meals are cheaper and healthier. They think that families cook fresh food and don't eat fast food. So my conclusion is that food is important in families and families are important in culture. Thank you! Any questions?



**Sofia:** Hello! I'm Sofia. This afternoon, I'm going to tell you about the results of my survey. There were 20 students in my survey. My questions were on the topic of 'Food and culture'. I think this is an interesting topic.

## (1) 8.5

**Tomoko:** Good morning! I'm Tomoko. I'm going to tell you about the results of my survey. There were 34 students in my survey. My topic was 'traditional Japanese food'. I think this is an interesting topic.

**Ahmed:** Hello, everybody! I'm Ahmed. I'm going to tell you about the results of my survey. My topic was 'fast food in Abu Dhabi'. There were 50 students in my survey. I think this is a good topic.

## (1) 8.6

- 1 I'm going to tell you about the results of my survey.
- 2 There were 15 students in my survey.
- 3 My topic was food and culture.

## **3**) 8.7

- 1 OK, so, my first question was 'Where are you from?'.
- 2 So you can see that half of the students are from England.
- 3 OK, my second question was 'Is food important in your culture?'.
- 4 The answers are interesting.
- 5 You can see here that 'yes' is 70% and 'no' is 30%!
- 6 My third question was 'Are family meals important?'.
- 7 My last question was 'Why are family meals important?'.
- 8 There were two answers to this question.

## UNIT 9

## Animals and people

Today, busy cities are everywhere, and people live in every part of the world.

But what about animals? Where do they live when people build their cities? Where do they go? To answer these questions, we're going to Nepal in Asia to look at two different animals. We are travelling from Darjeeling to the Kathmandu valley and then to Chitwan National Park. Our first animal lives in green forests. This is a red panda. It's a very rare animal. Some people say there are only 10,000 red pandas in the wild. Red pandas are rare because people hunt them or because cities are getting bigger and they have nowhere to live. At night, the red pandas come down from the trees to eat. They eat leaves, flowers, eggs and fruit. In the morning, they return to the trees to sleep. They can fall out of the trees when they sleep, so it's important to find a good branch. The forest is the red panda's world. They can't live in cities like this. But the red panda is safe because no one can hunt them there. Let's look at another animal in a different part of the Chitwan National Park.

Look at the river. That's not a branch in the water — it's a one-horned Asiatic rhino. Rhinos often relax in the river on a hot day. Rhinos are dangerous animals — they can kill people easily. But in fact, there are now only 3,000 of these animals in India. Hunters look for rhinos. They kill them for their horns. A hunter can sell a rhino horn for 100,000 dollars or more. But these rhinos here are safe because they are protected in Chitwan National Park. The government in India sends police and soldiers to look after the rhinos. People can be a problem for animals — but we also look after them.



hands; brains; climb; world; wild; ground; umbrella



**Presenter:** In half an hour, in 'Technology Today', we look at hovercraft in Alaska. But first, here's Kate Brand in our series on the animal world. In this week's 'Going Wild', Kate travels to Indonesia to meet some very special animals.

**Kate:** Now, it's noisy today because I'm in a jungle. I'm in the jungle in West Sumatra in Indonesia, and I'm here with Zaskia Basuki. Zaskia is a scientist and she knows a lot about the animal we're here to see today – the orangutan. So, Zaskia, what can you tell us?

Zaskia: Well, Kate, let me start with the name. In Indonesia and Malaysia, the word *orang* means 'man', and the word *hutan* means 'forest'. So 'orangutan' means 'the man in the forest'.

Kate: | see!

Zaskia: It's a good name for them, because orangutans are 'arboreal'. That means they live in trees. Here in Sumatra, they only walk on the ground when they have to. In fact, 90% of their life is in the trees. They're omnivores, so they can eat meat, fruit and vegetables, but they usually eat fruit. They're primates so—

**Kate:** Sorry, Zaskia ... **Zaskia:** No, no, that's OK.

**Kate:** For the listeners at home, can you just explain 'primate'?

**Zaskia:** Ah, yes, well, a primate is a kind of animal that can use its hands to climb trees. Primates usually have a big brain, too.

Kate: Really? So are orangutans clever?

**Zaskia:** Yes, yes, they are very clever. They are good toolmakers. That means they can make things to help them. For example, they can use sticks to find food or leaves to make an umbrella. There's a famous video of one orangutan in the rain. He's very wet, so he uses some leaves to make a big umbrella.

**Kate:** That's great! **Zaskia:** Yes, so they ...

## 9.3

Jason: Hi! How are you today? Good? Good! OK, good morning! I'm Jason, and today I'm going to tell you about a bird from my country – the American bald eagle. OK, so, where do they live? Well, you can see them in the US and Canada and here's a photograph of one

You can see here that this bird is flying to its nest. 'Nest' is the name for the place where the eagle lives. Some nests can be very big. How big can they be? Well, there was one eagle's nest that was more than 1.000 kilos!

Here's another photograph. You can see she has these white feathers on her head.

So what do bald eagles eat? Well, fish are their prey. That means the eagles hunt them. And you see her yellow beak here? That beak is very sharp. That means it can cut the fish very easily.

OK, uh, and now Khaled is going to talk about an animal from his country.

**Khaled:** OK, good morning, everybody. My name's Khaled and I'm going to talk about the animal in this photograph here. So this is an Arabian oryx.

An oryx is a kind of wild animal that lives in the desert. You can see them in many countries in the Arab world. For example, Oman, Jordan, Saudi Arabia and near my home in Abu Dhabi.

They are famous for their horns. That's these two long, hard things on their head. You can see their horns better in this photograph. The horns are very sharp! Oryx can run and jump very fast. Oryx eat grass and also fruit when they can find it.

The oryx are nomadic. That means they do not live in one place in the desert, but they travel around.

Thank you! Now, I think ...

## 9.4

- OK, good morning! I'm Jason, and today I'm going to tell you about a bird from my country – the American bald eagle.
- 2 OK, good morning, everybody. My name's Khaled and I'm going to talk about the animal in this photograph <u>he</u>re. So this is an Arabian oryx.

## 9.5

- 1 OK, so where do they live? Well, you can see them in the US and Canada, and here's a photograph of one.
- 2 Some nests can be very big. How big can they be? Well, there was one eagle's nest that was more than 1,000 kilos!
- 3 So what do bald eagles eat? Well, fish are their prey. That means the eagles hunt them.

## 9.6

**Luo Yan:** OK, hello, everybody. My name's Luo Yan, and I'm going to talk about brown bears. This is a photograph of a brown bear.

So, where do these bears live? Well, they live in forests and near rivers. They often live in mountains.

And where can you see brown bears? In a lot of countries! Brown bears live in America and Europe and parts of Asia.

How do they live? Well, they sleep for the winter and they hunt in the summer. They have to eat a lot in the summer, so bears are often hungry.

And so *what* do they eat? Well, they eat a lot of different things. They like fruit, fish, vegetables, nuts and grass.

So why are they special? Well, they are very, very strong animals. They can move rocks and trees and other big things easily.

## **UNIT 10**

## Alaskan transport

About 100 kilometres from the Arctic Circle is a village in Alaska. There are no roads in or out of town. In winter, the rivers are frozen and the ice is thin. Parts of the Tozitna River are less than five centimetres thick. Stan and Joey need to cross the river. Stan tests the ice to see if he can stand on it. The ice is very thin in places. The ice breaks. But Stan is safe. Stan and Joey hope that the dogs will run and jump over the hole in the ice. They are safe for now.

This is not the only kind of transport in Alaska, but other transport cannot travel over the ice. In another part of Alaska is the main town, called Bethel. All the supplies for the villages come through this town. These supplies are for the village of Akiachak. Akiachak is about 50 kilometres from Bethel. But there are no roads there. There is only one way to get to Akiachak – by hovercraft. When it is minus 40 degrees, boats and planes are useless. Over snow, ice and water, the hovercraft will follow the frozen river to Akiachak. Only the hovercraft can carry supplies. The hovercraft can travel over thin ice. The hovercraft arrives.

## 10.1

1238; 1868; 1923; 1996; 2005; 2015



1435; 1749; 1949; 1953; 2015

## 10.3

**Steve:** Hi! Good morning! Thank you for asking me here today. OK, so my name's Steve and I work for Transport for London. Today I'm going to tell you about the work we do and especially tell you about the electronic tickets we use in London.

OK, so what do we do at Transport for London? Well, we look after travellers in London. This can be people

who travel in private transport or public transport. Three million people travel in private cars and taxis and another five million use the bus, trains and, of course, the famous London Underground – the world's oldest underground train network. So that's a total of around eight million people.

**Student:** How old is it? **Steve:** Sorry? What was that?

**Student:** How old is the London Underground?

**Steve:** Ah! Oh, uh it's more than 150 years old. It opened

in 1863.

Student: Thanks.

**Steve:** That's OK. So, Transport for London started in 2000, and in 2003 we introduced the Oyster card system of electronic tickets. Before Oyster cards, people had to buy paper tickets. And that was OK when fewer people lived and worked in London. They could buy tickets for one journey, or for a day or for a month. But there was a problem – it was very slow.

**Student:** Why, how did people use tickets before?

**Steve:** Each passenger waited to buy a ticket and then they went to the gate. At the gate, they put the ticket into the machine, then the gate opened and then they took their ticket from the machine. Now, this wasn't difficult, but it took a long time, and more people started to live and work in London, so we wanted a better kind of ticket

So what did we do? We needed a faster ticket system, and this was the Oyster card. It's an electronic ticket and it's very easy to use. You can pay for your journeys online and you can walk through the gates much faster.

It's a great way ...



**Teacher:** OK, so work with your partner. Five minutes!

**Iman:** Hi, hello. I'm sorry, what's your name?

Anna: Oh, I'm Anna.

Iman: Anna? OK, and I'm Iman. Can I go first?

**Anna:** Yes, sure. What's your topic?

Iman: Transport in cities: problems and solutions. OK, so I'm going to start with some facts about life in cities. The population of cities grows more quickly than in the countryside. This means that cities become really congested. This is because everyone uses cars to travel around the city, and this can be a problem. For example, it takes a long time to get to your destination, so drivers need to use a lot of petrol, which is expensive and also causes pollution. What is more, being in a car for a long time can be dangerous because drivers suffer from tiredness. So, what is the solution?

Some countries said that bicycles would be a good idea and have free bicycles in the city for people to use. Another place where the government is working hard to improve the transport system is in Dubai. Firstly, the plan is to reduce traffic congestion by making public transport better, so they have

introduced more buses and bus routes and also built a metro railway. But the problem is that buses get stuck in traffic jams, and commuters still have to drive to metro stations. So the plan for the future is to make the metro system bigger by going underground – like the London Underground – and also to go over the city with sky trains like they have in Bangkok. Also, because it is very hot in Dubai, they will build airconditioned sky bridges with travelators to connect the stations so that people can walk around easily and won't need to drive ...

## 10.5

Iman: The population of cities grows more quickly than in the countryside. This means that cities become really congested. This is because everyone uses cars to travel around the city, and this can be a problem. For example, it takes a long time to get to your destination, so drivers need to use a lot of petrol, ...

## 10.6

**Anna:** Ships are great for sending goods by river. Ships are cheaper and often cleaner than road transport. But ships have some problems. For example, when there are a lot of ships, rivers can become dirty.

## 10.7

**Anna:** You can see in this photograph that this happened in Europe. A lot of companies used old ships. Old ships were cheaper, but they had some problems. For example, petrol came out of the ships and into the rivers. The petrol killed the fish. Fishermen were angry because they could not catch any fish.

## 10.8

happened; used; visited; guessed; added; hated; asked; helped; showed; watched; changed; decided

## 10.9

So, was it a good solution? Well, that's a very interesting question! Why? Because the companies weren't happy that they had to clean the rivers. The old ships were cheap, but modern ships are expensive. And they didn't want to pay to clean the rivers. But there was some good news. The fishermen are happier because the rivers are cleaner. That means there are more fish than before. I think it was a good solution.

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N. M. White

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