

face2face

Pre-intermediate Spanish Speakers Handbook with Audio CD

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Listening	Reading	Help with Pronunciation
the Spirit of Adventure Trust	the WRVS; reading for the general idea	/æ/ and /ɑː/; /ɒ/ and /ɔː/
a first-aid course; listening for specific information	Do we really need so many rules?	/s/ and /ʃ/
transport in the future	Car of the future - the Airpod?; using headlines, pictures and photos	Introduction to sentence stress
host families; positive intonation	studying abroad	/ɒ/ and /əʊ/; /e/ and /eɪ/
Doctor Bob	Christian the lion; specific information	adjective endings /ɪd/, /t/ and /d/
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Spelling	Reading	Writing	Review
adverbs			
/ʃən/			
consonants			
superlatives			
s or ss			
double vowels			
	information on a website; an online profile	a profile for a dating website: organisation, useful phrases	free time activities; frequency adverbs and expressions; finding things in common
	online newspaper article; blog posts in response to an article	a blog post giving a point of view; useful phrases	agreeing, disagreeing and giving opinions
	posts on an online travel forum asking for and giving recommendations	online travel forum posts; organisation, useful phrases	asking about places; adjectives to describe places
	emails between colleagues	an email giving information about a special event to colleagues: organisation, useful phrases	relative clauses

Speaking and Reading

- 1 Work in groups. Discuss these questions.
- 1 What types of volunteer work can you do in your country?
 - 2 Have you ever been a volunteer? Why?/Why not?

TIP When we read quickly, we don't always need to understand every word. We just want to understand the general idea. We can read the article again in more detail if we want to.

- 2 **a** Read the article about the WRVS, a volunteer organisation in the UK. What is the main purpose of the article?
- 1 To ask for donations.
 - 2 To ask for more volunteers.
 - 3 To explain the problems old people have.
- b** Read the article again. Are these sentences true (T), false (F) or the article doesn't say (DS)?
- 1 WRVS is a new organisation. **F**
 - 2 WRVS will need more volunteers in the future.
 - 3 Jo and Marion live on the same street.
 - 4 Jo visits Marion more now than she did at first.
 - 5 Jo enjoys visiting Marion because she never knew her own grandparents.
 - 6 Jo visits Marion at the same time every week.
 - 7 Marion doesn't have any children or grandchildren.
 - 8 WRVS volunteers work lots of hours every week.

Listening and Speaking

- 3 **a**  1.1 Listen to Paul Cameron, a volunteer for the Spirit of Adventure Trust. Fill in the gaps with a number.



- 1 The Spirit of Adventure Trust started in New Zealand in 1972.
- 2 The Spirit of New Zealand is _____ metres long.
- 3 Young people aged between _____ and 19 sail on the Spirit of New Zealand.
- 4 Paul looks after about _____ trainees on the ship.
- 5 The crew and trainees go swimming at _____ o'clock every morning.
- 6 In total there are about _____ teenagers on each trip.

www.wrvs.org.uk

WRVS positive about age
practical about life

About us

WRVS has 70 years of experience helping people in hundreds of communities throughout England, Scotland and Wales. Our volunteers and staff work together to help lonely and isolated older people, at home, in hospital, or in difficult times. Our volunteers are people who care about the community they live in and want to make it a better place. They are happy to give up their time to offer help and friendship.

Times are changing. WRVS is changing. The number of people aged over 65 will increase by 50 per cent between 2009 and 2035. In the future, WRVS will need more and more volunteers.

**A volunteer's story - Jo helps Marion**

Jo volunteers for WRVS' Good Neighbours project in Newport, South Wales. As a volunteer she visits Marion, a woman in her 80s who lives near Jo. At first, Jo visited Marion once a week, giving her company and helping her with everyday tasks. Slowly, their friendship developed and now Jo is a regular visitor to Marion's house, often visiting her three times a week.

Jo

"I've always wanted to volunteer to help people. I was really close to my grandparents and I wanted to do something to help the older people in my community. I saw an advertisement in the local paper asking for volunteers and thought I'd try it."

"I really enjoy visiting Marion. She's become a friend and now we just talk when I go and see her. She's had such an interesting life and she's got so many stories to tell. She's just such a character and I enjoy listening to her as much as she enjoys talking! Some people may see volunteering as hard work, but it's not. It's totally flexible – I can go to see her when I like, just as long as I phone her before. I get pleasure out of it. I also know that if she didn't have a WRVS Good Neighbours volunteer, she wouldn't have a regular visitor."

Get involved

We help to change lives. You can help, too, with one of the UK's largest volunteering organisations with nearly 55,000 volunteers. You only need to spend a few hours a week to make a difference to the lives of people in your community and help them to live independently. If you want to help your local community, WRVS can put you in contact with people who need your help.

Adapted from www.wrvs.org.uk

b Listen again and choose the correct answer.

- 1 The purpose of the ten-day voyages is ...
 - a** to help young people learn new skills.
 - b** to teach the young people of New Zealand how to sail.
 - c** for the young people of New Zealand to have fun.
- 2 On the Spirit of New Zealand, Paul's main job is to ...
 - a** help sail the ship.
 - b** help prepare the meals.
 - c** guide a group of young people.
- 3 Paul goes on the ten-day voyages ...
 - a** in his personal holiday time.
 - b** when his boss gives him extra holidays.
 - c** only in the summer.
- 4 Paul originally volunteered because ...
 - a** it's a change from his regular job.
 - b** a member of his family was a volunteer.
 - c** he enjoys helping young people.
- 5 The best part of the trip for Paul is ...
 - a** having an early morning swim.
 - b** seeing the young people change.
 - c** leaving the ship.

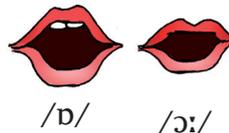
- 4** Work in pairs. Imagine you have won some money. You decide to give some of it to charity. Which charity/charities would you give the money to? Think about:
- the importance of the charity in your country or community.
 - personal significance.
 - how the charity can use your donation.

HELP WITH PRONUNCIATION

/æ/ and /ɑː/; /ɒ/ and /ɔː/

TIP

- The vowel sounds /æ/ (*hat*) and /ɑː/ (*park*) are sometimes confused.
 - /æ/ is a short sound and is usually shown by the letter 'a'.
 - /ɑː/ is longer and our mouth is more open. It is often shown by the letters 'ar'.
- The vowel sounds /ɒ/ (*box*) and /ɔː/ (*born*) are also similar and are often confused.
 - /ɒ/ is a short sound and is usually shown by the letter 'o'.
 - /ɔː/ is a longer sound and our lips move forward. It is often shown by the letters 'or' or 'aw'.



- 1** **1.2** Listen to these words. Notice the long and short vowel sounds.

/æ/	/ɑː/	/ɒ/	/ɔː/
1 am	arm	3 not	nought
2 at	art	4 dog	door

- 2** **a** **1.3** Look at the letters in **bold** in the words in the box. Listen and complete the table.

hard bank plant back dark father aunt hat plan heart							
/æ/				/ɑː/			
<i>bank</i>				<i>hard</i>			

- b** **1.4** Look at the letters in **bold** in the words in the box. Listen and complete the table.

long law daughter want warm cough course what water							
/ɒ/				/ɔː/			
<i>long</i>				<i>law</i>			

- 3** **1.5** Listen to these sentences. Choose the correct words.

- 1 He's got a very big *hat/heart*.
- 2 That *cat/card* is very pretty.
- 3 They didn't *pack/park* it very well.
- 4 No, my name's *Harry Potter/Porter!*
- 5 I love this *spot/sport*.
- 6 A Is that zero? B No, it's *not/nought*.

- 4** **a** Fill in the gaps in the poem. Use the correct rhyming word from the box.

plan shop car floor bar hot man door

She had a ¹ *plan* to catch that ² _____ .
 So she started her ³ _____ and drove fast to his ⁴ _____ .
 But she got very ⁵ _____ and stopped at a ⁶ _____ .
 And when she walked in the ⁷ _____ , she saw him on the ⁸ _____ .

- b** **1.6** Listen and check your answers.

- c** **PRONUNCIATION** Work in pairs. Practise the poem.

Reading Do we really need so many rules?
 Listening a first-aid course; listening for specific information
 Help with Pronunciation /s/ and /ʃ/

Speaking and Reading

- 1 Work in groups. Discuss these questions.
 - 1 Have you ever had health and safety training?
 - 2 Can you think of any health and safety rules?
 - 3 Are health and safety rules important? Why?/Why not?
- 2 a Read the article about health and safety regulations in the work place in the UK. Which is the best summary?
 - 1 Health and safety is important, but many health and safety regulations are stupid.
 - 2 Health and safety is important. Most workers agree with the health and safety regulations.
 - 3 A lot of companies know the health and safety regulations, but don't follow them.

b Read the article again. Answer these questions.

 - 1 Why were the fire doors kept open, according to the office manager?
 - 2 According to the HSE, why are health and safety rules important?
 - 3 What does Judith Hackitt say is the problem with the regulations?
 - 4 According to Lawrence Waterman, why does health and safety need to be more practical?
 - 5 According to Stuart Duff, why do people dislike health and safety rules?

- c Match pictures A–D to health and safety stories 1–4 in the article. Which story is the most surprising, do you think?



Listening and Speaking

- 3 a 3.1 Kevin and Lara work together. Listen and answer these questions.
 - 1 Why does Kevin want to talk to Lara?
 - 2 Does Lara agree to do what Kevin asks?

Do we really need so many rules?

“In our office, we keep the fire doors open. We know we shouldn't, but we do it anyway because we're tired of all the health and safety regulations in our workplace.” These are the words of an office manager who didn't want to give us his name. Many other workers in the UK feel the same – do we really need to be told *not* to put our arm into a working machine? Everyone knows that!

The Health and Safety Executive (HSE) reports that at the moment there are 2.1 million people in the UK who have got an illness connected with their work. Health and safety regulations are important – they save thousands of lives every year. So why don't workers care about health and safety?

Judith Hackitt, chairwoman of the HSE says that health and safety should

bring employers and workers together. “People don't understand health and safety rules. Recently we've tried to show companies that they don't need to do lots of paperwork.”

David Symons, director of a consultancy company called WSP Environment and Energy, says, “The regulations aren't the problem. The problem is that health and safety officers in companies don't know how to use those regulations.”

Paperwork is one of the biggest problems – there are too many forms, emails, memos and meetings about health and safety. “Paperwork's an example of bad health and safety management,” says Lawrence Waterman, chairman of consulting company Sypol. “Health and safety needs to be practical – not just

spending lots of time filling in forms. That's why health and safety is a job for professionals who can make sure it suits the needs of the company and its employees.”

“Health and safety reminds you of when you were at school,” says business psychologist Stuart Duff.

“People want to fight against rules and take risks. But we don't always do the right thing – and accidents happen.”

Judith Hackitt suggests that workers should talk to their employers and tell them what they need. “Offer solutions, not problems,” she says.

Health and safety gone too far?

- 1 In Scotland, the Teachers' Association wanted to stop school bells because they were too loud for people's ears.
- 2 Hospital transport staff at City Hospital in Birmingham didn't want to take a 98-year-old woman home because they thought her four-inch (10 cm) doorstep was dangerous.
- 3 Firefighters in Humberside were told they couldn't put up smoke alarms because the stepladders were too high for health and safety regulations.
- 4 Bosses at Oldham council said staff couldn't wear flip-flops in summer because they might fall over and hurt themselves.

Adapted from the *Guardian* 14/03/09

b Listen again and choose the correct words/phrases.

- The company needs a new first-aider because the last one *left/ got promoted*.
- Kevin says the experience could help Lara *get a job/ be more confident*.
- Lara/The company has to pay for the first-aid course.
- Kevin says the course is good because *it's practical/you use computers*.
- To do CPR you *press down on the victim's chest/put a bandage on them*.

TIP Sometimes when we listen, we only need to understand certain information, for example dates, times and places. We can listen for it specifically.

- 4** **3.2** Listen again to an extract from the conversation. Fill in the gaps with one word or number.

St John Ambulance

Dear Lara,

We are pleased to confirm your first-aid course. Please find the course details below.

Dates: 1 and 2 August.

Time: 3 to 4 each day.

Place: St John Ambulance building, 5 Bridge Street, 6

Please bring your own 7

We look forward to seeing you soon.

Glenda Thomas
Course Co-ordinator

5 Work in groups. Discuss these questions.

- Have you ever done a first-aid course?
- Do you think it's a good idea to learn how to do first aid? Why?/ Why not?

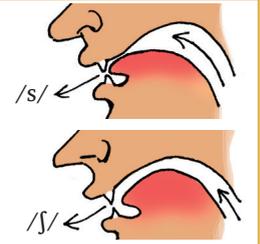
HELP WITH PRONUNCIATION

/s/ and /ʃ/

TIP

In English, it's important to distinguish clearly between the sounds /s/ (*sorry*) and /ʃ/ (*shower*).

- /s/ is usually shown by the letter 's' (*six*) or 'c' (*receive*).
- /ʃ/ is usually shown by the letters 'sh' (*shirt*) or by 't' or 's' in words ending in '-ion' (*station, obsession*).



- 1** **3.3** Listen to these words. Notice the difference between /s/ and /ʃ/.

/s/	/ʃ/
1 see	she
2 sort	short
3 so	show
4 Sue	shoe
5 service	selfish

- 2** **a** Work in pairs. Fill in the gaps in the words with the correct letters.

C	/s/ _____	/ʃ/ _____	S
sh	ac <u>c</u> ident	book <u>sh</u> op	SC
t	cla <u>t</u> ical	rela <u>t</u> ion <u>s</u> hip	SS
	re <u>s</u> ponse	wa <u>s</u> basin	
	fa <u>s</u> inating	deli <u>s</u> ious	
	spa <u>s</u> e	posse <u>s</u> ion	

- b** **3.4** Listen and check your answers.

- 3** **3.5** Listen to these sentences. Which sentence, a or b, do you hear?

- | | |
|-------------------------------|---|
| 1 a This is Irish. | 3 a It's a shame. |
| b This is Irish. | b It's the same. |
| 2 a Do you know Paris? | 4 a I asked him about the crash. |
| b Do you know Parish? | b I asked him about the class. |

- 4** **a** Make sentences with these words.

- at / fashion / The / show / six / finishes . *The fashion show finishes at six.*
- seven / shoes / are / Sharon's / size .
- an / Russian / actress / She's / and / she / speaks .
- in the shops / She / soup / sells / sometimes .
- songs / short / Sam / sings / on Saturdays .

- b** **3.6** Listen and check your answers.

c **PRONUNCIATION** Listen again and practise.

- 5** **a** Work in pairs. Match questions 1–5 to responses a–e.

- | | |
|-------------------------------------|--|
| 1 Are these your shoes, Sue? | a Delicious! |
| 2 How was the fish? | b Yes, she's showering slowly. |
| 3 Is Charlotte in the shower? | c No, they're Shirley's. |
| 4 Shall we buy the small washbasin? | d Yes, sorry. I should wash it. |
| 5 Is that your shirt on the sofa? | e No, it's too small for Simon. |

- b** **3.7** Listen and check your answers.

c **PRONUNCIATION** Listen again and practise.

Reading Car of the future – the Airpod?; using headlines, pictures and photos

Listening transport in the future

Help with Pronunciation introduction to sentence stress

Speaking and Listening

- 1** Work in groups. Think about cars and driving in the future. How do you imagine they will be different from today? Discuss your ideas using these topics to help you.

- size
- shape
- fuel
- cost
- speed
- parking
- safety
- maintenance

- 2 a**  5.1 Listen to colleagues James and Clare talking about cars. Tick the things from **1** they talk about.



- b** Listen again. Are these sentences true (T) or false (F)?

- 1 Both James and Clare think parking in the city is a problem. **T**
- 2 Clare thinks cars will change size in the future.
- 3 James thinks fewer people will use public transport in the future.
- 4 Both James and Clare think that using rubbish for fuel is a good idea.
- 5 The electric car that James talks about is slow.
- 6 Clare thinks safety is more important than speed.
- 7 James and Clare talk about cameras at the back of cars that can prevent accidents.
- 8 Both James and Clare like driving.

Reading and Speaking

TIP Before we read an article, it can be helpful to look at the headline and any pictures or photos. They can help us predict what the article is about. We can then read it to confirm our ideas.

- 3 a** Work in pairs. Look at the article. Answer these questions.

- 1 Look at the photo. Would you like to drive this car? Why?/Why not?
- 2 Read the headline. Why do you think it is a 'car of the future'?

- b** Read the article about the Airpod. Check your ideas.



Car of the future – the Airpod?

An air-powered car? Sounds too good to be true. So journalist Alex Benady took one for a test drive.

Imagine a car that runs on fresh air! French auto engineer, Guy Negre, has developed a car called the Airpod. The engine of the car runs on air – much cleaner than a petrol engine. The Airpod can go faster than 50 kilometres per hour and best of all, it only costs around £3,000.

“The Airpod is better than other new cars, like the hybrid*, electric or hydrogen car,” says Negre. “It is cleaner than a hybrid and costs much less than a hydrogen or electric car.”

Negre previously designed racing engines for Renault and has spent the last 13 years developing compressed air technology at his factory in Carros, outside Nice, in southern France. He believes that air power is going to change the car industry. “Life in cities will be better with air cars and the air all around the world will be cleaner,” says Negre.

I really wasn't sure about the idea of an air car so I decided to visit Negre's factory and try one of his cars. The version I drove was an early prototype which had three wheels and a joystick in order to change direction. It wasn't very glamorous or very powerful, but it worked, travelling up to 40 kilometres per hour.

In the future, when factories are producing lots of air cars, there will be three-wheeled cars for two people and four-wheeled family cars. There might even be vans, buses, taxis and boats that run on air.

The Airpods are made of a material called fibreglass*, which is lighter and ten times stronger than steel*. The air is kept in very strong tanks at high pressure. The air comes out and makes the wheels move. When the engine runs, it gets very cold. “It's great,” says Negre. “It helps to keep the car cool in summer.”

Negre has also developed new technology which can refill the air tanks in less than a minute. This could be powered by clean electricity – hydro, wind or solar – which means the car is completely pollution-free. If carbon-generated electricity is used, CO₂ emissions are still only 10% of a petrol engine's emissions, claims Negre.

That's great for driving in the city where journeys are typically only a few kilometres. For longer distances there's a hybrid, battery-assisted version, which Negre says can go up to 160 kilometres per hour and travel almost 1,500 kilometres on four litres of petrol.

Negre has sold his air car idea to an Indian car company called Tata. Tata will use the air power in a cheap car called the Nano. Negre has also sold his idea to car companies in the United States, Latin America and Europe.

So what's next for Negre? An aeroplane that runs on air?

Adapted from the *Guardian* 14/05/09

* *hybrid* = a car which uses two kinds of power: a traditional engine and an electric motor

* *fibreglass* = a kind of strong plastic

* *steel* = a hard, strong material made mostly from iron

c Read the article again. Answer these questions.

- 1 What does Alex say is the most positive thing about the Airpod? *It's cheap.*
- 2 What other special types of cars does the article mention?
- 3 Why is the Airpod better than these other types of cars?
- 4 What did Negre do before developing the Airpod?
- 5 What did Alex think of air cars before he went to Negre's factory?
- 6 What did Alex not like about the Airpod?
- 7 What extra benefit does the Airpod have in summer?
- 8 Why is Negre's air tank technology so good for the environment?
- 9 Why is the hybrid version of the technology good for longer journeys?
- 10 Where has Negre sold his Airpod idea?

4 Work in groups. Discuss these questions.

- 1 What transport problems are there in your country?
- 2 Do you use public transport in your country? Why?/Why not?
- 3 What types of transport might become more popular in the future?

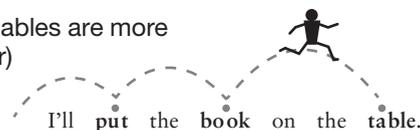
HELP WITH PRONUNCIATION

Introduction to sentence stress

TIP

In English sentences, we usually stress nouns, adjectives, adverbs, most main verbs and question words. We don't usually stress words such as articles (*the, a, an*), prepositions (*in, on*) or auxiliary verbs (*do, be, will*).

Remember that stressed syllables are more prominent (longer and louder) than unstressed syllables.



1 **5.2** Listen to these sentences. Notice the stressed words.

- 1 The first film I saw was Star Wars.
- 2 When are you hoping to go on holiday?
- 3 Do you want to go to class today?

2 **5.3** Listen to the sentences. Fill in the gaps with the stressed words in the box.

friends drive want go thinking cinema Friday Peter didn't
Where live Australia been going (x 2) China class yesterday

- 1 We're _____ to _____ in _____.
- 2 I _____ to _____ to the _____.
- 3 My _____ have _____ to _____.
- 4 I'm _____ of _____ to the _____ on _____.
- 5 _____ does _____ ?

3 **a** Work in pairs. Mark the stressed words in each sentence.

- 1 Where did you go on Saturday?
- 2 I met Ken when he was waiting in a supermarket queue.
- 3 What were the last two CDs you bought?
- 4 I hate getting up early during the week.
- 5 Do you want the blue one or the red one?
- 6 I saw him yesterday with Susan and her son.

b **5.4** Listen and check your answers.

c **PRONUNCIATION** Listen again and practise.

4 **a** Put the sentences in the correct order to make a conversation.

- A Tuesdays and Thursdays, I think.
 B No, I want to study German or maybe even Japanese. What about you?
 A Are you planning to study Italian again next year? **1**
 B Film studies? That sounds interesting. What day are the classes?
 A What a great idea!
 B Really? What do you want to study?
 A Italian? No, not again. I'd like to do something different – something more creative.
 B The Japanese classes are on the same days – we can go together.
 A I don't know. I'm thinking of doing an evening class in creative writing or perhaps film studies.

b **5.5** Listen and check your answers.

c **PRONUNCIATION** Work in pairs. Practise the conversation. Try to use the correct sentence stress.

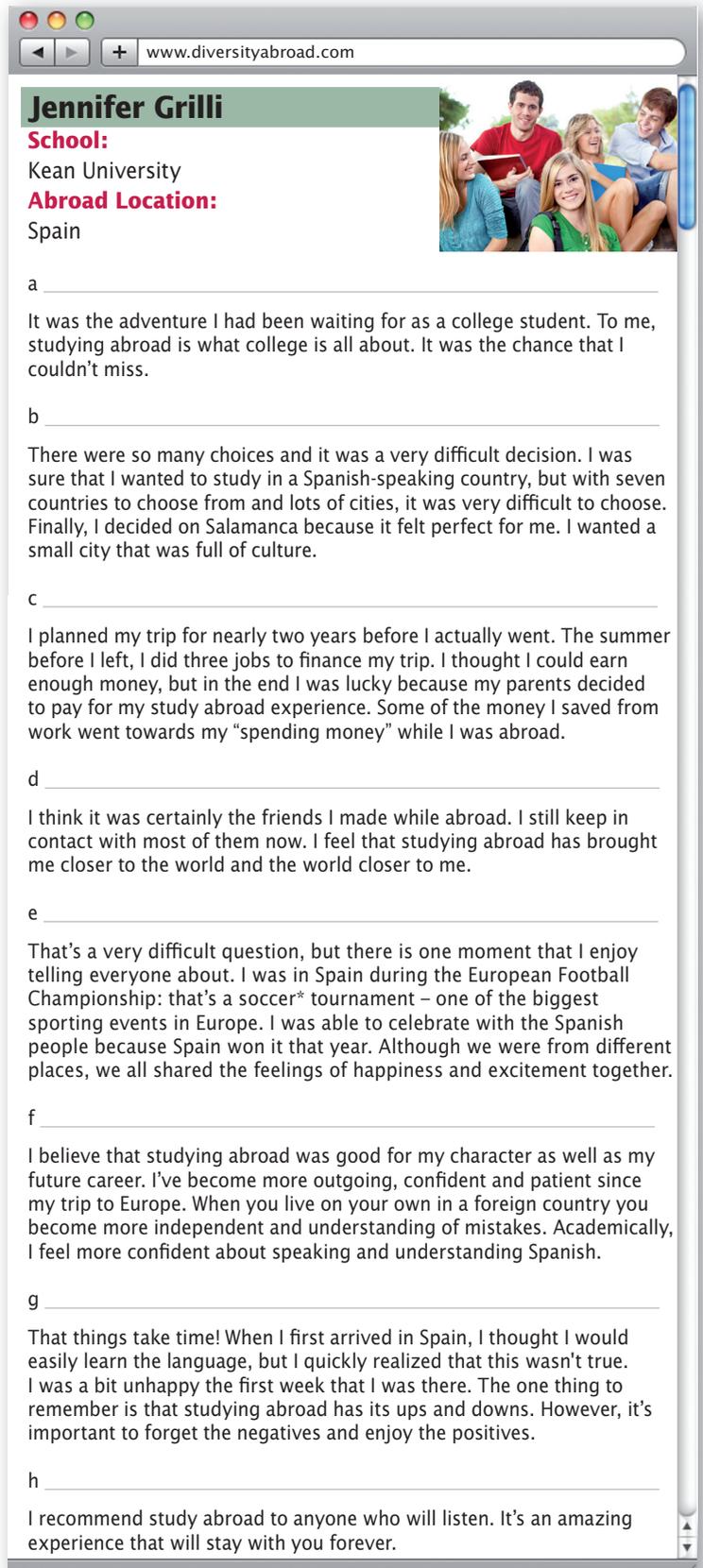
Speaking and Reading

- 1** Work in pairs. Imagine you have the opportunity to study in another country. Discuss these questions.
- Where would you like to go? What would you like to study?
 - What do you think are the positive and negative things about studying abroad?
- 2 a** Read the interview with Jennifer Grilli, an American who studied in Spain. Does she mention any of your ideas from **1**?
- b** Read the interview again. Fill in gaps a–h with questions 1–8.
- What is your favourite memory from Spain?
 - How did you pay for your trip?
 - Why did you decide to study abroad?
 - How do you think your experience can help you in the future?
 - What problems didn't you anticipate before your trip?
 - Do you think other students should study abroad, and why?
 - What was the best thing about your trip?
 - How did you decide where to study?
- c** Read the interview again. Answer these questions.
- Why was it difficult for Jennifer to choose a place to study abroad?
 - Did Jennifer ask her parents to pay for her trip abroad?
 - Why was Euro 2012 a special experience for Jennifer?
 - How has Jennifer changed since she came back from her trip to Spain?
 - What surprised Jennifer at the beginning of her trip?

Listening and Speaking

TIP When we listen to someone giving their opinion in English, we can often hear how they feel by the way their voice goes up and down. Their voice will usually go up and down a lot if the person feels positively about the topic.

- 3 a**  Listen to three people talking about hosting students from abroad. Who sounds the most positive, Mary, Tom or Denise?



Jennifer Grilli
School: Kean University
Abroad Location: Spain

a _____

It was the adventure I had been waiting for as a college student. To me, studying abroad is what college is all about. It was the chance that I couldn't miss.

b _____

There were so many choices and it was a very difficult decision. I was sure that I wanted to study in a Spanish-speaking country, but with seven countries to choose from and lots of cities, it was very difficult to choose. Finally, I decided on Salamanca because it felt perfect for me. I wanted a small city that was full of culture.

c _____

I planned my trip for nearly two years before I actually went. The summer before I left, I did three jobs to finance my trip. I thought I could earn enough money, but in the end I was lucky because my parents decided to pay for my study abroad experience. Some of the money I saved from work went towards my "spending money" while I was abroad.

d _____

I think it was certainly the friends I made while abroad. I still keep in contact with most of them now. I feel that studying abroad has brought me closer to the world and the world closer to me.

e _____

That's a very difficult question, but there is one moment that I enjoy telling everyone about. I was in Spain during the European Football Championship: that's a soccer* tournament – one of the biggest sporting events in Europe. I was able to celebrate with the Spanish people because Spain won it that year. Although we were from different places, we all shared the feelings of happiness and excitement together.

f _____

I believe that studying abroad was good for my character as well as my future career. I've become more outgoing, confident and patient since my trip to Europe. When you live on your own in a foreign country you become more independent and understanding of mistakes. Academically, I feel more confident about speaking and understanding Spanish.

g _____

That things take time! When I first arrived in Spain, I thought I would easily learn the language, but I quickly realized that this wasn't true. I was a bit unhappy the first week that I was there. The one thing to remember is that studying abroad has its ups and downs. However, it's important to forget the negatives and enjoy the positives.

h _____

I recommend study abroad to anyone who will listen. It's an amazing experience that will stay with you forever.

Adapted from www.diversityabroad.com

*soccer = the American word for 'football'

b Listen again. Fill in the gaps with *Mary, Tom* or *Denise*.

- 1 _____ hosts students for financial reasons.
- 2 _____ had a student who spent a lot of time at the beach.
- 3 _____ thinks hosting students is good for his/her children.
- 4 _____'s children have left home.
- 5 _____ had a student who performed for his/her host family.
- 6 _____ had a student who stayed in bed and didn't go to school very often.
- 7 _____ had a student who didn't speak a lot of English.

4 Work in pairs. Imagine you have been asked to become a host family. Follow these instructions.

Student A: You are very interested in hosting a student from another country. Explain to student B why you think it's a good idea. Use the prompts to help you.

Student B: You are not sure about hosting a student from another country. Explain to student A why you don't think it's a good idea. Use the prompts to help you.

- money
- cultural differences
- space in your house
- housework
- privacy
- impact on your family

HELP WITH PRONUNCIATION

/ɒ/ and /əʊ/; /e/ and /eɪ/

TIP

• The vowel sounds /ɒ/ (*hot*) and /əʊ/ (*boat*) are similar and are sometimes confused.

• /ɒ/ is a short sound and is usually shown by the letter 'o' (*cost*) and sometimes 'a' (*want*).

• /əʊ/ is longer and contains two small sounds.

Our lips move forward when we say it. It is usually shown by the letters 'ow' (*grow*), 'oa' (*coat*) or 'o' when the word ends in 'e' (*hope*).



/ɒ/



/əʊ/

• The vowel sounds /e/ and /eɪ/ are also similar and are sometimes confused.

• /e/ is a short sound and our mouth is open.

It is usually shown by the letters 'e' (*bed*) or 'ea' (*bread*).

• /eɪ/ is longer and contains two small sounds. It is usually shown by the letter 'a' (*say*) and sometimes 'ea' (*great*).

1 7.2 Listen to these words. Notice the short and long vowels.

	/ɒ/	/əʊ/	/e/	/eɪ/
1	got	goat	3 wet	wait
2	hot	hope	4 bread	break

2 **a** Write the words.

1	og <i>go</i> /əʊ/	flog <i>golf</i> /ɒ/	4 yas	isda
2	tno	ntoe	5 aebs	dbe
3	teg	tgea	6 ostp	losw

b 7.3 Listen and check your answers.

3 **a** Look at the words in **2a**. Write the phonemic symbols /ɒ/, /əʊ/, /e/ or /eɪ/.

b 7.3 Listen again and check your answers.

4 **a** 7.4 Listen to these sentences. Choose the correct words.

- 1 A weekend in the country? But what about the cost/coast?
- 2 Will you buy me some *paper*/*pepper*, please?
- 3 The athlete *fell*/*failed* in the pool in the first round.
- 4 I *want to*/*won't* tell you the answer.
- 5 Who's going to *test*/*taste* this strange dish?
- 6 He's got a *pen*/*pain* in his hand.

b **PRONUNCIATION** Listen again and practise.

5 **a** 7.5 Listen to these sentences. Replace the words that are different.

bread

- 1 It was so busy in the shop that he had no time to have his *break*.
- 2 It was a really good joke.
- 3 He looks very low at the moment. I think he needs help.
- 4 Are we going to the shop this evening?
- 5 It's a very expensive boat. He didn't want to sell it.
- 6 He ran over the rock and on to the other side.
- 7 That's how he says it. Nobody understood.

b **PRONUNCIATION** Work in pairs. Practise the sentences.

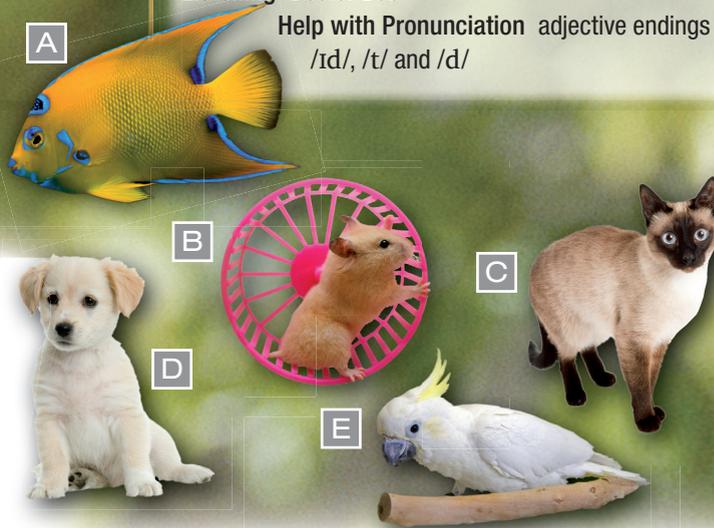
Reading Christian the lion; specific information

Listening Doctor Bob

Help with Pronunciation adjective endings
/ɪd/, /t/ and /d/

Speaking and Listening

- 1 Work in groups. Discuss these questions.
 - 1 Have you got any pets? Why?/Why not?
 - 2 Which animals make the best pets, do you think? Why?
 - 3 Which pets A–E are the most difficult to look after?
- 2 **a**  9.1 Listen to the radio programme. Match callers 1–3 to pets A–E.
 - b** Listen again and choose the correct answer.
 - 1 Why is it difficult to stop a cockatoo screaming?
 - a Because they're hard to train.
 - b Because it's natural for parrots to scream.
 - c Because they always scream at strangers.
 - 2 What is the best way to stop a cockatoo screaming?
 - a Scream back at the cockatoo every time it does it.
 - b Put it in a room on its own.
 - c Express your unhappiness with facial expressions.
 - 3 What is Marion's problem?
 - a Her pet stops her from sleeping at night.
 - b Her pet sleeps on her bed at night.
 - c Her pet brings dead animals into her house.
 - 4 Which solution does Dr Bob not suggest to Marion?
 - a Buy another cat.
 - b Let Ming sleep on her bed.
 - c Put Ming outside at night.
 - 5 What is Hammy's problem, according to Dr Bob?
 - a He's bored.
 - b He's hungry.
 - c He needs a friend.



Reading and Speaking

- 3 **a** Read the article about Christian the lion. Answer these questions.
 - 1 Where did Anthony Bourke and John Rendall buy Christian?
 - 2 Where did Christian go to live in the end?
- b** Read the article again. Are these sentences true (T), false (F) or the article doesn't say (DS)?
 - 1 Bourke and Rendall went to Harrods regularly. **DS**
 - 2 They were surprised to see Christian because it was illegal to buy exotic animals.
 - 3 Christian needed a new home because he got too big.
 - 4 Bourke and Rendall contacted Bill Travers and Virginia McKenna after they saw the film *Born Free*.
 - 5 Christian quickly adapted to life in Kenya.
 - 6 Christian forgot Bourke and Rendall after he got his freedom.
 - 7 Christian died in 1974.

Christian the lion

For six months in 1970, a lion lived as a pet in a flat in Chelsea, London.

Anthony Bourke and John Rendall bought the young lion from the famous London department store, Harrods, in 1969 and named him Christian.

"We visited Harrods one day and there, in a small cage, was a gorgeous little lion cub," says Rendall. "We were shocked. We looked at each other and said 'We have to do something about this.' It was a crazy thing to do, but we didn't think about it." Nowadays, shops in the United Kingdom are not allowed to sell exotic animals, but in the 1960s it was possible.

Bourke and Rendall walked Christian in a church garden and took him everywhere in their car. "He was a lot of work," says Rendall. "He ate four big meals a day – it cost us about £30 a week, which was a lot of money back then."

Christian was 16 kg when Bourke and Rendall bought him and 84 kg at the end of his first year. He clearly couldn't stay with his two young owners forever. One day, by chance, Bourke and Rendall met the actors Bill Travers and Virginia McKenna. They had recently been in the film *Born Free*. The film tells the story of wildlife conservationist

George Adamson and his wife Joy, who raised a lion cub called Elsa in Kenya. The actors suggested that Adamson might be able to help.

So they flew Christian to Kenya to live at Adamson's Kora National Reserve. It didn't take too long for Christian to get used to his new life. "He did have to learn some things about his new environment, like you don't chase rhinoceros!" says Bourke.

In 1974 Bourke and Rendall returned. By this time, Christian was living with a group of lions and had cubs of his own. No one had seen him for nine months, but an amazing thing happened: the day before their visit, Christian appeared. People told them that Christian would have forgotten them, but the lion ran towards them and greeted them like old friends! According to Rendall, that was the last time anyone saw Christian.

"We realise now that we should never have bought a lion. It's wrong to buy exotic animals as pets," says Bourke. But for Christian, this story had a very happy ending: from a shop in the middle of London, he lived his life as a free lion. ■



TIP When we read, sometimes we only want to find certain information, for example dates, times, places and names. We can read the text quickly to look for this information.

c Read these sentences. Fill in the gaps with the correct information from the article.

- Bourke and Rendall bought Christian from Harrods in _____.
- Bourke and Rendall's flat was in _____.
- The name of the film mentioned in the article is _____.
- The wildlife conservationist's name was _____.
- Christian disappeared for _____ months.

4 Work in pairs. Follow these instructions.

Student A: You are thinking of buying a dog from your friend (student B). You want to know what the dog is like before you buy it. Think of questions you can ask about food, expenses, exercise, personality, etc. Try to agree on a price.

Student B: You are moving to another country and you can't take your pet dog with you. You are desperate to find your dog a new home, but the dog eats a lot, needs a lot of exercise, is very often ill and makes a lot of noise at night. Try to sell your dog to student A, but don't mention any of the problems. Try to agree on a price.

HELP WITH PRONUNCIATION

Adjective endings /ɪd/, /t/ and /d/

TIP

- In English, lots of words end in *-ed*. We say *-ed* endings in three different ways: /ɪd/, /t/ or /d/.
 - We say *-ed* as /ɪd/ when the final sound in the word is /t/ or /d/ (*imported, divided*).
 - We say *-ed* as /t/ when the final sound in the word is /k/, /s/, /tʃ/, /ʃ/ or /ə/ (*relaxed, embarrassed, finished*).
 - We say *-ed* as /d/ for most other final sounds (*annoyed, married*).
- When we say the three endings, it is very important to distinguish clearly between the two sounds /t/ and /d/, and the sound /ɪd/.

1 **9.2** Listen to these words. Notice the final /ɪd/, /t/ and /d/ sounds.

	/ɪd/	/t/	/d/
1	excited	depressed	reserved
2	offended	finished	married

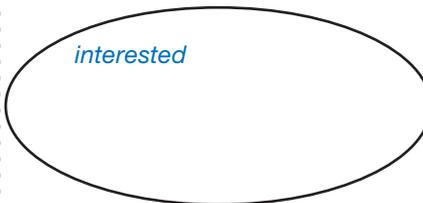
2 **9.3** Listen to these words. Which word, a or b, do you hear?

1	a advance	b advanced
2	a disorganise	b disorganised
3	a exhaust	b exhausted
4	a limit	b limited
5	a stress	b stressed
6	a relax	b relaxed

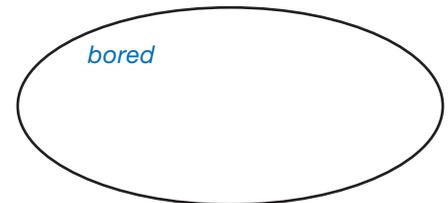
3 **a** Work in pairs. Match these adjectives to the correct endings /ɪd/ or /t/ or /d/.

interested bored surprised illustrated employed fascinated
divorced satisfied limited crowded embarrassed polluted
tired pleased offended

/ɪd/



/t/ or /d/



b **9.4** Listen and check your answers.

4 **a** Work in pairs. Follow the lines. How do the people feel?

- | | | |
|---|-----------|---------------|
| 1 | Harriet's | a depressed. |
| 2 | Janet's | b annoyed. |
| 3 | Mildred's | c bored. |
| 4 | Pat's | d surprised. |
| 5 | Alfred's | e excited. |
| 6 | David's | f worried. |
| 7 | Bert's | g interested. |
| 8 | Donald's | h satisfied. |

b **9.5** **PRONUNCIATION** Listen and check your answers. Practise saying the sentences.

Speaking and Reading

1 Work in groups. Discuss these questions.

- 1 Do you like reading about celebrities? Why?/Why not?
- 2 Look at the photos in the article. What do you know about these actors?

These celebrity dads love being parents. Here, we take a look at some of the world's most famous family men, why they love fatherhood and how it's changed them.

WILL SMITH

The *Men in Black* star is the proud dad of three: Jaden, 14 and Willow, 12, with wife Jada, and 20-year-old Trey from his first marriage. He believes that his family is the most important thing in his life: he left the 2002 Academy Awards before finding out if he'd won an Oscar to be with his daughter who was at home with a high temperature.



The Smiths, who have one of the strongest marriages in Hollywood, keep their kids balanced by teaching them to think about other people. This includes Trey visiting a nursing home once a week to play bingo with the old people. Jada says the children are "so polite they say 'Thank you, ma'am' and 'Yes, sir' – we demand it."



HUGH JACKMAN

Not many kids can say their father is a superhero, but Oscar Maximilian, 13, and 8-year-old Ava Eliot can. Their dad is Hollywood star Hugh Jackman, who plays Wolverine in the *X-Men* trilogy. Hugh gets emotional when talking about his children, "It's such a special thing."

Being a daddy is the Australian actor's most important role so far, and he enjoys being a house husband when his wife is working: "I love spending time with the kids and cooking for them."

As for discipline in the Jackman household, Hugh says he's tougher with Oscar "because he is a boy". He's much softer, however, with his daughter. "I'm terrible. I'm sure one day she'll say 'Daddy, I really need a car.' And I'll say 'Well, maybe you need two'."

ANTONIO BANDERAS

Handsome Spanish actor Antonio Banderas is very enthusiastic about fatherhood. "I've learned more from my daughter Stella than she's learned from me," said the *Zorro* star in one magazine interview. "I've discovered, finally, what real love is."

And the daddy's girl is quick to explain why her famous father is the best: "I like to ski with my dad and I like that he plays the guitar and always has time to be with me."

Antonio, who is also step-dad to wife Melanie's kids, Dakota, 23, and Alexander, 28, from her previous marriages, says that he talks to Stella "like she's an adult. That way she doesn't hide things. Everything is open."

Banderas gives his stepson advice about the opposite sex. "We communicate about women," he says. But he admits he is worried about Stella's future boyfriends. "I'll look them up and down," he laughs. "I'll wave my sword and demand: 'What do you want from her?'"



2 a Read the article. Choose the best title.

- 1 Rich Dads
- 2 Loving Dads
- 3 Busy Dads

b Read the article again. Fill in the gaps with *Will*, *Hugh* or *Antonio*.

- 1 Antonio has children who are not biologically his.
- 2 _____ looks after his children when his wife is busy.
- 3 _____ has children who are especially respectful to adults.
- 4 _____ is worried he will be too protective of his daughter in the future.
- 5 _____ missed an important event to look after his ill child.
- 6 _____ is worried he will give his daughter too much in the future.
- 7 _____ talks to his child/children in an honest way.
- 8 _____ says fatherhood has taught him a lot.

Listening and Speaking

3 Work in pairs. Look at the photo. Who are the people with cameras? What are they doing?



TIP When we listen to a conversation, we can listen for certain words or phrases that tell us that the speaker is going to give their opinion. For example, Katie says 'In my opinion' before she tells Nick what she thinks.

4 a 11.1 Listen to Nick and Katie talking about celebrities. Who disagrees **strongly** with the things the paparazzi do?

b Listen again. Choose the correct words/phrases.

- 1 Katie is a student/teacher.
- 2 Katie likes reading gossip magazines to *get information*/relax.
- 3 Nick believes celebrities want *a normal life*/an exciting life.
- 4 Katie thinks that celebrities *hate*/love media attention.
- 5 Nick thinks journalists in the past were *worse*/better.
- 6 Nick thinks *the paparazzi/people* don't care about celebrities' privacy.
- 7 *Both Nick and Katie believe*/Nick believes that most of the celebrity gossip isn't true.
- 8 Nick thinks people should only be famous if they *have been on TV*/have a special talent.

5 Look at R11.1, p32 and **underline** the words/phrases Nick and Katie use to introduce their opinions.

- 6** Work in pairs. Tell your partner about a famous person you admire. Think about:
- what he/she does.
 - why you admire him/her.
 - how he/she has influenced you.
 - if he/she has problems with the paparazzi.

HELP WITH PRONUNCIATION

/j/, /dʒ/ and /ʒ/

TIP

- In English, the sounds /j/ (*yellow*), /dʒ/ (*January*) and /ʒ/ (*vision*) are sometimes confused.
 - /j/ is usually shown by the letter 'y' (*yes*) and sometimes 'u' (*use*) at the beginnings of words
 - /dʒ/ is often shown by the letters 'j' (*John*), 'g' (*general*) and 'dg' (*bridge*)
 - /ʒ/ is usually shown by the letter 's' especially in words ending in '-ion' (*pleasure*, *occasion*).

1 11.2 Listen to these words. Notice the three different consonant sounds.

/j/	/dʒ/	/ʒ/
you	June	usual
younger	jumper	pleasure
royal	magic	occasion

2 a Look at the letters in **bold** in the words in the box. Complete the table.

y ours	major	J uly	un u sual	dec is ion	h u man
y es	fr idg e	the U K	occ as ionally	P er sia	mess ag e

/j/	/dʒ/	/ʒ/
<i>yours</i>		

b 11.3 Listen and check your ideas.

3 a Fill in the gaps in the words with the correct letters.

- 1 giraffe _umper brid_e sin_ing
- 2 _es _et _ntil _ear
- 3 _uess oran_e frid_e _oke
- 4 televi_ion posi_ion colli_ion deci_ion
- 5 __rope _nion _nder _oung

b 11.4 Listen and check your answers.

c Listen again. Which word in each group has a different sound?

4 a Read the conversations. Circle the letters with the /j/ sound.

- 1 **A** They aren't married yet. They've just made the decision to get engaged.
B No, they got engaged two years ago. They got married last June.
- 2 **A** Justin Johnson is a generous and intelligent estate agent.
B No, he isn't. He's a general manager for a news agency.
- 3 **A** Jasmin York is a young television journalist from Great Yarmouth.
B No, she's a computer engineer from Jersey.

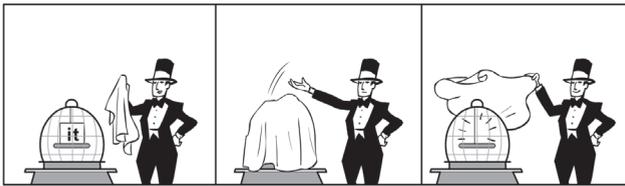
b Underline the letters with the /dʒ/ sound.

c Tick the letters with the /ʒ/ sound.

d 11.5 Listen and check your answers.

e **PRONUNCIATION** Listen again and practise.

be and subject pronouns



TIP

- In English, we normally use a subject pronoun with a verb: *It is hot.* not *Is-hot.* *Where is it?* not *Where-is?*
- We don't usually repeat the subject: *Lugo isn't very far from Santiago.* not *Lugo-it isn't very far from Santiago.*

1 Read Rocio's email. Correct seven mistakes.

Confusing words: free time activities with *do*, *play*, *go* and *practise*

TIP

- We use **do**, **play** and **go** + *-ing* when we talk about a sport or an activity as a hobby or a habit:
 - *She **does** aerobics at the local gym.*
 - *I **play** football every Wednesday.*
 - *They **go** surfing in the summer.*
- We use **practise** to say we repeat something regularly because we need to improve our ability: *He's **practising** for tomorrow's concert.*

2 Fill in the gaps with *go*, *play*, *do* or *practise*. Use the correct form of the verb.

- 1 John goes swimming on Thursdays.
- 2 When I visit my grandparents, we often _____ cards.
- 3 You need to _____ singing every day to get better.
- 4 Would you like to come to my house and _____ computer games?
- 5 If he wants to win the tennis competition, he needs to _____ his volley more.
- 6 My dad loves _____ fishing, but I think it's really boring.
- 7 I need to _____ my yoga exercises this evening.
- 8 You should _____ a sport if you want to be healthy.

Punctuation: apostrophes

TIP

- We use an apostrophe when we contract two words: *I am at the beach.* → *I'm at the beach.*
- We also use an apostrophe to show possession: *This is Lauren's book.* not *This is the book of Lauren.*

3 a Put apostrophes in the correct places in these sentences.

- 1 I'm busy on Monday evening so I can't come to see you.
- 2 I dont often go to the theatre. Its very expensive.
- 3 Her brothers names Pete.
- 4 I cant come to Johns party because Im working.
- 5 The shop near my house isnt open on Saturday nights.
- 6 The cats drinking the milk.

b Are the apostrophes in 3a contractions or showing possession?

Spelling: adverbs

4 Choose the correct spelling.

- 1 I *usualy/usually/ussualy* get to the station at 8 a.m.
- 2 I'm *generally/genrally/generaly* early for work.
- 3 I *normaly/normally/normelly* finish work on time.
- 4 We *occassionally/ocasionally/occasionally* have to work at the weekend.
- 5 It's late. I have to leave *immediatly/imediately/immediatly*.
- 6 It's very important to listen to the instructions *carefully/carrefully/carefully*.

Review: *have/have got*

TIP

- We use the auxiliary verb *do* to make questions and negatives with *have* and *have to*: *Do you have any pets?* not *Have you any pets?* *He doesn't have to wear a suit.* not *He hasn't to wear a suit.*
- We **don't** use the auxiliary verb *do* to make questions and negatives with *have got*: *Have you got to work tonight?* not *Do you have got to work tonight?* *He hasn't got to go to school today.* not *He doesn't have got to go to school today.*
- Remember we don't usually use *have got* or *have got to* in the Past Simple.

1 Correct the mistake in each sentence.

- I haven't flexible work hours.
I don't have/haven't got flexible working hours. _____
- He hadn't much training.

- Have you to wear a uniform?

- I didn't had a lot of work.

- Have you to get up early for the plane?

- He hadn't got to have a degree.

- Had you to work yesterday?

Activity and state verbs

TIP

- We use **activity** verbs to talk about activities and actions. We can use them in the Present Simple and the Present Continuous: *She does her homework after school. She's doing her homework at the moment.*
- We use **state** verbs to talk about states, feelings and opinions. We don't usually use state verbs in the Present Continuous: *I know Stacey well.* not *I'm knowing Stacey well.*
- Some verbs can be activity verbs and state verbs, but their meaning is different: *I'm having a shower.* (action) / *I have a new car.* (possession)

2 Fill in the gaps with the words in **bold**. Use the Present Simple or Present Continuous.

- have**
 - He' s **having** a coffee with his boss.
 - He has a good salary.
- think**
 - I _____ it's important to go to university.
 - I _____ of going to university to study Physics.
- see**
 - I _____ what you mean.
 - He _____ the doctor at the moment.
- be**
 - He _____ very silly today.
 - He _____ very patient.

Confusing words: *argue*, *discuss* and *fight*

TIP

- **Argue** means to speak angrily to someone, telling them that you disagree with them: *He argues with his wife a lot.*
- **Discuss** means to talk about a subject with someone and tell each other your ideas or opinions: *They discussed the new business plan.*
- **Fight** means to use force, often physical, to try to defeat another person or group of people: *Our children fight a lot.*

3 Fill in the gaps with the correct form of *argue*, *discuss* or *fight*.

- I had a really bad argument with him so we're not friends now.
- It's important children learn not to _____ . Violence is never the answer.
- It's important to _____ things with your family before making a decision.
- We had a really interesting _____ about the history of the Road to Santiago.
- They _____ about money all the time.

Spelling: /ʃən/

4 The sound /ʃən/ is usually spelled *-tion*, *-sion* or *-ssion*. Complete these words.

- | | |
|----------------------------|----------------|
| 1 disc <u>ussion</u> _____ | 5 admi _____ |
| 2 examina _____ | 6 collec _____ |
| 3 exten _____ | 7 promo _____ |
| 4 rela _____ | 8 educa _____ |



Verb patterns

TIP

- In English, *would like*, *would love* and *want* are followed by an infinitive with *to*. We **don't** use *that* + subject + verb:
 - *I'd like you to come to my party.* not *I'd like that you come to my party.*
 - *We'd love Leticia to pass her exams.* not *We'd love that Leticia passes her exams.*
 - *She wants her son to come tomorrow.* not *She wants that her son comes tomorrow.*

1 Correct the mistake in each sentence.

1 My family want that I visit them.

My family want me to visit them.

2 Would you like that I clean my room now?

3 She'd love that Lisa plays tennis with her.

4 We'd like that you have dinner with us tonight.

5 Do you want that I call you this afternoon?

Confusing words: *come* and *go*

TIP

- We use **come** to talk about movement to a place where the speaker or listener is now or will be in the future: *Can you **come** here, please? I'm **coming**.* not *I'm **going**.* *I'm **coming** to your wedding in June.*
- We use **go** to talk about movement to a place away from where the speaker or listener is: *I'm **going** to the pub tonight.*
- Notice that we can sometimes use **come** to invite someone: *I'm **going** to the pub tonight. Do you want to **come** with me?*

2 Look at the pictures. Choose the correct words.

- 1 Can I go/come in, please?
- 2 Can I go/come in, please?
- 3 A Dinner's ready!
B I'm going/coming.
- 4 Susan's having a party tonight. Can I go/come?



Punctuation: commas

TIP

- We use a comma to show pauses in a sentence:
 - in a list: *Can I have some apples, pears and oranges?*
 - to add extra information: *My sister, Shirley, is older than me.*
 - between adjectives: *It was a long, cold, silent night.*
- A comma cannot separate two sentences. We use a full stop or a conjunction: *I'm hoping to go to university. I want to study Maths. I'm hoping to go to university and I want to study Maths.* not *I'm hoping to go to university, I want to study Maths.*

3 Read the article. Put commas in the correct places.

The solar system, where we live, consists of the sun and eight planets. The planets are Mercury Venus Earth Mars Jupiter Saturn Uranus and Neptune. Earth our planet is the only planet where there is definitely life but many people hope to find life on other planets.

Our neighbour the fourth planet is Mars. Most people think of Mars when they consider the possibility of life on other planets.

For many years people believed there was life on Mars. It might be possible but most scientists now agree that conditions on Mars (cold windy and extreme) are too difficult for there to be life. Some don't agree and continue to look for signs of life on the distant mysterious Red Planet.

Spelling: consonants

4 Read the postcard. Correct ten spelling mistakes.

John
Hi ~~John~~,
How are you? It's great to get a break before shcool starts.
I went to the Science Museum yesterday. It was excellent.
The Homes of the Future Exhibition was fasinating.
There was a kichen with futuristic appliances wich were
amazing. Photography is my hoby as you know and I've taken
some wonderful pichers. I'll show you them wen I get back.
I bouhgt some really interesting souvenirs too!
See you very soon,
Jess

Confusing words: *meet*, *know* and *stay*

TIP

- **Meet** means to talk or be introduced to someone for the first time: *I **met** my husband in 1982.* not *I ~~knew~~ my husband in 1982.*
- We also use **meet** to talk about arrangements with someone: *I'm **meeting** Terry in the park tomorrow morning.* not *I ~~have met with~~ Terry in the park tomorrow morning.*
- **Know** often means to have personal knowledge or experience of a person, place or thing: *I **know** Peter very well. Do you **know** Maria's address?*
- **Stay** means to spend a period of time in one place or to live somewhere temporarily: *I ~~didn't go out last night~~, I **stayed** at home. I'm **staying** at a hotel in Las Palmas.*

Remember **stay** can be a verb and a noun.

- 1 Read the letter from a language school to Ross, a new student. Fill in the gaps with *meet*, *know* or *stay*. Use the correct form of the verb.

Welcome to España Language School. We hope your 1 stay in Spain is a happy one. When you arrive at Santander Airport, one of our representatives will 2 you.

You will 3 it is an España representative because they will have a card with your name on it. From the airport we will arrange all the transport you need to go to where you are 4 You can then 5 your host family. During your 6, you will get to know them better and many of our students keep in touch with their hosts.

On the first day of class, there will be a short test to help us put students into the correct level. After a short break, we will show you to your class and you will 7 your teacher and classmates.

We look forward to 8 you.

Making comparisons

- 2 Ross went to Santander to study Spanish. Read the conversation. Correct five mistakes.

DAVE So, what was the family like?

ROSS Well, Juan and Susana were really friendly.

I don't think Spanish people are as reserved that English people. But I think they are lots of noisier than the English and Juan and Susana have got four children!

DAVE Four! Are Spanish families usually so big as that?

ROSS I don't think so. Most of the people I met came from more smaller families.

DAVE So what were the children like?

ROSS Oh, they were fine, apart from Pedro. He wasn't as nice as the others. He was certainly the less helpful than them.

DAVE Was he the youngest? Perhaps, he wasn't too mature like the others.

ROSS No, but he was 14 so maybe it was just his age.

Possessive adjectives and pronouns

TIP

- We use a possessive adjective to describe a noun: ***My** suitcase is bigger than **her** suitcase.*
- We use a possessive pronoun in place of a noun. We don't use *the*: *Carol's favourite perfume is **Happy**. **Mine** is **Chance**.* not *Carol's favourite perfume is ~~Happy~~. ~~The mine~~ is ~~Chance~~.*
- We can use 's with nouns to show possession. We don't usually use *of*: *That's **John's** house.* not *That's ~~the house of~~ John. That's ~~John's~~.* not *That's ~~of~~ John.*

- 3 Choose the correct answers, a, b or c.

1 My phone's broken. Can I borrow ____ ?

a your's **b) yours** c the yours

2 The girl in the corner is ____ .

a my sister b my sister's c mine sister's
friend friend friend

3 He looks just like ____ father, but he's got ____ .

a the; his b the; the eyes c his; his
eyes of the mother mother's eyes

4 ____ parents have arrived, but I'm still waiting for ____ .

a Marta's; mines b Marta's; my c Marta's; mine

5 ____ make a lot of noise. I'm going to complain.

a My neighbour's children b The neighbour children c The children's of my neighbour

Spelling: superlatives

- 4 Correct the spelling mistakes.

1 thinst thinnest 4 freindliest _____

2 funnyiest _____ 5 hottest _____

3 biggest _____ 6 brigthest _____



for and since

TIP

- We use **for** with periods of time: *two minutes, five months, ten years, ages, etc.*
- We use **since** with dates and specific times: *April, last week, this morning, 1992, etc.*
- We can use **for** with the Past Simple and the Present Perfect: *I lived in Spain for ten years. Tom's been unhappy for a long time.* not ~~Tom's been unhappy during a long time.~~
- We usually use **since** with the Present Perfect: *I've lived here since 1999.* not ~~I live here since 1999.~~
- Remember we use **ago** with the Past Simple not the Present Perfect: *Sally went there two years ago.* not ~~Sally's been there two years ago.~~

1 Choose the correct sentences, a or b.

- a I've worked here since January.
b I've worked here for January.
- a I've wanted an MP4 since a long time ago.
b I've wanted an MP4 for a long time.
- a We haven't been to the beach for years.
b We haven't been to the beach since years.
- a We didn't see her for two months.
b We didn't see her during two months.
- a He's been in prison for 2002.
b He's been in prison since 2002.
- a Barbara knows Bob since she was a child.
b Barbara's known Bob since she was a child.

Confusing words: miss and lose

TIP

- We sometimes use **miss** to talk about the result of being late or not attending something: *I missed the bus.* not ~~I lost the bus.~~
We use **lose** when we can't find something: *I've lost my glasses – they were on the table before.*
- Remember **lost** is also an adjective. We use it when someone doesn't know where they are. We usually use it with *get* or *be*: *We're lost! Let's look on the map.*



I've lost my plane!

2 Fill in the gaps with **miss** or **lose**. Use the correct form of the verb.

- He was late for work because he missed the bus.
- I _____ the call because I _____ my phone last night.
- I got _____ on the underground.
- I'm going to _____ a lot of the course because I have to look after my little brother.
- If you don't pay attention, you'll _____ the turning.
- He broke his leg and _____ the meeting.

Review: will

TIP

- We use **will** for:
 - predictions: *I think I'll have two children.*
 - offers: *I'll help you with your homework if you like.*
 - promises: *Don't worry, I won't be late.*
- We use **will + be able to** for future ability: *We'll be able to cure all illness in the future.*
- We use **will** with the first conditional: *If you help me, I'll finish quicker.*

3 a Match sentences 1–5 to responses a–e.

- | | |
|------------------------------------|---|
| 1 Oh no, look at those clouds! | a I'll be able to help you tonight. |
| 2 James, it's nearly 8 o'clock! | b I'll carry it. |
| 3 This bag is heavy. | c What was it? I won't tell anyone. |
| 4 I can't do this by myself. | d Don't worry! It won't rain. |
| 5 I heard something bad about Sue. | e Oh no! If I'm late again, I'll lose my job. |

b Match sentences a–e in 3a to these uses of **will**.

- promises: c
- future ability: _____
- offers: _____
- the first conditional: _____
- prediction: _____

Spelling: s or ss

4 Fill in the gaps in these words with s or ss.

- | | |
|------------------------|------------------------|
| 1 stre <u>ss</u> ed | 5 sati <u>ss</u> ed |
| 2 plea <u>ss</u> ed | 6 depre <u>ss</u> ed |
| 3 embarra <u>ss</u> ed | 7 surpris <u>ss</u> ed |
| 4 noi <u>ss</u> y | 8 ob <u>ss</u> ed |

**anything, nothing, etc.****TIP**

- We usually use *anyone, anywhere* and *anything* in negative sentences and questions to mean one person, place or thing: *Did anyone go with you to the party? I didn't do anything at the weekend.*
- We use *no one, nowhere* and *nothing* in positive sentences and short answers to mean not one person, place or thing: *I saw no one I knew at the party.* not *I didn't see no one I knew at the party.* *What did you do at the weekend? Nothing.* not *Anything.*
- Remember we use a singular verb with these words: *Is anyone there?* not *Are anyone there?*

1 Choose the correct words.

DETECTIVE So you don't know ¹*anything/nothing*?
PRISONER That's right. You can't prove ²*anything/nothing*.

DETECTIVE Where did you go last night?

PRISONER ³*Anywhere/Nowhere*. I was at home.

DETECTIVE Was anyone with you?

PRISONER ⁴*Anyone/No one*.

DETECTIVE So ⁵*no one/anyone* can prove your story.

PRISONER Look, I didn't do ⁶*anything/nothing*.

DETECTIVE Hmm. We think you did.

PRISONER I'm saying ⁷*anything/nothing* until my lawyer gets here.

Present Perfect: been and gone**TIP**

- We can use **been** to describe a completed journey or visit: *He's been to the cinema today.* (= he went to the cinema and is back at home).
- We usually use **gone** when someone hasn't returned yet: *He's gone to the cinema today.* (= he's at the cinema now).

2 Choose the correct ending a–j for sentences 1–10.

- | | |
|--------------------------------|---|
| 1 John's been to hospital, ... | a because the doctor wants to do some tests. |
| 2 He's gone to hospital ... | b but he's alright now. |
| 3 He's been to Leeds ... | c so he can tell you the best places to stay. |
| 4 He's gone to Leeds, ... | d but he'll be back next week. |

5 The twins have been to a party ...

e so it's very quiet in the house.

6 The twins have gone to a party ...

f so they're very tired this evening.

7 Has he been back ...

g or is he still here?

8 Has he gone back ...

h since I last spoke to you?

9 He's just been to the bank ...

i so he can lend you some money.

10 He's just gone to the bank ...

j so he'll be able to lend you some money when he gets back.

Punctuation: capital letters**TIP**

In English, we use capital letters with days, months, countries, cities and nationalities.

3 Read the article. Correct the mistakes.**L**

last september I went to london for a weekend with my wife. it was the first time I'd visited england. we arrived in london on friday and went to our hotel in a taxi. we visited a lot of places and we had a great time. my wife doesn't speak english so I had to do everything. however, the english people we met were very kind and helped me when i didn't understand. we returned to spain on sunday evening. it was quite strange to hear so many people speaking spanish.

Spelling: double vowels**4** Correct the spelling mistakes in **bold** in these sentences.

- 1 That was a really ~~wierd~~^{weird} film.
- 2 The police said the **theives** escaped in two cars.
- 3 The robber had a gun, but didn't **shot** anyone.
- 4 He tried to **steel** some clothes, but was caught.
- 5 He studied hard and passed the **coarse**.
- 6 The alarm is to stop people from **breiking** in.

An online profile

1 Read A–C quickly. Answer the questions. Which one:

- 1 gives factual information about someone? _____
- 2 gives a personal opinion about someone? _____
- 3 explains how something works? _____

mysinglefriend.com
matchmaking our fabulous friends

A

About us

This is a totally new kind of dating site. For someone to be online at mysinglefriend®, a friend describes and recommends them as a pretty fabulous (and single!) person. This means anyone can take part, single or not. It also means that our singles are not alone – they have their friends with them every step of the way. We don't publish anything here without the single person's agreement – so it's a safe and fun way to try and find some good dates!

How the site works

A friend describes their single friend, an email goes to the single person who then has to look over, approve and add comments to the description before it goes on the website.

or

A single person can nominate themselves, ask a friend to describe them, again approving the description and adding comments before it goes live.

How much does it cost?

B

Nick: 34, looking for a female aged 27–34

area:	south-east	diet:	vegetarian
children:	none	employment:	graphic designer
religion:	atheist	build:	slim
education:	university	height:	6'1"

2 Read the introduction (A) to mysinglefriend.com again. Are these sentences true (T) or false (F)?

- 1 F You must be single to participate on the mysinglefriend.com website.
- 2 They don't put anything on the website about you if you don't agree to it.
- 3 The single person can't add any information about themselves to their friend's description.
- 4 A single person can ask a friend to write a description of them.

Reading information on a website; an online profile

Writing a profile for a dating website: organisation, useful phrases

Review free time activities; frequency adverbs and expressions; finding things in common

C

Liz has this to say about Nick:

1 Nick is my husband's best friend (they met at university) and I've known him for the past ten years. He's a great friend to have and would make a fantastic boyfriend. He's generous and kind – he's always there for his friends when they need help. He's not one of those men who only talks about himself all the time – he's a great listener, and always has good advice to give you if you tell him about a problem.

2 _____ lots of different things. When he's not working, he's usually out jogging or cycling. And he loves skiing – he goes a couple of times a year. He's really into music, too. He plays the guitar and was in a band when he was younger. He still loves going to see live music – he goes to see bands once or twice a month at least. For someone who's so busy, he finds time to read quite a lot and to keep up-to-date with what's going on in the world.

3 _____ if he's so great?! Well, I think it's because most of his friends are now married with children and can't go out very much, so his social life isn't as good as it was. And he doesn't get the chance to meet many new people through his job as he works from home. He's a little bit shy too so, even if he meets someone he's interested in, he doesn't usually make the first move. But I know that he'd really like to meet someone to share things with – that's why I'm helping him out here!

4 _____ He's really into football! He's a big Liverpool fan – he goes to see a match whenever he can and likes to talk about football a lot. He knows that not everyone is as mad about football as he is, so if you hate the game, then he's not the man for you!

To which Nick responded:

3 a Read Liz's description (C) of Nick again. Fill in gaps 1–4 with phrases a–d.

- a ~~Nick is~~
- b Why is he single
- c Oh yes, one last thing.
- d He's interested in

Reading and Writing Portfolio Plus 1

b Read extracts B and C again. Choose the correct words/phrases.

- 1 Nick *wants/doesn't want* a girlfriend who's older than him.
- 2 Liz *thinks/doesn't think* Nick is good at listening to people.
- 3 Nick *is/isn't* very interested in sports.
- 4 Music *is/isn't* a big part of Nick's life.
- 5 Liz thinks that *the only reason/one of the reasons* Nick hasn't got a partner is because he's shy.
- 6 Liz says that it *is/isn't* important that Nick's future partner likes football.

HELP WITH WRITING A profile for a dating website: organisation, useful phrases

4 Liz's description (C) of Nick is organised into four paragraphs with different functions. Match functions a–d to paragraphs 1–4.

- a Anything else a future partner needs to know: _____
- b Introducing the person – how you know them and some general, positive characteristics: _____
- c The person's likes and hobbies: _____
- d Why they haven't got a partner: _____

5 a Liz's description contains some useful phrases for writing an online profile. Fill in the gaps in the phrases in the table.

A	B	C
1 He's <i>always there</i> for his friends.	5 He goes skiing a ____ of ____ a year.	8 He's really ____ music.
2 He's a ____ listener.	6 He goes to see bands ____ or ____ a month at least.	9 He's a ____ Liverpool ____.
3 He's a little ____ shy.	7 He finds time to read ____ a ____.	10 He's ____ about football.
4 He doesn't ____ the first move.		

b Match columns A–C to functions 1–3.

- 1 Saying what someone likes/doesn't like: _____
- 2 Talking about general characteristics: _____
- 3 Talking about how someone spends their time: _____

6 a Choose a friend who is single and plan an online profile for them. Make notes in the table.

friend	
their general characteristics	
their interests and hobbies	
why single?	
anything else for a future partner to know?	

b Write your online profile for a single friend.

- Use your notes from **6a**.
- Use topic sentences from **3a** where possible.
- Use the organisation of the profile in **4**.
- Use the useful phrases from **5a**.
- Read and check for mistakes.
- Give your profile to your teacher in the next class.

Reading

I can understand information on a website and an online profile.

Writing

I can write an online profile for a dating website.

Saying what you think online

1 Read the article (A) and the blog post (B). Choose the sentence that best describes what JemLondon thinks about the report.

- 1 He completely disagrees with it.
- 2 He agrees with some of it.
- 3 He doesn't have a strong opinion about any of it.

2 Read the article (A) again. Are these sentences true (T) or false (F)?

- 1 F It's a good idea for children under six to start formal lessons.
- 2 The report says children should now do SATs when they are seven and eleven.
- 3 People worry about school putting too much pressure on very young children.
- 4 School is harder for girls under six than it is for boys of the same age.

Reading online newspaper article; blog post in response to an article
Writing a blog post giving a point of view: useful phrases
Review agreeing, disagreeing and giving opinions

- 5 Children who start school later in other countries do better in the future.
- 6 Gillian Pugh thinks that children need time to mature before starting formal lessons.
- 7 Children today aren't as unhappy as we think.

A

http://www.guardian.co.uk/

The biggest report into primary education for 40 years has concluded that school children should not start formal lessons until they are six, so they can focus on learning through play. The report also says that primary school children should not do tests. It recommends that schools stop doing the Standard Assessment Tests (SATs) that children now do when they are seven and eleven and that teachers should do their own assessments of pupils.

The report talks about the high level of anxiety in society about children's lives. The pressure that children are put under by SATs is a big worry for teachers and parents. They also worry about children starting formal lessons at four. It is thought that starting school so young is particularly difficult for boys, who are not ready to learn to read and write.

The report says that in other countries children do not start academic lessons until they are six or seven. Most children in these countries then do better at school than children in Britain as they get older.

Gillian Pugh, the chairwoman of the review, warns "If you start a child on a formal curriculum before they are ready for it, then you are not thinking about where children are in their learning. You are also not thinking about their capacity to develop as they get older. If they are already failing by the age of four and a half or five, it's going to be quite difficult to get them back into the system again."

But the review also says that worries that children are less happy today than in the past have been exaggerated in some cases, as children report being happier than their parents think they are.

Do you agree with the report? Tell us what you think on our blog.



B

JemLondon
 18 Oct, 4.49 p.m.

¹Maybe this review is right. ²Perhaps children shouldn't start school at four.

³In an ideal world, young children would be at home with their mothers and their fathers. Their parents would teach their little ones interesting, useful things through play and read them lots of stories. They would help them paint beautiful pictures and learn to play musical instruments too.

But ⁴in the real world, parents need to earn money to support their families and they need someone to look after their children while they are doing this. In the UK, finding good nurseries or nannies* for pre-school children at a good price is not easy. With children starting school at four, at least this is only a problem for the first four years of a child's life. If you change the school starting age to six, it becomes a problem for longer.

Doesn't the report mention the problem of what to do with your children for an extra two years and a solution to it? ⁵It talks about other countries where children don't start formal lessons until they're six or seven. ⁶It doesn't say what parents in these countries do with their children in the years before they start school. ⁷I definitely don't think it's right, just to change the school starting age without looking at everything connected with it. We need to find a solution to the pre-school problem too.

*nanny=a woman who takes care of a family's children

Adapted from the *Guardian* 16/10/09

3 Read the blog post (B) again. Answer these questions.

- 1 What is JemLondon's idea of the best education for young children?
Children learning at home with their parents.
- 2 Why isn't this always possible?

- 3 What does he think is the problem with childcare in the UK?

- 4 What solution doesn't the report offer?

HELP WITH WRITING

A blog post giving a point of view: useful phrases

4 Match phrases 1–7 in **bold** in the blog post to functions a–e.

- a Expressing a strong opinion: 7
- b Expressing a weak opinion: _____, _____
- c Referring to points in the article: _____, _____
- d Introducing the situation as it is: _____
- e Introducing a hypothetical situation: _____

5 Complete these sentences with the phrases from **4**.

- 1 ***In an ideal world***, no one would have to work and the sun would always shine!
- 2 _____ that some men get paid more than women when they do the same job. It's so unfair!
- 3 _____ you're _____ about that. I'm not sure.
- 4 _____, it's only the rich who don't have to work.
- 5 It _____ anything in the paper about that new film. Maybe it's not in the cinema in Spain, yet.
- 6 _____ school holidays in Spain _____ be so long. It makes the summer really difficult for working parents.
- 7 The article _____ a lot _____ problems in this country, but not about solutions.

6 a Choose one of these topics from the article. Decide if you agree or disagree. Make notes in the table.

- Primary children should not have to do tests.
- Boys of four and five are not ready to learn to read and write.
- Children are less happy today than in the past.

your opinion	
one point of view	
another point of view	
concluding comments/ questions	

b Write a blog post giving your opinion on the topic you chose.

- Use your notes from **6a**.
- Use the useful phrases from **4**.
- Read and check for mistakes.
- Give your blog post to your teacher in the next class.

Reading

I can understand online articles and blog posts giving opinions.

Writing

I can write a blog post giving my point of view.

What do you recommend?

1 Read Lewis's post quickly and tick (✓) the topics he talks about.

- | | |
|---|--|
| 1 <input checked="" type="checkbox"/> accommodation | 4 <input type="checkbox"/> food/eating out |
| 2 <input type="checkbox"/> the people | 5 <input type="checkbox"/> public transport |
| 3 <input type="checkbox"/> crime | 6 <input type="checkbox"/> places to go outside the city |

Reading posts on an online travel forum asking for and giving recommendations

Writing online travel forum posts: organisation, useful phrases

Review asking about places; adjectives to describe places

Does anyone out there know Naples?

As a surprise birthday present for me, my girlfriend booked us flights to Naples for mid-October. Neither of us has been there before, so ¹**I wondered if anyone could give us some tips about** where to go and what to do.

²**Can anyone recommend** a good place to stay? Ideally, we'd like to be quite central and to have a view of the Bay of Naples – but it depends how much this costs! My girlfriend's a big fan of Italian food, so ³**it would be great to know** some good restaurants to go to. We both enjoy sitting at pavement cafés, watching the world go by. Is there an area to do this that's not too touristy? And what's the weather like in October? Will it be warm enough to sit outside? I'm also interested in seeing places outside the city.

⁴**Any ideas for day trips?**

Our trip is for five days – perhaps too long in one place? Will there be enough to do? I'm also worried about the city being dangerous. You hear a lot about street crime in Naples. Will we be safe walking around, do you think?

Thanks in advance!

Lewis

2 Read two replies to Lewis's post. Which of these sentences best describes what Vicky and Barney think about Naples?

- | | |
|--|--|
| 1 They are both positive about the city. | 3 Vicky is positive and Barney is negative about the city. |
| 2 They are both negative about the city. | |

My best friend is married to a Neapolitan and I go there at least once a year to see her, so I know the city pretty well.

For somewhere central to stay with a great view, ⁵**I'd recommend** finding a hotel in or around a street called Corso Vittorio Emanuele. I don't know the names of any hotels, but ⁶**try** looking on the Internet.

There are so many great places for eating out in Naples that ⁷**it's hard to** pick a specific one to recommend. But, for good food at good prices, ⁸**I'd suggest** a 'trattoria' – more informal and usually cheaper than a 'ristorante', or restaurant. There are lots of these in the 'Quartieri Spagnoli' – the area of narrow, old streets in the centre of the city. For open-air drinks, I'd recommend Piazza Bellini – a square with lots of bars with outside tables, usually quite crowded in the evenings, but with a great atmosphere. And I don't think you need to worry about the weather – I was there in October last year and it was beautiful.

Have a good trip!

Vicky

Not enough to do in Naples? Just exploring the city could take you weeks – and then there are all the day trips out to other places! Filling five days really won't be a problem.

⁹**I suggest** dividing the time between Naples and one of the islands. It's hard to recommend one island in particular without knowing more about the kind of things you like. But if you want to escape to somewhere quiet and not too touristy, then the island of Procida ¹⁰**is a good choice**. It only takes about an hour by ferry to get there from Naples, less on the hydrofoil.

As for danger, no, Naples isn't the safest city in the world, but you can minimise the risks by being sensible. I lived there for three years and was only mugged* once! Try not to look like a foreign tourist. Be careful in the back streets in the centre of town, the 'Quartieri', and in and around the main train station, especially at night.

Have a great time – and good luck!

Barney

*mug = to attack a person in a public place and steal their money

3 Read the posts in **1** and **2** again and answer the questions.

- | | |
|---|--|
| 1 Why are Lewis and his girlfriend going to Naples?
<u>To celebrate Lewi's birthday.</u> | 4 Why does Vicky recommend a 'trattoria'?
_____ |
| 2 What negative thing has Lewis heard about Naples?
_____ | 5 Why does Barney think Procida is a good place to visit?
_____ |
| 3 Why does Vicky visit Naples so often?
_____ | 6 Which places does Barney say are the most dangerous?
_____ |

HELP WITH WRITING

An online travel forum post:
organisation, useful phrases

4 Look at phrases 1–10 in **bold** in the posts in **1** and **2**. Which ones:

- a ask for recommendations/opinions? **1** , _____ , _____ , _____
- b say it's difficult to recommend something? _____
- c recommend something? _____ , _____ , _____ , _____ , _____

5 a Read the post in **1** again. Fill in the gaps in these phrases for asking for recommendations.

- 1 We **wondered** if you could give us some _____ **tips** about what to do in New York.
- 2 _____ for cheap places to stay in the centre?
- 3 It _____ be _____ to know some good bars to go to.
- 4 Can you _____ a cheap hotel?

b Match beginnings of sentences 1–6 to endings a–f.

- 1 For clothes shops, _____ **c**
- 2 For getting around the city, _____
- 3 To get a table I'd suggest _____
- 4 Try asking _____
- 5 It's hard _____
- 6 I'd recommend going _____

- a in spring, before it gets too hot.
- b at your hotel for a good local restaurant.
- c ~~I'd suggest the area around the main square.~~
- d buses are a good choice.
- e arriving early, before it gets too crowded.
- f to recommend a hotel without knowing what your budget is.

c Which verb form comes after *suggest*, *try* and *recommend*?

6 a Imagine you are a tourist who is coming to your town or city for the first time. Write questions asking for recommendations for these things.

	question	recommendation
accommodation		
eating out		
public transport		
the shops		
crime		

b Now write answers to the questions you wrote in **6a**, giving recommendations for your town or city.

7 a Write a post for an online travel forum for the situation in **6a**.

- Use the questions you prepared in **6a**.
- Use the useful phrases for asking for recommendations/opinions from **4**.
- Read and check for mistakes.

b Now write a reply to your post in **7a**.

- Use the answers you prepared in **6b**.
- Use the useful phrases for giving recommendations from **4**.
- Read and check for mistakes.
- Give your post and the response to your teacher in the next class.

Reading

- I can understand posts on an online travel forum.
- I can find the most important information in advertisements in newspapers.

Writing

- I can write a post for an online travel forum asking for and giving recommendations.

Can you tell me?

1 Read emails A–C quickly. Who:

- 1 asks about the course trainer? _____
- 2 asks about the timetable and food? _____
- 3 asks about the content of the course? _____

Reading emails between colleagues

Writing an email giving information about a special event to colleagues: organisation, useful phrases

Review relative clauses

A

Subject: IWB training

Hi Angela,

Can you give me some idea about this course next Monday? Will it be for beginners? I've never used an interactive whiteboard before and I'm worried it's going to be too advanced for me!

Thanks a lot,
Jim

James Marks
Teacher

B

Subject: IWB training

Hi Angela,

What time does the course start on Monday? If it's 9 a.m., it's going to be difficult for me to get there on time – I have to take Lucy to school before coming to the office.

BTW, is lunch provided? Or should I bring sandwiches as usual?!

Sarah

Sarah Collins
Teacher

C

Subject: IWB training

Hi Angela,

Can you let me know who's running the course next week? It's not that guy who we had for the Word course last year, is it? Scott, I think his name was. We were all nearly asleep before the coffee break! And I think we knew more about the subject than he did, to be honest. Let's hope it's someone who knows what they're doing this time!

Cheers,
Brian

Brian Jones
Teacher trainer

2 Read Angela's response. Answer the underlined questions in emails A–C in **1**.

- 1 _____
- 2 _____
- 3 _____

Subject: IWB training

^{a)}Hi everyone,

I've had various questions from you about the IWB (interactive whiteboard) training course next Monday, so ^{b)}this is to let you all know what's happening.

¹Timetable

Some of you can't get here before 9.30, so the first session ^{c)}will start at 10 a.m., then:

- 11.30–11.45 coffee break
- 11.45–13.30 second session
- 13.30–14.30 lunch break
- 14.30–16.30 final session

² _____

^{d)}The course will give basic training in how to operate an interactive whiteboard. Some of you may be worried that this will be difficult, but it's really not that different from using a normal computer. In any case, the course is for complete beginners and the pace will be slow, so ^{e)}there's no need to panic!

³ _____

Scott Johnson from EduTec ^{f)}is running the course. Some of you may remember him from our Word for Education course last year. Since then, he has completed his Masters in IT in Education, so ^{g)}I'm sure that he will have lots of new knowledge to share with us – and maybe some new training techniques, too.

⁴ _____

There will be coffee and cakes during the break, then a buffet lunch, so there's no need to bring a packed lunch.

^{h)}Looking forward to seeing you all on Monday.

Angela

Angela Swan
Director of Studies
The English School

Reading and Writing Portfolio Plus 4

3 Read the emails in **1** and **2** again and answer the questions.

- 1 Who has improved his qualifications in the last year? *Scott*
- 2 Who has something she has to do before she goes to work? _____
- 3 Who says not to bring food to work on the day of the course? _____
- 4 Who says that he has no experience of IWBs?

- 5 Who says that the course is not difficult? _____
- 6 Who wasn't happy with the course last year?

- 7 Who thinks that the trainer will be better this year?

HELP WITH WRITING

An email giving information to colleagues: organisation, useful phrases

4 a The email in **2** is organised into four parts. Fill in gaps 1–4 in the email with headings a–d.

- a ~~Timetable~~ c Course content
b Refreshments d Trainer

b Look at phrases a–h in **bold** in the email in **2**. Which one:

- 1 explains what the course is for? **d**
- 2 gives an opinion? _____
- 3 introduces what someone is writing about? _____
- 4 is a friendly way of ending an email? _____
- 5 is an informal greeting to a group of people? _____
- 6 says that something can be avoided? _____
- 7 says who the leader of the course is? _____
- 8 tells people about times? _____

5 Fill in the gaps with these words.

let **will** **need** **give** **forward** **sure** **running**

- 1 I wanted to **let** you all know what's happening.
- 2 The session will _____ training in how to perform emergency first aid.
- 3 The meeting on Tuesday _____ end at 5 p.m.
- 4 I'm _____ we'll all learn a lot from her presentation.
- 5 The new head of marketing is _____ the course.
- 6 There will be computers you can use, so there's no _____ to bring a laptop.
- 7 Looking _____ to meeting you again soon.

6 a Imagine you are organising a training course on time management. A colleague is coming from an office abroad to run the course. He usually starts early in the morning and takes very short breaks. A few days before the course, you receive emails from colleagues asking you questions about the course. Complete the notes in the table using your own ideas.

	responses
name/content of course	
the level	<i>not for beginners</i>
food	
the trainer	<i>Rob Long, London office</i>
computer facilities	<i>laptops</i>
the timetable	
other information	

b Write an email giving your colleagues information about the course.

- Use your notes from **6a**.
- Use the organisation of the email in **4a**.
- Use the useful phrases from **4b**.
- Read and check for mistakes.
- Give your email to your teacher in the next class.

Reading

I can understand emails conveying information from people in my everyday life.

Writing

I can write an email giving information about a special event to colleagues.

Student's Book Recording Scripts

1.1

KIM Today we continue our series on volunteers and with us in the studio this morning is Paul Cameron. Good morning Paul and welcome to the show.

PAUL Morning, Kim! Thanks.

K Now Paul, you're a volunteer for the Spirit of Adventure Trust. Can you tell us something about this organisation?

P Ah, yes, well it was started in New Zealand in 1972 and it's for the young people of New Zealand to develop themselves through sailing on the Spirit of New Zealand, a 45 m sailing ship. Teenagers between the ages of 15 and 19 go on 10-day voyages on the Spirit. And during those 10 days they learn how to sail the ship and by doing that they learn about teamwork, leadership, problem solving and they become more self-confident – all that kind of thing. It's a really positive way for young people to develop themselves and they have a lot of fun, too.

K So what do you do as volunteer crew?

P Well, um, I sail as a watch assistant. As a watch assistant, I have to look after a group of about ten young people – we call them 'trainees.' I look after this group and basically, I act as a kind of guide for the group. So I help them to learn how to sail the ship, I help with team building, I kick them out of bed in the morning, that kind of thing.

K So what do the trainees do on the trip?

P Everything! They sail the ship – with help of course. They help to prepare the food and serve the meals and they clean the ship every day. They also go kayaking and they go on trips ashore – for example, long walks. We keep them busy.

K How often do you go?

P Erm, well, I probably only go about twice a year on the 10-day trips because I've got a regular job as an IT technician and I have to organise time off with my boss to go away on these trips.

K You do it in your own free time?

P Yeah, in my holidays.

K Why did you start volunteering?

P At first I got into it because my father was a volunteer crew member for many years. But much more importantly, I really like working with young people. It's great to see them change and become more confident. Another reason is that I love sailing and I love the outdoors so it really suits me.

K Is there anything difficult about this role as a volunteer crew member?

P Lots of things. I don't really like the early morning swim. Cold water at seven in the morning is a bit of a shock. But the swim is part of the daily routine on the ship – everyone has to do it, rain or shine, and as crew, we have to lead by example.

K What's the best part for you?

P Oh, there are so many things, but I think for me it's that change from the beginning of the trip to the end of the trip. At the beginning you've got these 40 quite frightened teenagers who are strangers coming on board this enormous sailing ship. And at the end, you've got this confident group of young people who are crying because they don't want to leave. They've made all these fantastic new friends and they're full of enthusiasm. They've learnt so much about teamwork and about pushing themselves – the change is just amazing. So, feeling like we've really made a difference to the lives of those kids.

K Well, Paul. Thank you very much for sharing your experiences with us. Next week, we'll be talking to Sarah Busby. Sarah volunteers for ...

1.5

ANSWERS 1 hat 2 cat 3 park 4 Porter
5 spot 6 nought

1.6

ANSWERS 2 man 3 car 4 bar 5 hot 6 shop
7 door 8 floor

3.1

KEVIN Hi, Lara. Can I have a word in my office?

LARA Sure.

K OK ... here we are ... have a seat.

L Thanks.

K Erm. I was just wondering if you're interested in becoming a first-aid-er. Now that Jane's left, we need another first-aid-er on staff ...

L Oh, right.

K ... and I thought you might be quite good at it. What do you think?

L Er, well, I've, er, never, really thought about it before. But you're a first-aid-er, aren't you?

K Yes, but we need two first-aid-ers for the number of staff members we have. For example, I might not be here or I might be somewhere else and you might be closer to an accident ...

L Hmm, OK, I'm not sure really. What are the benefits for me?

K Well, it's very useful. I mean, erm, you can use first-aid skills anywhere – if you're in the street and you see an accident or someone has a heart attack in the supermarket, you have some idea of how to help people.

L Yeah, well, that's true. I sometimes wonder what I'd do if I saw an accident.

K Hmm. And don't forget that it looks good on your CV – a lot of companies want workers who have first-aid skills.

L OK, yes, I can see it could be a really useful thing to do. What about time off to do the course?

K Well, the first-aid course takes two days.

L So would I have time off work to do it?

K Yes, that's right.

L OK, that sounds good.

K And the course is just 9 a.m. to 4 p.m. ...

L And will the company pay the fees?

K Oh, yes, absolutely, because you're doing it for the company.

L OK, I'll do it then – it sounds like a good thing to do.

K Great!

L So what are the details – when is the course?

K The next course is on the 15th and 16th of August. As I said, it's ... it's 9 till 4 each day. It's at the St John Ambulance building in Henderson.

L Henderson, oh, yes, I know, in Bridge Street.

K Yes, that's right, erm, 34 Bridge Street, Henderson. Oh, and you need to take your own lunch – there's no café there.

L All right. That's fine.

K Well, I think that's about all. Have you got any other questions?

L Well, can you give me a few details about what happens on the course. What do you learn?

K It's a really good course. Erm, you don't spend much time sitting in your chair. It's a nice change from being at work in front of the computer. You learn CPR, different kinds of bandaging, you learn, erm, how to treat burns, broken bones – that kind of thing and you practise with a partner. So you actually do it.

L OK, that sounds really good. Oh, but can I ask ... what's CPR?

K Erm, it stands for something ... like, erm, cardio pulmonary resuscitation ... um, you make someone's heart start again when it's stopped. You press down on their chest quite hard and quite quickly – Erm, I think it's 30 times ...

L Oh, yes, I know. I've seen it on TV.

K Yeah, OK. Well, I'll put you down for the course and I hope you enjoy it.

L I'm actually looking forward to it now!

K Good! Thanks for that, Lara. Anyway, I'm going to lunch now so I'll see you later.

3.2

LARA So what are the details – when is the course?

KEVIN The next course is on the 15th and 16th of August. As I said, it's ... it's 9 till 4 each day. It's at the St John Ambulance building in Henderson.

L Henderson, oh, yes, I know, in Bridge Street.

K Yes, that's right, erm, 34 Bridge Street, Henderson. Oh, and you need to take your own lunch – there's no café there.

L All right. That's fine.

K Well, I think that's about all. Have you got any other questions ... ?

3.4

ANSWERS classical response fascinating space relationship washbasin delicious possession

3.5

ANSWERS 1b 2a 3a 4b

3.6

- Sharon's shoes are size seven.
- She's an actress and she speaks Russian.
- She sometimes sells soup in the shops.
- Sam sings short songs on Saturdays.

3.7

ANSWERS 2a 3b 4e 5d

5.1

JAMES Sorry I'm a bit late. I had to park miles away. They have to do something about parking in this city. It's terrible.

CLARE Yes, it's pretty bad, but I think it's more a problem with the cars themselves. Things are going to have to change, that's for sure.

J I don't think there are too many cars, just not enough spaces. Everywhere you go in the city nowadays you have to pay.

C Well, I think we'll have smaller cars in the future and there'll be space for more cars to park.

J Yeah, but I think public transport will be more popular so fewer people will need to drive. So there'll be fewer cars and maybe the size of cars might not change very much – I prefer to drive personally.

C Well, exactly, people love their cars. I think people should use public transport more, but unfortunately I don't think there'll be fewer cars in the future, they'll just be different.

J Well, I think there are going to be changes in the car industry. I heard somewhere that they might use rubbish for fuel, you know, like old food and paper and plastic. Actually, I think they already use old oil from fast food restaurants as fuel. Good idea.

C Fantastic! There's so much rubbish in the world.

J Yeah. And it's cheap, too.

C And, of course, we've already got electric cars. They're a lot cleaner than cars that run on petrol.

J Yeah, I was just reading about the latest electric car.

Apparently, all the Hollywood stars are buying it.

C But aren't electric cars really slow?

J Not this one. I can't remember the exact figures, but I think the top speed is over 200 kilometres per hour!

C Oh, that's impressive. But more speed means more accidents. Better if cars are slower and safer, I think.

J Oh, I'm not sure about that. It's nice to have a little power in the engine. Oh, speaking of accidents, have you heard about the cars that have got a video camera in the front? So when you're driving and you get too close to another car, the camera tells the car to stop automatically. So you don't have an accident.

C Oh, sounds good. No, I haven't heard of that, but I have heard about a camera at the back of the car – to help drivers when they're parking.

J That would be great for you. You're terrible at parking!

C Hey! No. I'm not! Anyway I prefer to go on the bus. I don't really like driving that much.

J Oh, I love my car and I really enjoy driving. I go where I want, when I want and I don't have to queue!

C Yes, but think of the environment. Oh, well, we can agree to disagree about that! Hey, look at the time! We're going to be late for the meeting.

J Shall we get a taxi?

C [I] Don't know, with all this traffic on the roads, it's probably quicker to take the tube – or even walk.

5.3

- We're going to drive in China.
- I didn't want to go to the class yesterday.
- My friends have been to Australia.
- I'm thinking of going to the cinema on Friday.
- Where does Peter live?

5.4

- Where did you go on Saturday?
- I met Ken when he was waiting in a supermarket queue.
- What were the last two CDs you bought?
- I hate getting up early during the week.
- Do you want the blue one or the red one?
- I saw him yesterday with Susan and her son.

5.5

- Are you planning to study Italian again next year?
- No, I want to study German or maybe even Japanese.

What about you?

- A Italian? No, not again. I'd like to do something different – something more creative!
- B Really? What do you want to study?
- A I don't know. I'm thinking of doing an evening class in creative writing or perhaps film studies.
- B Film studies? That sounds interesting. What day are the classes?
- A Tuesdays and Thursdays, I think.
- B The Japanese classes are on the same days – we can go together.
- A What a great idea!

7.1

HARRY Lots of students come to Sydney to learn English these days. And hosting those students has become more and more popular. Today we're talking to three people to find out why they do it. First up today we have Mary Baxter of Bondi Beach. Welcome to the show, Mary.

MARY Thanks, Harry.

H So why did you become a host for overseas students?

M Well, I just love meeting people from different places, learning about their country, their customs and their food – it's like travelling without leaving your own country! I've been doing it for over five years now and I've had some very interesting experiences.

H OK, so describe a memorable student that you've hosted.

M Well, erm, probably the most memorable was Toshi, a lovely Japanese guy in his early twenties. He was crazy about surfing and of course, you know, we live at Bondi Beach so it was very easy for him to go surfing and he just wanted to go all the time. I really had to encourage him to leave the beach and go to his English classes. But you know, he was a great guy – and he was a great cook, too. He cooked some fantastic Japanese food for us, the best sushi I've ever had ...

H And the worst student?

M Oh, they've all been pretty good, but one guy, he was very nice, but he just wanted to sleep all the time and he hardly ever went to class. The school kept ringing me and asking where he was.

H Oh dear. That must have been very annoying.

OK, thanks for the moment, Mary. Over to Tom Lansdowne from Queensland. Hi, Tom.

TOM Hello.

H Now, I believe you've already got a big family. Why do you want more people living in your house?

T Well, I think it's a fantastic thing to do. It's great for my kids – it's a really good way to open their minds and help them realise that the world is bigger than Australia. Hosting students has been a really great experience for our whole family.

H Who is the most memorable student you've had?

T Well, I think it must be Melizza, from Brazil. She was a lovely young woman in her early twenties. She stayed with us for three months and did the Cambridge FCE exam. Our kids just loved her, and they ... they all got on so well. And she was a very talented dancer. One night she put on a performance for us and our neighbours. It was just magic. And you know, she was a really good student, too.

H And the worst student?

T Erm, there isn't one. They've all been good in different ways. So we've been very lucky so far.

H OK, thanks Tom. And finally, I'm talking to Denise from Newtown. Hello, Denise.

DENISE Hello, Harry.

H So why do you host students from other countries?

D Well, to be honest Harry, I need the money. It's lovely to meet people from different countries, of course, but all my children are grown up now and have left home. I was living in this house with lots of space and it seemed like the obvious thing to do.

H Uh-huh. So the most memorable student for you?

D Hmm, memorable ... probably Nelli, this older German woman. She hardly spoke a word of English and it was so difficult to communicate. We used a lot of sign language – and we laughed a lot. She was very sweet. Her English improved quite a lot over the six weeks she spent with me, but it was hard work. I earned my money!

H And the worst student?

D Oh, I've had a few. Probably the worst was a student who stayed out all night without phoning me – I was so worried about him. Later he told me that he'd had a few drinks with friends and slept on the beach!

H Oh dear! Well, thank you, Denise. So, some interesting stories there. We'll have more from our host families after the sport ...

7.3

ANSWERS 2 not/note 3 get/gate 4 say/said
5 base/bed 6 stop/slow

7.4

ANSWERS 2 pepper 3 fell 4 won't 5 taste 6 pen

7.5

- It was a really good job.
- He looks very lost at the moment. I think he needs help.
- Are we going to the show this evening?
- It's a very expensive boat. He didn't want to sell it.
- He ran over the road and on to the other side.
- That's how he said it. Nobody understood.

9.1

DR BOB Welcome to Dr Bob's vet advice – the show where you get advice for your pet problems. Our first caller today is Joanne and she has a 6-month-old cockatoo called Matilda. Welcome to the show, Joanne.

JOANNE Thanks.

DB Now tell us about your problem with Matilda.

J Well, she really loves me – I can do anything with her. She's very clever – she can say lots of words. The problem is she screams at all the other people in my family: my mum, my dad and my brother. Her screaming's very loud and our neighbours have complained about it. Dad says that if she doesn't change, I'll have to find a new home for her.

DB Oh dear, Joanne, a big problem for you, but quite a typical situation with parrots. You know, screaming is actually quite difficult to control because it is normal for parrots to be noisy. But Matilda has a very special relationship with you – you are her mother! So because you're the boss, you can train Matilda.

J Really?! So, how do I do that?

DB Well, when she talks, answer her. When she whistles, whistle back to her. If she screams, *don't* scream back at her. Give her a dirty look – a bad look – and turn your back or even leave the room. Parrots notice people's faces so if you give her a really terrible look, she'll notice that.

J OK, that's interesting. I'll try that. Thanks a lot.

DB OK, well, good luck with Matilda, Joanne. Now our next caller is Marion, who has a 3-year-old Siamese cat called Ming. Hello, Marion. Tell us about your problem with Ming.

MARION Hello, Bob. Well, he talks all the time. Well, not talks exactly, but meows and meows, and meows! He often meows outside my bedroom door at night and I can't sleep. He's got plenty of food and water and toy mice to play with. I just don't know what to do.

DB Well, Marion, it is normal for cats to speak to us, but some kinds of cats meow more than others and the Siamese cat is *famous* for it. How about putting him in another room at night so this becomes part of his routine?

M Oh, I couldn't do that.

DB OK, well, he probably wants to sleep on your bed so if you don't mind, just let him do that.

M Oh no. I don't like the idea of that!

DB OK, then. Well, Ming might be feeling a bit bored and lonely. Have you thought about getting another cat?

M Well, yes, I suppose I could, but I don't know if Ming would like another cat in the house.

DB Hmm, yes, well ... the only other thing I can suggest is to take Ming to your regular vet and perhaps get some medicine to calm him down. Well, good luck, Marion. I hope some of those ideas help you. Next up is Steven who has a hamster called Hammy. Hello, Steven.

STEVEN Hi, Bob.

DB So what problem do you have with Hammy?

S Well, Bob, he uses his wheel all the time. He runs on it for hours and hours. I'm not sure if this is normal.

DB OK, Steven. What size cage have you got for Hammy?

S It's probably about 50 cm by 50 cm ...

DB Ah. That's too small for a hamster. It needs to be at least twice that size so he can move around more freely.

S Oh, OK.

DB Also think about getting some tubes for Hammy to run through. You can hide food in the tubes for him to find. This will make his life more interesting and he won't use the wheel so often.

S OK, thanks Bob. I'll try those ideas.

DB Now, we go to Dale, who's got a chihuahua called ...

9.3

ANSWERS 2 disorganised 3 exhausted 4 limit
5 stress 6 relaxed

9.4

ANSWERS /ɪd/ illustrated fascinated limited
crowded polluted offended
/t/ or /d/ surprised employed divorced
satisfied embarrassed tired pleased

9.5

ANSWERS 1 Harriet's satisfied. 2 Janet's annoyed.
3 Mildred's depressed. 4 Pat's interested. 5 Alfred's excited. 6 David's surprised. 7 Bert's worried. 8 Donald's bored.

11.1

NICK Hi, Katie.

KATIE Oh, hi, Nick. How was your day?

N Oh, not bad. How about yours?

K Busy, actually. I had three classes and two tutorials so it's been a full day.

N Hey, what are you reading?

K Oh, nothing really. Some magazine of Emma's. You know, one of those gossip magazines, all about celebrities and their love lives, who's dating who and who's getting divorced.

N I don't know why people read that kind of rubbish!

K Yeah, I know. I'd never buy a magazine like this, but sometimes it's good to just relax and read something light and entertaining. It makes a change from all those academic texts on my course I have to read. It's a good way to forget the world for a while!

N Well, I think reading magazines like that just encourages the paparazzi. They're terrible: all they seem to do is take photos of celebrities who are just trying to lead a normal life.

K Oh, come on! The stars love it! And if you're a celebrity you have to expect that kind of thing. It's part of the job.

N I don't necessarily think so. Just because you're a celebrity, you should still be able to have a private life.

K In my opinion, celebrities use the media when it suits them and then they complain if the media does something they don't like. They can't have it both ways. And anyway, it's the celebrities' fault. They do such crazy things, it's not surprising that the paparazzi write so many stories about them.

N Yes, I see your point. But the paparazzi are only doing it for money ...

K Yes, of course they're doing it for money! And it works – people buy the magazines, people watch the TV programmes. That's not the paparazzi's fault, it's their job. I just think it's always been like that – it's part of being a celebrity.

N No, I don't think it's always been like that.

I think it's getting worse and worse. In the past, journalists respected the privacy of celebrities a lot more than they do now. Now they take photos of stars in private situations, like swimming in their pools or eating in a restaurant. And then they write these stupid stories – I'm sure most of them aren't true.

K Hmm. Yes, I agree. Most of the stories journalists write are probably rubbish.

N Another thing that annoys me is the way everyone thinks they can be famous now. For me, a famous person is someone who does something really special, someone with a special talent. But now, someone can be famous just because they're on a reality TV show or something like that.

K Yes, I totally agree – that annoys me, too. And I guess the paparazzi just make it worse because they treat them like real stars. But I still think the paparazzi are part of the modern world, there's nothing we can do about it.

N You can do something – don't read celebrity gossip magazines!

11.3

ANSWERS /j/ human yes the UK
/dʒ/ major July fridge message
/ʒ/ unusual decision occasionally Persia

11.4

- giraffe jumper bridge singing
- yes yet until year
- guess orange fridge joke
- television position collision decision
- Europe union under young

Workbook Answer key

1E Get it Right!

1 My friends and I are at the beach at the moment. Is it hot in England? Are you on holiday? I finished school in June. We're on holiday for three months. It is great! My exams were difficult, but my marks were good, so my parents are taking me and some friends to a restaurant.

Where are you going on holiday? We're staying here because our house is near the beach. There are a lot of things to do here and I'd love to show you where I live. Well, it is time to go because I have to help my mum clean the house. It's hard work, but it is better than school!

2 2 play 3 practise 4 play 5 practise
6 going 7 do 8 play/do

3a 2 I don't often go to the theatre. It's very expensive. 3 Her brother's name's Pete. 4 I can't come to John's party because I'm working. 5 The shop near my house isn't open on Saturday nights. 6 The cat's drinking the milk.

b 1 contraction 2 contraction
3 possession; contraction
4 contraction; possession; contraction
5 contraction 6 contraction

4 2a 3b 4c 5a 6a

3E Get it Right!

1 2 He didn't have much training.
3 Have you got to wear a uniform?
4 I didn't have a lot of work.
5 Do you have to get up early for the plane?
6 He didn't have to have a degree.
7 Did you have to work yesterday?

2 2a I think b I'm thinking 3a I see
b He's seeing 4a He's being b He is

3 2 fight 3 discuss 4 discussion 5 argue

4 2 examination 3 extension 4 relation
5 admission 6 collection 7 promotion
8 education

5E Get it Right!

1 2 Would you like me to clean my room now?
3 She'd love Lisa to play tennis with her. 4 We'd like you to have dinner with us tonight. 5 Do you want me to call you this afternoon?

2 2 go 3 coming 4 go

3 The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth, our planet, is the only planet where there is definitely life, but many people hope to find life on other planets. Our neighbour, the fourth planet, is Mars. Most people think of Mars when they consider the possibility of life on other planets. For many years, people believed that there was life on Mars. It might be possible, but most scientists now agree that conditions on Mars (cold, windy and extreme) are too difficult for there to be life. Some don't agree and continue to look for signs of life on the distant, mysterious Red Planet.

4 It's great to get a break before school starts. I went to the Science Museum yesterday. It was excellent. The Homes of the Future Exhibition was fascinating. There was a kitchen with futuristic appliances which were amazing. Photography is my hobby as you know and I've taken some wonderful pictures. I'll show you them when I get back. I bought some really interesting souvenirs too!

7E Get it Right!

1 2 meet 3 know 4 staying 5 meet
6 stay 7 meet 8 meeting

2 ROSS: ... But I think they are a lot noisier than the English. ...

DAVE: Four! Are Spanish families usually as big as that? ...

ROSS: ... Most of the people I met came from smaller families. ...

ROSS: ... as nice as the others. He was certainly less helpful than them. ...

DAVE: Perhaps he wasn't as mature as the others.

3 2b 3c 4c 5a

4 2 funniest 3 biggest 4 friendliest
5 hottest 6 brightest

9E Get it Right!

1 2b 3a 4a 5b 6b

2 2 missed ... lost 3 lost 4 miss 5 miss 6 missed

3a 2e 3b 4a 5c

b 2a 3b 4e 5d

4 2 pleased 3 embarrassed 4 noisy
5 satisfied 6 depressed 7 surprised
8 obsessed

11E Get it Right!

1 2 anything 3 Nowhere 4 No one
5 no one 6 anything 7 nothing

2 2a 3c 4d 5f 6e 7h 8g 9i 10j

3 Last September I went to London for a weekend with my wife. It was the first time I'd visited England. We arrived in London on Friday and went to our hotel in a taxi. We visited a lot of places and we had a great time. My wife doesn't speak English so I had to do everything. However, the English people we met were very kind and helped me when I didn't understand. We returned to Spain on Sunday evening. It was quite strange to hear so many people speaking Spanish.

4 2 thieves 3 shoot 4 steal 5 course 6 breaking

Reading and Writing Portfolio Plus 1 An online profile

1 1B 2C 3A

2 2T 3F 4T

3a 2d He's interested in ... 3b Why is he single ...
4c Oh yes, one last thing.

b 2 thinks 3 is 4 is 5 one of the reasons 6 is

4 1b 2c 3d 4a

5a 2 great 3 bit 4 make 5 couple ... times 6 once ...
twice 7 quite ... lot 8 into 9 big ... fan 10 mad

b 1C 2A 3B

Reading and Writing Portfolio Plus 2 Saying what you think online

1 He agrees with some of it. (2)

2 2F 3T 4F 5T 6T 7T

3 2 Parents need to earn money to support their families. 3 It isn't easy to find good nurseries for pre-school children at a good price. 4 It doesn't offer a solution to the pre-school problem.

4 b1, 2 c5, 6 d4 e3

5 2 I definitely don't think it's right
3 Maybe ... right 4 In the real world
5 doesn't say 6 Perhaps ... shouldn't
7 talks ... about

Reading and Writing Portfolio Plus 3 What do you recommend?

1 3, 4, 6

2 They are both positive about the city. (1)

3 2 Lewis has heard about a lot of street crime in Naples. 3 Her best friend is married to a Neapolitan and she goes at least once a year to see her.

4 A 'trattoria' is more informal and cheaper than a restaurant. 5 It is quiet and not too touristy, and it doesn't take long to get there. 6 The back streets in the centre of town, the 'Quartieri', and in and around the main train station at night.

4 a2, 3, 4 b7 c5, 6, 8, 9, 10

5a 2 Any ideas 3 would ... great
4 recommend

b 2d 3e 4b 5f 6a

c gerund

Reading and Writing Portfolio Plus 4 Can you tell me?

1 1C 2B 3A

2 1 The course is for complete beginners. 2 The course will start at 10 a.m.
3 Scott Johnson is running the course.

3 2 Sarah 3 Angela 4 Jim 5 Angela
6 Brian 7 Angela

4a 2 Course content 3 Trainer
4 Refreshments

b 2g 3b 4h 5a 6e 7f 8c

5 2 give 3 will 4 sure 5 running
6 need 7 forward