

ENGLISH SKILLS FOR UNIVERSITY

Course Book

Workbook

1B

Terry Phillips
and Anna Phillips

Garnet
EDUCATION

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Book map

Book map

Unit	Topic areas	Listening	Speaking	Reading	Writing
1 Culture and Civilization	Life stages Permission Legal rights Possessions	understanding ages, life stages hearing /æ/	asking about new words giving a talk (1): <ul style="list-style-type: none"> making notes for a talk rehearsing looking up from notes 	text type: information leaflets scanning for specific phrases	text type: rules and laws spelling with a / e / i irregular plurals introduction to syntax – SVO joining sentences with <i>and / but</i>
2 Inventions and Discoveries	Transport methods Commuting Traffic problems Timetables	numerical information to table hearing /əʊ/ predicting information	describing personal commuting giving a talk (2): <ul style="list-style-type: none"> speaking at the correct speed pausing between sentences 	text type: article with table preparing to read: <i>headings; tables; 1st sentence</i>	text type: data descriptions spelling with a / e / i / o using <i>a</i> and <i>the</i> joining sentences with <i>is</i> and <i>are</i>
3 Art and Literature	Types of art Types of literature Famous novelists Famous painters Famous playwrights	understanding the introduction guessing spelling of new words hearing the past tense of <i>be</i>	giving a biography giving a talk (3): <ul style="list-style-type: none"> ordering information 	text type: biography researching a person's life transferring information to a timeline	text type: biography from notes using zero article and <i>the</i> using object pronouns regular and irregular past tense past tense of <i>be</i> noun phrase with apposition
4 Sports and Leisure	Types of sports Leisure activities Clothes	predicting the next word or phrase information to a table hearing /b/ and /ɔ:/	discussing survey results (1) talking about figures – bar charts emphasizing	text type: encyclopaedia entries marking text (1): <ul style="list-style-type: none"> identifying key words making notes information to headed notes	text type: encyclopedia article from notes using <i>love, like, etc.</i> , with gerund forming the gerund noun phrases with article/number noun phrases with <i>adj + n / n + n</i>
5 Nutrition and Health	Food and drink Daily consumption History of hot drinks History of soft drinks Calories Eating out	recording numbers and percentages hearing /u:/ and /ɪ/ count/non count: <i>much vs many</i>	discussing survey results (2)	text type: article with map marking text (2): <ul style="list-style-type: none"> identifying topic changes doing research <ul style="list-style-type: none"> sharing information 	text type: website article from notes using count and non-count nouns irregular plurals articles with count/non count

Unit	Vocabulary	Pronunciation	Grammar patterns
1	personal possessions <i>using a few, many, most, all</i>	saying the letter a stress within words stressing important words	<i>Most adults go to work by car. Children can leave school at 14. Can teenagers vote in your country? What can people do at 16? How do you say this word?</i>
2	airport and station destination boards bus timetables <i>using nearly, about, over</i>	final s = /s/ or /z/ talking about times on a timetable	<i>How long does it take? I go by car. He catches the underground. A tram is a kind of bus. I want to drive to college. Over a hundred people ...</i>
3	subjective adjectives object pronouns possessives with 's	contraction of <i>do you</i> regular past tense ending	<i>Naguib Mahfouz was Egyptian. Was Monet French? Yes, he was. / No, he wasn't. What was Gaudi's real name? Mahfouz lived in Cairo all his life. In 1895, ...</i>
4	using <i>want</i> with object / second verb everyday items	saying /ɒ/ and /ɔ:/	<i>I want to buy a jacket Do you want to get an iPod? I love reading novels. What do you like doing at the weekend?</i>
5	identifying uncountable nouns in a restaurant/café, etc.	saying /u:/ and /ʊ/ a vs some	<i>I hate eggs/milk. There are some eggs on the table. There is some milk on the table. Are there any eggs on the table? Is there any milk on the table? How many eggs do you eat every day? How much water do you drink every day? Butter is made from milk.</i>



Unit 1

Culture and Civilization



Key vocabulary

adult (*n*)

aunt (*n*)

boy (*n*)

boyfriend (*n*)

brother (*n*)

cat (*n*)

CD player (*n*)

cellphone (*n*)

child / children (*n*)

cousin (*n*)

credit card (*n*)

daughter (*n*)

digital watch (*n*)

dog (*n*)

father (*n*)

female (*adj/n*)

friend (*n*)

girl (*n*)

girlfriend (*n*)

grandfather (*n*)

grandmother (*n*)

husband (*n*)

laptop computer (*n*)

male (*adj/n*)

man / men (*n*)

mother (*n*)

mp3 player (*n*)

old (*adj*)

parents (*n*)

passport (*n*)

person / people (*n*)

relatives (*n*)

sister (*n*)

son (*n*)

teenager (*n*)

uncle (*n*)

wife (*n*)

woman / women (*n*)

young (*adj*)

Unit 1 Culture and Civilization

Lesson 1: Listening

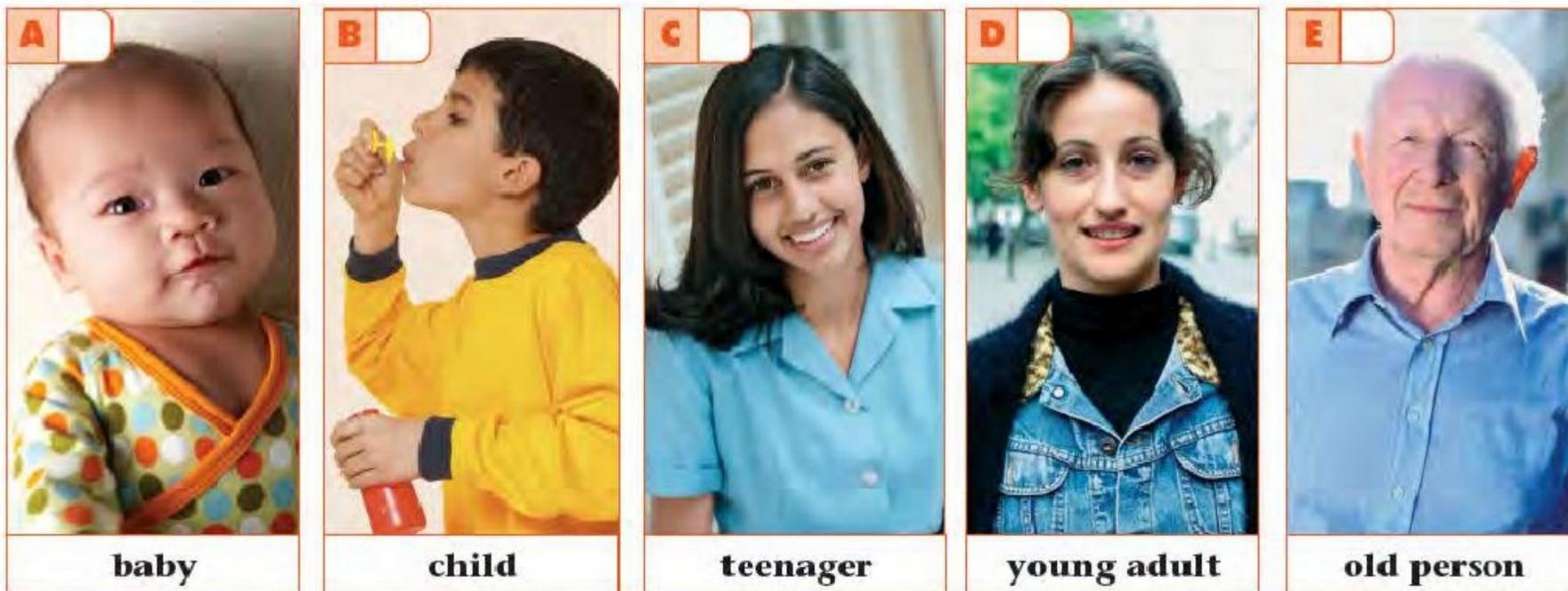


- A** 1:1 Listen and point.
Example: *a man*
- B** 1:2 Listen and find.
Example: *Circle one person.*
- C** 1:3 Listen and answer.
Example: *How many boys are there in the pictures?*
- D** 1:4 Listen. True or false?
Example: *1 There are eight adults.
There are five women and three men.*

True.

OBJECTIVES

- listen to identify words connected with family relationships
- listen for specific information: ages and stages of development
- identify the /æ/ sound



E Look at the photographs above and listen. ↑

- 1 1:5 Listen and number.
- 2 1:6 Listen and answer.
- 3 Cover and remember.

F Listen and write.

- 1 Write the ages in *from* and *to*.
- 2 1:7 Listen and check.

	from ...	to ...
baby		
child		
teenager		
adult		
old person		

G Study the words in the box.

- 1 Write each word under the correct (underlined> vowel sound.
- 2 1:8 Listen and check.
- 3 Practise the words.

Skills Check

Hearing /æ/

1:9 Listen. Tick (✓) the words with /æ/.

adult	<input type="checkbox"/>	male	<input type="checkbox"/>
ask	<input type="checkbox"/>	lake	<input type="checkbox"/>
last	<input type="checkbox"/>	woman	<input type="checkbox"/>
can	<input type="checkbox"/>	man	<input type="checkbox"/>
can't	<input type="checkbox"/>	map	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	village	<input type="checkbox"/>

What do you have for *baby*?

0 to 2.

I don't. I have 0 to 3.

baby child children female friend girl
male men people person women

/e/	/ɪ/	/i:/	/aɪ/	/eɪ/	/ɜ:/
(ten)	(six)	(three)	(five)	(eight)	(thirty)

Lesson 2: Speaking



A Look at the photographs.

How many of these people are there in each?

- teenagers
- babies
- boys
- women
- children
- men
- girls
- adults

B Look at the family words in the first column of Table 1.

- 1 Tick (✓) the correct column.
- 2 1:10 Listen to pairs of family words. Repeat each pair.
- 3 Find an example of each pair in the photos above.
- 4 Complete Figure 1 with words from Table 1.
- 5 Draw your family tree.

Table 1: Family words

	male	female	both
aunt		✓	
boyfriend			
brother			
cousin			
daughter			
father			
girlfriend			
grandfather			
grandmother			
husband			
mother			
parents			
relatives			
sister			
son			
uncle			
wife			

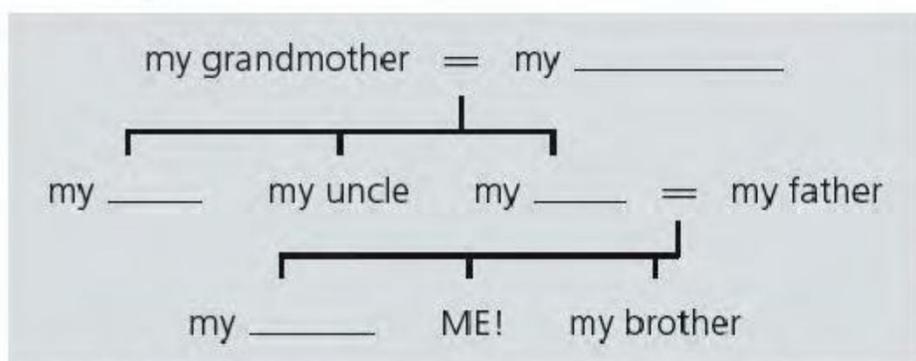


Figure 1: My family tree

C 1:11 Listen. Which person is speaking?

OBJECTIVES • give a talk about own family

D Look at the conversation.

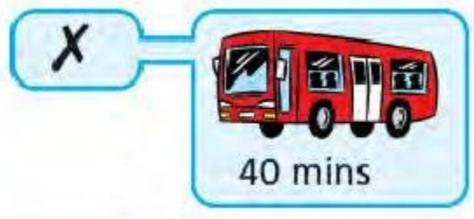
- 1 1:12 Listen to the conversation.
- 2 1:13 Listen and speak.
- 3 Practise the conversation in pairs.
- 4 Have conversations. Give true information.



E Choose verbs and phrases to make sentences.

live	in a bank a brother a cat
work	in a house in an apartment alone
study	with my parents psychology in the city centre
have	in a village two sisters at university

near university?



parents, brothers, sisters



v. difficult!

part-time job?



F 1:14 Listen to a student's talk about his family.

What does the student say about each word? Make notes.

adults	2 - father, mother
teenagers	
sisters	
parents	
city	
garden	
cat	
university	
job	

G Give a talk about your family.

- 1 Make notes and prepare your talk.
- 2 Give the talk in pairs or groups.

Skills Check

Giving a talk (1)

- Make notes for your talk. Practise saying any new or difficult words. Practise the sentences for your talk.
- Remember! Don't read full sentences aloud. Look up from your notes.

Lesson 3: Vocabulary and Pronunciation



A Match the possessions in the box with the photos.

credit card digital watch laptop computer pet
mp3 player passport cellphone CD player

B A student (S) is asking questions. 1:15 Listen and complete his conversation with a teenager (T).

- S:** I am doing a survey on possessions.
T: OK.
S: Can I _____ you some questions?
T: Yes, sure.
S: Do you _____ a credit card?
T: No, I don't.
S: _____ you have a digital watch?
T: Pardon? What kind of watch?
S: A digital watch.
T: _____'s a digital watch?
S: It _____ numbers, like 2.35. It doesn't _____ hands.
T: Oh, right. Yes, I _____.

C Have conversations about the possessions in the photographs above. Give true information.

Do you have a credit card?

Yes, I do.

No, I don't.



Pronunciation Check

Stressing important words

Remember to stress the important words.

- I live in a house.
- I don't have a credit card.
- I study computing.

OBJECTIVES

- develop vocabulary related to family life
- provide personal information
- talk about quantity using *a few, many, most, all*
- stress important words

D Complete the sentences with true information about yourself.

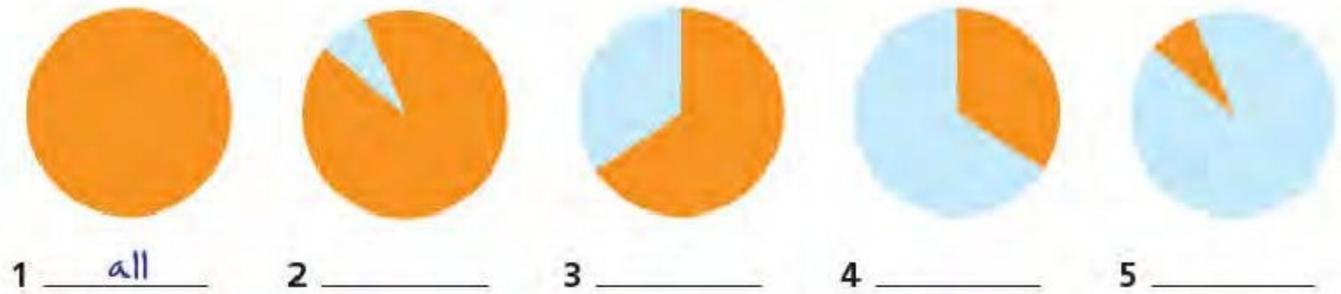
- 1 I live / don't live in a large house.
- 2 I _____ a credit card.
- 3 I _____ computing.
- 4 I _____ a laptop computer.
- 5 I _____ a passport.
- 6 I _____ at university.



E Study the pie charts.

Copy each word or phrase below in the correct space.

- a few
- all
- many
- most
- some



F Read the text about teenage life in Britain.

Write a suitable noun in each space.

Teenage life in Britain

All teenagers in Britain stay at school to the age of 16. Many teenagers stay another two _____. Some teenagers go to university or _____ after school. Many teenagers have a part-time _____.

Most teenagers in Britain live with their _____. Most teenagers live in _____. Some houses have a small garden. A few teenagers live alone. You can leave _____ in Britain at 16.

Many teenagers have a _____. Cats and _____ are very popular.

Most teenagers in Britain have a cell _____. Most teenagers in Britain have an mp3 _____. Some teenagers don't have a CD _____ now.

Some teenagers don't have a _____. They have holidays in Britain. A few teenagers go on _____ alone.

G What about teenage life in your country?

Compare the information about Britain in Exercise F with your country.

Lesson 4: Reading

A When can you do these things in your country?

- 1 leave school
- 2 leave home
- 3 drive a car
- 4 get married

B When can you do the things in Exercise A in Britain?

Look closely at the phrases in Exercise A. Then scan the text opposite and find the answers.

C All the items and actions on the right are in *Know the law!*

- 1 Can you name any of the items or actions?
- 2 Find each word in *Know the law!* Read the sentence. Is the word a noun or a verb? Write *N* or *V* in the box next to each picture.
- 3 Write the name of the item or action next to each picture.
- 4 Check your ideas with a dictionary.

D What can you do in Britain at your age?

Can you:

- 1 have a credit card?
- 2 buy a pet?
- 3 smoke?
- 4 ride a moped?
- 5 vote?
- 6 drive a lorry?
- 7 work in a shop?
- 8 work on a farm?
- 9 adopt a child?
- 10 drive a car?

E What can you do in your country at your age?

Make a list.

Skills Check

Scanning for specific information

- You can sometimes scan a text to find a word or phrase quickly. You don't have to read the whole text.
- Write the word or phrase.
- Look for the word or phrase in the text.





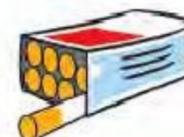
















OBJECTIVES

- extract specific information from a leaflet
- scan for specific information

KNOW THE LAW!

What can you do at your age in Britain, according to the law? Use our easy guide to find out.

AT 11

- You can work for a few hours on a farm.

AT 12

- You can buy a pet.

AT 13

- You can get a part-time job.
You can only do light work.
For example, many children deliver newspapers.

AT 14

- You can work in a shop or a supermarket.
For example, some children stack shelves.

AT 16

- You can leave school.
- You can leave home.
- You can ride a moped.

AT 17

- You can drive a car.

AT 18

- You can vote.
- You can marry.
- You can have a credit card.
- You can smoke.
- You can buy cigarettes.

AT 19

- You can drive a lorry.

AT 21

- You can adopt a child.

Lesson 5: Writing and Grammar

A One letter is missing from each row. ↓

- 1 What is the letter?
- 2 Read the Skills Check and check.
 - ___dult wom___n b___by teen___ger
 - m___n wom___n fri___nd p___rson
 - ch___ld ch___ldren fr___end r___ght
 - w___man w___men w___rk m___ther

Skills Check

Spelling with a, e, i, o (1)

- One letter = many sounds.

Examples:

a	man baby woman was grass
e	men person she they
i	child children right
o	woman women work mother

B Complete the text. Use a preposition from the box for each space. You can use some words more than once.

for in on at from to before after

You can get a job _____ Britain _____ 13, but there are many laws. You cannot work _____ seven _____ the morning, or _____ seven _____ the evening _____ a school day. Children go _____ school _____ Britain _____ Monday _____ Friday. You can only work _____ two hours _____ a school day. You can only work for five hours _____ Saturday and two hours _____ Sunday.



C Look at the boxes. ↓

- 1 Number the grey boxes in order.
- 2 Where can you put the phrases in the green boxes – before, after or in the centre of the sentence?
- 3 Copy the words to make sentences.

can school children leave

at 16

in Britain

D Order the words in each row to make a sentence.

- 1 most in Britain teenagers have a cellphone
- 2 you my 14 get a can at job in country
- 3 a Tanzania can get girl 12 married in at

OBJECTIVES

- develop sound/spelling relationships: vowels
- grammar: use prepositions; word order
- sentence patterns: with prepositions and modals

E Look at Table 1.

- 1 Complete the table.
- 2 Write three sentences about your country with the same pattern.

F Look at Table 2.

- 1 Complete the table.
- 2 Write three sentences about your country with the same pattern.

G Look at Table 3.

- 1 Complete the table.
- 2 Write two sentences about your country with *don't*.
- 3 Write two sentences about your country with *can't*.

H Look at Table 4.

- 1 What do we call verbs like *can*?
- 2 Ask your partner questions about his/her country. Begin with *Can ...?* You must get a negative answer!

I Look at Table 5.

- 1 Where does the noun go?

before the modal	<input type="checkbox"/>
after the infinitive	<input type="checkbox"/>
between the modal and the infinitive	<input type="checkbox"/>

- 2 Write three questions for your partner.
- 3 Write answers to your partner's questions.

J Look at Table 6. Find:

- the question words
- the pronoun
- the infinitives
- the objects

Table 1: Noun + Verb + Preposition + Noun (+ Other)

S	V	Prep	Noun	Other
Children	can work	_____	a shop	at 14.
Many students	live	_____	home	until they marry.
Most adults	go	_____	work	by car.

Table 2: Noun + Verb + Noun (+ Other) (1)

S	V	O	Other
Children	can leave	_____	at 16.
A few teenagers	drive	_____	at 18.
Most people	stop	_____	at 65.

Table 3: Noun + Verb + Noun (+ Other) (2)

S	V	O	Other	Other
_____	_____	_____	an mp3 player	_____ Britain.
teenagers	___ not (do___)	have	a CD player	
Teenagers	can	_____	a car	
	___ not (ca___)	drive	a lorry	___17

Table 4: Modal (can) + Noun + Infin. (without to) (+ Other)

Modal	Noun	Infinitive	Other
Can	teenagers	vote	in your country
	children	work	in a shop
	people	stop	work at 60

Yes,	they	can.
No,		can't.

Table 5: Q-word + Modal (can) + Noun + Infin. (without to) (+ Other) + ?

Q word	Modal	Noun	Inf	Other
When	can	people	vote	in your country
Where			work	before 13
What			do	at 16

Table 6: Q-word + Aux (do) + Pronoun + Noun + ?

How	do	you	say	this word	?
			spell	people	
What			call	this thing	

Lesson 6: Writing and Grammar

A There is one mistake in each sentence. Find it and correct it.

- 1 In Britain, childs do not go to school on Saturday and Sunday.
- 2 There are three mans in my office.
- 3 How many womans can you see in the picture?
- 4 A lot of persons in Britain don't smoke.

B Read Skills Check 1 and check.

C Study this sentence.

Teenagers can leave school at 16.

- 1 Find and underline the nouns.
- 2 What can we call the first noun? What about the second noun?
- 3 What can we replace the first noun with?
- 4 Read Skills Check 2 and check.

D Read the text about legal ages.

Mark the subject (S), the verb (V), the object (O).

S V O

In Algeria, teenagers can leave school at 16. They can get a job at 16. Males can marry at 21. Females can marry at 18.

Teenagers can drive at 18. They can vote at 18.

E The sentences in the text above are short.

- 1 Which sentences can we join with *and* or *but*?
- 2 Read Skills Check 3.
- 3 Rewrite the text using *and* and *but*.

Skills Check 1

Irregular plurals

- Most nouns in English are regular. The plural is noun + *s / es / ies*.
- However, some nouns have irregular plurals. You must learn them!

Singular	Plural
child	children
man	men
woman	women
person	people

Skills Check 2

Subject and object

- All verbs need a **subject**.

Subject	Verb	Other
Teenagers	can	work in a shop.
They		vote at 18.

- Many verbs need an **object**, too.

Subject (S)	Verb (V)	Object (O)
Teenagers	can	have a job.
They		leave school.
Some children	deliver	newspapers.

- **S** and **O** = **nouns** or **pronouns**.
- Often **S** = **people** and **O** = **things**.

Skills Check 3

Joining sentences with *and*, *but*

We can join sentences with **similar information** with *and*. We can join sentences with **differences** with *but*.

Examples:

Teenagers can drive at 18 **and** they can vote at 18.
Males can marry at 21 **but** females can marry at 18.

OBJECTIVES

- write a short text about the law in own country
- spelling: plurals with *s/es/ies*
- grammar: SVO sentences; word order; joining sentences with *and* and *but*

F Read the sentences. **Circle** the correct word or phrase in each case.

1	Most adults go	by car to work. to work by car.	
2	Children can	a job have have a job	at 13.
3	Many children have	jobs. a job.	
4	Can	vote teenagers teenagers vote	in your country?
5	When	children can can children	leave school?
6	Some old people	don't have have not	a cellphone.
7	Do	work you you work	in a bank?
8	I live	in at	a small house.

G Read the notes about Turkey.

Write a short text. Join some sentences. Use *and* or *but*.

H Make notes about the legal age in your country.

Add information about more things.

Table 1: Information about legal age in ...

Country:	
Get a job	
Leave school	
Get married	
Drive	
Vote	

Country	Turkey
Get a job	13
Leave school	14
Marry	17 (M) 15 (F)
Drive	18
Vote	18



I Write a short text about your country.

Use information from the notes in Table 1. Join some sentences. Use *and* or *but*.

Grade your progress (1 = poor to 5 = very good)

At the end of Unit 1, I can:

- listen for specific information
- give a talk about own family
- find specific information in a text
- pronounce /æ/ sound accurately in speech
- use the grammar of the unit accurately

Transfer

Find out about the legal rights in another country and explain to a fellow student.

Reflect

Some people think that the use of prepositions in English is the most difficult thing to understand. What do you think?



Unit 2

Inventions and Discoveries



Key vocabulary

about (*adv*)

airport (*n*)

arrive (*v*)

bicycle (*n*)

boat (*n*)

bus (*n*)

bus station (*n*)

car (*n*)

come (*v*)

drive (*v*)

exactly (*adv*)

fast (*adj*)

flight (*n*)

fly (*v*)

go (*v*)

journey (*n*)

leave (*v*)

method (*n*)

million (*n*)

motorbike (*n*)

nearly (*adv*)

on foot (*n*)

on time (*n*)

over (*adv*)

per cent (*n*)

plane (*n*)

public transport (*n*)

railway station (*n*)

road (*n*)

rush hour (*n*)

sail (*v*)

ship (*n*)

speed (*n*)

stop (bus) (*n/v*)

street (*n*)

taxi (*n*)

ticket (*n*)

traffic (*n*)

train (*n*)

walk (*v*)

wheel (*n*)

Unit 2 Inventions and Discoveries

Lesson 1: Listening



A 1:16 Listen and point.

Example: a bicycle

B 1:17 Listen and complete Table 1.

Example: The researchers say that one million, one hundred thousand people go to work by car each day.

C 1:18 Listen and answer.

Example: How many people go to work by car in New Zealand?

D 1:19 Listen and answer *true* or *false*.

Example: The car is the most popular method.

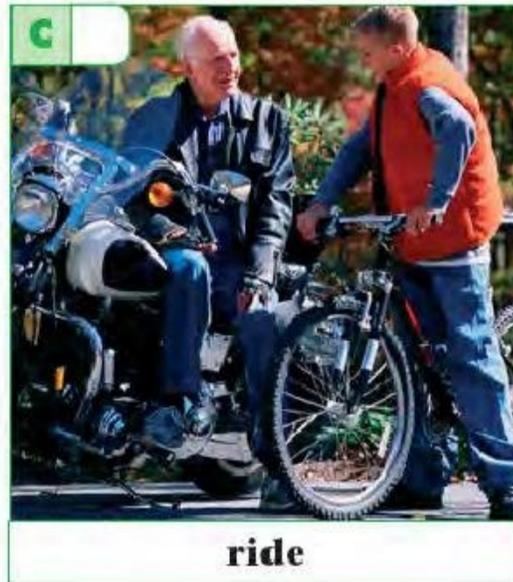
True.

Table 1: How do people get to work in New Zealand?

Method	Number	%
others		
Total	1,331,000	

OBJECTIVES

- listen to identify words connected with travel
- revise /ɪ/, /aɪ/, /æ/ and /eɪ/
- listen for specific information: numbers and percentages



E Look.

- 1 **1:20** Listen and number.
- 2 **1:21** Listen and answer.
- 3 Cover and remember.

F Look at Table 2.

- 1 Guess the speeds.
- 2 **1:22** Listen and copy speeds and dates into the table.

Table 2: Record speeds

	Speed (in kph)	Date
plane		
car		
motorbike		
train		
bicycle		

Source: Guinness World Records, 2005

268.83	18/05/90
1,227.98	15/10/97
43.67	03/10/95
674.28	24/09/67
515.30	14/07/90
7,692.66	28/03/04
518.45	10/06/84

G Check your answers to Exercise F.

What speed do you have for *plane*?

I do, too. What date do you have?

7,692.66.

Skills Check 1

Predicting information

- Before you listen to a lecture, think: *What is the lecturer going to say?*

Skills Check 2

Revision

bicycle drive fly plane sail ship
street train track motorbike

Write each word under the correct vowel sound.

/ɪ/	/i:/	/aɪ/	/æ/	/eɪ/
(six)	(tree)	(five)	(map)	(date)

1:23 Listen and check.

Skills Check 3

Hearing /əʊ/

1:24 Listen. Tick (✓) the words with /əʊ/.

boat	<input checked="" type="checkbox"/>	goes	<input type="checkbox"/>	no	<input type="checkbox"/>
do	<input type="checkbox"/>	motor	<input type="checkbox"/>	now	<input type="checkbox"/>
does	<input type="checkbox"/>	home	<input type="checkbox"/>	road	<input type="checkbox"/>
don't	<input type="checkbox"/>	how	<input type="checkbox"/>	phone	<input type="checkbox"/>
go	<input type="checkbox"/>	know	<input type="checkbox"/>	long	<input type="checkbox"/>

Lesson 2: Speaking



A Look at the transport methods.

1 What is each method?

Picture 1 is a boat.

2 What verb goes with each method?

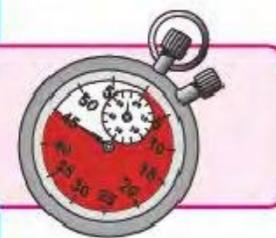
Picture 1 – *sail*.



how / college ?



how ?



how ?



10k but ...

B Look at the conversation.

1 1:25 Listen.

2 Listen and answer.

3 Ask and answer.

4 Talk about your partner.



Figure 1: How do people get to work in Melbourne, Australia?

Skills Check 1

Defining things

- We often define things with a general word then a fact.

Examples:

The **underground** is a kind of **train**. It travels under the ground.

A **tram** is a kind of **bus**. It goes on tracks on the road.

We can use similar language when we don't know a word.

Example:

It's a kind of train. It goes underground.

- OBJECTIVES**
- define types of travel
 - use percentages
 - talk about getting to work in own country

C Work in pairs.

Student 1: look at Figure 1 opposite.

Student 2: look at Figure 2 below.

Dictate the information from your figure to your partner.
Write the information you hear in the correct table below.

Key

- underground
- motorbike
- bus
- train
- bicycle
- tram
- walk
- taxi
- car
- other

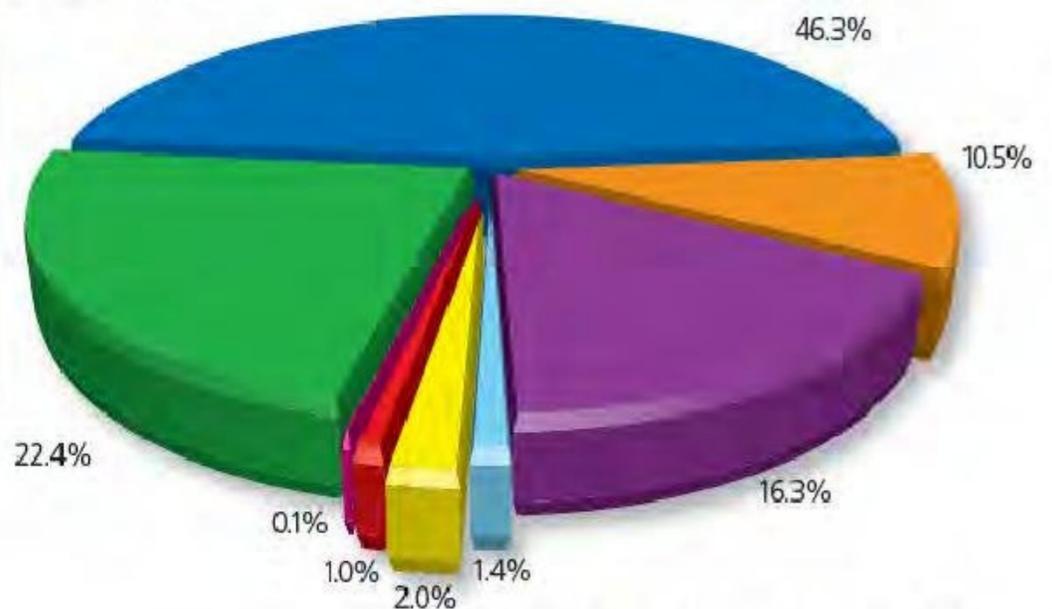


Figure 2: How do people get to work in London, UK?

Pronunciation Check

Pronouncing final s

Remember!

- 1 takes, gets = /s/
- 2 goes, does = /z/

D 1:26 Listen to a student's talk.

Complete the extract below.

Use *most, many, some, a few*.

In New Zealand, _____ people don't use public transport. _____ people go by bus and _____ people go by train. _____ people use their own transport. They go to work by car. _____ people ride to work. They ride a motorbike or they ride a bicycle. _____ people walk and _____ people use a skateboard. A skateboard is a piece of wood. You stand on it. It has wheels.

Table 1: How do people get to work in Melbourne, Australia?

Method	%
car	
train	
tram	
walk	
bus	
bicycle	
other	

Table 2: How do people get to work in London, UK?

Method	%
underground	
train	
car	
bus	
motorbike	
bicycle	
taxi	
walk	

E You are going to give a talk about getting to work in your country or city.

- 1 Make notes. What do **most, many, some** and **a few** people do?
- 2 Prepare the talk.
- 3 Give the talk in pairs or groups.

Skills Check 2

Giving a talk (2)

- Do not speak too slowly. Practise your talk.
- Do not speak too quickly. Pause between sentences.

Lesson 3: Vocabulary and Pronunciation

DEPART		DEPARTU	
Trains au départ		Departures tra	
Zeit Time	Nach Destination		
11 ^h 13	LONDON SAINT PANCRAS		
11 ^h 55	BRUXELLES - MIDI LIEGE AACHEN KOLN		
12 ^h 55	BRUXELLES LIEGE AACHEN KOLN		
12 ^h 55	BRUXELLES BERCHEM ROTTERDAM AMSTERDAM		
12 ^h 58	LILLE FLANDRES		
13 ^h 01	CALAIS FRETHUN LONDON SAINT PANCRAS		
14 ^h 22	ORRY - LA - VILLE CHANTILLY - GOUVIEUX CREIL		
14 ^h 55	BRUXELLES - MIDI		
15 ^h 13	ASHFORD LONDON SAINT PANCRAS		
15 ^h 55	BRUXELLES LIEGE AACHEN KOLN		
15 ^h 55	BRUXELLES BERCHEM ROTTERDAM AMSTERDAM		
15 ^h 58	LILLE FLANDRES		
16 ^h 13	LONDON SAINT PANCRAS		
16 ^h 16	CHANTILLY - GOUVIEUX CREIL		

Railway station departures board

Ankunft / Arrival			
Flug-Nummer Flight-Number	Aus From	Ausgang Gate	Erwartet Expected
LH 262	Düsseldorf	A11	
AB 6640	Karlsruhe BAD	C	21:07
AB 8199	Zürich	A12	21:25
BD 847	London LHR	E	20:52
LH 206	Frankfurt	A08	
TK 1727	Istanbul IST	A13	20:43
LH 339	Nürnberg	E	20:51
OS 273	Wien	E	21:05
SN 2589	Brüssel	E	21:13
BA 988	London LHR	A04	
LH 194	Frankfurt		
LH 303	Stuttgart	A10	

Airport arrivals board

A Look at the transport information boards above.

Which picture(s) can you see these items in?

flight numbers destinations departure times arrival times stops

B Look at the railway station departures board.

1 Answer the questions.

- | | |
|---|--|
| a. Does the 13.01 train go to Calais? | d. How many trains go to London Saint Pancras? |
| b. Does the Ashford train leave at 13.15? | e. What time is the first train to Bruxelles? |
| c. Where does the 11.13 train go to? | f. Where does the first Amsterdam train stop? |

2 Ask and answer questions in the same way about other trains.

C Look at the airport arrivals board.

1 1:27 Listen and complete the conversation.

- A:** Excuse _____. What time does flight 5825 _____?
- B:** Let's _____. 5825. Is _____ the Detroit flight?
- A:** That's _____.
- B:** It _____ at 12.24.
- A:** Is it _____ time?
- B:** Yes. It _____.

2 Have conversations about the other flights on the airport arrivals board.

Pronunciation Check

Talking about times on a timetable

- We say hours then minutes.
Examples:
12.24 = twelve twenty-four
14.01 = fourteen oh one
- We say hours with *o'clock* or *hundred*.
Example:
13.00 = one o'clock / 13 hundred.

OBJECTIVES • develop vocabulary related to travel timetables
• pronunciation: telling the time

- D You are at an airport in Britain.**
- Choose one of the flights on the right.
🔊 1:28 Listen to the announcements.
 - Which gate does your flight leave from?
 - What is the status of the flight – *last call* or *boarding*?
 - Choose another flight. 🔊 1:29 Listen again.

Flight no.	To	Gate	Status
BA 7061	Madrid		
AZ 203	Rome		
BD 3499	Milan		
SV 102	Riyadh		

- E You are at a railway station in Britain.**
- Choose one of the destinations on the right.
🔊 1:30 Listen to the announcements.
 - Which platform does your train leave from?
 - What is the expected departure?
 - Choose another train. 🔊 1:31 Listen again.

To	Time	Expected	Platform
Epson	1539		
Shepperton	1542		
Reading	1550		
Alton	1553		

- F Look at the bus timetable. Mark each sentence true (T) or false (F). Correct the false sentences.**
- The number seven bus goes to Ashton.
 - There are seven stops.
 - The first bus is at 6 o'clock in the morning.
 - All the buses stop at Reddish.
 - The journey to Gorton takes about 30 minutes.
 - The 0638 bus doesn't stop at the supermarket.
 - The 0708 bus gets to Ashton just after 8 o'clock.
 - The 0653 bus doesn't run on Sundays.

Service 7: Stockport – Reddish – Gorton – Ashton				
	nsu		nsu	
Stockport Bus Station	0608	0638	0653	0708
Supermarket		0641		0711
Reddish	0619		0704	0722
Reddish Bridge			0710	
Gorton	0638	0708	0720	0737
Half Way House				0745
Ashton Bus Station	0649	0720	0745	0804
nsu = not Sundays				

- G Look at the questions and answers below.**
- Match the questions and answers.
 - Practise in pairs.

a. Does this bus go to Gorton?	About 25 minutes.
b. How long does it take?	It arrives at 0649.
c. When is the next bus to Ashton?	on the bus, from the driver.
d. Where can I buy a ticket?	There's a bus in ten minutes.
e. When does this bus get to Reddish?	Yes, it does. All number sevens go to Gorton.

Lesson 4: Reading

A Discuss these questions.

- 1 Is there a problem with traffic in the capital city of your country?
- 2 What about other towns and cities in your country?
- 3 When is the rush hour in the morning in your country? What about in the evening?
- 4 Why is there a rush hour?

B You are going to read a text.

- 1 Look at the **heading of the text** on the right. Can you think of an answer to the question?
- 2 Look at the **heading of the table**.
 - a. What does the table show?
 - b. What time is the rush hour in London?
- 3 Look at the **table**. How fast can you go in the rush hour ...
 - a. in a car?
 - b. on a bicycle?
- 4 Look at the **first sentence of each paragraph**. Which paragraph tells you ...
 - a. the answer to the question in the heading?
 - b. the reasons for driving?
 - c. the speed of a car?

C Read the text on the opposite page. Find answers to the questions in the first sentence of each paragraph.

D Find the words in the box in the text.

do easy busy lazy wet comfortable wheels

- 1 Is each word a noun, a verb or an adjective?
- 2 What does each word mean?

E Does any information in the text surprise you?

Skills Check 1

Preparing to read

- Read the **heading**.
- Look at any **tables**.
- Read the **first sentence** of each paragraph.

When is a bicycle faster than a car?

Table 1: Average speed in rush hour (from 7 a.m. to 10 a.m.) in London, UK

Method	Speed (in kph)
the underground	33
bicycles	18
buses	18
cars	15

How fast can cars go?

How can a bicycle be faster than a car?

Why do people drive to work in capital cities?

Skills Check 2

Using *want* (1)

We can use *want* with an **object**. We can also use *want* as a **second verb**.

Examples:

I want **a car**.

I want **to use** my car.

OBJECTIVES

- use headings, diagrams and topic sentences to predict content
- react to the text
- identify grammatical features to help understanding: word classes and uses of *want*

When is a bicycle faster than a car?



How fast can cars go? Most cars can do 120 kilometres per hour. Some cars can do 150. What about bicycles? Most people can ride a bicycle at about 18 to 20 kilometres per hour.

How can a bicycle be faster than a car? The answer is easy. Go to the capital city of any country in the world. Look at a busy road in the rush hour. The bicycles are going faster than the cars.

Why do people drive to work in capital cities? Some people are too lazy to go by bicycle. Some people do not want to get wet or cold or hot. Most people want to be comfortable in a little 'room on wheels'.

Table 1: Average speed in rush hour (from 7 a.m. to 10 a.m.) in London, UK

Method	Speed (in kph)
the underground	33
bicycles	18
buses	18
cars	15

Lesson 5: Writing and Grammar

A One letter is missing from each row. ↓

- 1 What is the letter?
- 2 Read the Skills Check and check.
 - wh__ sh__w n__w w__rk
 - wh__t m__p pl__ne c__r
 - wh__ch dr__ve f__rst fr__end
 - wh__n __vening riv__r p__rson

B Read the text. Some of the prepositions are wrong. Find them and correct them.

C Look at the boxes.

- 1 Number the boxes in each row in order.
- 2 Write the sentences.

his bicycle	Juan	to the station	.	rides
gets	a train	.	to Adra	he
he	a ferry	to Cabrera	catches	.
takes	.	he	to his office	a taxi

D Look at the sentences in Exercise C. They show Juan's journey to work in the morning.

- 1 Draw a map of Juan's journey.
- 2 Write a paragraph about his journey home in the evening.
Begin: *Juan takes a taxi ...*

Skills Check

Spelling with a, e, i, o (2)

- One letter = many sounds.

Examples:

a	what map plane car
e	when evening river person
i	which drive first friend
o	who show now work

Ruta lives on the island of Salla but she works in the town of Rantsilla in the coast. Every morning, she walks for the bus station and she gets on a bus to Pori. She gets off on the hovercraft stop. A hovercraft is a kind of boat. There is air over the boat. Hovercrafts go very fast at top of the water. The hovercraft goes from Pori for Rantsilla. It is about 3 kilometres. It takes about 15 minutes. In Rantsilla, she walks at her office.



OBJECTIVES

- spelling: identify the different sounds of a, e, i and o
- sentence patterns for: methods of transport; definitions; expressing numbers

E Look at Table 1.

- 1 Complete the table.
- 2 Cover the table. Write the three questions in your notebook. Leave a space after each question.

Table 1: Q-word (+ Adj) + V (aux/be) + Pron (+ V (Inf) (+ Other)) + ?

		do	you	___	to college?	?
How	___	does	it	take	?	
	___	is	it	?		

F Look at Tables 2a, 2b and 2c.

- 1 Complete the tables.
- 2 Cover the tables. Write an answer to each question in Table 1 in your notebook.

Table 2a: Pronoun + Verb + Preposition + Noun

I	go	___	car.
They	come	___	bus.
He	goes	___	train.
She	comes	___	foot.

Table 2b: Pronoun + Verb + Noun (1)

I	catch	a bus.
They	drive.	
	walk.	
He	___	the underground.

She	___	



G Look at Tables 3a and 3b.

Define these words. Use the words in brackets.

- 1 ferry (boat / go / island / coast)
- 2 van (car / carry / things)
- 3 taxi (car / carry / people / for money)
- 4 jumbo jet (plane / carry 500 people)

Table 2c: Pronoun + Verb + Noun (2)

I	take	___
It	___	twenty minutes.

Table 3a: Noun + Verb (be) (+ a kind of) + Noun

A tram	is	a kind of	bus.
A subway			train.

H Look at Table 4.

- 1 Complete the table with the words in the box.

a children eight over thousand

- 2 Write three sentences about your country. Start each sentence with a noun phrase with the same pattern as in Table 4.

Table 3b: Pronoun + Verb + Preposition + Noun

It	goes	on tracks.
		under the ground.

Table 4: Noun Phrase: Adverb + Number + Noun

Adverb	Number		Noun
___	___	___	people
		hundred	
exactly	___	___	
nearly		million	___
about	ten	thousand	cars
	five	hundred	bicycles

Lesson 6: Writing and Grammar

A Do you need *a* or *the* in each space?

Ellie lives in ___ small village. It is on ___ Isle of Wight. ___ village is called Totland. Ellie doesn't work on ___ island. She works in ___ large town. It is on ___ coast. ___ town is called Lymington. Every morning, Ellie walks to ___ bus stop. It is near ___ bank. She catches ___ bus to Yarmouth. She gets off at ___ ferry stop. There is ___ ferry every hour. She catches ___ ferry to Lymington. ___ journey takes 30 minutes. In Lymington, she walks to ___ office.

B Read Skills Check 1 and check.

C Join each pair of sentences to make one sentence. Then read Skills Check 2 and check.

- 1 a. Ellie lives in a small village.
b. It is on the Isle of Wight.
- 2 a. She works in a shop.
b. It is in North Road.
- 3 a. The shop sells cellphones.
b. They are from Japan.

D Ask your partner about his/her journey every morning.

- 1 Make notes.
- 2 Write a paragraph. Join some sentences.

E Find and correct the grammar mistakes in this text. (There are 12.)

In England, it take about 45 minutes for most people to get to work. Most English people travel near 12 miles. The most people in England use their own transport to get work. Sixty-two per cent goes by car and 8% ride his bicycles. A few people use public transports. 14% take train or the bus. Twelve per cent walk and 4% use another methods. For example, a few peoples use roller skates. A roller skate is kind of shoe. It have wheels.

Skills Check 1

Using *a* and *the*

- We often use *a* or *the* with **singular nouns**.

Examples:

Noun phrase	
Article	Singular noun
a	bus
the	train

- We use **a** the first time we talk about something. Then we use **the**.

Examples:

Juan gets **a train** to Adra.

The train takes 45 minutes.

- We use **the** when there is only one.

Examples:

Juan lives in **the town** of Gandessa.

He gets a bus to **the ferry stop**.

Skills Check 2

Joining sentences with *is / are*

Study these sentences:

Ellie lives in a **small village**.

It is on the Isle of Wight.

The village has **some very old houses**.

They are in West Street.

Notice:

- The **object** of sentence 1 is the **subject** of sentence 2.
- The **verb** = *is* or *are*.
- There is a **preposition** after the verb in the second sentence.

We can join this kind of pair in this way:

Ellie lives in a small village

~~It is~~ on the Isle of Wight.

The village has some very old houses

~~They are~~ in West Street.

OBJECTIVES

- write about how people travel to work.
- grammar: indefinite/definite article; using *is/are* to join sentences

F Read the sentences. Circle the correct word or phrase in each case.

1	How	you do you	get to work?
2	How	long far	does it take?
3	How	far distance	is it?
4	I go	on by	tram.
5	I It	takes 20 minutes.	
6	A tram is	a kind a kind of	bus.
7	I want	drive. to drive.	
8	There are exactly	a hundred hundred	people in the group.
9	About ten	thousands thousand	people live in my town.

G You are going to write about travel to work in the USA.

- 1 Study the tables and the figure.
- 2 Look at the text in Exercise E opposite.
- 3 Write your text.

Table 1: Travel to work in the USA

average time	26.5 m
average distance	19 k

Table 2: Transport to work in the USA

Method	Thousands
car	105,586
public transport ¹	5,627
walk	3,408
work at home	3,401
bicycle/motorcycle	847
taxi	133
other ²	1,049
Total	120,051

¹ Includes bus, streetcar and subway.

² Includes ferryboats and trains.

Source: U.S. Department of Housing and Urban Development, 2001

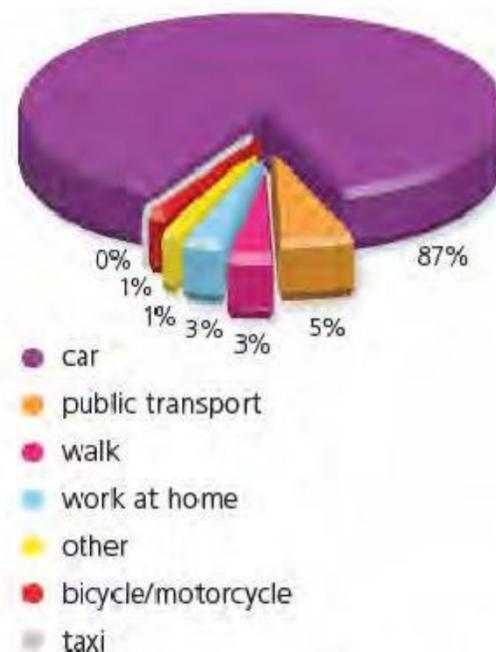


Figure 1: Transport to work in the USA

Grade your progress (1 = poor to 5 = very good)

At the end of Unit 2, I can:

- listen and identify numbers and percentages
- talk about getting to work
- understand timetables
- write about travel habits in another country
- use the grammar of the unit accurately

Transfer

Think about the pattern for defining things in English (Name + *kind of* *It* + verb ...). Try the pattern for other definitions.

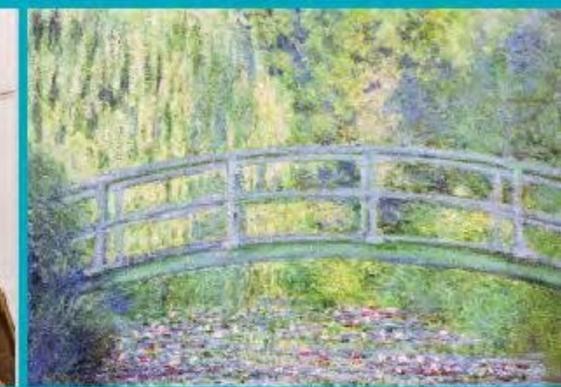
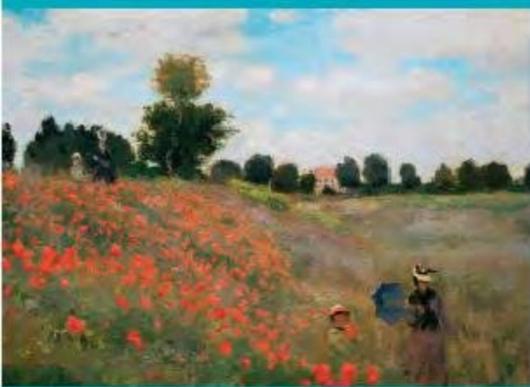
Reflect

Think about how much you can build on your existing knowledge to talk about what you want to do, as in the transfer activity.



Unit 3

Art and Literature



Key vocabulary

architect (n)

architecture (n)

author (n)

biographer (n)

biography (n)

fiction (n)

introduction (n)

lecture (n)

lecturer (n)

non-fiction (n)

novel (n)

novelist (n)

painter (n)

painting (n)

play (n)

poem (n)

poet (n)

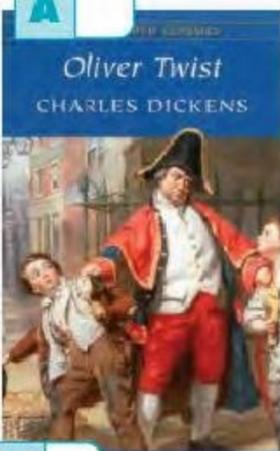
theatre (n)

writer (n)

Unit 3 Art and Literature

Lesson 1: Listening

A



B



C



D

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away!

THOMAS HOOD (1799-1845)

E



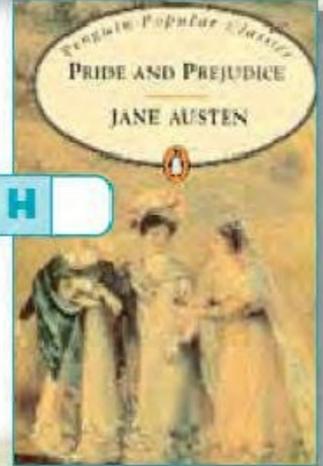
F



G



H



I



J

Thomas Hood was born in London in 1799. He was the son of a bookseller. His father died in 1811. He had to leave school and get a job. He started writing at the age of 22

K



A Look at the items above.
Which items are *art*? Which items are *literature*?

B **1:32** Listen and point.

C Read Skills Check 1.

1:33 Listen to the introduction to a lecture.
Answer the questions in the Skills Check.

D **1:34** Listen to the main part of the lecture.
Number the paintings.

E **1:35** Listen and answer.

Skills Check 1

Preparing to listen

- Lecturers usually begin with an introduction. The introduction gives you a general idea of the content.
- Listen carefully to the introduction.
Think:
What is the lecture about?
What words am I going to hear?

OBJECTIVES

- listen to introductions to lectures to predict content
- extended listening for the main idea
- identify words in extended speech



F **1:36** Listen to the introduction to a lecture about literature.

- 1 What is the lecture about?
- 2 What are *authors*?
- 3 What are *titles*?

G **1:37** Listen to the main part of the lecture.

The lecturer talks about four kinds of literature. What are they? (See Skills Check 2.)

- 1 novel
- 2 _____
- 3 _____
- 4 _____

H Find a definition for each type of literature in Exercise G.

- a. It often has words with similar sounds, like *say* and *play*.
- b. It's a story. It isn't true. It's fiction.
- c. It's a story with actors in a theatre.
- d. It's the story of a person's life. It's non-fiction.

I Look at these sentences from the lecture.

- 1 What is the missing word in each case?
 - a. Dickens _____ born in 1813.
 - b. Many of his novels _____ about poor people.
 - c. Shakespeare _____ a very good poet.

2 Read the Pronunciation Check and check.

J You are going to hear four more introductions.

- 1 **1:38** Listen. What is each lecture about?
- 2 **1:39** Listen again. Complete Table 1 with information about the pieces of literature. (Don't worry about spelling!)

Skills Check 2

Guessing spelling of new words

Lecturers often use new words in a lecture. Write the words down. Don't worry about spelling. Check with your friends later.

Pronunciation Check

Hearing the past tense of *be*

We do not stress *was* and *were*. It is difficult to hear the words sometimes.

Examples:

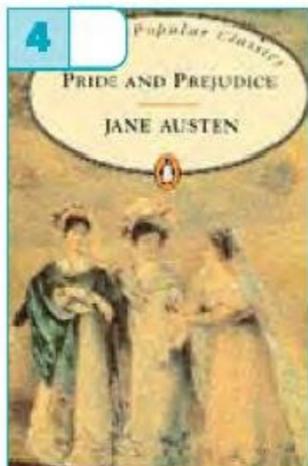
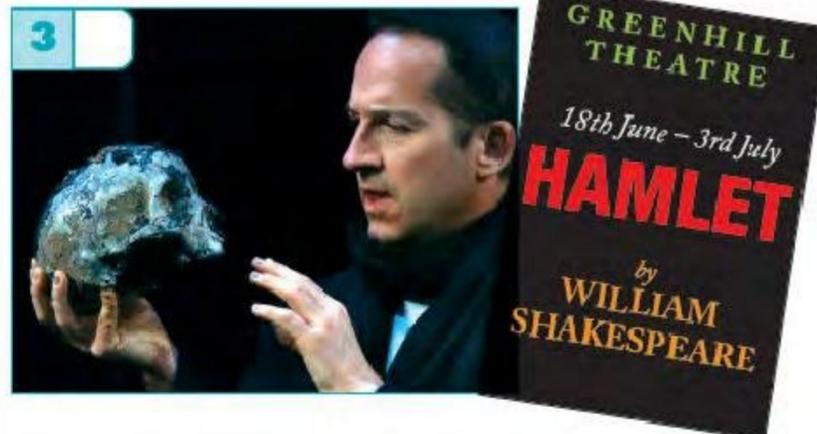
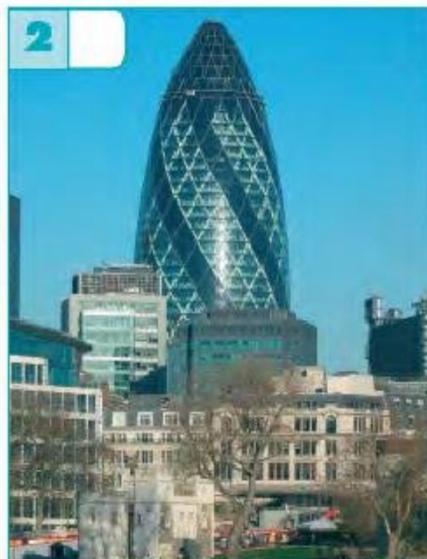
He **•** was a poet.

His poems **•** were very famous.

Table 1: *Titles and authors*

Title	Author
'I remember, I remember'	Thomas Hood

Lesson 2: Speaking

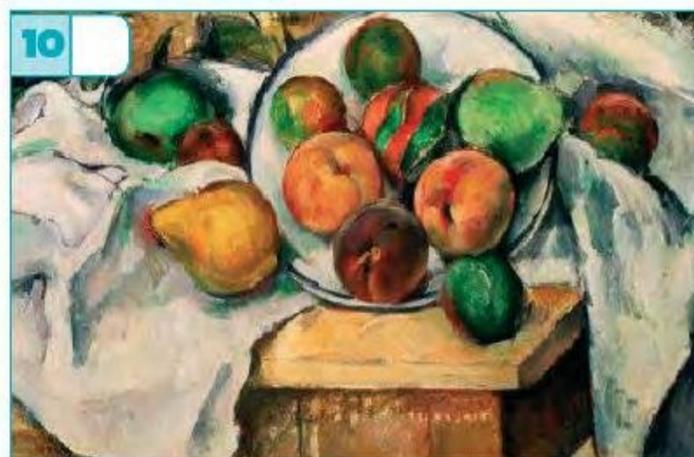
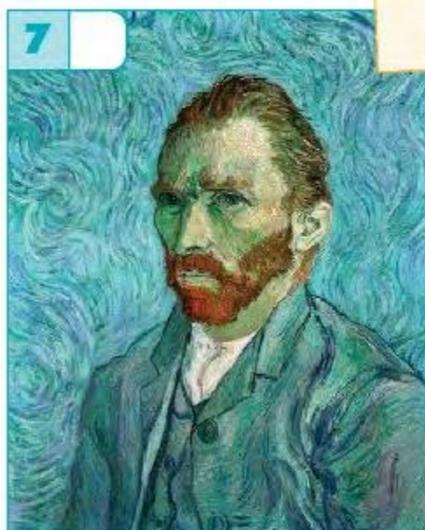


5

*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.*

6

Charles Dickens was born on February 7th, 1812, in Portsmouth in the south of England.



A Look at the pictures above.

- 1 How many pieces of art are there?
- 2 How many pieces of literature are there?
- 3 Name the items.

Example: 1 *It's a painting. It's a landscape.*

B **1:40** Listen to some information about some of the works of art or literature.

- 1 Make some notes.
- 2 How much can you remember?

- OBJECTIVES**
- talk about famous people in own culture
 - structure a presentation of person's life
 - pronunciation: endings of past tense



C You are going to hear a talk about a famous author.

1:41 Listen. Complete the notes.

name	Naguib Mahfouz
famous for ...	
nationality	
home	
born	
education	
job	
family	
titles	
died	

D You are going to hear the infinitive of some verbs from the talk and from Listening.

- 1 Read Skills Check 1.
- 2 **1:42** Listen to some regular verbs. Say the past tense form: *live – lived*
- 3 **1:43** Listen to some irregular verbs. Say the past tense form: *write – wrote*

E You are going to give a talk about the most famous author or artist in your culture.

- 1 Make notes and prepare the talk.
- 2 Give the talk in pairs or groups.

Skills Check 1

Talking about the past

- The past form of regular verbs is **(e)d**.
- Examples:**
She **lived** in Varmland.
He **worked** for the government.
- Irregular verbs have a special form for the past tense.

Examples:

write	She wrote novels.
win	He won the Nobel Prize in 1988.

Pronunciation Check

Saying the regular past tense endings

We can say the end of a regular past tense verb in three ways.

final sound	infinitive ends in ...	examples
/t/	unvoiced sound	<i>work, like</i>
/d/	voiced sound	<i>live, die</i>
/ɪd/	t or d	<i>start, want</i>
	V + C + y*	<i>marry, study</i>

***Note:** *tried, cried, enjoyed = /ɪd/*

Skills Check 2

Giving a talk (3)

- We usually talk about a person's life in this order:

name	<i>I am going to talk to you about Naguib Mahfouz.</i>
introduction	<i>nationality, hometown, famous for ...</i>
life events – in order	<i>He was born ... He studied at ... He married ... He died in ...</i>

Lesson 3: Vocabulary and Pronunciation

A Look at the adjectives in the box.

beautiful +	ugly -	nice	horrible	modern
OK	interesting	boring	dark	pretty
	realistic	great	childish	

- 1 Mark each adjective positive (+) or negative (-).
- 2  1:44 Listen and count the syllables.
- 3 What do you think of each painting?



B Read the conversations.

A: Do you like these / this painting?

B: Yes, I do. It's / they very beautiful.

A: Do you like the colours?

B: Yes. I love they / them.

A: Me / I, too!

A: What do you think of these / this abstract paintings?

B: I don't like them / it. They're / It's horrible.

A: Who's the artist?

B: I don't know. Maybe Picasso. What about you?
Do you like them / they?

A: They're / them OK. They / there are some interesting shapes.



- 1 Choose the best way to complete each one.
- 2  1:45 Listen and check your answers.
- 3 Practise the conversations in pairs.

Pronunciation Check

Saying *Do you ...?*

Listen to the questions from Exercise B.

/dʒu:/

Do you like this painting?

What do you think of these abstract paintings?

Do you is not stressed.

 1:46 Listen and repeat the questions.



OBJECTIVES

- develop vocabulary description of art and architecture
- replace nouns with object pronouns
- pronunciation: stress in *yes/no* questions; distinguishing 's in possessives and contractions

C You are going to hear a talk about a famous person.

1 1:47 Listen. Mark each sentence true (T) or false (F).

- a. His name was Cornet.
- b. Gaudi's parents were painters.
- c. He was Spanish.
- d. Gaudi's hometown was Barcelona.
- e. He was a painter.
- f. He studied for four years.
- g. Gaudi's buildings were popular immediately.
- h. Gaudi didn't finish the Sagrada Familia.
- i. He made a lot of money from his work.
- j. Gaudi's wife was French.
- k. He died at home.

T
F

2 Work in pairs. Correct the false sentences. Add extra information to some of the true sentences.



D Read Skills Check 1.

Rewrite these phrases with 's.

- the parents of Gaudi
- the novels of Jane Austen
- the book of the student
- the paintings of Monet

E What does the underlined s mean in each of these sentences? Write *p* (possessive) or *i* (is).

- 1 John's a good writer.
- 2 John's novels are very good.
- 3 I like Turner's paintings.
- 4 You can see Da Vinci's *Mona Lisa* in Paris.
- 5 *Oliver Twist's* a very popular novel.

F Read Skills Check 2.

Complete the sentences with an object pronoun.

- 1 I don't like novels. I don't read _____.
- 2 I saw Lady Gaga on television last night. I loved _____.
- 3 Tom Cruise is a good actor. I really like _____.
- 4 We were at the play on Friday, too. Did you see _____ there?

Skills Check 1

Possessives with 's

We can make a possessive phrase with name + 's.

Example:

the parents of Gaudi = *Gaudi's parents*

We can also make a possessive phrase with a people word + 's.

Example:

the work of the novelist = *the novelist's work*

Skills Check 2

Object pronouns

We can replace **object nouns** with **object pronouns**.

Examples:

I liked **the painting**. → I liked **it**.

He saw **the girl**. → He saw **her**.

She knows **the man**. → She knows **him**.

I hate **war films**. → I hate **them**.

Lesson 4: Reading

A You are going to read about a famous painter, Claude Monet. Scan the first biography on the opposite page.

- 1 Where does this text come from?
- 2 Find and circle all the dates.
- 3 Underline all the names.
- 4 Why are some names in blue?

B Read the first biography. Make notes of the important events in Monet's life.

Write in the correct place in the timeline on the right. Write ? if you are not sure about a date.

C Cover the text. Answer the questions below from your notes in the timeline.

- 1 Where did he move to in 1850?
- 2 What was the name of his father?
- 3 When did he sell his first paintings?
- 4 What happened in 1857?
- 5 When did Monet join the army?
- 6 When did he start work with Renoir?
- 7 When did he marry Camille Doncieux?
- 8 Did he and his wife have any children?
- 9 Why did Monet move to London in 1870?
- 10 When did he return to France?
- 11 When did his wife die?
- 12 Where did he die?

D Read the second biography. Add extra information to the timeline on the right.

- 1 Compare your timelines in pairs.
- 2 Can you answer all the questions in Exercise C now?

E Look again at the names in the first biography. What is each name?

1840	born in Paris, France.
1850	
1860	
1870	
1880	
1890	
1900	
1910	
1920	

Skills Check

Researching a person's life

- Make a timeline of important events. Put ? for missing information.

Examples:

1840 born
 ? moved to Le Havre

- Read other texts to find the missing information.

OBJECTIVES

- read to identify time sequence

Monet, Claude *b. 1840; d. 1926*, painter

Claude Monet was born in **Paris, France**, in 1840. Ten years later, Monet's family moved to **Le Havre**, a small town on the northern coast of France. His father, Adolphe, started a shop, but Monet didn't want to work in it. He wanted to paint.

Monet went to school, but he didn't like it. He painted pictures of the teachers. People laughed at them. He sold some paintings at the age of 15. A year later, a painter called **Eugène Boudin** taught him about painting landscapes.

In 1857, Monet's mother, Louise, died. Monet went to the School of Fine Arts, a university in Paris. But he didn't like it and he left. He had to join the army, but he became very ill and left after one year.

In 1862, Monet started work in a studio with the painter, **Renoir**. He met a woman at the studio called Camille Doncieux. He married her and they had two children.

From 1870 to 1871, there was a war between France and **Prussia**. Monet moved to **London**. He returned to France after the war and moved to a village near Paris.

Camille died in 1879. Monet moved again to a town called Giverny.

Monet died in 1926. He is buried in Giverny.



Claude Monet was a very famous French painter. He is called the Father of Impressionism.

He was born on November 14th, 1840. His father had a shop. It sold supplies for ships and boats. Monet didn't want to work in it. He wanted to paint. In 1859, he went to a university in Paris to study art.

At 19, he joined the army and went to Algeria, a country in North Africa. He became ill and returned to France in 1860.

Monet started work in a studio with Pierre Auguste Renoir. He met Camille Doncieux at the studio and they married in 1870. They had two children. The first boy was called Jean and the second

boy was called Michel.

After the Franco-Prussian War, Monet and Camille moved to Argenteuil. His wife died in 1879. In 1883, Monet moved again, to a town about 40 miles from Paris. Monet married again in 1892. His second wife was called Alice Hoschede.

Monet liked to paint flowers, trees, rivers and boats. He bought a boat and used it as a painting studio. He also liked to paint trains and architecture.

Monet died on December 5th, 1926.

Lesson 5: Writing and Grammar

A Study the table of regular verbs.

- Write the past tense of each regular verb.
- Add two more regular verbs.

	infinitive	past tense
a.	live	lived
b.	move	
c.	return	
d.	die	
e.	marry	
f.	work	
g.		
h.		

B Study the table of irregular verbs.

- Write vowels in each word to make an irregular past tense verb.
- What is the infinitive in each case?

	infinitive	past tense
a.	go	w <u>e</u> nt
b.		l <u> </u> ft
c.		b <u> </u> c <u> </u> me
d.		m <u> </u> t
e.		s <u> </u> ld
f.		h <u> </u> d
g.		b <u> </u> ght
h.		wr <u> </u> te

C Complete the biography with the verbs in the box. Use the correct form. You can use the same verb more than once.

be become continue die fall go
have leave marry meet run send write

D Read the Skills Check. Find examples of this pattern in the text.

Mary Godwin _____ born in 1797. Her mother, a famous writer, _____ ten days later.

In 1812, her father _____ her to live in Scotland. She _____ the poet, Percy Shelley there, and she _____ in love with him. At 16, she _____ away from home with Shelley. He already _____ a wife, Harriet, but he _____ her for Mary. Harriet _____ in 1816, and Mary _____ Percy in the same year. She _____ Mary Shelley. They _____ to live in Italy.

Mary Shelley _____ a novel, *Frankenstein*, in about 1817. It _____ probably the first science fiction story. It _____ a huge success. Percy Shelley drowned in 1822.

Mary Shelley _____ to write novels, short stories and biographies for the rest of her life. She drowned in 1851.

Skills Check

Noun phrases (1)

We sometimes talk about **the same person** or **thing** in two ways in **the same noun phrase**. The noun phrase can be the **subject** or the **object** of the verb.

subject noun phrase

Her mother, a famous writer, died.

object noun phrase

She met the poet, Percy Shelley.

Note the use of commas.

OBJECTIVES

- grammar: past tense verbs: noun phrases (subject and object)
- sentence patterns: SVC forms; expressing time

E Look at Table 1.

- 1 What are the missing past tense verbs?
- 2 Say the sentences.
- 3 Write four sentences about people in this unit. Use this pattern.

Table 1: *Noun + Verb (be) + Other*

S	V	C
Naguib Mahfouz	_____	Egyptian.
His novels	_____	about Egypt.

F Look at Table 2.

- 1 What are the missing verbs?
- 2 Say the questions and answers.
- 3 Write four questions about people in this unit. Use this pattern.
- 4 Ask your partner the questions.

Table 2: *Verb (be) + Noun + Other*

V	S	C
_____	Monet	French?
_____	his paintings	abstract art?

	S	V
Yes,	he	_____.
No,	they	_____.

G Look at Table 3.

- 1 Complete the table.
- 2 Say the questions.
- 3 Write four questions about people in this unit. Use this pattern.
- 4 Ask your partner the questions.

Table 3: *Q-word + Verb (be) + Noun + Other*

Question	V	S	
What	_____	Gaudi's real name?	
Where	_____	Gaudi's parents	from?

H Look at Table 4.

- 1 Complete the table.
- 2 Say the sentences.
- 3 Write four sentences about people in this unit. Use this pattern.

Table 4: *Noun/pronoun + Verb + ~ed + Other*

S	V	other	
Mahfouz	_____	in Cairo	all his life.
	_____	for a newspaper	for many years.
He	_____	about life	in Egypt.
	_____	the Nobel Prize	for literature.

I Look at Table 5.

- 1 Complete the table with a preposition in each space.
- 2 Write one true sentence about yourself with each of the patterns.

Table 5: *Prepositional phrases of time*

_____	1895		year
_____	the same year		
_____	November 1895		month + year
_____	15 th November 1895		date + month + year
_____	(the age of)	15	age
_____	1870	to	two days / dates / years
_____		and	
		1871	

Lesson 6: Writing and Grammar

Monet went to school, but he didn't like the school. He painted pictures of the teachers. People laughed at the pictures.

A painter called Eugène Boudin taught Monet about painting landscapes.

Monet's father had a shop. The shop sold supplies for ships and boats.

Monet liked to paint flowers, trees, rivers and boats. Monet also liked to paint trains and architecture.

Mary Shelley was born in 1797. In 1812, her father sent Mary to live in Scotland. Mary met the poet Percy Shelley there, and Mary fell in love with Shelley.

Mary continued to write novels, short stories and biographies for the rest of her life.

A Study the extracts from the texts in this unit.

- 1 Find and underline all the plural nouns.
- 2 Is there an article in front of each plural noun?
- 3 Why is/isn't there an article?
- 4 Read Skills Check 1 and check.

B Look at the extracts again. Some of the sentences are strange because they do not have pronouns.

- 1 Rewrite the sentences. Change some of the nouns to pronouns.
- 2 Read Skills Check 2 and check.

Skills Check 1

Using zero article and *the*

- We often do not use an article with **plural nouns**.

Examples:

Noun phrase	
Article	Plural noun
–	pictures
the	

- We do not use an article if we are talking about **people or things in general**.

Examples:

People laughed at the pictures.
The shop sold **supplies** for **ships**.

- We use *the* when there is **only one group**.

Examples:

He painted pictures of **the teachers**. (at the school)
People laughed at **the pictures**. (of the teachers)

Skills Check 2

Using object pronouns

- We use object pronouns **after a verb**.

Examples:

S	V	O	
He	didn't like	the school.	
		it.	
He	sent	Mary	to Scotland.
		her	
She	met	Shelley	in Scotland.
		him	
He	liked to paint	flowers.	
		them.	

- We use object pronouns **after a preposition**.

Examples:

S	V		Prep	O
She	fell	in love	with	him.
I	wrote	a letter	to	her.
He	got	a call	from	them.

OBJECTIVES

- write a short biography
- grammar: zero article; object pronouns

C Read the sentences. Circle the correct word or phrase in each case.

1	Jane Austen	was were	English.
2	She	wrote writes	<i>Pride and Prejudice</i> in 1797.
3	The King of England	liked	it. them.
4	Mary Godwin Mary Godwin's	father	sent her to Scotland.
5	She met the poet,	Shelley, was Shelley	there.
6	Four years	after, later,	she married him.

D Study the timeline of William Shakespeare's life.

- 1 Divide the notes into three sections.
- 2 Write a short biography of Shakespeare in three paragraphs.

William Shakespeare
author - plays and poems



1564	born (April 23rd), Stratford; centre of England
1582	married Anne Hathaway
1583	first child born (Susanna)
1585	twins* born (Judith and Hamnet)
1587-88?	travelled to London
1589-92	wrote first play, 'Henry VI'
1592	plague** in London; ↳ left for a short time
1594	joined a group of actors
1595-1611	wrote about 36 plays
1611	stopped writing plays
1616	died (April 23rd)

* twins = two children born at the same time
** plague = very bad illness

Grade your progress (1 = poor to 5 = very good)

At the end of Unit 3, I can:

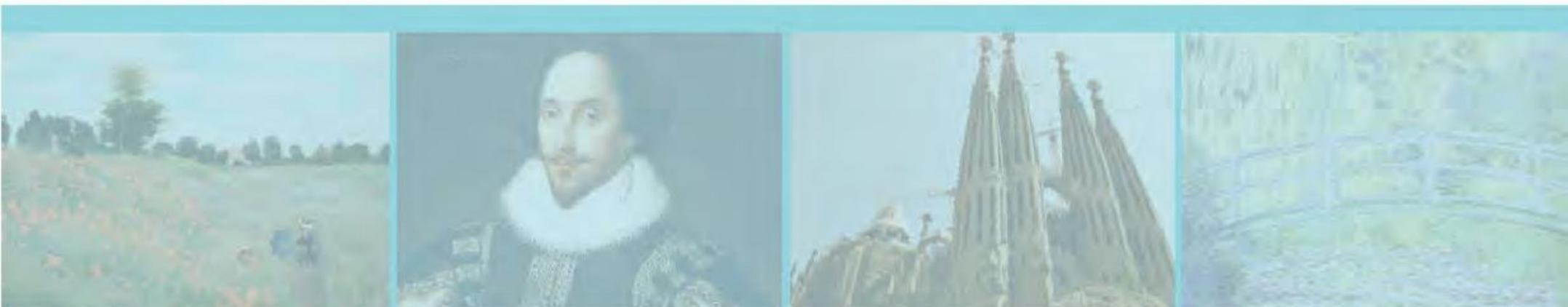
- listen, predict and understand the main idea
- talk about famous people in own culture
- use words to describe works of art
- write a short biography
- use the grammar of the unit accurately

Transfer

Choose one piece of your own artistic heritage and describe it in English.

Reflect

Think about what ideas are important to you and how you could express them in English.



Unit 4

Sports and Leisure



Key vocabulary

ball (n)
beach (n)
film (n)
football (n)
listen to (v)
music (n)
play (v)
radio (n)
read (v)
stadium (n)
surfing (n)
swimming (n)
television (n)
tennis (n)
theatre (n)
watch (v)

Unit 4 Sports and Leisure

Lesson 1: Listening



A Look at the photographs.

- 1 Which ones show sports? Say the numbers.
- 2 Which ones show leisure activities? Say the numbers.

B 1:48 Listen and point.

Example: *going shopping*

C 1:49 Listen and complete Table 1.

D 1:50 Listen. True or false?

E Discuss these questions.

- 1 Are the figures the same for adults in your country? What about teenagers?
- 2 How many minutes do you spend on each activity every day?

Table 1: *Most popular leisure activities for adults in the UK*

Activity	Minutes per day
TV/films	
meeting friends and family	
listening to the radio/music	
playing sports	
playing computer games	
Total	335

OBJECTIVES

- listen for specific information about leisure activities
- listen to identify /b/ and /ɔ:/
- develop active listening



cinema



stadium



theatre



mall



sports centre

F Look at the photographs.

- 1 1:51 Listen and number.
- 2 1:52 Listen and answer.

G 1:53 Listen to the introduction to a lecture about leisure activities. What is the lecturer going to talk about?

- reading, going to the cinema, etc.
- sports
- football and tennis
- sports and other leisure activities

H 1:54 Listen to the first part of the lecture.

- 1 When the lecturer stops, say the next word.
- 2 1:55 Listen again and check your ideas.

I Read Skills Check 2.

- 1 1:56 Listen to the words.
- 2 1:57 Listen to some sentences. How many times do you hear /b/ in each sentence?
- 3 1:58 Listen to some more sentences. How many times do you hear /ɔ:/ in each sentence?

J Discuss this question.

Do you like doing leisure activities with a lot of people, a few friends, or alone?

Skills Check 1

Active listening

- Remember! When we listen, we can often predict the next word or phrase. This helps with active listening. Think: *What is the speaker going to say next?*

Skills Check 2

Hearing /b/ and /ɔ:/

Tick (✓) the correct column.

	/b/ (hot)	/ɔ:/ (call)
ball		
job		
watch		
what		
mall		
orange		
sport		
walk		
want		
author		

What about *work, world, word*?

Lesson 2: Speaking



A Look at the photographs.

- 1 What do all the photographs show?
- 2 What is the name of each activity?

B Look at the conversation on the right.

- 1 1:59 Listen to the conversation.
- 2 Listen and answer.
- 3 Have conversations. Give true information.

C Read Pronunciation Check 1.

- 1 1:60 Listen and repeat the sentences.
- 2 Talk about some of the activities in the photographs above. Use *love / hate*.

Pronunciation Check 1

Emphasizing

We sometimes want to **emphasize** a word in a sentence. We say it **more loudly**.

Examples:

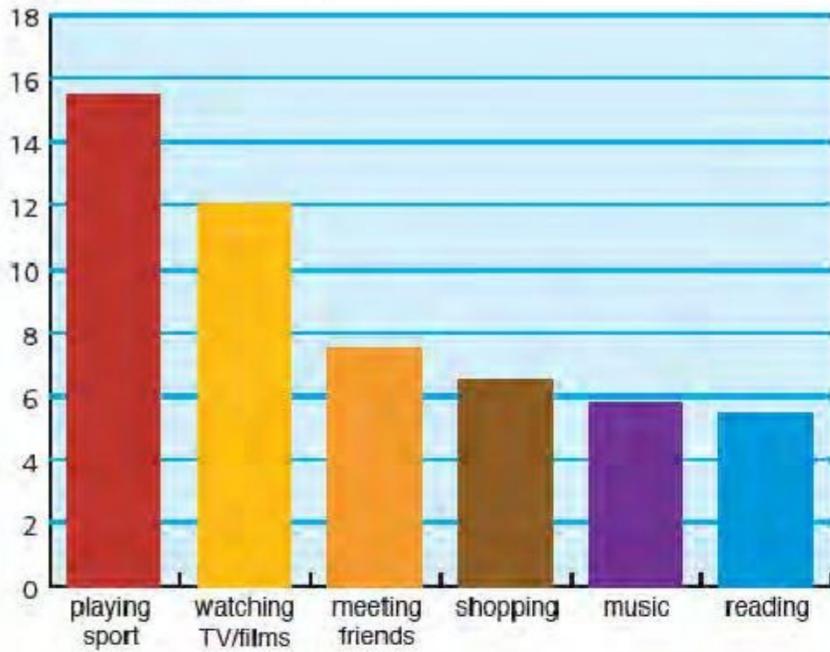
• • •
I hate playing sports.

• • •
I love watching tennis.

OBJECTIVES

- do a survey on leisure activities
- talk about bar charts
- pronunciation: emphasizing words; saying /b/ and /ɔ:/

Figure 1: Favourite leisure activities for teenagers (16–20) in Ontario, Canada (percentage)



Skills Check 1

Understanding bar charts
 Figure 1 is a **bar chart**. It has **categories** – *playing sport, watching TV / films, etc.*, at the bottom. It has a **unit of measurement** – *percentage* – on the left-hand side.

Skills Check 2

Talking about bar charts
 A bar chart shows a picture of information. We can see, for example: *playing sport is more popular than watching TV/films*. But bar charts do not give the exact number in most cases. We talk about bar charts with:
a little over = more than
a little under = less than
exactly = the same as

- D Study Figure 1.**
- 1 What does the figure show?
 - 2 What do the numbers on the left mean? Read Skills Check 1.
 - 3 What is the figure for playing sport? Read Skills Check 2.
 - 4 Talk about the activities in Figure 1. Use patterns from Skills Check 2.

- E Do a survey into leisure activities.**
- 1 Choose five leisure activities. Write them in the **Activity** column below.
 - 2 Ask ten people. Record the answers in **S(tudent) 1, 2, 3, etc.**
 - 3 Work out the totals and percentages.

- F Discuss your survey results.**

Pronunciation Check 2

Saying /ɒ/ and /ɔ:/
 Say each group of words.
 /ɒ/ lots what watch shopping
 /ɔ:/ sport call fourth saw author

Do you like ...?

What about ...?

Activity	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total	%
going shopping	✓	✓		✓		✓		✓		✓	6	60

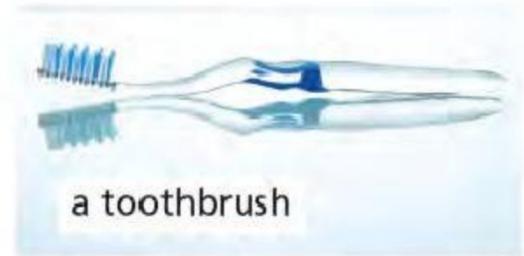
Lesson 3: Vocabulary and Pronunciation



a pair of trainers



a pair of jeans



a toothbrush



stamps



money



a DVD

A Look at the photographs above.

- 1 Where can you buy or get each item? Match the items in the photographs with the words in the box.
- 2 1:61 Listen and check your answers.
- 3 Listen and say each sentence.

a sports shop a cash machine a pharmacy
 a clothes shop a post office
 an electronic games shop



a T-shirt



a sandwich



a souvenir



a birthday present



make-up

B 1:62 Listen to some sentences. What does each person want to buy? Number the items above.

Skills Check

Using *want* (2)

We can use *want* with a noun phrase.
 We can also use *want* with a verb and a noun phrase.

Examples:

I want a pair of trainers.

I want to buy a pair of trainers.

Pronunciation Check

Saying *want* + verb

Notice the stressed words in these sentences.
 We don't stress the word *to*.

Examples:

I want to buy a stamp.

I don't want to get a car.

Practise.

OBJECTIVES

- role-play conversations in a shop
- use *want* + verb or noun phrase
- develop vocabulary associated with shops and utilities and things you can get from them



a CD



a pair of shoes



a bag



a jacket

shampoo



C Look at the items above.

Which things do you want to buy?

I want a jacket.

D Complete each conversation between a shop assistant and a customer.

- 1 1:63 Listen and check your answers.
- 2 1:64 Listen again. Mark the stressed word in each question.
- 3 Practise the conversations. Use polite intonation!

1 C: Excuse me. How much is ___ DVD?
 SA: ___'s £4.99.
 C: OK. Where can I pay?
 SA: Over there. Near the door.
 C: Thanks.
 SA: ___'s OK.

3 C: I want to ___ an iPod, please.
 SA: OK. Which one ___ you interested in?
 C: The iPod classic. In silver. For £199.
 SA: This one here?
 C: Yes, please. Do you ___ credit cards?
 SA: Yes, we ___.

2 SA: Can I help you?
 C: Yes, please. How much are ___ jeans?
 SA: ___'re £47.50.
 C: Can I try them on?
 SA: Certainly.

4 SA: How do you want to ___?
 C: By card, please.
 SA: Can you ___ it in the machine, please?
 And ___ your PIN number.
 C: OK.
 SA: And here__ your receipt.

E Work in pairs.

Practise more conversations with a customer and a shop assistant in different shops. Your teacher will give you a shopping list and a price list.

Lesson 4: Reading

A Add a word or phrase to each verb to make a leisure activity.

- | | |
|--------------------------|---------------|
| 1 listen to <u>MUSIC</u> | 5 go to _____ |
| 2 read _____ | 6 do _____ |
| 3 play _____ | 7 watch _____ |
| 4 go _____ | 8 use _____ |

B Look quickly at the texts on the opposite page. Where can you see texts like these?

Tick (✓) one or more.

- in a newspaper
- in an advertisement
- in an encyclopedia
- on a website

C Read Skills Check 1. Then scan the texts on the opposite page. Find the items in the box. Mark each item in some way.

six countries six nationalities four names
eleven dates ten other numbers

D All the texts on the opposite page have the information in the same order.

1 Which paragraph answers each question below.

- How popular is the activity today?
- What is the activity?
- When did the activity first appear?
- Where does the name come from?

2 Read Skills Check 2. Check your answers.

E Work in groups of six. Each choose a text.

- 1 Read your text and make notes in the table on the right. (See Skills Check 3.)
- 2 Cover the texts opposite. Report back to your group on your research. Make notes of the other leisure activities.

Skills Check 1

Marking text (1)

• Mark target items in a text with:

different coloured highlighters

OR

underlining, boxes, circles, clouds and arrows

• Marking helps with active reading.

Skills Check 2

Reading encyclopedia entries

• A text in an encyclopedia often has this structure:

- | | |
|-----------------------|-------------------|
| 1 definition | 3 history |
| 2 origins of the name | 4 the present day |

Skills Check 3

Making notes

• Make sure you record:

names dates places numbers

Name	
Definition	
Origins of the name	
History	
The present day	

OBJECTIVES

- read and make notes
- understand encyclopedia entries

The Novel

1

A novel is a long story. Most novels have more than 40,000 words.

The name comes from the Italian word *novella*. The word means 'new'.

There were long stories in Ancient Greece in about 500 BCE. Perhaps the first novel was *The Education of Cyrus*.

Over 5,000 new novels appear every year in the USA.



The iPod

2

An iPod is a personal music player. You listen to music through headphones.

The name comes from two English words. The letter *i* means 'individual' and the word *pod* means 'a small holder or carrier'.

The Japanese company Sony made the first personal music player in 1979. It used cassettes. In 2001, Tony Fadell made the iPod for Apple Computers. It uses mp3 files.

There are now 40 million iPods worldwide.



Tennis

3

Tennis is a ball game for two or four people.

The name comes from the French word *tenez*. The word means 'hold'.

Major Wingfield played the first game of modern tennis in 1873 in Britain. However, there was a much older game. It was called 'royal tennis'. It started in France in the 12th century.

Sixty million people play tennis worldwide.



Chess

4

Chess is a game for two players. You use a board with 64 black and white squares.

The name comes from the Persian word for 'king' – *shah*.

The game appeared in India in about 600 BCE.

There are over 550 million chess players worldwide.



Films

5

A film is a story at the cinema.

The name comes from the film in the camera. In the USA, films are called *movies* because the pictures move.

William Friese Greene made the first film in 1889 in Britain. However, the American, Thomas Edison, showed the first film to people in 1891. People started making films in Hollywood in about 1910.

India now makes about 800 films every year. This is more films than Hollywood.



Surfing

6

Surfing is a kind of skiing on the sea. You ski on waves to the beach.

The name comes from the word *surf*. It means 'the waves near the coast'.

The sport probably started in Hawaii in 1400 or 1500 BCE. In 1915, Duke Kahanamoku, a Hawaiian, took the sport to the USA and Australia. The sport arrived in Europe in the 1950s.

There are over 3,000 good surfing beaches worldwide.



Lesson 5: Writing and Grammar

A Read the sentences.

She likes playing sport.

He hates swimming.

- 1 What is the connection between the verbs *like* and *hate*? Read Skills Check 1 and check.
- 2 What is the name of the word after the verb?
- 3 Study these infinitives and gerunds. How do you make a verb into a gerund? What are the spelling rules?
do – doing
drive – driving
say – saying
work – working
run – running
listen – listening

4 Read Skills Check 2 and check.

B Complete the survey report with the verbs in the box. Use the correct form. You can use the same verb more than once.

go	hate	read	like
listen	play	use	watch

Most people in my group love _____ computer games. Most people also love _____ to music, and they love _____ the Internet. Many people enjoy _____ shopping, but some people _____ it. Most people like _____ films, but only a few people _____ going to the theatre. A few people like _____ novels, but most people don't _____ reading at all.

C Look back at the results of your survey in Lesson 2. Write some sentences about the results.



Skills Check 1

Using love, like, enjoy, hate

We often follow these verbs with the gerund.

Examples:

I love **reading**.
 She likes **listening** to music.
 He doesn't like **playing** computer games.
 We enjoy **going** shopping.
 They hate **watching** sports.

Skills Check 2

Making the gerund

We can make many **verbs** into **nouns**.
 The pattern is **infinitive + ing**.
 We call this kind of noun a **gerund**.

There are spelling rules for making gerunds.

Verbs ending in ...	Verb	Noun
Vowel	go	going
Vowel Vowel Consonant	read	reading
Consonant Consonant	watch	watching
Vowel Consonant*	swim	swimming
~y	play	playing
Consonant + e	write	writing
~ee	see	seeing

* we do not double the final consonant in most two-syllable verbs, e.g., *listen – listening*

OBJECTIVES

- grammar: verb + gerund
- write survey results
- sentence patterns: verb + gerund in statement/negative/question

D Work in two groups.

Group 1: Study Tables 1, 2, 3 and 4.

Group 2: Study Tables 5, 6, 7 and 8.

- 1 Work out the patterns.
- 2 Test each other on the patterns.
- 3 Write two more sentences or questions for each pattern.

E Work in pairs, one student from each group in D above.

- 1 Cover the tables. Teach your partner the patterns in your tables.
- 2 Write two more sentences or questions for each pattern together.
- 3 Uncover the tables. Check your sentences.

F Study all the tables.

Find some similarities and some differences.



Table 1: *Pronoun + Verb + Verb (infinitive with to) + Noun*

S	V1	V2	O
I	want	to buy	a jacket.
She	wants	to go	to a film.

Table 2: *Pronoun + Aux + n't + Verb + Verb (infinitive with to) + Noun*

S	Aux	V1	V2	O
They	don't	want	to watch	TV.
He	doesn't		to get	a bag.

Table 3: *Aux + Pron + Verb + Verb (infinitive with to) + Noun*

Aux	S	V1	V2	O
Do	you	want	to get	an iPod?
Does	he		to play	tennis?

Table 4: *Q-word + Aux + Pron + Verb + Verb (infinitive with to)*

Q	Aux	S	V1	V2
What	do	you	want	to do?
Where	does	he		to go?

Table 5: *Pronoun + Verb + Noun (-ing) + Noun*

S	V	O ₁	O ₂
I	love	buying	presents.
She	hates	going	shopping.

Table 6: *Pronoun + Aux + n't + Verb + Noun (-ing) + Noun*

S	Aux	V	O ₁	O ₂
They	don't	like	buying	presents.
He	doesn't		going	shopping.

Table 7: *Aux + Pronoun + Verb + Noun (-ing) + Noun + ?*

Aux	S	V	O ₁	O ₂
Do	you	like	playing	handball?
Does	he		going	shopping?

Table 8: *Q-word + Aux + Pron + Verb + Noun (-ing) + Other + ?*

Q	Aux	S	V	Noun	Other
What	do	you	like	doing	at the weekend?
Where	does	he		going	

Lesson 6: Writing and Grammar

A Study the extracts.

- Which words are underlined? Find and circle the main noun in each underlined noun phrase.
- What kinds of words can come in front of each main noun? Tick (✓) one or more of the following:

- articles
- numbers
- adjectives
- nouns

- Which of these orders is possible? Tick (✓) one or more of the following:

- article–noun
- article–number–noun
- number–noun–noun
- noun–article
- article–number–adjective–noun
- adjective–article–noun

- Read the Skills Check and check.

B Read the text.

The main noun in some of the noun phrases is highlighted.

- Choose one or more words from the box to complete each noun phrase. You can use some words more than once.
- Write the word(s) in each space in the correct order.

A novel is a long story.

William Friese Greene made the first film in 1889 in Britain.

There are 550 million chess players worldwide.

The name comes from a Persian word.

The name comes from the French word tenez.

Tennis is a ball game.

Skills Check

Noun phrases (2)

Noun phrase				
Article	Number	Adjective	Noun	Noun
–	–	–	–	tennis
a	–	–	–	novel
a	–	–	ball	game
a	–	long	–	story
the	–	first	–	film
the	–	French	word	tenez
–	550 million	–	chess	players

2,000 20,807 37 a an first great
 Indian longest-running real the

_____ play is _____ story at _____ theatre .
 _____ name comes from _____ word for 'take part in' – *dlegħ*.
 There were _____ theatres in Ancient _____ Greece before the 6th century BCE. However, there were no _____ plays at that time. _____ people told _____ stories, but they did not pretend to be other people. _____ things changed on 23rd November, 534 BCE. On that day, Thespis, a Greek, became a person in _____ story . He was _____ actor . _____ years later, Shakespeare wrote about _____ plays in English.
 The _____ play in the world is *The Mousetrap* by Agatha Christie. It opened in 1952 in _____ theatre in London. On 25th November, 2002, it completed _____ performances .

OBJECTIVES	<ul style="list-style-type: none"> • write a short encyclopedia entry • grammar: components of writing noun phrases: article, number, adjective, noun
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C Read the sentences. Circle the correct word or phrase in each case.

1	I want	to buy buying	a pair of trainers.
2	Do you like	to live living	in the capital?
3	What	you do like do you like	doing in the evenings?
4	She	doesn't like don't like	listening to music.
5	Where do you want	going to go	this evening?
6	There are over	3,000 surfing beaches good 3,000 good surfing beaches	worldwide.
7	Tennis is	a old ball game an old ball game	for two or four people.
8	Sony made	the first personal player music the first personal music player	in 1979.

D Study the notes on volleyball. Write a short encyclopedia article.

Volleyball	
Definition	ball game = 2 groups, 6 players popular with m. and w.
Origin of name	Eng. = 'volley' (hit in air) + 'ball'
History	1895 William G. Morgan (Am.) wrote rules 1st game = 09/02/1895
The present day	>30 m. worldwide

Volleyball is ...



Grade your progress (1 = poor to 5 = very good)

At the end of Unit 4, I can:

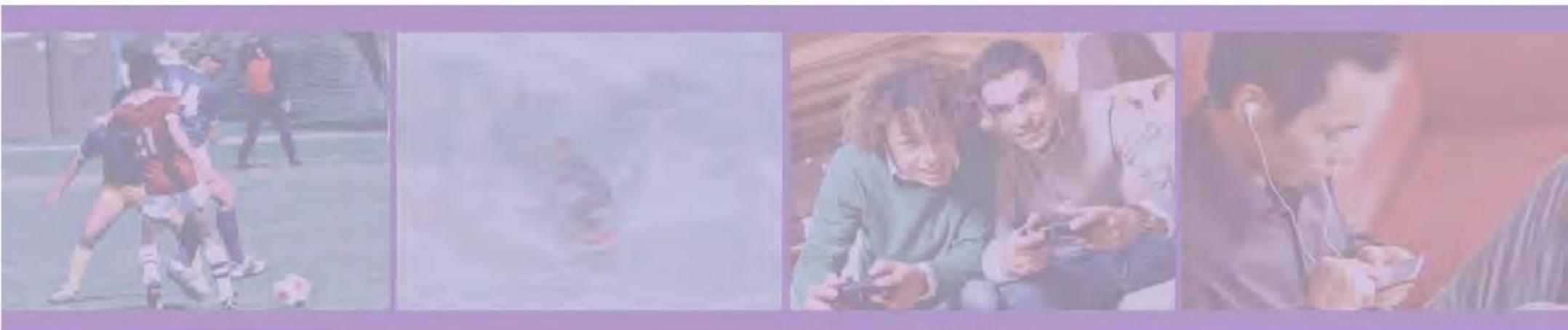
- listen actively for better understanding of specific information.
- carry out and participate in a survey.
- read and make notes.
- use the grammar of the unit accurately

Transfer

Put together a questionnaire on a subject of your choice and quiz your classmates.

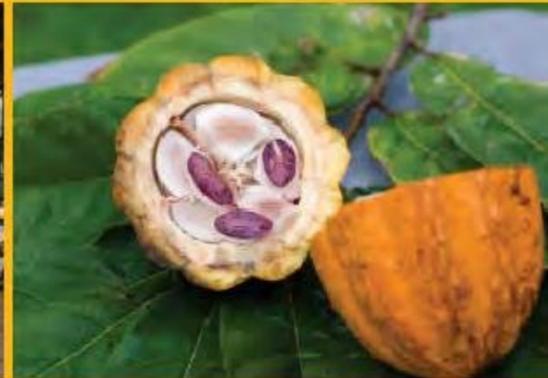
Reflect

Think about how you can improve your knowledge by looking up information on the Internet in English.



Unit 5

Nutrition and Health



Key vocabulary

bread (n)
butter (n)
cheese (n)
chicken (n)
coffee (n)
drink (v)
eat (v)
eggs (n pl)
fish (n)
food (n)
fruit (n)
ice cream (n)
juice (n)
meat (n)
milk (n)
potato (n)

rice (n)
sandwiches (n pl)
sugar (n)
tea (n)
vegetable (n)
water (n)

Unit 5 Nutrition and Health

Lesson 1: Listening

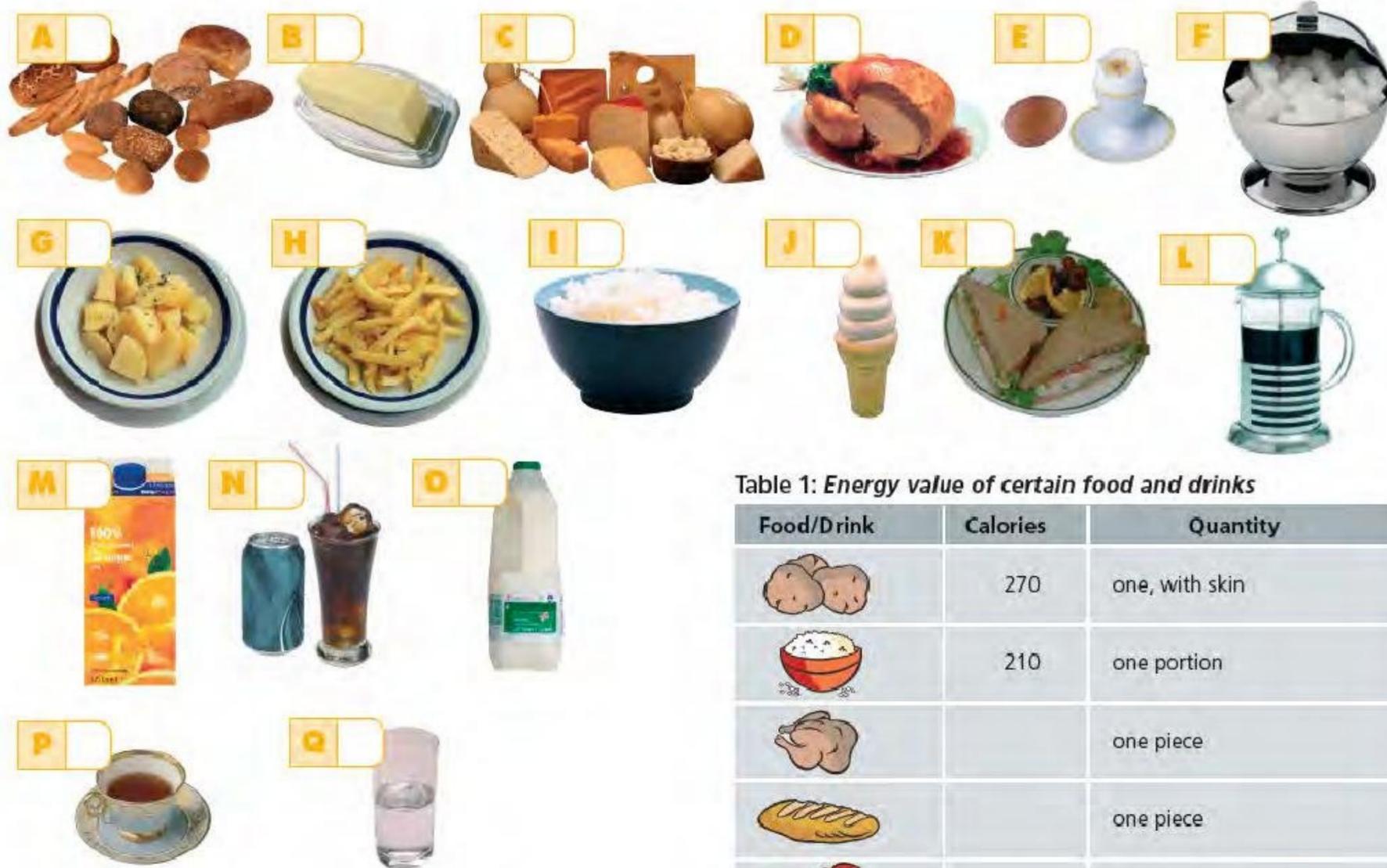


Table 1: Energy value of certain food and drinks

Food/Drink	Calories	Quantity
	270	one, with skin
	210	one portion
		one piece
		one piece
		one cone
		one glass
	125	one small piece
		one can
	90	one
		on one piece of bread
		one spoon

A Look at the photographs.

- Which ones show food?
- Which ones show drinks?

B 1:65 Listen and point.

C 1:66 Listen and answer.

Example: *Do you like rice?*

D 1:67 Listen and add the calories to the table.

E Read the questions below.

How _____ potatoes do you eat every week?

How _____ rice do you eat every day?

- Which words are missing from each question?
- What kind of word is *potatoes*? What about *rice*?
Read Skills Check 1.
- Find more countable and uncountable nouns on this page.

Skills Check 1

Countable and uncountable (1)

There are two kinds of noun.

Countable	Uncountable
eggs, calories	sugar, bread

Use *many* with countable nouns.

Use *much* with uncountable nouns.

OBJECTIVES

- listen for specific information: numbers and percentages
- listen to identify /u:/ and /ʊ/



- F** Look at the food groups on the right.
- 1 Find examples of each kind of food in the photos.
 - 2 Which kinds of food are usually high in calories? Which kinds of food are usually low in calories?

Food groups			
meat and fish	dairy	cereals	beans
oil and fat	sugar	fruit and vegetables	

G Read Skills Check 2.

- 1 **1:68** Listen to the introduction to a talk about calorie consumption. Complete Table 1.

Table 1: Recommended daily calorie consumption

	Calories
Men	
Women	
Teenage boys	
Teenage girls	

- 2 What is the average calorie consumption for the USA?
- 3 **1:69** Listen to the main part of the talk. Complete the percentages in the pie chart.

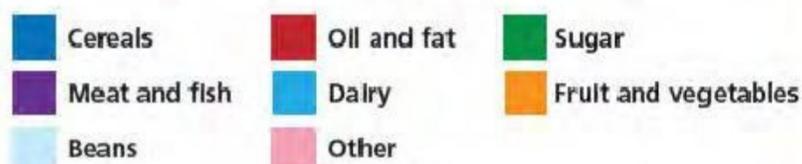


Figure 1: Average daily calorie consumption by food type – USA

- H** Look at the percentages for each food group in Figure 1. What are the figures for you? Work it out!

Skills Check 2

Recording numbers and percentages

- Lecturers often give **numbers** and **percentages**.
- Make a **table** of the numbers or percentages.
- Make the **percentages** into a **pie chart**.

Skills Check 3

Hearing /u:/ and /ʊ/

- 1 **1:70** Listen. Tick (✓) the correct column.

	/u:/ (food)	/ʊ/ (good)
fruit		
blue		
book		
cook		
could		
do		
juice		
look		
new		
sugar		
would		

What about *build, our, does, go*?

Lesson 2: Speaking



A Look at the photographs.

- 1 What can you see in the pictures? Talk about the drink and the container in each case.
- 2 Complete these phrases with other drinks:
a can of ... a bottle of ... a cup of ... a glass of ...

B Complete the sentences.

- 1 Choose the best way to complete each sentence.

a. In some countries ... 1. people don't have any soft drinks. 2. people drink too much water. 3. people drink too many sodas.	c. A healthy amount of sugar is ... 1. one spoon a day. 2. six spoons a day. 3. ten spoons a day.
b. One can of cola has ... 1. one spoon of sugar. 2. six spoons of sugar. 3. ten spoons of sugar.	d. A healthy amount of water is ... 1. one glass a day. 2. six glasses a day. 3. ten glasses a day.
- 2 1:71 Listen to the introduction to a lecture about soft drinks. Check your answers.

C Work in pairs.

Student 1: Study Table 1.

Student 2: Study Figure 1.

How many soft drinks do Americans have every week?

How much tea do Americans drink every week?

Ask and answer in pairs to complete the table and the figure.

Table 1: Consumption of soft drinks per week, USA

Drink	Cups/cans/glasses
Sodas	15.8
Tap water	6.8
Milk	—
Coffee	—
Bottled water	—
Fruit / vegetable juice	2.9
Energy drink	—
Tea	1.9

Source: <http://www.beekmanwine.com/prevtopat.htm>

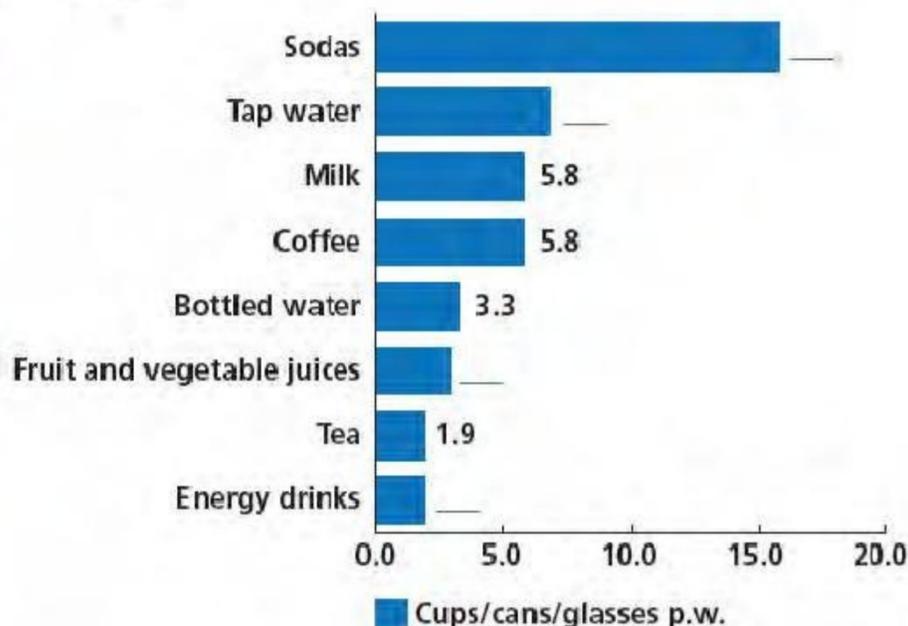


Figure 1: Consumption of soft drinks per week, USA

OBJECTIVES

- do a survey on weekly consumption of soft drinks
- pronunciation: /u:/ and /ʊ/ sound
- questions and answers related to survey

D You are going to hear a conversation. A student is doing a survey into soft drinks.

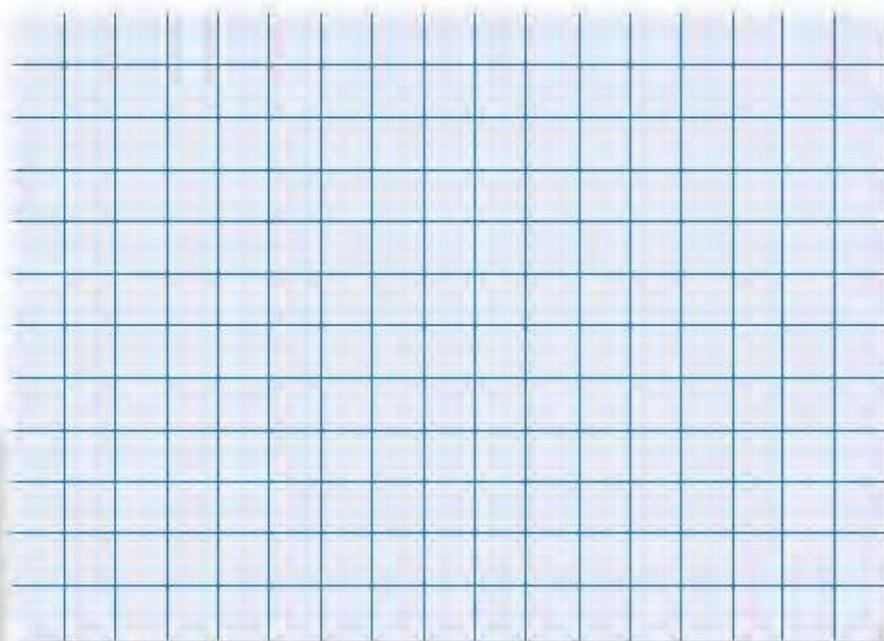
- 1 Match the parts of the conversation.
- 2 1:72 Listen and check.
- 3 Practise the conversation in pairs. Give true information for yourself.

a. Could I ask you some questions?	Soft drinks? OK.
b. I want to ask you about soft drinks.	Bottled water?
c. How much soda do you drink every week?	How many cans?
d. Yes. Cans.	I don't drink any tea or coffee. I don't like them. Juice ... maybe, one can a week.
e. OK. And what about water? How much water do you drink?	I don't drink much water. Maybe a glass a day.
f. Well, bottled water and tap water.	No problem.
g. OK. Do you drink anything else? Tea, coffee, juice?	Well, I drink about three cans a day ... so that's 20 or 21.
h. That's great. Thanks very much.	Yes, sure.

E Do a survey into weekly consumption of soft drinks.

- 1 Choose the categories, e.g., tea and coffee = one category, or two?
- 2 Make a chart with the categories.
- 3 Ask five people in your class. Record the results into a chart, e.g.,

	S1	S2	S3	S4	S5	Total	Ave
sodas	4	3	0	5	7	19	3.8



- 4 Work out the total.
- 5 Divide the total by 5 = average.
- 6 Make a bar chart on the graph paper.

F Discuss your results.

Do people in your group drink too much soda?
Do they drink enough water?

Pronunciation Check

Saying /u:/ and /ʊ/

Say each group of words.

/u:/	/ʊ/
fruit	good
juice	cook
to	look
food	would
do	could

Lesson 3: Vocabulary and Pronunciation



A Look at the photographs.

1 Write a word from the box under each photograph.

bar café restaurant takeaway

2 1:73 Listen to the words in the box below. Is it the same word in your language? Is the pronunciation the same?

3 Where can you get each of the following items?

a hot chocolate a lemonade a pizza a sandwich
a snack alcohol some chips some crisps

Examples: *You can get a hot chocolate in a café.*
You can't get a sandwich in a restaurant.



B Look at each conversation below.

1 Complete the conversations below. Write one word in each space.

2 1:74 Listen and check your answers.

1 In a restaurant

W: _____ you like a drink?
C: Yes, please. _____ I have an orange juice?
W: _____. One orange juice.
C: _____ you.

2 In a takeaway

A: Next!
C: I'd _____ a large pizza please. Cheese and tomato.
A: Would you _____ mushrooms?
C: No, thanks. I _____ like mushrooms.
A: One large pizza. Anything _____?
C: Could I _____ a large bottle of lemonade, please?
A: _____ £9.25 please.
C: Thank _____.

3 In a bar

B: What can I _____ you?
C: Can I have a coke, _____?
B: Yes, _____.
C: Do you have _____ ice?
B: _____.
B: And do you _____ any crisps?
C: No, I'm sorry. We _____.

4 In a café

C1: _____ would you like?
C2: I'm not _____.
C1: Would you like _____ tea?
C2: No, _____. I don't like tea.
C1: Do you _____ coffee?
C2: Yes, I _____, but I'm really thirsty. I'd like a large glass of water.
C1: Anything to _____?
C2: No, I'm not _____.

OBJECTIVES

- role-play conversations in cafés and restaurants
- pronunciation: unstressed *a*, *some* and *would*
- grammar: *much* and *many* with uncountable and countable nouns

C Study the pairs of sentences.

I'd like some tea. *I like tea.*
I'd like a sandwich. *I like sandwiches.*

- 1 Find differences between each pair.
- 2 Make sentences with food and drink words from this unit.
- 3 Make questions from the sentences above.
- 4 How can you reply to each question?

D Read Pronunciation Check 1.

- 1 Underline the stressed words in each sentence below.
- 2  **1:75** Listen and check.
 - a. Would you like a drink?
 - b. I'd like a large pizza, please?
 - c. Could I have an orange juice?
 - d. What would you like?
 - e. Can I have a coke, please?
 - f. Would you like some mushrooms?

E Read Pronunciation Check 2.

Practise saying the sentences in Exercise D.

F Look again at the conversations on the opposite page.

- 1 Role-play the conversations in pairs.
- 2 Have more conversations. Change some of the items.

G Read the Skills Check.

- 1 Are these sentences and questions correct? Why (not)?
 - a. How much time do you have?
 - b. Is there much oil in the bottle?
 - c. Do you do much reading?
 - d. Do you read much books?
 - e. Do you have much work?
 - f. There isn't much people in the class.
 - g. Do you have much money?
 - h. I don't eat much chips.
- 2 Correct the wrong sentences.

Pronunciation Check 1

Pronouncing *a*, *some*

We do not usually stress articles, like *a* and *some*.

Examples:

• •
 I'd like some coffee.

• •
 I'd like a drink.

Pronunciation Check 2

Pronouncing *would*

We do not say the full word in positive sentences.

We say the full word in questions and short answers.

Examples:

I would / 'd like some coffee.

Would you like some water?

Yes, I would. / No, I wouldn't.

Skills Check

Countable and uncountable (2)

- What is an uncountable noun?
 - Something you can pour. 
 - Examples:** water juice milk tea
 - Something you can spread. 
 - Examples:** butter hummus jam
 - Something you can cut then eat. **Examples:** cheese bread meat fish chicken
 - Something you cannot see. **Examples:** knowledge music reading
- We use *much* with **uncountable** nouns.

Examples:
 There isn't **much** water.
 Do you drink **much** tea?
 I don't listen to **much** music.
 How **much** bread is there?
- We use *many* with **countable** nouns.

Lesson 4: Reading

A In this lesson, you are going to read about a plant.

Study Figure 1. Label the figure with words from the box. Check with a dictionary.

berries flowers leaves seeds

B What do you know about tea and coffee?

- 1 What part of the plant does each drink come from?
- 2 Where does the name of each drink come from?
- 3 When did people start drinking tea? What about coffee?
- 4 Where did people start drinking tea? Coffee?
- 5 Where does each plant grow today?

C Work in pairs.

Student 1: Read about coffee.

Student 2: Read about tea.

- 1 Find answers to the questions in Exercise B for your drink.
- 2 Tell your partner about your drink.

D Read Skills Check 1.

- 1 How many paragraphs are there in your text?
- 2 Follow the advice in Skills Check 1.
- 3 Does your text have the same topics as your partner's text?

E Scan the texts on the opposite page. Find:

- 1 eight countries
- 2 six continents
- 3 four nationalities
- 4 one name
- 5 two towns / cities
- 6 ten dates

F Read Skills Check 2.

- 1 Draw a sketch map to show the spread of your drink.
- 2 Add information from your partner's sketch map to show the spread of the other drink.

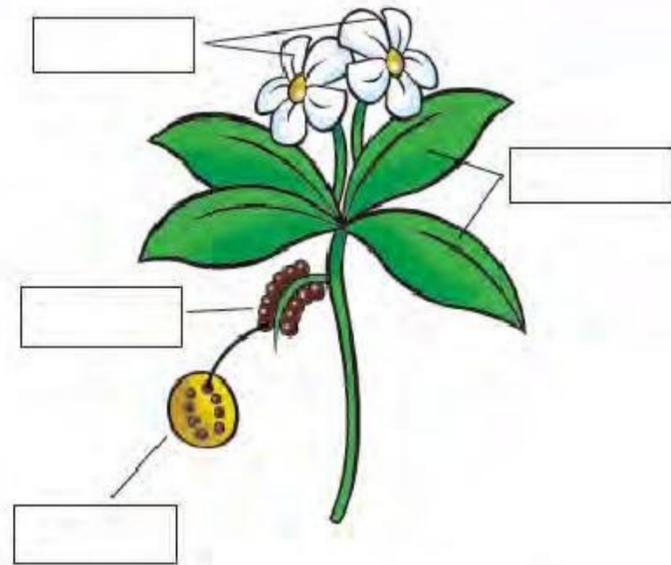


Figure 1: The main parts of a plant

Skills Check 1

Marking text (2)

- A text has several paragraphs. Each paragraph is about one idea or topic.
- Remember! Marking helps with active reading.

Example topics:

- definition
- origins of the name
- the future
- the present day
- history

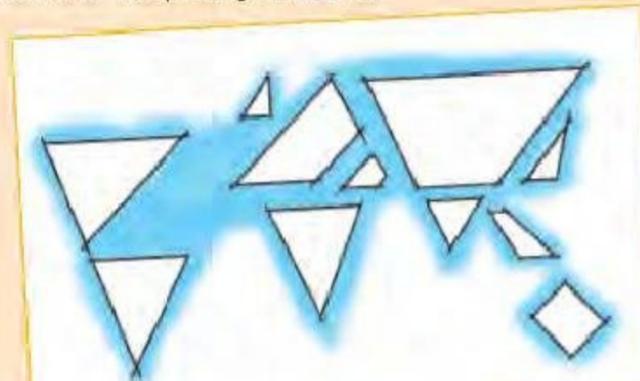
Draw a line between paragraphs.

Write the topic of the paragraph in the margin. Remember! Marking a text helps with active reading.

Skills Check 2

Using maps

- Learn to draw a sketch map of the world.
- Label the map as you read.



OBJECTIVES

- scan for information
- understand maps

- mark text to develop active reading

Coffee



Coffee is a kind of hot drink. It is made from the berries of a small bush. The name comes from *Kaffa*, a town in Ethiopia.

There is a story about the first cup of coffee. In about 850 BCE, an Ethiopian man called Kaldi had some goats. They ate some berries from a bush. Then they started jumping up and down. Kaldi made the berries into a drink. He drank it. Suddenly, he was full of energy. He told everyone about the new drink. Coffee became very popular in the Arab World.

In the 16th century, Arabs brought coffee to Europe. The first coffee house in London opened in 1652. British people took coffee to America in the 1690s.

At first, coffee only came from Yemen. Then, at the end of the 17th century, people took some bushes to Indonesia. At the beginning of the 18th century, sailors took some bushes to South America.

Coffee grows now in Central and South America, Africa and Indonesia.

Tea



Tea is a kind of hot drink. It is made from the leaves of a small bush. The name comes from a Chinese word, *tai*.

There is a story about the first cup of tea. In about 2700 BCE, the ruler of China felt tired. He sat down under a tree. He boiled some water to drink. Some leaves fell from the tree into the pot. He drank the water. Suddenly, he didn't feel tired anymore.

It was 3,000 years before the drink became popular in China. In 800 BCE, the Chinese took some bushes to Japan. Tea arrived in Europe at the beginning of the 18th century. In the 1820s, people found tea bushes in Burma (now Myanmar) and India. The British took some bushes to Sri Lanka.

Now there are tea bushes in countries in Asia, Africa and South America.



TEA AND COFFEE AROUND THE WORLD



Lesson 5: Writing and Grammar

A Study the words in the box below.

1 How do you make each word plural?

potato berry leaf sandwich bush

2 Read Skills Check 1 and check.

3 How do you say the plural word in each case?

B Guess the plural form of these words. Check in your dictionary.

tomato cherry shelf dish peach knife

C Read Skills Check 2. Can you use:

1 a with uncountables?

2 the with both kinds of noun?

3 no article with uncountables?

4 no article with countable singular nouns?

D Complete this text with a suitable article. Do you need a, an, the or – in each space?

Coca-Cola is ____ kind of ____ cold drink. The name comes from two plants. At first, it was made from ____ leaves of ____ coca bush and ____ fruit of ____ kola bush.

In 1883, ____ man called Angelo Mariana made ____ coca drink. Three years later, on May 8th, 1886, ____ American, Dr John Pemberton, took ____ drink and added ____ kola fruit. ____ doctor started selling ____ drink ____ year later. In ____ first year, he sold \$50 worth of ____ Coca-Cola, but he spent just under \$74 on ____ advertising.

In 1888, another American, Asa Candler, bought Pemberton's company. He said ____ drink was good for ____ headaches. In ____ next 25 years, Candler made \$50 million from ____ Coca-Cola drink.

Coca-Cola is ____ most popular soft drink in ____ world. Every year, ____ company sells nearly 10 million litres.

Skills Check 1

Making countable nouns plural

- We make most countable nouns plural with an **s**.
Examples: egg – eggs drink – drinks
- However, there are some other spelling rules. Look at the end of the noun.

Ending	Rule	Example
~o	+ es	potato – potatoes
~y	y + ies	berry – berries
~f	f + ves	leaf – leaves
~fe	fe + ves	wife – wives
~ch	+ es	sandwich – sandwiches
~sh		bush – bushes
~s		bus – buses
~x		box – boxes

Notes:

- We say the plural *s* as /z/ in all these cases.
- After *~ch*, *~sh*, *~s* and *~z* there is an extra syllable = /ɪz/.
- There are exceptions to the *~o* + *~es* rule.
Examples: studios zoos

Skills Check 2

Countable and uncountable (3)

- Look at the patterns with *a*, *the*, *some* and no articles.

Singular			
	Countable	Uncountable	
a	drink	–	water
	sandwich	some	tea
the	goat	the	coffee
Plural			
	–	drinks	
	some	sandwiches	
	the	goats	

OBJECTIVES • countable/uncountable: spelling plurals; using *a, the, some* and zero article; sentence patterns with *like* and *would*

E Work in two groups.

Group 1: Study **Tables 1, 2** and **3**.

Group 2: Study **Tables 4** and **5**.

- 1 Work out the patterns.
- 2 Test each other on the patterns.
- 3 Write two more sentences or questions for each pattern.

F Work in pairs, one student from each group in Exercise E.

- 1 Cover the tables on the right. Teach your partner the patterns in your tables.
- 2 Write two more sentences or questions for each pattern together.
- 3 Uncover the tables on the right. Check your sentences.

G Look at Table 6.

- 1 What is the rule?
- 2 Make questions in the following situations. You want:
 - an apple
 - some cheese
 - some chocolate
 - a banana
 - some lemonade
 - some milk
 - a biscuit
 - some rice
 - some sugar
 - some tea

H Look at Table 7.

- 1 Mark the words in the box *F* (food) or *D* (drink).

bread potatoes rice chips fruit
apples cheese milk coffee
cups of coffee

- 2 Do we use *much* or *many* with each word in the box?
- 3 Ask your partner about his/her daily food and drink. Use the pattern in Table 7.

Table 1: Pronoun + Verb + Noun

S	V	O
I	like	eggs.
She	likes	cheese.

Table 2: Pronoun + Aux + Verb + Noun

S	Aux	V	O
I	don't	like	beans.
He	doesn't		meat.

Table 3: Aux + Pronoun + Verb + Noun + ?

Aux	S	V	O
Do	you	like	mushrooms?
Does	he		fish?

Table 4: Pronoun + Modal + Verb (without to) + Article + Noun

S	Modal	V	O	
I She	would	like	some	cheese.
				chips.
	'd		a	pizza.
			an	egg.

Table 5: Modal + Pronoun + Verb (without to) + Article + Noun + ?

Modal	S	V	O	
Would	you	like	some	water?
				potatoes?
			a	drink?
				an

Table 6: Aux + Pronoun + Verb + Article + Noun + ?

Aux	S	V		O
Do	you	have	any	ice?
				crisps?

Table 7: Q-word + Noun + Aux + Pronoun + Verb + Other

Q word	N	Aux	S	V	Other
How	much	do	you	drink	every day?
	many			eggs	

Lesson 6: Writing and Grammar



cacao fruit



cacao seeds



cacao beans and chocolate

A You are going to read about another hot drink. Number the sentences in a logical order.

Christopher Columbus had hot chocolate in 1502 in the West Indies.

Chocolate is made from the seeds of the cacao tree.

Hot chocolate is a kind of hot drink.

Hot chocolate drinks are very popular with young people in many countries.

People buy nearly 900 million kilograms of chocolate drinks every year.

Sailors from Spain took the drink back home in 1544.

The drink became popular with people in many countries.

The first chocolate house opened in London in 1657.

The Mayans made a drink from the seeds in about 1500 BCE.

The Mayans believed that the drink gave them knowledge.

The Mayans lived in Mexico from 2000 BCE to 1524 BCE.

The Mayans took the drink to Central America in about 600 BCE.

The name *chocolate* comes from a Mayan word, *xocolatl*.

The sailors added sugar to the drink.

There are now bushes in West Africa, Indonesia and Brazil.

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

B Read each pair of sentences. Change the underlined nouns in the second sentence to pronouns.

1 Hot chocolate is a kind of hot drink.

Hot chocolate is made from the seeds of a cacao tree.

It

2 The Mayans lived in Mexico from 2000 BCE to 1524 BCE.

The Mayans made a drink from the seeds in about 1500 BCE.

3 The Mayans made a drink from the seeds in about 1500 BCE.

The Mayans believed that the drink gave the Mayans knowledge.

4 Christopher Columbus had hot chocolate in 1502 in the West Indies.

Sailors from Spain took the drink back home in 1544.

5 Sailors from Spain took the drink back home in 1544.

The sailors added sugar to the drink.

OBJECTIVES

- write a short web article
- use of reference words in subject position
- organizing sentences in a paragraph

C Read the sentences. **Circle** the correct word or phrase in each case.

1	I love	the milk. milk.	
2	I hate	an egg. eggs.	
3	Could Would	I have an orange juice?	
4	Would you like	the tea? some tea?	
5	She	don't like doesn't like	tea.
6	What	do would	you like to drink?
7	I	like 'd like	a glass of water, please.
8	How many How much	coffee	do you drink every day?

D Study the notes on a drink. Write a short website article.

Pepsi-Cola	
Definition	cold drink
Origin of name	kola bush
History	1893 Caleb Bradham (Am.) = new drink with water, sugar and kola fruit = 'Brad's drink' 1898 new name Pepsi-Cola - started selling drink 30,000 in 1st year 1920s - 1930s bad times 1950s success round the world
The present day	P-C = 2nd to Coca-Cola 7.5 m litres p.a.

Pepsi-Cola is ...



Grade your progress (1 = poor to 5 = very good)

At the end of Unit 5, I can:

- listen for specific information about the consumption of food and drink
- do a survey on the consumption of soft drinks
- read actively for specific information
- role-play conversations in a café and restaurant
- write a short web article
- use the grammar of the unit accurately

Transfer

Go to a takeaway and order your food in English.

Reflect

Think about how much you have learnt since the beginning of the book and how you can build on the foundation you have built.



Review



Review

Lesson 1: Listening

A Look at the photographs on the right.

- 1 Where are the people in the photographs?
- 2 What can you see in the photographs? Tick (✓) some of the items.

a bus stop	<input type="checkbox"/>	a car	<input type="checkbox"/>
a cinema	<input type="checkbox"/>	a shopping mall	<input type="checkbox"/>
a train	<input type="checkbox"/>	some bicycles	<input type="checkbox"/>
some buildings	<input type="checkbox"/>	some buses	<input type="checkbox"/>
some children	<input type="checkbox"/>	some flowers	<input type="checkbox"/>
some men	<input type="checkbox"/>	some trees	<input type="checkbox"/>
some women	<input type="checkbox"/>	the sea	<input type="checkbox"/>
the sky	<input type="checkbox"/>	walking	<input type="checkbox"/>
riding	<input type="checkbox"/>	waiting	<input type="checkbox"/>
driving	<input type="checkbox"/>	swimming	<input type="checkbox"/>



B You are going to hear a lecture about transport in cities.

- 1 2:1 Listen to the introduction. What is the lecture about? Tick (✓) one subject.

the rush hour in cities	<input type="checkbox"/>
traffic in cities	<input type="checkbox"/>
one solution to traffic problems	<input type="checkbox"/>

- 2 2:2 Listen to the first part of the lecture. Complete the summary.

Curitiba is a city in southern _____. It is about _____ kilometres from São Paulo. It has a population of _____ million. Eighty-five per cent travel to work by _____.

- 3 2:3 Listen to the rest of the lecture. Choose the best way to complete each sentence.

Example: 1 The bus system started in

1968.	<input type="checkbox"/>	centre.	<input type="checkbox"/>	on.	<input type="checkbox"/>	roads.	<input type="checkbox"/>
average.	<input type="checkbox"/>	country?	<input type="checkbox"/>	parking.	<input type="checkbox"/>	good.	<input type="checkbox"/>
buses.	<input type="checkbox"/>	hour.	<input type="checkbox"/>	problem.	<input type="checkbox"/>	stops.	<input type="checkbox"/>
cars.	<input type="checkbox"/>	ideas.	<input type="checkbox"/>	quickly.	<input type="checkbox"/>	traffic.	<input type="checkbox"/>

C Discuss in groups.

What do you think about the Curitiba system? Could it work in large cities in your country?

D Listen and write.

1 **2:4** Write the number you hear.

Example: **A:** *How old is your mother?*
B: *She's forty nine.*

- | | |
|--------------|----------|
| a. <u>49</u> | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

2 **2:5** Tick (✓) the number you hear.

Example: a. *Five hundred and seventeen*

- | | | | |
|------------|-------------------------------------|---------|--------------------------|
| a. 517 | <input checked="" type="checkbox"/> | 570 | <input type="checkbox"/> |
| b. 243 | <input type="checkbox"/> | 234 | <input type="checkbox"/> |
| c. 2,300 | <input type="checkbox"/> | 2,003 | <input type="checkbox"/> |
| d. 6,719 | <input type="checkbox"/> | 6,790 | <input type="checkbox"/> |
| e. 8,529 | <input type="checkbox"/> | 8,509 | <input type="checkbox"/> |
| f. 92,688 | <input type="checkbox"/> | 92,618 | <input type="checkbox"/> |
| g. 327,000 | <input type="checkbox"/> | 32,700 | <input type="checkbox"/> |
| h. 833,257 | <input type="checkbox"/> | 832,357 | <input type="checkbox"/> |

3 **2:6** Write the date you hear.

Example: a. *Vincent Van Gogh was born in Holland in 1853.*

- | | |
|----------------|----------|
| a. <u>1853</u> | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

E 2:7 Listen and tick (✓) the correct word in each line.

Example: 1 *This is a young person between the ages of 13 and 19.*

- | | | | | | |
|--------------|--------------------------|-----------|--------------------------|-------------|-------------------------------------|
| 1 adult | <input type="checkbox"/> | child | <input type="checkbox"/> | teenager | <input checked="" type="checkbox"/> |
| 2 ferry | <input type="checkbox"/> | tram | <input type="checkbox"/> | motorbike | <input type="checkbox"/> |
| 3 bus | <input type="checkbox"/> | taxi | <input type="checkbox"/> | underground | <input type="checkbox"/> |
| 4 architect | <input type="checkbox"/> | sculptor | <input type="checkbox"/> | poet | <input type="checkbox"/> |
| 5 landscape | <input type="checkbox"/> | portrait | <input type="checkbox"/> | still life | <input type="checkbox"/> |
| 6 poem | <input type="checkbox"/> | biography | <input type="checkbox"/> | novel | <input type="checkbox"/> |
| 7 theatre | <input type="checkbox"/> | mall | <input type="checkbox"/> | stadium | <input type="checkbox"/> |
| 8 footballer | <input type="checkbox"/> | tennis | <input type="checkbox"/> | chess | <input type="checkbox"/> |
| 9 spoon | <input type="checkbox"/> | sugar | <input type="checkbox"/> | rice | <input type="checkbox"/> |

F 2:8 Listen and answer the questions.

Example: 1 *What's your name?*

Lesson 2: Speaking

A Say the words in each row. Say the vowel sounds. Circle the odd one out in each case.

1	ball	sports	world	north	law
2	boat	coast	town	know	go
3	hot	got	want	boy	what
4	food	fruit	knew	blue	lunch
5	who	book	would	sugar	good

B What is the past tense of each verb? How do you say it?

 **2:9** Listen and check your pronunciation.

ask	_____	walk	_____	have	_____
arrive	_____	work	_____	send	_____
die	_____	watch	_____	get	_____
live	_____	is	_____	make	_____
marry	_____	are	_____	write	_____
play	_____	meet	_____	take	_____
sail	_____	sell	_____		

C Underline the important words in each sentence. Say the sentences.

 **2:10** Listen and check your pronunciation.

- I live with my parents in a small apartment.
- There isn't a garden at the back of my house.
- In this photo, I'm with my family.
- My mother doesn't have a good job.
- My talk is about getting to work in my country.
- Today, I want to tell you about a famous person in my culture.
- Gaudi was born in Reus in 1852.
- He designed a lot of beautiful buildings.

D Study the questions.

1 Write the first word for each question.

2  **2:11** Say the questions. Listen and check your pronunciation.

- | | |
|--|--|
| a. _____ would you like to drink? | f. _____ you like playing sports? |
| b. _____ I have an orange juice, please? | g. _____ this your book? |
| c. _____ do you live? | h. _____ was she born? |
| d. _____ do you spend your free time? | i. _____ there any glasses on the table? |
| e. _____ painted this picture? | |



E Study the photographs above and the conversations below.

- 1 Match each photograph with a conversation.
- 2 Match B's replies in the box below with the conversations.
- 3 2:12 Listen and check.
- 4 Practise the conversations.

B: About 30 minutes.	B: There's a machine at the bus stop.
B: It's crazy. Is it a joke?	B: I want to watch the X Factor on television.
B: No it isn't. I like watching it.	B: Yes, of course.
B: Oh, it's <i>law</i> . Like the word <i>or</i> .	B: Yes, please.
B: OK. Thanks.	
B: Really? I don't believe it.	



Conversation 1

A: Can I ask you a question?
B: Yes, of course.
A: How do you say this word?
B: _____

Conversation 2

A: What do you think of this painting?
B: _____
A: I don't think so. The price is \$5,000.
B: _____

Conversation 3

A: Would you like a cup of coffee?
B: _____
A: Here you are. Do you want any sugar?
B: _____

Conversation 4

A: What do you want to do this weekend?
B: _____
A: Why? It's terrible!
B: _____

Conversation 5

A: How long does the bus take to get to the city centre?
B: _____
A: Where can I buy a ticket?
B: _____

F 2:13 Listen and answer the questions.

Example: 1 Do you have a credit card?
 Yes, I do. / No, I don't.

Lesson 3: Vocabulary and Pronunciation



A Look the photographs.

- 1 What can you do? Write some sentences.
Example: *I can swim. I can't drive.*
- 2 Add phrases from the box to your sentences in A1.
Example: *I can swim well. I can't drive at all.*

at all a little well
quite well very well

B Look at the words in the box.

- 1 Mark each word (n)oun, (v)erb or (a)djective.
- 2 Say the words to your partner. Find a word in the table with the same vowel sound. Write each word in the correct place.

aunt coast die ~~fat~~ flight foot friend
fruit jeans juice last leisure male mall
people snack snow train walk would

hat	boat	four	nine	three
fat				
food	good	eight	car	ten

C Study the words and phrases in the box.

- 1 Write each item next to the correct heading.
- 2 Add two more words to each heading.

aunt biography cellphone cocoa cousin
grandmother jacket jeans juice mp3 player
novel poem potatoes trainers watch

possessions	watch				
food and drink					
clothes					
literature					
family					

D Match each verb with a noun phrase.

1	drink		a computer
2	eat		a film
3	get		a flat
4	go		alcohol
5	play		an engineer
6	be		friends
7	live in		married
8	use		meat
9	watch		shopping
10	meet		volleyball

E Look at the jumbled words.

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

- a. born was 1840 in Monet
- b. go people work by many car to
- c. is ferry kind of a boat a
- d. in worked all his Mahfouz life Cairo
- e. a is for two chess players game
- f. about makes films every India year 800
- g. writing started 1589 first Shakespeare in his play
- h. in Britain parents live teenagers most their with
- i. buy can 12 at Britain in you pet a
- j. the made player in personal music Sony 1979 first
- k. has Street village West houses very old my in some
- l. a four is tennis two ball game or for people

2 2:14 Listen and check your ideas.

3 Choose five of the patterns. Write one more sentence for each pattern.

F Look at these long words from Units 1–5.

1 Tick (✓) the column with the correct stress pattern.

2 2:15 Listen and check.

3 Use each word in a sentence or a question. Use the correct intonation pattern.

	Oo	Ooo	Oooo	oOoo	ooOo
a. architecture					
b. realistic					
c. chocolate					
d. literature					
e. activity					
f. television					
g. vegetable					

Lesson 4: Reading

A Look at the start of each word below. What is the complete word?

1 Family	pa_____	chi_____	rel_____	cou_____	dau_____
2 Transport	ai_____	rai_____	sta_____	tic_____	fli_____
3 Literature	au_____	no_____	tit_____	po_____	pl_____
4 Leisure	sta_____	the_____	cine_____	sho_____	pl_____
5 Food and drink	tak_____	san_____	lem_____	co_____	sna_____

B Complete each sentence with a suitable word.

- Most people in the USA live in an apartment.
- In some countries, you can leave school at f_____.
- Bicycles can travel faster than cars in big c_____.
- A jumbo jet is a kind of p_____.
- There are over 500 million bicycles in C_____.
- Many of Dickens' novels are about poor p_____.
- Gaudi studied architecture for four y_____.
- Monet went to art school, but he didn't like it and he l_____.
- Many people like shopping at the m_____.
- Tea arrived in Europe at the beginning of the 18th c_____.

C You are going to read the text on the opposite page. It is from a website for students.

- Look at the heading.
 - What is a *private teacher*?
 - What is a *bag*?
 - Do you have a private teacher in your bag?
- Read the first paragraph. What is the *private teacher* in this article?
- Read the sentences below. They start paragraphs 2, 3 and 4. Number the sentences correctly:
 - Finally, a good dictionary can help you with vocabulary. ___
 - A good dictionary can help you with listening and speaking. ___
 - Your dictionary can also help you with reading and writing. ___
- Read paragraphs 2, 3 and 4. How can a dictionary help with each skill? What about vocabulary?
- Complete Figure 2 on the opposite page. Name each part of the dictionary entry.
- Look at the dictionary entries for *table*. Answer the questions.
 - What parts of speech can the word be?
 - What kind of noun is it?
 - How many syllables are there?
 - What is the stressed syllable?
 - How many meanings does the noun have?

table ¹ /'tæbl/ **n** [C] 1 a piece of furniture with a flat top and legs. *Put the food on the kitchen table.*

2 a list of numbers, facts or information in rows and columns. *Look at the table of capital cities.*

table ² **v** to suggest an idea to a meeting. *She tabled a proposal*

Do you have a private teacher ... in your bag?

When do you look up a word in a dictionary? Most people use a dictionary to find the meaning of a new word. But a good dictionary is much more than a book of meanings. It can help you with listening, with speaking, with reading and with writing. It can also help you to develop your vocabulary. It can be a private teacher in your bag.

It shows you the pronunciation of the word. It puts special symbols between // marks. Always look closely at the vowel sounds in a new word. Check the sounds with the pronunciation table at the front of the dictionary. It puts lines between each syllable. You can also see the stressed syllable in a long word. Dictionaries usually put a small vertical line in front of the stressed syllable.

Consonants	
Symbol	Keyword
p	pack
b	back
t	tie
d	die
k	class
g	glass
tʃ	church
dʒ	judge

Figure 1: Part of the pronunciation table

It shows you grammatical information about a word. Firstly, it shows you the part of speech, for example noun, verb or adjective. Secondly, it shows you extra information, for example, [C] means the noun is countable, so you need to learn the plural. Thirdly, you can see the spelling of the word. Look closely at any unusual groups of letters. Finally, good dictionaries have examples. They show you the word in a sentence. Study the sentence and think about the grammar of the word.

Many words in English have more than one meaning. Some words can be more than one part of speech. Always look at other meanings or other parts of speech. Try to learn one of the meanings. Then you can use the new word in different ways.

word →

book ¹ /'bʊk/ *n* [C] 1 a number of printed pages put together inside a cover; *I like the books of Thomas Hardy.* 2 a number of blank pages for you to write in; *Make notes in your books.*

book ² *v* to arrange with a restaurant, hotel etc to go there at a particular time in the future. *Can you book the restaurant for 8.00 this evening?*

Figure 2: Dictionary entries for the word book

Lesson 5: Writing and Grammar

A Complete each word with two vowels.

- | | | | |
|------------|-----------|-----------|----------|
| 1 b_e_a ch | 4 fr__nd | 7 rad__ | 10 tr__n |
| 2 cer__l | 5 j__rney | 8 r__lway | 11 wh__l |
| 3 d__ghter | 6 l__sure | 9 r__d | 12 y__ng |

B Complete each word with doubled consonants.

- | | | | |
|------------|-----------|------------|-------------|
| 1 a_r_rive | 4 ma__y | 7 pa__port | 10 swi__ing |
| 2 ga__ery | 5 mi__ion | 8 pi__a | 11 te__is |
| 3 gra__ | 6 o__ice | 9 pre__y | 12 ye__ow |

C Write the plural form of each word.

- | | | | | | |
|---------|----------------|---------|-------|------------|-------|
| 1 berry | <u>berries</u> | 4 house | _____ | 7 person | _____ |
| 2 box | _____ | 5 leaf | _____ | 8 sandwich | _____ |
| 3 child | _____ | 6 berry | _____ | 9 wife | _____ |

D Write a, an or some in front of each word.

- | | | | |
|--------------------|--------------|---------------|---------------|
| 1 <u>some</u> milk | 4 ____ fruit | 7 ____ shoes | 10 ____ beans |
| 2 ____ apple | 5 ____ egg | 8 ____ cheese | 11 ____ juice |
| 3 ____ bread | 6 ____ snack | 9 ____ potato | 12 ____ drink |

E Read the text from a website. Write a suitable word in each space.

Do you like going to the cinema? _____ you watch the advertisements for local companies? _____ you remember any of them?

Many people don't _____ cinema adverts for local companies. They say 'I don't watch _____.' or '_____ stupid.' But many small companies buy advertising in their local cinemas. _____?

Firstly, adverts _____ local cinemas _____ cheap. A 15-second advert costs about \$1,000 per year. _____, most people in an area see a cinema advert. In the USA, a _____ under 70% of people go to the cinema at least once a year. _____ little over 40% of _____ go once a month. Thirdly, people watch cinema adverts. They don't want _____ watch them, but, on average, _____ arrive at a cinema 19 minutes before _____ start of the film. They have nothing to do so _____ watch the adverts. Finally, 45% of people go to eat near _____ cinema. They go before the film or after _____. Many _____ choose the restaurants in the adverts. Twenty-one _____ go shopping before or after the film. _____ people buy the products in the adverts.

Cinema adverts for local companies are _____ very good, but they _____ successful!



F Read the sentences and the questions below. Tick (✓) the correct sentences and questions. Correct the wrong ones.

1	Many people go to work by train.	✓
2	When can people married in your country?	When can people get married in your country?
3	Most people stop working at the age of 65.	
4	How long time does it take you to get home?	
5	I want to drive to university.	
6	Did you went to the cinema last night?	
7	Shakespeare wrote <i>Romeo and Juliet</i> in the 16 th century.	
8	What did Charles Dickens write?	
9	The painter, Monet, born in 1840.	
10	When died Monet?	
11	Are there any milks on the table?	
12	Tea is made from the leaves of a plant.	
13	How much water do you every day drink?	
14	What you liking doing in the evenings?	
15	A taxi is a kind of car.	
16	There are 30 exactly people in my group.	
17	How far is it to the restaurant?	
18	Mary Godwin met the poet, his name Shelley, in Scotland.	
19	Do you like meats?	
20	Would you like drink?	

Lesson 6: Portfolio

You are going to do some research, make a poster or a set of PowerPoint slides, and give a short talk in groups.

A Understanding the task.

Look at the photographs on the opposite page. Answer the questions.

- 1 What kind of transport can you see in each photograph?
- 2 Which kind of transport is good for getting to work? What about for leisure and tourism?
- 3 Talk about each transport method. Choose one of the words from each pair of adjectives.
 - cheap expensive
 - slow fast
 - clean dirty
 - safe dangerous
 - modern old

B Doing research and communicating information.

Most cities have problems with traffic. You are going to read about a city.

What does the city do to solve traffic problems? Work in groups of four.

Student 1: Read about **Bangkok**.

Student 2: Read about **Las Vegas**.

Student 3: Read about **Budapest**.

Student 4: Read about **Ghent**.

Ask and answer the questions below about the cities.

- 1 What is the name of the city?
- 2 Where is the city?
- 3 What is the population of the city?
- 4 What is the solution to transport problems in the city?
- 5 Who uses the transport method?
- 6 Why do they use the method?
- 7 What do you think of the method?
- 8 Would you like to use it? Why/why not?

C Doing research and making a poster.

- 1 Research the main transport methods in one of the cities below:

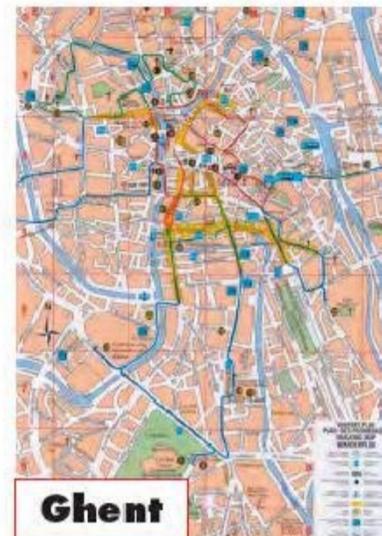
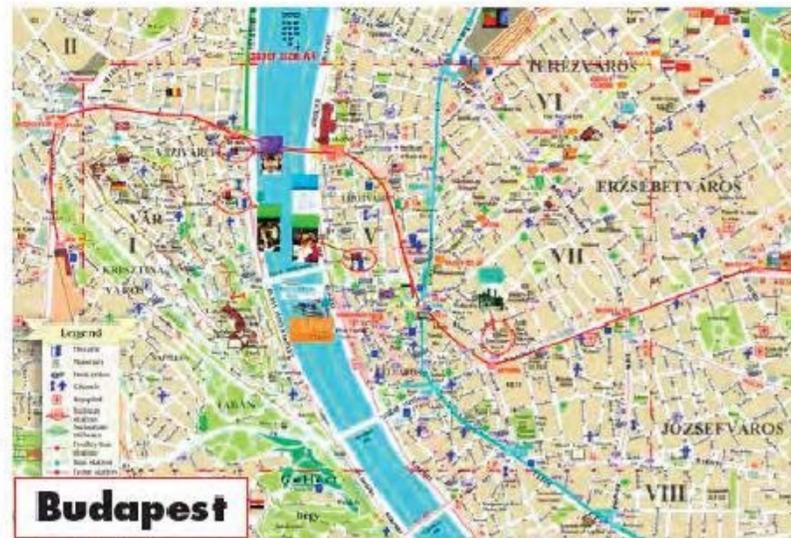
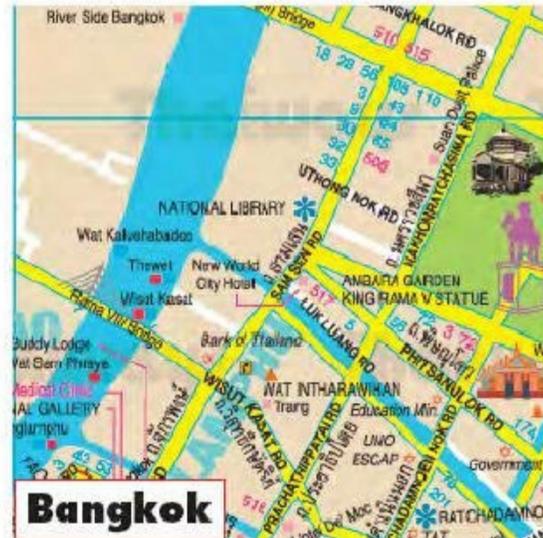
Venice London New York San Francisco Barcelona Beijing

Find answers to the questions in Exercise B above.

- 2 Put the main points on a poster or some PowerPoint slides.

D Giving a talk.

- 1 Practise talking about your city.
- 2 Give your talk to the other students.



Unit 1 Culture and Civilization

Listening and Speaking

A 1:1 Listen and match.



B Read the sentences.

- 1 Complete the ten conversations. Use sentences from the box.
- 2 1:2 Listen and check your answers.
- 3 Practise the conversations in pairs.

506 734.

A lawyer.

A-D-U-L-T.

And your address?

Barcelona.

~~Esteban.~~

Happy birthday!

I'm 13.

2C. Which room are you in?

Is it the capital city?

It's blue.

It's on a. We say *ad-ult*.

Milan.

No, I don't.

~~No, I'm not.~~

No, it isn't.

No. Rome is the capital.

No, there are no mountains.

~~Sorry. What's your name?~~

Oh. So you are Spanish?

PO Box 113, Greenhill.

Really? How old are you?

Room 4.

That's right.

What about mountains?

What colour is it?

What do you want to be?

Where is the stress?

Yes. What about you?

Yes, there are.

Example:

Conversation 1

1: Hello. My name's Mrs Ling. Are you Mario?

2: No, I'm not.

1: Sorry. What's your name?

2: Esteban.

Conversation 2

3: Where are you from, Esteban?

4: _____

3: _____

4: _____

Conversation 3

5: Are you in 2B?

6: _____

5: _____

6: _____

Conversation 4

7: It's my birthday today.

8: _____

7: _____

8: _____

Conversation 5

9: What's your telephone number?

10: _____

9: _____

10: _____

Conversation 6

11: Do you want to be a doctor?

12: _____

11: _____

12: _____

Conversation 7

13: Is your book red?

14: _____

13: _____

14: _____

Conversation 8

15: What's your hometown?

16: _____

15: _____

16: _____

Conversation 9

17: Are there any rivers in your country?

18: _____

17: _____

18: _____

Conversation 10

19: How do you spell *adult*?

20: _____

19: _____

20: _____

Reading and Writing



A Look and read.

Name each person in the picture.

B Right or wrong?

Tick (✓) or cross (✗) the sentences.

- 1 It is a picture of a hotel.
- 2 There are six people in the picture.
- 3 There is one man.
- 4 There are three desks.
- 5 There is a computer on each desk.
- 6 There is a chair at each desk.
- 7 There is a person in each chair.
- 8 The woman on the right has a telephone.
- 9 The teenager in the middle is typing.
- 10 The teenager on the left is pointing at the computer.
- 11 The computer on the right desk is off.
- 12 You can see trees outside the office.

I work for an international company. There are five people in my office, three women and two men. They come from different countries. Angela is the manager. She is about 45. She is from Spain. Monique is the accountant. She is about 30. She is from France. She has a new baby. He is called Pascal. He is about 3 months old. Anna is a typist. She is still a teenager. She is about 18. She is from Italy. The two men are Brian and Dave. They are computer programmers. Brian is about 40. Dave is the same age as Anna. Brian is from Canada and Dave is from the USA.

C Look and choose.

Delete the wrong prepositions in each sentence.

- 1 In most countries, people can't drive *before / after* they are 17.
- 2 I work *at / for* two hours *on / in* Saturday morning.
- 3 I ride my bicycle home *until / after* school.
- 4 Some people live *in / at* home *until / before* they are 30.

D Complete each sentence with one word.

- 1 In my class, there are seven boys and ten _____.
- 2 At what _____ can people drive in your country?
- 3 When people are 18, they become _____.
- 4 Most engineers in my country are male, but some are _____.
- 5 The teacher I have in the morning is _____. He is 22.
- 6 The teacher I have in the afternoon is _____. She is 60.
- 7 Look at the picture of my _____. She's nine months old now.
- 8 My children are _____ now. Jenny is 14 and Joe is 16.
- 9 Tina is in my class. She is a good _____.

E What's next?

1	baby	child	_____
2	city	town	_____
3	August	September	_____
4	Friday	Saturday	_____
5	third	second	_____
6	south	southwest	_____
7	minute	day	_____
8	week	month	_____



F Look at the wordsearch.

- 1 Find 12 words connected with possessions.
Read ⇨, ⇩ or ↗. **Circle** the words.
- 2 Copy each word.



Unit 2 Inventions and Discoveries

Listening and Speaking

A Look at Figure 1 opposite.

- 1 What can you see in the figure?
- 2 Do you have one of these? Why/why not?

B Look at Table 1 opposite.

1:3 Listen to some questions. Discuss the answers in pairs.

Example: Which category are cars in?

C **1:4** Listen to some information about driving in the UK.

The speaker does not finish some sentences. What is the final word in each case?

Number the words in the table opposite.

Example: 1 When can you drive or ride a vehicle in the ...?

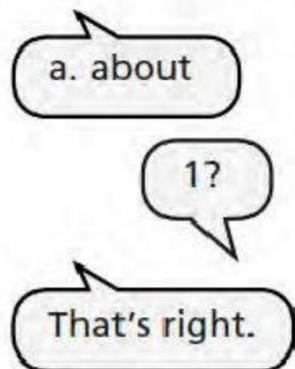
D **1:5** Listen again to the information in Exercise C.

Look at Table 1. Write the correct age in each category.

E Work in pairs.

1 **Student 1:** Say one word from each pair.

Student 2: Say 1 or 2.



2 Swap roles.



	16.
	17?
	18.
	21.
	age.
	car.
	lorry.
	motorcycle.
	small.
	test.
1	UK?
	wheels.

	1	2
a.	about	a boat
b.	now	know
c.	around	a road
d.	found	phone
e.	flower	flow
f.	live	leave
g.	train	trying
h.	way	why
i.	wait	white
j.	red	read
k.	had	hard



Figure 1: UK Driving Licence (front and back)

Table 1: Categories for UK Driving Licence

A	A1		Light Motorcycle	up to 125cc	
	A		Heavy Motorcycle	Max Wt 410kg	
B	B1		Motor Tricycle	Max Wt 500kg	
	B		Passenger Vehicle and Small Goods Vehicle	Max Wt 3,500kg	Up to 8 seats + Driver
C	C1		Medium Goods	Max Wt 7,500kg	
	C		Large Goods		
D	D1		Minibus	Up to 15 seats + Driver	
	D		Large Passenger		

Reading and Writing

A Look at the picture on page 22 for one minute.

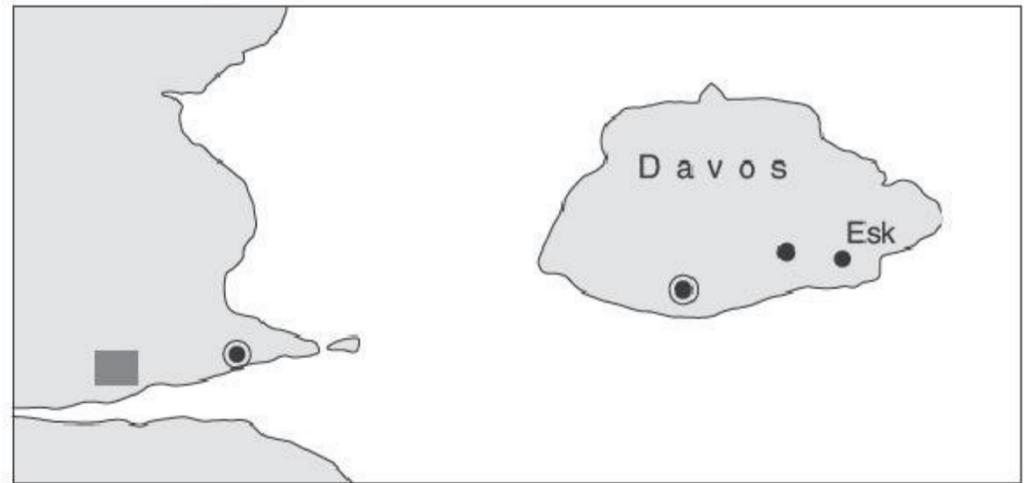
- 1 Right or wrong? Tick (✓) or cross (✗) the sentences.
- 2 Correct the wrong sentences.
- 3 Open your Course Book. Check your answers.

There are two planes in the sky.	✗	There are three planes.
The sky is blue with some black clouds.		
There is snow on one of the mountains.		
There are two ships at sea.		
There is a large town on the coast.		
One of the trains is brown.		
The green train is on the right of the picture.		
There are three people on motorcycles.		
The motorcyclists are going to the village.		
The bus is not going to the village.		
There is a small boat on the lake.		
The boat has three people in it.		
A train is travelling under the bridge.		
There are two cyclists near the lake.		
At the top of the picture, four people are walking.		
It takes about five minutes to drive from the lake to the village.		
There is a large island near the coast.		
The island is about 100 kilometres from the coast.		

B Find the items below in the sentences in Exercise A.

two size adjectives	<i>small</i>
four colour adjectives	
six numbers	
seven verbs	
eight prepositions	
eleven plural nouns	

Olga lives in the tiny village of Esk. It is on the island of Davos. However, she works in the city of Gorvan on the coast. Every morning, she walks one kilometre to the train station in the village of Arvo and catches the 7.30 train to the town of Mersa. It takes 15 minutes. She catches the ferry at 8 o'clock to the town of Artel on the coast. She gets to Artel at 8.30. There is a bus at 8.30 from Artel to Gorvan. She gets to Gorvan at 9.00.



Key

●	village		walk		ship/ferry
⊙	town		train		bus
■	city				

Ferry Timetable

Mersa to Artel

Every hour.

First ferry: 5.00 a.m.

Last ferry: 9.00 p.m.

Artel to Mersa

Every hour.

First ferry: 5.30 a.m.

Last ferry: 9.30 p.m.

Bus Timetable

Artel to Gorvan

Every 15 minutes.

First bus: 5.30 a.m.

Last bus: 11.00 p.m.

Gorvan to Artel

Every 15 minutes.

First bus: 5.00 a.m.

Last bus: 10.00 p.m.

Train Timetable

Arvo to Mersa

Every 30 minutes.

First train: 6.30 a.m.

Last train: 11.30 p.m.

Mersa to Arvo

Every 30 minutes.

First train: 6.00 a.m.

Last train: 11.00 p.m.

Read about Olga's journey to work.

- 1 Label the map with names of villages, towns and cities. Use the key.
- 2 Mark Olga's route to work. Show the method, e.g., *train*, for each part. Use the key.
- 3 Work ends at 5.30 p.m. Look at the timetables. How does Olga get home? Which bus, ferry and train does she catch? What time does she get home? Work it out.
- 4 Write a paragraph about Olga's journey home.

Unit 3 Art and Literature

Listening and Speaking



A Look at the paintings above.

1 What kind of painting is each one? Match the words in the box to the paintings.

seascape	landscape	self-portrait	still life	portrait
----------	-----------	---------------	------------	----------

2 What can you see in each painting?

B 1:6 Listen to some people speaking.

1 Which painting are they talking about in each case? Write the number under the correct painting.

2 1:7 Listen again to conversations 1–4. Who was the painter? What is the title?

C You are writing a poem. Think of words to rhyme with each word opposite.

I remember, I remember,
 The house where I was *born*,
 The little window where the sun
 Came peeping in at *morn*;
 He never came a wink too soon,
 Nor brought too long a *day*,
 But now, I often wish the night
 Had borne my breath *away*!

Thomas Hood (1799–1845)

night	write / right
year	
lake	
town	
west	
friend	
old	
bus	
car	
fly	
go	
sail	
walk	
see	

D Say each word in the box.

- Write it in the correct column.
- Add one more word.

be boat child coast drive end give go hate
~~late~~ male me people read river road
 send ~~ship~~ ~~sky~~ test time today west

/ɪ/ (six)	/i:/ (three)	/aɪ/ (five)	/əʊ/ (no)	/eɪ/ (eight)	/e/ (ten)
ship		sky		late	

E Read the questions and answers.

- Write the correct number next to each question.
- 1:8 Listen and check.
- Practise the questions and answers in pairs.

- | | | |
|--|--------------------------|----------------------------------|
| a. The painting on the right is beautiful. | <input type="checkbox"/> | I love landscapes. |
| b. What's it called? | <input type="checkbox"/> | Yes, I do. |
| c. Who painted it? | <input type="checkbox"/> | I don't like it. |
| d. Do you like the one on the left? | <input type="checkbox"/> | I don't know. |
| e. What do you think of the one in the centre? | <input type="checkbox"/> | I think it's <i>Sunflowers</i> . |
| f. What's your favourite kind of painting? | <input type="checkbox"/> | Yes, it is. |

Michelangelo Buonarroti

b.1475; d.1564, painter, sculptor, architect

Michelangelo Buonarroti was born in Caprese, a village near the town of **Florence, Italy**. At 13, he left home to study painting with a famous painter called **Ghirlandaio**. His family were not happy about this. They did not want him to be a painter. A year later, he went to a school for sculptors to study sculpture.

Michelangelo wanted to know all about the human body. He got the bodies of dead people from a local hospital and cut them up. He learnt to draw, paint and sculpt people with great accuracy.

At the age of 26, he started his most famous sculpture. It was a statue of **David**, the boy who killed **Goliath**. In 1508, he started his most famous painting. It was on the ceiling of a religious building in Rome. It took him four years and is, perhaps, the best painting in Western culture. He continued painting and making sculptures for the rest of his life.

Michelangelo died in 1564 in **Rome**. He was buried in Rome, but his family later took his body back to Florence.

He was born on March 6th, 1475, near Florence, Italy. His father was a lawyer. A few weeks after his birth, his family moved to Florence.

In 1488, Michelangelo began to study painting in Florence with Domenico Ghirlandaio. He worked in the garden of the ruler of the city, Lorenzo de' Medici, and became a kind of son to him.

When Lorenzo died in 1492, Michelangelo left the city. He went north to Bologna, then, in 1496, he moved to Rome. He became well-known in Rome for his sculptures.



Michelangelo was one of the most famous painters and sculptors in the history of Western art.

When he moved back to Florence in 1501, he was famous. He started work on his sculpture of David.

He moved back to Rome in 1508 to work on the ceiling of the Sistine Chapel.

He moved around Italy for the next 25 years. He painted and made sculptures. He never married.

In 1534, he left Florence for the last time and moved to Rome. He painted several more famous works and also designed parts of several buildings.

Michelangelo died on February 18th, 1564.

Unit 4 Sports and Leisure

Listening and Speaking

A Look at the sports. Make phrases with *play* or *go*.

go skateboarding play golf

Do you play squash?

Can you play volleyball?

B Work in pairs. Ask and answer about the sports.

Do you like skateboarding?

Do you go swimming?

Can you surf?

What do you think of badminton?



- | | | |
|-----------------|-----------------|---------------|
| 1 skateboarding | 6 wind surfing | 11 squash |
| 2 walking | 7 paragliding | 12 badminton |
| 3 cycling | 8 swimming | 13 tennis |
| 4 ice skating | 9 golf | 14 volleyball |
| 5 surfing | 10 table tennis | |

C 1:9 Listen to some questions. Look at the drawings above. Work out the answers in pairs.

D Work in pairs.

- 1:10 Listen and complete the figures.
Student 1: Listen for information about males.
Student 2: Listen for information about females.
- Tell your partner about leisure activities in Australia for males or females.

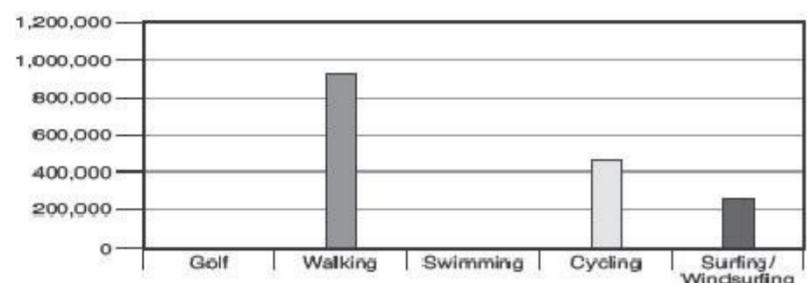


Figure 1: Leisure activities (adult males) in Australia

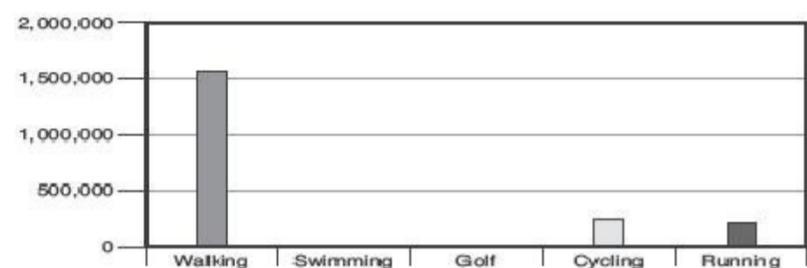


Figure 2: Leisure activities (adult females) in Australia

E Work in pairs.

Student 1: Say one word from each pair on the right.

Student 2: Say 1 or 2.

Student 1: Say: *That's right or No!*

1	2
live	leave
at	art
cat	cart
mall	male
men	mean
ten	teen
it	eat
head	heard
say	see
called	cold

F Correct the grammar mistake in each sentence from the unit. 1:11 Listen and check.

- 1 I don't like reading novel.
- 2 I don't want go home later.
- 3 She don't like playing computer games.
- 4 Many people enjoy to watch football.
- 5 How much are this shoes?
- 6 I want buy some new shoes.
- 7 Do you take the credit card?
- 8 Where can I to pay?
- 9 There's a machine cash outside the bank.
- 10 Please put your card in a machine.

G Write these words in the correct order to make questions from the unit. Think of a good answer for each question.

- 1 going you enjoy do shopping?
- 2 that much is how red jacket?
- 3 want do you how to pay?
- 4 hate does he why playing football?
- 5 from? word does the where chess come
- 6 time? spend do you how your free
- 7 shoes? think do you what of these
- 8 this want evening? do you what to do
- 9 this want weekend? does Maria where to go
- 10 new to TV? they want do get a

Reading and Writing

A You are going to read a text from an encyclopedia. It is about a leisure activity.

What questions will the text answer? Make a list.

B Scan the three texts opposite. Complete the table.

	dates	money	numbers
The DVD	1994		
Golf			
Skateboarding			

C Work in groups of three. Choose one of the texts to read.

- 1 Complete Table 1 for your item.
- 2 Cover the texts. Ask your partners. Make notes about the other items.

Table 1: Three leisure activities

	the DVD	skateboarding	golf
definition			
origins of name			
history			
the present day			

D Match the words from the texts with their meanings.

1 versatile	<input type="checkbox"/>	a flat, circular item
2 disk	<input type="checkbox"/>	a long, thin piece of wood
3 expensive	<input type="checkbox"/>	clever action
4 stick	<input type="checkbox"/>	place beside a road for people to walk
5 skate	<input type="checkbox"/>	move on ice
6 pavement	<input type="checkbox"/>	with a high price
7 trick	<input checked="" type="checkbox"/>	you can do many things with it

E Choose one of the items that you heard about. Write an encyclopedia article about it. Use your notes in Table 1. Do not look at the text.

The DVD

A DVD is a disk with lots of information on it. The information can be computer files, music or films.

The name comes from the first letters of *Digital Versatile Disk* or *Digital Video Disk*. It is versatile because you can do many things with it.

The Japanese company Pioneer made the first DVD in 1994. In August 1996, the first DVDs appeared in the shops in Japan.

At first, DVDs and DVD players were very expensive, but the price came down very quickly. In 2004, sales of DVDs reached \$15.5 billion.



Golf

Golf is a ball game for two or more people. You hit a ball into holes in the ground.

The name comes from an old Scottish word *gouf*. It means 'stick' or 'bat'.

Some people say that the game started in Scotland in the 15th century. Other people say people played the game in China 500 years before, in 945 BCE. The ancient game in China was called *chuiwan*. It means 'to hit a ball with a stick while you are walking'.

Over 50 million people play golf around the world.



Skateboarding

Skateboarding is a kind of skating on roads and pavements. You stand on a piece of wood. It has wheels on the bottom. You can also jump and do tricks.

The name comes from the words *skate* and *board*. *To skate* meant 'to move on ice' at first. A board is a long piece of wood.



In the 1950s, surfing became very popular in the USA and Australia. However, many people did not live near the sea. They wanted to 'surf' on the streets. In the early 1960s, two American companies made the first skateboards.

In the first two years of the new sport, people bought over 40 million skateboards. There are now more than 50 million skateboarders worldwide.

Unit **5** Nutrition and Health

Lesson 1: Listening and Speaking

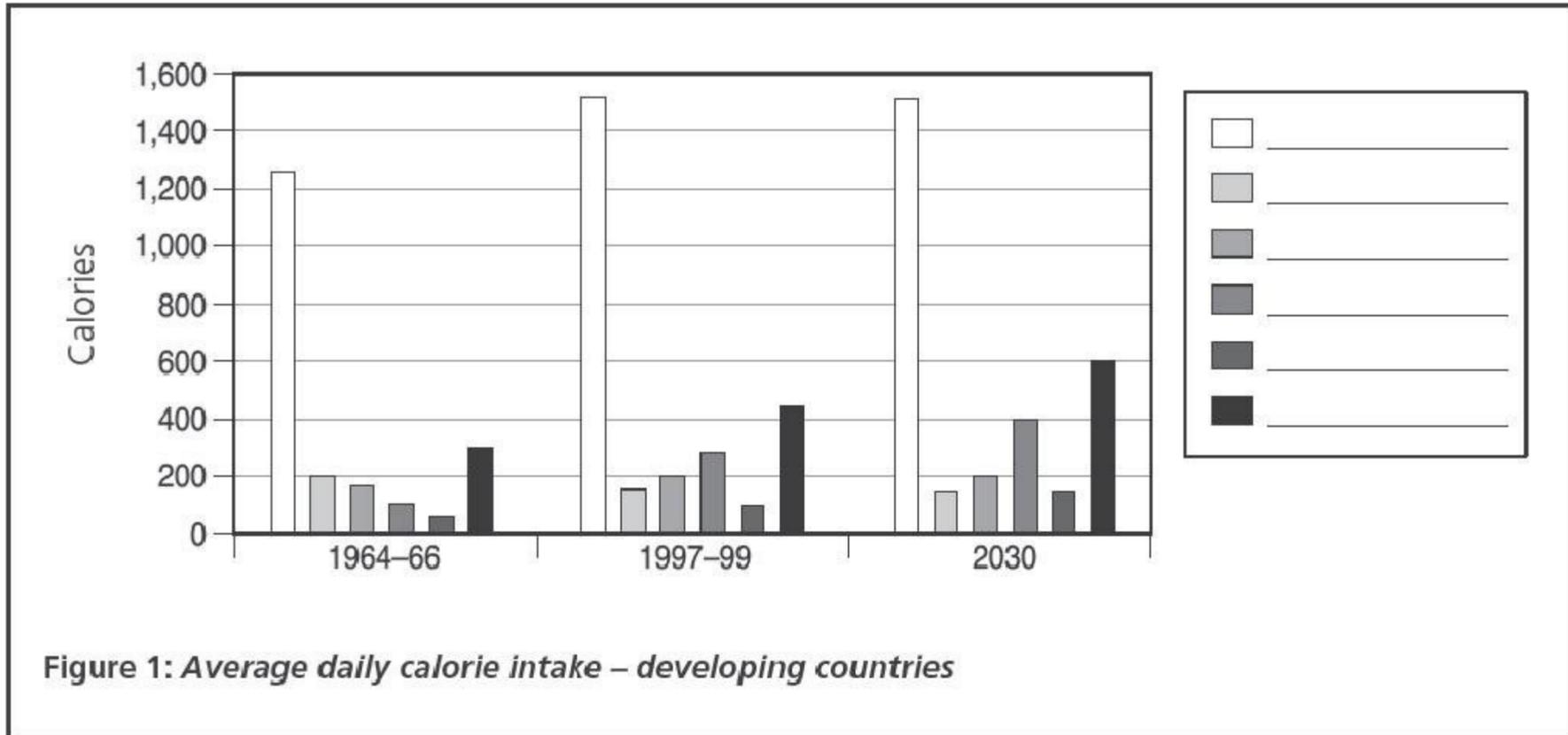


Figure 1: Average daily calorie intake – developing countries

A Study Figure 1.

- 1 What do the columns represent?
- 2 What does the first column for each time period probably represent?
- 3 **1:12** Listen to the information about 1964–1966. Complete the key with one word on each line.
- 4 **1:13** Listen to the information about 1997–1999. Write the number on each column.
- 5 What is the speaker going to say about 2030? **1:14** Listen and check.

B 1:15 Listen again to some sentences from the talk. Which word on the right completes each sentence? Number the words.

Example: 1 In the period 1964 to 1966, people in developing countries got, on average, 2,050 calories per ...

	calories.
1	day.
	important.
	low.
	rice.
	same.
	sources.
	up.
	vegetables.
	years?

C Which is the odd one?

1 One word in each row has a different (underlined> vowel sound. Circle the word.

2  **1:16** Listen and check.

- a. blue juice good food knew
- b. hard large are bad father
- c. bird men word heard turn

- d. walk four saw daughter our
- e. be beans piece did teenager

D Each sentence has one grammar mistake.

1 Find the mistake.

2  **1:17** Listen and check.

- a. How much potatoes do you eat every week?
- b. Do you like some coffee?
- c. Could I have a sandwiches?
- d. What would you like drinking?
- e. Could you like something to eat?
- f. Does she like egg?
- g. Do you have some ice?
- h. I have really thirsty.
- i. I like a glass of water.

E Study some pairs of sentences.  1:18 Listen. Does the speaker say sentence A or sentence B from each pair? Tick (✓) one sentence.

Sentence A

- 1 I like tea.
- 2 She likes chips.
- 3 I'm really thirsty.
- 4 I'm not hungry.
- 5 That's £7.65.
- 6 I don't drink tea or coffee.

Sentence B

- I'd like some tea.
- She'd like some chips.
- I'm really hungry.
- I'm hungry.
- That's £11.65.
- I drink tea and coffee.

F Study some pairs of questions.  1:19 Listen. Does the speaker say question A or question B from each pair? Tick (✓) one question.

Question A

- 1 Do you like fish?
- 2 What would you like to drink?
- 3 How many cans of soda do you have every day?
- 4 Do you have any crisps?
- 5 Do you want some milk?
- 6 Would you like milk and sugar?

Question B

- Would you like fish?
- What would you like to eat?
- How much soda do you have every day?
- Do you want to have some crisps?
- Do you have any milk?
- Would you like some sugar?

Reading and Writing

A You are going to read an encyclopedia article about a popular drink. What questions will the text answer? Make a list.

B Scan the two texts on the opposite page. Complete the table with the number of each item.

Text	paragraphs	place names	dates	numbers
Lemonade				
Bottled water				

C Work in pairs.

Student 1: Read about lemonade.

Student 2: Read about bottled water.

- 1 Complete Table 1 for your drink.
- 2 Cover the texts. Ask your partner. Make notes about the other drink.
- 3 Tell your partner the meanings of these words:

Student 1: *shariba*

Student 2: *spring*

Table 1: Two cold drinks

	lemonade	bottled water
How do you make it?		
When did it first appear?		
Where did it first appear?		
How did it spread?		
How popular is the drink today?		

D Write a text about your partner's drink. Use your notes from Table 1. Do not look at the text.

Lemonade

Lemonade is a kind of cold drink. It is made from the juice of lemons, with sugar and water. Sometimes the water has carbon dioxide (CO₂) in it. The name comes from the Arabic *laimoon*.

The Ancient Greeks and Romans probably did not know lemons.

Lemon trees grew first in Southeast Asia. From there, they spread to China in the north and Persia in the west.

In the 10th century, Arabs knew about lemons. They appear in a book on farming by Quatus Al-Rumi. In the 12th century, Arabs brought



lemons to Spain and North Africa. The juice of the fruit became popular for cooking and for drinking with sugar and water. The drink spread to Europe and then to North America.

Who first decided to put lemon juice in a glass and add sugar and water? We do not know. Lemonade was perhaps the sherbet of ancient Arabic stories, because the Arabic word *shariba* means 'a drink'.

There are now over 250 commercial brands of lemonade in the world.

Lemons now grow in the United States, southern Europe, North Africa and South America.

Bottled water

We sometimes think that water is free, but bottled water from springs is now a multi-billion dollar industry. Sometimes the water has carbon dioxide (CO₂). It may be natural or people may put it in the bottle in a factory.

The Romans knew the importance of clean water for bathing and drinking. They looked for underground sources of water called springs in every country of their empire. This water was cleaner than surface water in rivers and lakes. However, with the end of the Roman Empire, interest in underground water went down.

In the 18th century, people in Europe became interested in springs again. In France, Italy and Britain people travelled to springs to 'take the waters'.

People bottled water from a spring in France in 1850. Perrier, one of the most famous bottled waters, first appeared in 1863.

For many years, bottled water was only for the very rich. But in the 1970s, scientists started to write about the importance of drinking lots of water and sales of bottled water went up.

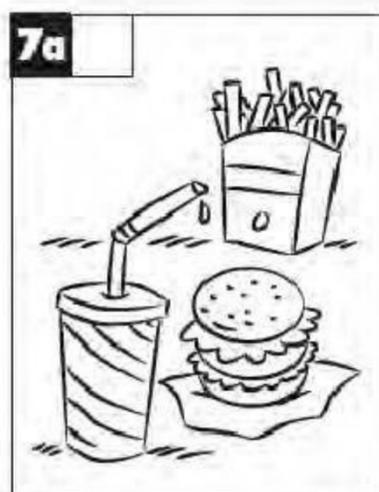
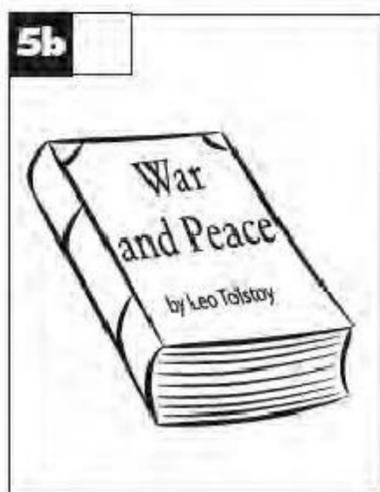
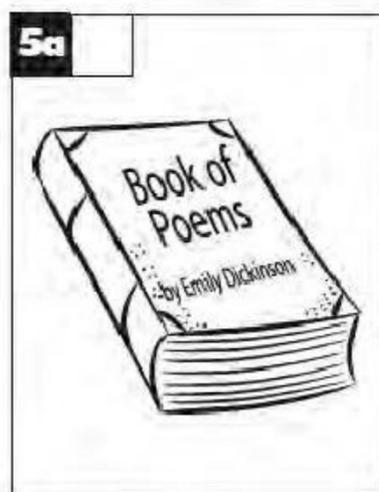
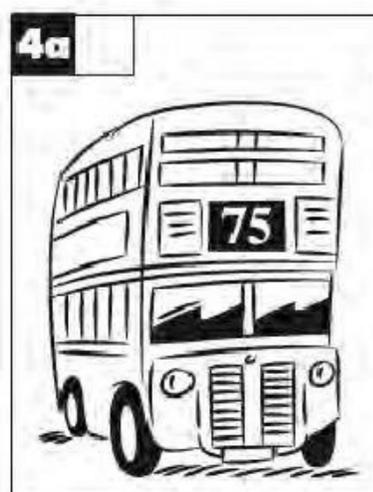
In 2002, people drank over 120 billion litres of bottled water from springs. Some of the Roman springs still produce water for the industry.



Review

Listening and Speaking

A 1:20 Listen and tick (✓) the correct picture in each pair.



B  1:21 Listen. Is each sentence past or present? Is it positive or negative? Tick (✓) the correct columns.

Example: 1 *Juan doesn't live in this city now.*

	present	past	positive	negative
1	✓			✓
2				
3				
4				
5				
6				
7				
8				
9				
10				

C Read the sentences.

1 How do you say the letter *s* in each word it appears in? Say the sentences.

- I sent the books to the student's house.
- He drives his car to the shops every day.
- She takes the bus to her mother's flat on Fridays.
- It's Bob's birthday this Thursday.
- Some trains don't stop at the supermarket station.
- She doesn't play sports.

2  1:22 Listen and check.

D Look at the questions in the left column.

1  1:23 Listen and complete the questions.

2  1:24 Match the questions and answers. Listen and check.

a. Where _____?	About 20 minutes.
b. How long _____?	He's a manager.
c. Do you _____?	I read. I play computer games. I go to the cinema.
d. What _____?	I went to a friend's house.
e. Do you _____?	In the city centre.
f. What _____?	No, I take a train.
g. What kind _____?	No, I'm a vegetarian.
h. What do _____?	Novels and short stories.
i. Do _____?	Three or four glasses on most days.
j. How much _____?	Yes, I work part-time in a shop.

Reading and Writing

A Write the words from the box in the correct columns.

~~author~~ butter cereals chess drive fiction fly games husband
jacket jeans sandwich shoes sister street surfing title uncle

clothes	food	travel	family	literature	leisure
				author	

B Make the subject in each sentence plural. Make any other changes.

- 1 The man is French. _____
- 2 The woman works in a bank. _____
- 3 A teenager can vote in my country. _____
- 4 This bus goes to the city centre. _____
- 5 A biography is a story of a person's life. _____

C Read the basic sentences. Rewrite the sentences with the extra information in *italics*.

- 1 I live in an apartment. *large / with my parents* I live in a large apartment with my parents.
- 2 People love playing games. *most / in my group / computer*
- 3 I study at a university. *Psychology / small*
- 4 Teenagers live with their parents. *many / in Mexico*
- 5 Children can get a job. *part-time / in a shop / at 14*
- 6 The bus goes to the centre. *number 57 / city*
- 7 It takes minutes to get to work. *me / twenty / my*
- 8 People go to work. *many / in Britain / by car*

D Study each sentence.

- 1 Translate each sentence into your own language.
- 2 Cover the English sentence and look at your translation. Translate the sentence back into English.
- 3 Compare the original English sentence and your translation back into English.
 - a. All teenagers in Britain stay at school to the age of 16.
 - b. Some old people don't have a cellphone.
 - c. Most people in New Zealand don't use public transport.
 - d. A ferry is a kind of boat.

- e. There are exactly 30 students in my group.
- f. Shakespeare was born in a small town on April 23rd, 1564.
- g. Tennis is a very old ball game.
- h. A healthy amount of coffee is three cups a day.

E Read the short biography of a famous novelist. Find 20 mistakes and correct them.



Jane Austen was one of the most famous novelists in English literature.

She born on 16th December, 1775 in the south of England. She started write at the age of 12. She wrote plays, short stories and poem. She began her first novel, *Sense and Sensibility*, in about 1795.

Between October 1796 and August 1797, Austen complete *Pride and Prejudice*. In the same year, his father sent it to the London publisher but he not reply. In 1801, the Austen family moved in Bath, but Jane did not go with they. For eight years, she lived in different towns, including Southampton on the coast south. In 1809, his brother, Edward, gave it a house in Chawton, near the town of her births.

Sense and Sensibility appeared in 1811 and it were a success. Two years later, Austen second novel, *Pride and Prejudice*, appeared, and she famous. The King for England liked their novels.

At 41, she became ill. She continued writing, but she died an year later, at July 18th, 1817.

F Complete the timeline of Jane Austen's life.

1775	16 th Dec - born

COURSE BOOK Transcript

Presenter: 1:1
Unit 1: Culture and Civilization
Lesson 1: Listening
Exercise A. Listen and point.

Voice 1: a man
a woman
a boy
a girl
a child
an adult
a female person
a male person
an old person
a young person

Voice 2: boys
girls
men
women
children
adults
females
males
friends

Presenter: 1:2
Exercise B. Listen and find.

Voice: Circle one person.
Circle one boy.
Circle the girls.
Circle the boys.
Circle the women.
Circle the men.
Circle the adults.
Circle the children.
Circle the people.
Circle the male people.
Circle the female people.

Presenter: 1:3
Exercise C. Listen and answer.

Voices: How many boys are there in the pictures?
How many girls are there in the pictures?
How many adults are there?

How many children are there?
How many people are there?
How many male people are there?
How many female people are there?

Presenter: 1:4
Exercise D. Listen. True or false?

Voices: 1 There are eight adults. There are five women and three men.
2 There are 14 people. There are nine male people and five female people.
3 There are six children, four girls and two boys.
4 There aren't any female children.

Presenter: 1:5
Exercise E1. Listen and number.

Presenter: 1
A: How old are you?
B: Fifteen.
A: Ah, so you're a teenager now.
B: Yes, that's right.

Presenter: 2
A: Do you have any children?
B: Yes, I have one child. He's ten.

Presenter: 3
Voice: It's strange, you know. I'm 80, but I don't feel like an old person.

Presenter: 4
Voice: She is a nurse. She works in a hospital. She's about 30.

Presenter: 5
A: What a lovely baby! How old is she?
B: She's ten months.

Presenter: 1:6
Exercise E2. Listen and answer.
Voice: How old is the baby?
How old is the boy?

What about the teenager?
 Is the woman about 50?
 Is the old person about 60?

Presenter: 1:7

Exercise F2. Listen and check.

Lecturer: OK. Today we're looking at words for different kinds of people.

In British culture, we use the word *baby* for the first 18 months or maybe 2 years of life. Then the baby becomes a child. We use the word *child* for boys and girls between the ages of 2 and 12.

Then we have a special word – *teenager*. The word comes from the numbers between 13 and 19.

They all end in *-teen*. So a person who is 13, 14, 15, and so on, is a *teenager*. Finally, we have the word *adult*. We use the word for people from 20 up to ... well, 100. But sometimes we say *He is old*, or *She is an old person*, for someone over 65 or 70. And of course we can say *young adult* for people of around 20 to 25.

Is it the same in your culture?
 When does a baby become a child? When does a teenager become an adult? When is a person 'old'?

Presenter: 1:8

Exercise G2. Listen and check.

- Voice: baby
 child
 children
 female
 friend
 girl
 male
 men
 person
 people
 women

Presenter: 1:9

Skills Check. Listen. Tick the words with /æ/.

- Voice: adult
 ask
 last
 can
 can't
 Saturday
 male
 lake
 woman
 man
 map
 village

Presenter: 1:10

Lesson 2: Speaking

Exercise B2. Listen to pairs of family words. Repeat each pair.

- Voice: mother and father
 brother and sister
 son and daughter
 uncle and aunt
 mother and daughter
 father and son
 parents and children
 grandparents and grandchildren
 husband and wife
 boyfriend and girlfriend
 children and babies
 parents and relatives

Presenter: 1:11

Exercise C. Listen. Which person is speaking?

- 1: In this photo, you can see my son and daughter. They are looking at holiday photos on our laptop. My husband is typing.
- 2: In this photo, I am with my family. You can see my brother, my two younger sisters, and also my baby sister. Her name is Jane. My father is taking the photograph.

- 3: In this photo, you can see all the people in my house. My mother is on the right and my father is on the left. My wife is in the middle. You can see our two children, Sarah and Ben.
- 4: In this photo you can see all my relatives. We have a big family! It's a birthday party. My grandmother is 80. All my aunts and uncles and cousins are in the photo. My mother is in the middle in the blue dress. My father is standing behind her. I am sitting on the right. My baby is with me.

Presenter: 1:12
Exercise D1. Listen to the conversation.

- A: Where do you live?
- B: In an apartment in the city centre.
- A: Is it near the university?
- B: No, it isn't. The bus takes 40 minutes.
- A: Who do you live with?
- B: My parents, my brothers and my sisters.
- A: Is it a big apartment?
- B: No, it isn't. Sometimes it's very difficult.
- A: Do you have a part-time job?
- B: Yes, I do. I work in a computer shop.

Transcript: 1:13

Presenter: Exercise D2. Listen and speak.

- A: Where do you live?
[PAUSE]
- B: In an apartment in the city centre.
[PAUSE]
- A: Is it near the university?
[PAUSE]
- B: No, it isn't. The bus takes 40 minutes.

[PAUSE]

- A: Who do you live with?
[PAUSE]
- B: My parents, my brothers and my sister.
[PAUSE]
- A: Is it a big apartment?
[PAUSE]
- B: No, it isn't. Sometimes it's very difficult.
[PAUSE]
- A: Do you have a part-time job?
[PAUSE]
- B: Yes, I do. I work in a computer shop.

Presenter: 1:14

Exercise F. Listen to a student's talk about his family.

- Student:** OK, er, this talk is about my home and family ... and my work. We're a small family. There are two adults – my mother and father. And there are two teenagers – my brother and me. I don't have a sister. I live with my parents in a small house. It's about, um... two kilometres from the city. There's a small garden and we have a cat. I study English and Tourism at university. I have a part-time job at the weekend. I work in my father's restaurant. That's all.

Presenter: 1:15

Lesson 3: Vocabulary and Pronunciation

Exercise B. A student is asking questions. Listen and complete his conversation with a teenager.

- S: I am doing a survey on possessions.
- T: OK.
- S: Can I ask you some questions?
- T: Yes, sure.
- S: Do you have a credit card?
- T: No, I don't.

S: Do you have a digital watch?
T: Pardon? What kind of watch?
S: A digital watch.
T: What's a digital watch?
S: It has numbers, like 2.35. It doesn't have hands.
T: Oh, right. Yes, I do.

Presenter: 1:16

Unit 2: Inventions and Discoveries

Lesson 1: Listening

Exercise A. Listen and point.

Voices: a bicycle
a boat
a bus
a car
a plane
a ship
a train
a road
a river
the sky
the sea
tracks

Voices: There is a boat on the river.
There are three cars on the road.
I go to work by bus.
How many planes are there in the picture?
Where's the ship going?
Have you got a bicycle?
Are there many people on the train?
Do you like walking?

Presenter: 1:17

Exercise B. Listen and complete Table 1.

Part 1

Lecturer: As you know, transport is a very important part of town planning. So today we are going to look at how people travel around a town or city. The first country we're going to look at is New Zealand.

How do most people get to work? According to a recent survey, most people in New Zealand go to work by car. The total population is a little over four million people. However, the researchers say that one million one hundred thousand people go to work by car each day. So you can see this country has a big problem.

Presenter: Part 2

Lecturer: Walking is in second place. Ninety-three thousand people walk to work. That's 93,000. In third place is the bus. Fifty-two thousand people go to work by bus each day. That's not many, is it? Nearly 60,000 people in total ride to work. That's six zero. Forty-one thousand go by bicycle and ... er ... 16, no sorry, 17,000 go by motorbike. Yes, 17,000 for motorbikes. Only 15,000 go by train. Maybe trains are very expensive. Finally, 13,000 people go to work by another method. For example, on roller skates or on a skateboard!

Presenter: Part 3

Lecturer: OK. We can look at these numbers in a different way. What percentage of people go to work by car in New Zealand? Now, where is it? Er, the answer is 82.6%. Here are the percentages for the other methods. Walking – only 6.9%. Next is going by bus – 3.9%. So that's 3.9% for buses. What about bicycles? – 3.0%. Only 1.2% use a motorbike, and going by train is less, at 1.1%. All the other methods add up to 0.9%. So there is some surprising information here ...

Presenter: 1:18
 Exercise C. Listen and answer.

Voice: 1 How many people go to work by car in New Zealand?
 2 What percentage of people go to work by car?
 3 How many people go to work by motorbike?
 4 What percentage of people go to work by train?
 5 Forty-one thousand. What's that?
 6 Three per cent. What's that?
 7 What's the total number of people in this table?

Presenter: 1:19
 Exercise D. Listen and answer true or false.

Voice: 1 The car is the most popular method.
 2 Walking is more popular than riding a bicycle.
 3 The bicycle is in third place.
 4 The train is not as popular as the bus.
 5 Nearly 60,000 people ride to work.
 6 Nearly 10% of people go by bicycle or motorbike.

Presenter: 1:20
 Exercise E1. Listen and number.

Voice: 1 drive
 2 ride
 3 walk
 4 sail
 5 fly

Presenter: 1:21
 Exercise E2. Listen and answer.

Voice: 1 Do you drive to college?
 2 Do you have a bicycle?
 3 Do you walk a lot?
 4 Can you fly a plane?
 5 Where can you sail in your country?

Presenter: 1:22
 Exercise F2. Listen and copy speeds and dates into the table.

Voice: The record speed for a plane is 7,692.66 kilometres per hour. The record was set on 28th March 2004.
 The record speed for a car is 1227.98 kilometres per hour. The record was set on 15th October 1997.
 The fastest speed for a motorbike is 518.45 kph. This record was set on 14th July, 1990.
 On 18th May 1990, a train travelled at 515.30 kph.
 What is the record speed for a bicycle? 50 kph? 100? 200? On 3rd October, 1995, a bicycle travelled at 268.83 kilometres per hour. The bicycle was behind a car.

Presenter: 1:23
 Skills Check 2. Listen and check.

Voice: bicycle
 drive
 fly
 plane
 sail
 ship
 street
 train
 track
 motorbike

Presenter: 1:24
 Skills Check 3. Listen. Tick the words with /əʊ/.

Voice: boat
 do
 does
 don't
 go
 goes
 motor
 home
 how

know
no
now
road
phone
long

Voice B: Let's see. 5825. Is that the Detroit flight?
Voice A: That's right.
Voice B: It arrives at 12.24.
Voice A: Is it on time?
Voice B: Yes, it is.

Presenter: 1:25

Lesson 2: Speaking
Exercise B1. Listen.

Female student: How do you get to college?
Male student: I come by car.
Female student: How long does it take?
Male student: About 45 minutes.
Female student: Forty-five minutes! How far is it?
Male student: It's only about 10 kilometres. But the traffic is very bad.

Presenter: 1:26

Exercise D. Listen to a student's talk.

Student: My talk is about getting to work in New Zealand.
OK. In New Zealand, most people don't use ... er ... public transport. Some people go by bus and a few people go by train. Most people use their own transport. They go to work by car. Some people ride to work. They ride a motorbike ... or they ride a bicycle. Some people walk and a few people use a skateboard. What's a skateboard? Well, a skateboard is a piece of wood. You stand on it. And it has wheels.
I think, in the future, more people will use public transport in New Zealand. OK. That's the end.

Presenter: 1:27

Lesson 3: Vocabulary and Pronunciation
Exercise C1. Listen and complete the conversation.

Voice A: Excuse me. What time does flight 5825 arrive?

Presenter: 1:28

Exercise D1. Listen to the announcements.

Announcer 1: This is the last call for BA flight 193 to Dallas. Would the last remaining passengers please go to Gate 23 immediately. That's the last call for BA 193.

Al Italia flight AZ 203 for Rome is now boarding at Gate 21. Would all passengers for AZ 203 to Rome please go to Gate 21.

This is a security announcement. Please do not leave any bags unattended. Unattended bags will be removed and may be destroyed.

BMI Airlines BD 3449 to Milan is now boarding at Gate 20. Would all passengers for BD 3449 to Milan please go to Gate 20.

This is a special announcement for passengers on American Airlines AA 047 to Chicago. Your flight is delayed by 55 minutes. Please wait in the lounge for further announcements.

Saudi Airlines flight SV 102 for Riyadh is now boarding at Gate 18. Would all passengers for SV 102 to Riyadh please go to Gate 18.

This is the last call for BA flight 7061 to Madrid. Would the last remaining passengers please go to

Gate 27 immediately. That's the last call for BA 7061 to Madrid.

Presenter: 1:29
Exercise D2. Listen again.
[REPEAT OF 1:28]

Presenter: 1:30
Exercise E1. Listen to the announcements.

Announcer 2: The 1535 train to Poole will depart from Platform 10. That's Platform 10 for the 1535 train to Poole. This service is delayed five minutes and will depart at 1540.

The 1539 train to Epsom will depart from Platform 1. That's Platform 1 for the 1539 train to Epsom. This service is delayed by five minutes and will depart at 1544.

The 1605 train to Portsmouth will depart from Platform 14. That's Platform 14 for the 1605 train to Portsmouth. This service is delayed ten minutes and will depart at 1615.

The 1542 train to Shepperton will depart from Platform 4. That's Platform 4 for the 1542 train to Shepperton. This service is delayed by ten minutes and will depart at 1552.

Please remember to keep all your personal belongings with you at all times. Unattended bags will be removed and may be destroyed.

The 1550 train to Reading will depart from Platform 19. That's Platform 19 for the 1550 train to Reading. This service is delayed by 15 minutes and will depart at 1605.

The 1553 train to Alton will depart from Platform 12. That's Platform 12 for the 1553 train to Alton. This service is delayed by two minutes and will depart at 1555.

Presenter: 1:31
Exercise E2. Listen again.
[REPEAT OF 1:30]

Presenter: 1:32
Unit 3: Art and Literature
Lesson 1: Listening
Exercise B. Listen and point.

Voices: painting
architecture
novel
play
poem
biography

Voices: Do you like the plays of William Shakespeare?
Have you read the new biography of Charles Dickens?
I love this poem. It's by Thomas Hood.
I'm very interested in architecture.
What a lovely painting. Who is the painter?
Who wrote this novel?

Presenter: 1:33
Exercise C. Listen to the introduction to a lecture.

Lecturer: All right, is everybody ready? Let's start. In today's lecture, we're going to look at art. The word *art* can have different meanings. But today we are only going to look at paintings. We're going to look at different kinds of paintings. Some of the paintings are modern, and some of the paintings are hundreds of years old.

Presenter: 1:34

Exercise D. Listen to the main part of the lecture. Number the paintings.

Lecturer: OK. We are going to look at five main kinds of painting in Western culture. That's important. We are only talking about Western culture. Now, firstly, there are portraits. A portrait is a painting of a person. You can usually see just the head and shoulders, but sometimes you can see the whole person. The person is usually looking out of the painting at you. Many portraits show famous people, but the most famous portrait of all shows the face of an unknown woman. You know the name already. It is called the *Mona Lisa*. It is by the Italian painter, Leonardo da Vinci.

The second kind of painting is the landscape. A landscape shows a piece of land – perhaps it is a mountain, or a river, or trees or a field of flowers. Sometimes there are people in a landscape painting but they are not important. The painter is interested in the land itself. Claude Monet, the French painter, did many landscapes, including *Corn Poppies*.

The third kind of painting is the seascape. A seascape painting is similar to a landscape, but, of course, the important thing is the sea. Sometimes there are boats or ships in the picture but sometimes we can just see the sea, calm or stormy. The English painter, Turner, did a lot of seascapes, including *The Fighting Temeraire*. The fourth kind of painting is called a still life. In a still life painting, we can see some flowers or some fruit – apples, oranges,

pears, grapes. There are some very famous still life paintings, including *Sunflowers* by the Dutch painter, Vincent Van Gogh.

The last kind of painting is called *abstract* art. What does *abstract* mean? One definition is 'not real'. Abstract artists are most interested in colours, lines and shapes, for example squares, circles and triangles. They do not usually paint a lot of detail. Picasso is probably the most famous abstract artist in the world.

Now let's look at some more examples of paintings by each artist ...

Presenter: 1:35

Exercise E. Listen and answer.

- Voice:
- 1 How many main kinds of painting does the lecturer talk about?
 - 2 Can you name one of the kinds?
 - 3 What kind of painting is Picture 1?
 - 4 What about Picture 2?
 - 5 What can you see in a still life painting?
 - 6 What kind of painting has boats or ships?
 - 7 What shapes can you see in the abstract painting?
 - 8 How many portraits are there?

Presenter: 1:36

Exercise F. Listen to the introduction to a lecture about literature.

Lecturer: Every culture has its own art and literature. However, I'm not going to talk about art today. I'm going to talk today about literature in Western culture. I'm going to talk about famous authors, I mean

writers of literature. And I'm going to mention some famous titles – that is, the names of famous books and poems and plays. Perhaps you are asking: What is literature? Well, some people say it is the art of writing. Literature gives us new experiences, ideas, feelings and meanings.
So, firstly, there are novels ...

Presenter: 1:37

Exercise G. Listen to the main part of the lecture.

Lecturer: Firstly, there are novels. A novel is a story. Novels often tell the story of a person's life, but the story is not true. We call this type of literature *fiction*. The most famous novelist in English literature is Charles Dickens. He was born in 1812, but people still read his books today. Dickens's family were very poor. Many of his books were about poor people. The title of his most famous novel is *Oliver Twist*. The second kind of literature is the biography. A biography is also the story of a person's life, but it is the life of a real person. We call this kind of literature non-fiction. There are biographies of every famous person in the world. For example, there are biographies of Princess Diana, Nelson Mandela and Bill Clinton.
Thirdly, literature includes plays. A play is also a story. Actors bring the story to life in a theatre. William Shakespeare is the most famous author of plays in English literature. He was born in 1564, but, like Dickens, his works are still popular. His most famous play is *Romeo and Juliet*.
Finally, there are poems. A poem is

often about one idea, for example, love or nature. Many poems have words with similar sounds. We call this *rhyme*. For example, *say* and *play*, or *right* and *night*.
Shakespeare was a very good poet as well as a writer of plays.
Right. Let's look at each kind of literature in more detail ...

Presenter: 1:38

Exercise J1. Listen. What is each lecture about?

Lecture 1

Lecturer: Afternoon, everyone. In today's lecture, I'm going to talk about the life of an author. His name was Thomas Hood. He was a poet. His poems were very famous in the 1800s. Perhaps you know his most famous poem. The title is *I remember I remember*.
OK. Thomas Hood was born in 1799 ...

Presenter: Lecture 2

Lecturer: Let's start today with a question. Who is the most famous novelist in English literature? The answer is Charles Dickens. He is famous all around the world, not just in England. And his most famous novel is called *Oliver Twist*.
Today, we will talk about Charles Dickens and *Oliver Twist*.
Charles Dickens was born in 1812 ...

Presenter: Lecture 3

Lecturer: Each culture has famous authors. Authors write about their own culture. But people in many cultures love the plays of this man. He was English, but people watch his plays in Italy and Japan and Brazil. He wrote his plays 400

years ago, but they are still very popular. His name was William Shakespeare. And his most popular play? Probably *Romeo and Juliet*.

Shakespeare wrote *Romeo and Juliet* at the end of the sixteenth century ...

Presenter: Lecture 4

Lecturer: OK. So far, we have looked at novels, and poems, and plays. There is one more kind of literature. It is very popular nowadays. Biography. Today, we're going to look at the most famous biography in English literature. It is called *The Life of Doctor Johnson*. The author was James Boswell. Boswell was a great friend of Doctor Johnson ...

Presenter: 1:39

Exercise J2. Listen again. Complete Table 1 with information about the pieces of literature.
[REPEAT OF 1:38]

Presenter: 1:40

Lesson 2: Speaking

Exercise B. Listen to some information about some of the works of art or literature.

Lecturer: Number 1. This is a painting by John Constable. He was English. He was born in 1776. He lived in the east of England. He had seven children. He painted many landscapes. He painted this picture in 1821. He sold most of his paintings in France. John Constable died in 1837.
Number 4. This is a novel by Jane Austen. She was an English novelist. She was born in 1775. She lived in the south of England.

She used her own name to write novels. At that time, most women writers used men's names. The King of England loved her novels. Jane Austen died in 1817. She was 41 years old.

Number 5. This is a poem by William Shakespeare. He was born on 23rd April 1564. He wrote at least 35 plays. He also wrote 154 short poems and 5 long poems. He died on the same day, 23rd April, in 1616.

Number 7. This is a self-portrait by Vincent Van Gogh. He was a Dutch painter. He was born in 1853. He painted at least 900 paintings, including self-portraits. His paintings are very expensive today. But he was a poor man all his life. He killed himself in 1890. He was only 37 years old.

Presenter: 1:41

Exercise C. Listen. Complete the notes.

Student: OK. Um. Today, I want to tell you about Naguib Mahfouz. He is the most famous author in my culture. He won the Nobel Prize for Literature in 1988. He was an Egyptian.
Mahfouz was born in about 1911. He lived in Cairo all his life. He went to Cairo University in 1929. He left in 1934. He wanted to be a writer. He worked for a newspaper for many years. Then he started work for the government. He married in 1954. He had two daughters. He wrote novels and short stories. He wrote about life in Egypt. I think his best book was *The Children of Gebelawi*. I really like that novel. He died in 2006. And that's it. Thank you.

Presenter: 1:42
Exercise D2. Listen to some regular verbs. Say the past tense form.

Voice: live [PAUSE] lived
work [PAUSE] worked
start [PAUSE] started
want [PAUSE] wanted
die [PAUSE] died
study [PAUSE] studied
marry [PAUSE] married

Presenter: 1:43
Exercise D3. Listen to some irregular verbs. Say the past tense form.

Voice: write [PAUSE] wrote
win [PAUSE] won
be [PAUSE] was / were
have [PAUSE] had
go [PAUSE] went
leave [PAUSE] left
come [PAUSE] came

Presenter: 1:44
Lesson 3: Vocabulary and Pronunciation
Exercise A2. Listen and count the syllables.

Voice: beautiful
ugly
nice
horrible
modern
OK
interesting
boring
dark
pretty
realistic
great
childish

Presenter: 1:45
Exercise B2. Listen and check your answers.

Presenter: Conversation 1
Voice A: Do you like this painting?
Voice B: Yes, I do. It's very beautiful.
Voice A: Do you like the colours?
Voice B: Yes. I love them.
Voice A: Me too!

Presenter: Conversation 2
Voice A: What do you think of these abstract paintings?
Voice B: I don't like them. They're horrible.
Voice A: Who's the artist?
Voice B: I don't know. Maybe Picasso. What about you? Do you like them?
Voice A: They're OK. There are some interesting shapes.

Presenter: 1:46
Pronunciation Check. Listen and repeat the questions.
Voice: Do you like this painting?
Do you like poetry?
Do you like landscape paintings?
Do you live in a big city?
Do you go to work by car?
Do you live with your parents?
Do you study English?
Do you have an iPod?
What do you think of these paintings?
Where do you live?
Where do you study?
How do you get to college?

Presenter: 1:47
Exercise C. Listen. Mark each sentence true or false.
Student: I am going to talk to you about a very famous person in my culture. I like his work very much. His name was Antonio Gaudi. Well, actually his name was Cornet but people called him Gaudi. Gaudi was a Spanish architect. He was born in Reus in 1852. It is a town in northeast Spain.

Gaudi's parents were coppersmiths. They made things from copper.
 Gaudi's father took him to Barcelona in 1868. He wanted to study architecture.
 He went to architecture college from 1873 to 1877.
 After college, he became an architect.
 Gaudi's ideas came from the sea and nature. His buildings were not square and they did not have many straight lines. He used circles and different shapes.
 At first, most people hated his work. It was very different from the architecture of the time. Later, people started to like it.
 In 1884, he started work on a church, the Sagrada Familia. He worked for 43 years on the church. He didn't finish it.
 Gaudi designed a lot of beautiful buildings in Barcelona but he didn't make much money. He was poor all his life.
 He did not marry. Gaudi lived alone in his church for the last years of his life.
 A tram hit him in a Barcelona street in 1926. He died three days later.

Presenter: 1:48

Unit 4: Sports and Leisure

Lesson 1: Listening

Exercise B. Listen and point.

- Voices: going shopping
 playing football
 going swimming
 playing handball
 reading a novel
 watching a film
 going surfing
 playing tennis
 going to the beach

- playing computer games
 listening to music

- Voices: I love going swimming.
 She likes playing handball.
 Do you ever go surfing?
 I watched a fantastic film last night.
 Where can you play tennis in this town?
 I'm reading a good novel at the moment.
 Do you like going to the beach?
 I'm not good at playing computer games.
 I always go shopping at the mall on Saturdays.
 I like playing football, but I'm not very good at it.
 My favourite leisure activity is listening to music.

Presenter: 1:49

Exercise C. Listen and complete Table 1.

- Lecturer: Today's session is about popular leisure activities. We are going to look at the UK, and later we will compare with other countries.
 Why are we looking at leisure activities? Why is it important? It's important for business, of course. But most of all it's important for our health. So, let's start.
 What are the most popular leisure activities for adults in the UK?
 According to a recent survey, people over 16 in the UK spend most time watching TV or films. The average time is 135 minutes per day. That's over two hours each and every day.
 Meeting friends is in second place. Adults spend an average of 63 minutes on meeting friends, and family of course, that's over an hour a day.

What's in third place? Playing football, perhaps, or using the Internet? No, third place goes to listening to the radio or music. People over 16 in the UK spend, on average, 45 minutes each day listening to the radio or music. So fourth – computer games, the Internet? No, surprisingly, in fourth place is reading. Yes, reading. Adults in Britain spend nearly half an hour on reading. Twenty-four minutes, actually. That's all kinds of reading – novels, magazines and newspapers. Going shopping is in fifth place. Adults spend 20 minutes shopping each day, on average. Shopping means buying food and everyday things in a supermarket, for example. It also means buying clothes, DVDs and other luxury items.

Now, we are coming to using the Internet. People over 16 in Britain spend just a quarter of an hour online. Do you think that is very low? Well, remember, this is the figure for adults, not for children or teenagers.

Playing sport of all kinds is in seventh place. Adults only spend about a quarter of an hour – actually 12 minutes – on playing sport. They spend nearly as long on playing computer games. 11 minutes to be precise. Remember this is adults!

Finally, adults spend 10 minutes on walking. Of course, they drive most of the time, or go on public transport.

Remember. These figures are for adults, for people over 16, in the UK. Do you think they are very different for adults in your

country? Do you think the figures are different for men and women? And what about teenagers? What are the figures for teenagers in your country?

Presenter: 1:50

Exercise D. Listen. True or false?

Voice: Watching TV or films is the most popular leisure activity for adults in the UK.

Walking is more popular than playing computer games.

Meeting friends and family is in third place.

Adults spend twice as long reading as playing sports.

Adults spend over five hours on leisure activities.

Adults spend over 50 per cent of their leisure time watching TV and films.

Presenter: 1:51

Exercise F1. Listen and number.

Voice: 1 Nowadays, many people go to sports centres early in the morning before work or college, or early in the evening, after work or college.

2 At one time, people said 'Television will replace cinema.' But millions of people still go to watch films every week.

3 The Greeks built a lot of new stadiums for the Olympic Games in Athens in 2004.

4 People go to the mall to shop, but they also go there to meet their friends.

5 Teenagers don't go to the theatre in the UK very much. They go to music concerts much more.

Presenter: 1:52
Exercise F2. Listen and answer.
Voices: Is there a mall near here?
How often do you go to the theatre?
Does this place have a sports centre?
What is the name of the nearest football stadium?
What films are on at the cinema this week?

Presenter: 1:53
Exercise G. Listen to the introduction to a lecture about leisure activities.
Lecturer: There are two main kinds of leisure activities. The first kind is sports, like football and tennis. I talked about sports last week. I'm not going to talk about sports activities today. I'm going to talk about the other kind of leisure activities, like reading and going to the cinema. In the UK, these activities are more popular than sports with adults. So, today, we are going to look at some of these activities.

Presenter: 1:54
Exercise H. Listen to the first part of the lecture.
Lecturer: We do some leisure activities with hundreds of other [PAUSE]. For example, watching football in a [PAUSE] or watching a film in a [PAUSE] or going to see a play in a [PAUSE]. We do some leisure activities with one or two of our [PAUSE]. For example, watching television at [PAUSE] or shopping at the [PAUSE]. We do some leisure activities alone. For example, reading a [PAUSE] or listening to music on an mp3 [PAUSE].

Presenter: 1:55
Exercise H2. Listen again and check your ideas.
Lecturer: We do some leisure activities with hundreds of other people. For example, watching football in a stadium or watching a film in a cinema or going to see a play in a theatre. We do some leisure activities with one or two of our friends. For example, watching television at home or shopping at the mall. We do some leisure activities alone. For example, reading a book or listening to music on an mp3 player.

Presenter: 1:56
Exercise I1. Listen to the words.
Voice: ball
job
watch
what
mall
orange
sport
walk
want
author

Presenter: 1:57
Exercise I2. Listen to some sentences. How many times do you hear /ð/ in each sentence?
Voices: 1 There's a lot of hot water if you want a bath.
2 What kind of watch have you got?
3 We went shopping for our holiday and we bought lots.
4 The bus stops four times on this route.
5 Sorry, but I don't want modern art on my office wall!

Presenter: 1:58
Exercise I3. Listen to some more sentences. How many times do you hear /ɔ:/ in each sentence?

- Voices:**
- 1 Can we walk and talk at the same time?
 - 2 Please call me after four.
 - 3 Your ball went over the wall.
 - 4 The author was born in 1944.
 - 5 I went to a really boring talk about jobs in sport.

Presenter: 1:59
Lesson 2: Speaking
Exercise B1. Listen to the conversation.

- Voice A:** How do you spend your free time?
Voice B: Listening to music.
Voice A: Anything else?
Voice B: Watching television, and reading.
Voice A: Do you like playing sports?
Voice B: No, I don't. I hate playing sports.
Voice A: What about watching?
Voice B: Well, I like watching tennis and basketball. What about you?

Presenter: 1:60
Exercise C1. Listen and repeat the sentences.

- Voice:** I hate playing sports.
I love watching tennis.

Presenter: 1:61
Lesson 3: Vocabulary and Pronunciation
Exercise A2. Listen and check your answers.

- Voice:** You can buy trainers in a sports shop.
You can buy jeans in a clothes shop.
You can buy a toothbrush in a pharmacy.
You can buy stamps in a post office.
You can get money from a cash machine.

You can buy DVDs in an electronic games shop.

Presenter: 1:62
Exercise B. Listen to some sentences. What does each person want to buy?

- Voices:**
- 1 I want to buy a new T-shirt. I want a white one for tennis. And I want a pair of new trainers too.
 - 2 It's my mother's birthday on Saturday. I want to buy her a present. I don't want to give her flowers again.
 - 3 I'm going shopping this evening. I want to buy some make-up. And I want shampoo.
 - 4 Where's the best place for souvenirs? I think the airport shops are too expensive. I want to buy one for my brother.
 - 5 I'm really hungry. I'm going to the supermarket – I want to get a sandwich.

Presenter: 1:63
Exercise D1. Listen and check your answers.

- Presenter:** Conversation 1
C: Excuse me. How much is this DVD?
SA: It's £4.99.
C: OK. Where can I pay?
SA: Over there. Near the door.
C: Thanks.
SA: That's OK.

- Presenter:** Conversation 2
SA: Can I help you?
C: Yes, please. How much are these jeans?
SA: They're £47.50.
C: Can I try them on?
SA: Certainly.

Presenter: Conversation 3

C: I want to buy an iPod, please.

A: OK. Which one are you interested in?

C: The iPod classic. In silver. For 199.

A: This one here?

C: Yes, please. Do you take credit cards?

A: Yes, we do.

Presenter: Conversation 4

SA: How do you want to pay?

C: By card, please.

SA: Can you put it in the machine, please? And enter your PIN number.

C: OK.

SA: And here's your receipt.

Presenter: 1:64

Exercise D2. Listen and check your answers.

[REPEAT OF 1:63]

Presenter: 1:65

Unit 5: Nutrition and Health
Lesson 1: Listening

Exercise B. Listen and point.

Voices: ice cream
rice
bread
chicken
milk
tea
sandwiches
butter
eggs
water
orange juice
coffee
cheese
sugar
potatoes

Voices: Would you like some coffee?
How about a cup of tea?
Do you take sugar?
I don't want milk, thank you.
Would you like some more potatoes?

Voice A: I had a cheese sandwich for lunch.

Voice B: Did you? I had chicken and rice.

Voices: Could I have a glass of water please.
Do you have any orange juice?
My favourite food is boiled eggs. I love them.
It's so hot. Do you fancy an ice cream?

I'd like some bread and butter with my meal, please.

Presenter: 1:66

Exercise C. Listen and answer.

Voices: Do you like rice?
Do you have milk in tea or coffee?
Do you put butter on your bread?
Do you prefer tea or coffee?
Do you have eggs in the morning?
What kind of potatoes do you like?
How many teas or coffees do you drink every day?
How much sugar do you have in your tea or coffee?
How much water do you drink every day?
What's your favourite ice cream?

Presenter: 1:67

Exercise D. Listen and add the calories to the table.

Lecturer: Today I'm going to talk about food and drinks. Why do we eat food? Why do we drink drinks? The answer is obvious. We eat because we are hungry. And we drink because we are thirsty. Of course, we also enjoy food and drinks. But there is another reason for eating and drinking. We eat and drink to get energy. We need energy to do work. We need energy to do leisure activities. We get energy from food and drinks. Some food gives us a lot of energy. Some food only gives us a little

energy. Today I'm going to tell you the energy value in certain foods and drinks. By the way, we measure energy value in calories. For example, one large potato has about 270 calories. But one portion of rice has about 210 calories. So there is more energy in one potato than in one portion of rice.

Let's look at the energy value of some other foods. One piece of chicken has an energy value of 185 calories. But did you know that one piece of bread has almost as much energy? One hundred and sixty calories. And if you put butter on the bread, that's another 75 calories. Yes, that's right. 160 for the bread plus 75 for the butter. Add one small piece of cheese and that's another 125 calories.

Do you like ice cream? Well, one ice cream has 150 calories. A glass of milk has slightly less at 140 calories. Sorry, I meant to say 130 calories. What about soft drinks, like cola or lemonade? Actually they have fewer calories than a glass of milk. There are about 100 calories in a can.

There are no calories in tea or coffee. These drinks are mostly hot water. But one spoonful of sugar is 20 calories, so if you have two spoons and some milk, perhaps your cup of coffee has 60 or 70 calories.

Why is this important? Because some people eat and drink too many calories. Then they become too heavy and can have other problems too.

Presenter: 1:68

Exercise G1. Listen to the introduction to a talk about calorie consumption.

Lecturer: In today's lecture, I'm going to look at the main sources of energy from food. As you know, we need energy to do work. Food scientists say that adult women need about 2,000 calories every day, and men need about 2,500. Teenagers need more calories. For boys, the figure is 2,750, and for girls, it's about 2,250.

Let's look in detail at one country, the USA. Later, we can compare the information with other countries. In the USA, the average daily calories per person is 3,654. I'll repeat that. 3,654. So North Americans consume 30% more than the world average.

Remember the figures I gave you in my introduction. A woman needs only 2,000 calories a day, and a man only 2,500. So where do people in the USA get all those calories from? Rice? Potatoes? Chicken? Or something else?

Presenter: 1:69

Exercise G3. Listen to the main part of the talk.

Lecturer: So we're going to look at the main food groups. The first group is cereals. What are cereals? Cereals are kinds of food like bread, pasta and rice, for example. This is usually the biggest energy source for most people. In the USA, that's 23%.

Next we have vegetable oil and animal fat. In the USA, people get 18% of their calories from oil and fat. Of course, oil and fat are very high in calories.

Sugar is the same amount: 18%.
 We put sugar in tea and coffee, of course. There is also lots of sugar in soft drinks, like Coca-Cola. Obviously there is sugar in cakes and cookies. But there is sugar in most food from the supermarket too.
 What's next? It's meat and fish. And the percentage is 16%.
 After that we have milk and dairy items. What are dairy items? Well, mainly cheese, yoghurt and eggs. And the percentage for the USA? That's exactly 10%.
 And now for the healthy food. Food scientists want us to eat five portions of fruit and vegetables every day. But, in the USA, they only get 5% of their calories from them. And finally, at only 4%, there are beans. These are a healthy, low calorie food, but Americans eat very few.
 Many people in the USA have health problems. These figures show us the reason. Now let's compare these figures with one or two other countries in ...

Presenter: 1:70
 Skills Check 3. Listen. Tick the correct column.

- Voice:** fruit
 blue
 book
 cook
 could
 do
 juice
 look
 new
 sugar
 would

Presenter: 1:71

Lesson 2: Speaking

Exercise B2. Listen to the introduction to a lecture about soft drinks. Check your answers.

Lecturer: We are going to do a survey today into soft drinks. Soft drinks are sodas, like cola. They are also juice, water, and tea and coffee. There is a problem in some countries with soft drinks. People are thirsty so they drink a soda. They don't drink water. People drink too many sodas, and this is bad for their health. Why are sodas bad for your health? Because a can of soda has about ten spoons of sugar in it. That's right, ten spoons. What is a healthy amount of sugar each day? Some doctors say it is about ten spoons. Ten spoons. So that's the same as one cola. What about water? What is a healthy amount of water every day? Doctors say it is six glasses of water. How many colas do teenagers in your country drink every day? How much water do they have every day? What about coffee and tea? In a minute, we are going to do a survey and find out. But first, look at some information from America ...

Presenter: 1:72

Exercise D2. Listen and check.

Voice A: Could I ask you some questions?
Voice B: Yes, sure.
Voice A: I want to ask you about soft drinks.
Voice B: Soft drinks? OK.
Voice A: How much soda do you drink every week?
Voice B: How many cans?
Voice A: Yes. Cans.
Voice B: Well, I drink about three cans a day ... so that's 20 or 21.

Voice A: OK. And what about water? How much water do you drink?

Voice B: Bottled water?

Voice A: Well, bottled water and tap water.

Voice B: I don't drink much water. Maybe a glass a day.

Voice A: OK. Do you drink anything else? Tea, coffee, juice?

Voice B: I don't drink any coffee or tea. I don't like them. Juice ... maybe one can a week.

Voice A: That's great. Thanks very much.

Voice B: No problem.

Presenter: 1:73

Lesson 3: Vocabulary and Pronunciation

Exercise A2. Listen to the words in the box below.

- Voice: a hot chocolate
- a lemonade
- a pizza
- a sandwich
- a snack
- alcohol
- some chips
- some crisps

Presenter: 1:74

Exercise B2. Listen and check your answers.

Presenter: Conversation 1

Waiter: Would you like a drink?

Customer: Yes, please. Could I have an orange juice?

Waiter: Certainly. One orange juice.

Customer: Thank you.

Presenter: Conversation 2

Assistant: Next!

Customer: I'd like a large pizza please. Cheese and tomato.

Assistant: Would you like mushrooms?

Customer: No, thanks. I don't like mushrooms.

Assistant: One large pizza. Anything else?

Customer: Could I have a large bottle of lemonade, please?

Assistant: That's £9.25, please.

Customer: Thank you.

Presenter: Conversation 3

Bartender: What can I get you?

Customer: Can I have a coke, please?

Bartender: Yes, sure.

Customer: Do you have any ice?

Bartender: Certainly.

Customer: And do you have any crisps?

Bartender: No, I'm sorry. We don't.

Presenter: Conversation 4

Customer 1: What would you like?

Customer 2: I'm not sure.

Customer 1: Would you like some tea?

Customer 2: No, thanks, I don't like tea.

Customer 1: Do you like coffee?

Customer 2: Yes, I do, but I'm really thirsty. I'd like a large glass of water.

Customer 1: Anything to eat?

Customer 2: No, I'm not hungry.

Presenter: 1:75

Exercise D2. Listen and check.

- Voices: a. Would you like a drink?
- b. I'd like a large pizza, please.
- c. Could I have an orange juice?
- d. What would you like?
- e. Can I have a coke, please?
- f. Would you like some mushrooms?

Presenter: 2:1

Review

Lesson 1: Listening

Exercise B1. Listen to the introduction. What is the lecture about? Tick one subject.

Lecturer: In today's lecture, I'm going to talk about a big problem for cities all over the world. Perhaps it is the biggest problem. The problem is traffic, particularly traffic in the

morning and the evening, during the rush hour. Millions of commuters move slowly to work every morning. They move slowly home in the evening. What is the answer? In this lecture, I'm going to talk about one solution. It comes from a city called Curitiba.

Presenter: 2:2

Exercise B2. Listen to the first part of the lecture. Complete the summary.

Lecturer: Curitiba is in southern Brazil. It's the capital of the state of Parana. The city is about 400 kilometres from São Paolo. Now São Paolo is one of the biggest cities in the world with a population of about ... um ... 20 million people. But Curitiba is much, much smaller. It has a population of 1.8 million. That's still a big city. Many of the people work in the city centre. In this way, it is the same as every city in the world. Er ... but in one way, it is unusual. Curitiba has a very good public transport system. And it doesn't have many traffic problems. Most people don't use their cars to get to work. Eighty-five per cent of people travel to work by bus.

Presenter: 2:3

Exercise B3. Listen to the rest of the lecture. Choose the best way to complete each sentence.

- Lecturer:**
- 1 The bus system started in ...
 - 2 The government of the city was worried about ...
 - 3 They asked an architect, Jaime Lerner, to solve the ...
 - 4 He had several ideas. They agreed with his ...
 - 5 First, they closed the centre of the city to ...

- 6 Secondly, they made a lot of new ...
- 7 Finally, they put in special bus ...
- 8 So how does the system work today? Firstly, the roads. The roads are in the shape of a star. The centre of the star is the centre of the city. So people can travel from any part of the city to the ...
- 9 Each road has several lanes, but two lanes are only for ...
- 10 Secondly, the special bus stops. You pay to enter the bus stop. When the bus comes, you get straight ...
- 11 Buses wait only 20 seconds at each bus stop, on ...
- 12 In the rush hour, buses in Curitiba travel at an average speed of 30 kilometres an ...
- 13 Cars in most major cities travel at about 15 kilometres an hour. So people can get to work quickly, and they can get home ...
- 14 They can leave their cars at home and save money on fuel and ...
- 15 The bus system in Curitiba is very ...
- 16 Could this system work in large cities in your ...

Presenter: 2:4

Exercise D1. Write the numbers you hear.

a.

A: How old is your mother?

B: She's forty nine.

Presenter: b.

Voice: This is a picture of my daughter. She's 19 now. It was her birthday last week.

Presenter: c.
Voice: My grandfather still drives his car and looks after his garden. He's fantastic for his age. He's 87.

Presenter: d.
A: Our new teacher's very young – much younger than Mr Roberts.
B: How old do you think he is?
A: Mmm, only about 26 – something like that.

Presenter: e.
A: So, how old do you think Mary is?
B: Mm, I think she is about 35. She's older than me.

Presenter: f.
A: Did you know that Jenny's grandmother is 99?
B: Ninety-nine? I can't believe it.

Presenter: 2:5
Exercise D2. Tick the number you hear.
Voice: a. 517
 b. 234
 c. 2,300
 d. 6,790
 e. 8,529
 f. 92,618
 g. 327,000
 h. 833,257

Presenter: 2:6
Exercise D3. Write the date you hear.
Voice: a. Vincent Van Gogh was born in Holland in 1853.
 b. Shakespeare started writing Romeo and Juliet in 1591.
 c. The Eiffel Tower, in Paris, was completed in 1889.
 d. The Mexican artist, Frida Kahlo, was born in 1907.
 e. The American writer, John Steinbeck, died in 1968.

f. The First World War ended in 1918.

Presenter: 2:7
Exercise E. Listen and tick the correct word in each line.
Voice: 1 This is a young person between the ages of 13 and 19.
 2 It's a kind of boat that people use to travel from one place to another.
 3 It's a kind of car. You pay the driver and he or she takes you to your destination.
 4 This is a person who designs buildings.
 5 This is a painting of things from nature, things like fruit, for example, or flowers.
 6 It's the story of someone's life, usually a famous person.
 7 It's a very big building where people go to watch sporting events, like football matches.
 8 In this game, you have pieces that you move on a board. The aim is to take the other player's king.
 9 Some people put this in their tea or coffee to make it taste nicer.

Presenter: 2:8
Exercise F. Listen and answer the questions.
Voice: 1 What's your name?
 2 How many of the students in your class are male?
 3 In your country, at what age can you drive a car?
 4 How do you get to school or university in the morning?
 5 How long does it take to get to school or university from your home?
 6 Who is the most famous writer in your country?

- 7 What kind of paintings do you like?
- 8 What kind of books do you like reading?
- 9 Did you go to the cinema last week?
- 10 What do you do in your leisure time?
- 11 What sports do you watch on television?
- 12 What's your favourite food?

Presenter: 2:9

Lesson 2: Speaking

Exercise B. Listen and check your pronunciation.

Voice:	ask	asked
	arrive	arrived
	die	died
	live	lived
	marry	married
	play	played
	sail	sailed
	walk	walked
	work	worked
	watch	watched
	is	was
	are	were
	meet	met
	sell	sold
	have	had
	send	sent
	get	got
	make	made
	write	wrote
	take	took

Presenter: 2:10

Exercise C. Listen and check your pronunciation.

- Voice:
- 1 I live with my parents in a small apartment.
 - 2 There isn't a garden at the back of my house.
 - 3 In this photo, I'm with my family.

- 4 My mother doesn't have a good job.
- 5 My talk is about getting to work in my country.
- 6 Today, I want to tell you about a famous person in my culture.
- 7 Gaudi was born in Reus in 1852.
- 8 He designed a lot of beautiful buildings.

Presenter: 2:11

Exercise D2. Say the questions. Listen and check your pronunciation.

- Voice:
- a. What would you like to drink?
 - b. Could I have an orange juice, please?
 - c. Where do you live?
 - d. How do you spend your free time?
 - e. Who painted this picture?
 - f. Do you like playing sports?
 - g. Is this your book?
 - h. When was she born?
 - i. Are there any glasses on the table?

Presenter: 2:12

Exercise E3. Listen and check. Conversation 1

- A: Can I ask you a question?
- B: Yes, of course.
- A: How do you say this word?
- B: Oh, it's *law*. Like the word *or*.

Presenter: Conversation 2

- A: What do you think of this painting?
- B: It's crazy. Is it a joke?
- A: I don't think so. The price is \$5,000.
- B: Really? I don't believe it!

Presenter: Conversation 3

- A: Would you like a cup of coffee?

B: OK. Thanks.
A: Here you are. Do you want any sugar?
B: Yes, please.

Presenter: Conversation 4
A: What do you want to do this weekend?
B: Well, on Saturday I want to watch the X Factor on television.
A: Why? It's terrible!
B: No, it isn't. I like watching it.

Presenter: Conversation 5
A: How long does the bus take to the city centre?
B: About 30 minutes.
A: Where can I buy a ticket?
B: There's a machine at the bus stop.

Presenter: 2:13
Exercise F. Listen and answer the questions.
Voice: 1 Do you have a credit card?
2 Can teenagers vote in your country?
3 What time is the morning rush hour in your city?
4 What's a tram?
5 What do you do in the evenings?
6 What kind of sports do you like?
7 Where's the nearest bank from here?
8 Where does chocolate come from?

Presenter: 2:14
Lesson 3: Vocabulary and Pronunciation
Exercise E2. Listen and check your ideas.
Voice: a. Monet was born in 1840.
b. Many people go to work by car.
c. A ferry is a kind of boat.
d. Mahfouz worked in Cairo all his life.
e. Chess is a game for two players.
f. India makes about 800 films every year.
g. Shakespeare started writing his first play in 1589.
h. Most teenagers in Britain live with their parents.
i. You can buy a pet in Britain at 12.
j. Sony made the first personal music player in 1979.
k. My village has some very old houses in West Street.
l. Tennis is a ball game for two or four people.

Presenter: 2:15
Exercise F2. Listen and check.
Voice: a. architecture
b. realistic
c. chocolate
d. literature
e. activity
f. television
g. vegetable

WORKBOOK Transcript

Presenter: 1.1
 Unit 1: Culture and Civilization
 Listening and Speaking
 Exercise A. Listen and match.

- Voices:**
- 1 There are four people in the picture. They are men. They are working.
 - 2 There are four people in the picture. Two of them are men. One man is writing.
 - 3 I can see two boys in the picture. They are in class. They are talking.
 - 4 I can see two people – one man and one woman. They are listening to music.
 - 5 I can see two teenagers in the picture. The teenagers are working on computers.
 - 6 There are two people in the picture. One person is a woman. She is a doctor.

Presenter: 1:2
 Exercise B2. Listen and check your answers.

Presenter: Conversation 1
Mrs Ling: Hello. My name's Mrs Ling. Are you Mario?
Esteban: No, I'm not.
Mrs Ling: Sorry. What's your name?
Esteban: Esteban.

Presenter: Conversation 2
Male student: Where are you from, Esteban?
Esteban: Barcelona.
Male student: Oh. So you are Spanish?
Esteban: That's right.

Presenter: Conversation 3
Student 1: Are you in 2B?
Student 2: Yes. What about you?
Student 1: 2C. Which room are you in?
Student 2: Room 4.

Presenter: Conversation 4
13-year-old: It's my birthday today.

Adult: Really? How old are you?
13-year-old: I'm 13.
Adult: Happy birthday!

Presenter: Conversation 5
Voice 1: What's your telephone number?
Voice 2: 506 734.
Voice 1: And your address?
Voice 2: PO Box 113, Greenhill.

Presenter: Conversation 6
Student 1: Do you want to be a doctor?
Student 2: No, I don't.
Student 1: What do you want to be?
Student 2: A lawyer.

Presenter: Conversation 7
Voice 1: Is your book red?
Voice 2: No, it isn't.
Voice 1: What colour is it?
Voice 2: It's blue.

Presenter: Conversation 8
Voice 3: What's your hometown?
Voice 4: Milan.
Voice 3: Is it the capital city?
Voice 4: No. Rome is the capital.

Presenter: Conversation 9
Voice 1: Are there any rivers in your country?
Voice 2: Yes, there are.
Voice 1: What about mountains?
Voice 2: No. There are no mountains.

Presenter: Conversation 10
Voice 3: How do you spell *adult*?
Voice 4: A-D-U-L-T.
Voice 3: Where is the stress?
Voice 4: It's on *a*. We say *adult*.

Presenter: 1:3
 Unit 2: Inventions and Discoveries
 Listening and Speaking
 Exercise B. Listen to some questions.

Voice: Which category are cars in?
Which category are large buses?
What kind of vehicle is in category A1?
What kind of vehicle is in category D1?
Which category are small lorries in?
What about large lorries?
What's the difference between A1 and A?
What's the difference between C and C1?
What's the difference between C and D1?

Presenter: 1:4
Exercise C. Listen to some information about driving in the UK.

Voice: 1 When can you drive or ride a vehicle in the [PAUSE]?
2 Well, it depends. You can ride a bicycle at any ...
3 You can ride a moped at ...
4 A moped is a kind of motorbike. It is very ...
5 At 17, you can ride a small motorcycle but you must be 21 to ride a heavy ...
6 At 17, you can drive a motor tricycle. That is a kind of motorbike with three ...
7 You can also drive a ...
8 Can you drive a lorry at ... ?
9 No, you must be [PAUSE] 18, and you must be 21 to drive a large ...
10 You can drive a minibus at ...
11 You can also drive a large bus, but you must pass a special ...

Presenter: 1:5
Exercise D. Listen again to the information in Exercise C.

Voice: When can you drive or ride a vehicle in the UK? Well, it depends. You can ride a bicycle at any age. You can ride a moped at 16. A moped is a kind of motorbike. It is very small. At 17, you can ride a small motorcycle but you must be 21 to ride a heavy motorcycle. At 17, you can drive a motor tricycle. That is a kind of motorbike with three wheels. You can also drive a car. Can you drive a lorry at 17? No, you must be 18. And you must be 21 to drive a large lorry. You can drive a minibus at 21. You can also drive a large bus, but you must pass a special test.

Presenter: 1:6
Unit 3: Art and Literature
Listening and Speaking
Exercise B. Listen to some people speaking.

1
Lecturer 1: Today, I'm going to talk about still life paintings. In particular, I'm going to talk about one of the still life paintings of the Dutch painter, Vincent Van Gogh. It is called *Sunflowers* ... [fade out]

Presenter: 2
Lecturer 2: In this lecture, we are going to look at the most popular painting in Britain. Last year, the BBC asked people 'What is your favourite painting?' and this came top. It's by William Turner, a 19th-century English painter. Turner was, perhaps, the greatest painter of seascapes. The painting is called *The Fighting Temeraire*. You can see the Temeraire on the left and the sun is going down on the right ... [fade out]

Presenter: 3
Voice A: Do you like that painting?
Voice B: Which one?
Voice A: The portrait.
Voice B: Which portrait? The one in the centre?
Voice A: No, not that one! The one on the left.
Voice B: Oh, that one. That's Vincent Van Gogh, isn't it?
Voice A: Yes. It's a self-portrait. In fact, it's called *Self Portrait*.

Presenter: 4
Voice C: This painting is beautiful. Look at the trees and the river.
Voice D: Yes, it's lovely. It's by Constable.
Voice C: Who?
Voice D: Constable. John Constable. He was an English painter in the 19th century.
Voice C: What is it called?
Voice D: *The Hay Wain*. The vehicle in the river is called a wain – W-A-I-N. It's a kind of farm cart. It carried hay – you know, dry grass.
Voice C: How do you spell *hay*?
Voice D: H-A-Y.

Presenter: 5
Voice A: Who is this painting by?
Voice B: I don't know.
Voice A: Is it by Turner?
Voice B: Perhaps. He painted a lot of seascapes.
Voice A: Is it *The Fighting Temeraire*?
Voice B: No, that's this one, at the top here.

Presenter: 1:7
Exercise B2. Listen again to conversations 1 to 4. Who was the painter? What is the title?
[REPEAT OF 1–4 OF 1:6]

Presenter: 1:8
Exercise E2. Listen and check.
Presenter: a
Voice A: The painting on the right is beautiful.
Voice B: Yes, it is.

Presenter: b
Voice A: What's it called?
Voice B: I think it's called *Sunflowers*.

Presenter: c
Voice A: Who painted it?
Voice B: I don't know.

Presenter: d
Voice A: Do you like the one on the left?
Voice B: Yes, I do.

Presenter: e
Voice A: What do you think of the one in the centre?
Voice B: I don't like it.

Presenter: f
Voice A: What's your favourite kind of painting?
Voice B: I love landscapes.

Presenter: 1:9
Unit 4: Sports and Leisure
Listening and Speaking
Exercise C. Listen to some questions.
Voices: 1 Which sports do you need a ball for?
2 Which sports do you play in or on water?
3 Which sports can you do alone?
4 Which sports can you play with one other person?
5 Which sports can you play at the beach?
6 Which sports can you play when you are 60?

Presenter: 1:10
 Exercise D1. Listen and complete the figures.

Lecturer: According to a recent survey in Australia, the most popular leisure activity for males is golf. A little over one million men play golf regularly. Golf is quite popular for Australian women. It is in fourth place, with a little over 250,000 participants.

However, for women, the most popular leisure activity is walking. A little over one million, six hundred thousand women go walking regularly. Walking is also popular with men. A little under one million men go walking regularly. That's in second place for men.

Swimming is popular with both men and women. A little over one million women and a little under 900,000 men go swimming regularly.

Almost the same number of men and women play tennis. The exact figures are 508,000 for men and 512,000 for women.

Cycling is in fifth place for both men and women – for men, the figure is a little under 500,000 and for women, it is 250,000.

Surprisingly, surfing and windsurfing is only in sixth place for men. A little under 250,000 go surfing regularly. For women, the sixth place is running, with a little over 200,000 participants.

Presenter: 1:11
 Exercise F. Listen and check.

Voices:

- 1 I don't like reading novels.
- 2 I don't want to go home later.
- 3 She doesn't like playing computer games.
- 4 Many people enjoy watching

- football.
- 5 How much are these shoes?
- 6 I want to buy some new shoes.
- 7 Do you take credit cards?
- 8 Where can I pay?
- 9 There's a cash machine outside the bank.
- 10 Please put your card in the machine.

Presenter: 1:12
 Unit 5: Nutrition and Health
 Listening and Speaking
 Exercise A3. Listen to the information about 1964–1966. Complete the key with one word on each line.

Lecturer: In the period 1964 to 1966, people in developing countries got, on average, 2,050 calories per day. Most of this came from cereals, for example, bread and rice. The average daily figure for cereals was 1,250 calories. People got 200 calories from potatoes. So they got more from potatoes than from sugar. The figure for sugar was 150 calories a day. Next was vegetables at 100 calories. Meat was very low, at just 50 calories. Other foods, like milk and beans, gave a total of 300 calories.

Presenter: 1:13
 Exercise A4. Listen to the information about 1997–1999. Write the number on each column.

Lecturer: What happened in the next 35 years? In the developing countries, average daily calorie consumption went up. In particular, people ate a lot more cereals. In fact, the figure went up 250 calories for cereals, to 1,500 per day. The figure for potatoes actually went down, to just 150 calories, and

sugar became more important. In the period 1997 to 1999, sugar gave people 200 calories a day. Vegetables also become more important. The figure went up to 300 a day – that’s more than potatoes and sugar. Meat also went up, to 100 and ‘others’ – remember that’s milk and so on – went up a lot, to 450.

Presenter: 1:14

Exercise A5. Listen and check.

Lecturer: What will happen in the next 25 years? Scientists predict that the figures for cereals, potatoes and sugar will stay the same. But more calories will come from other sources. For example, meat and vegetables.

Presenter: 1:15

Exercise B. Listen again to some sentences from the talk.

- Lecturer: 1 In the period 1964 to 1966, people in developing countries got, on average, 2,050 calories per ...
- 2 Most of this came from cereals, for example, bread and ...
- 3 The average figure for cereals was 1,250 ...
- 4 The figure for meat was very ...
- 5 What happened in the next 35 ...?
- 6 Average daily calorie consumption went ...
- 7 Vegetables also became more ...
- 8 What will happen in the next 25 years? Scientists predict that the figure for cereals, potatoes and sugar will stay the ...
- 9 ... but more calories will come from other ...
- 10 For example, meat and ...

Presenter: 1:16

Exercise C2. Listen and check.

- Voice: a blue, juice, good, food, knew
- b hard, large, are, bad, father
- c bird, men, word, heard, turn
- d walk, four, saw, daughter, our
- e be, beans, piece, did, teenager

Presenter: 1:17

Exercise D2. Listen and check.

- Voices: a How many potatoes do you eat every week?
- b Would you like some coffee?
OR Do you like coffee?
- c Could I have a sandwich? OR
Could I have some sandwiches?
- d What would you like to drink?
- e Would you like something to eat?
- f Does she like eggs?
- g Do you have any ice?
- h I am really thirsty.
- i I'd like a glass of water.

Presenter: 1:18

Exercise E. Listen. Does the speaker say sentence A or sentence B from each pair?

- Voice: 1 I like tea.
- 2 She likes chips.
- 3 I'm really hungry.
- 4 I'm not hungry.
- 5 That's £11.65.
- 6 I don't drink tea or coffee.

Presenter: 1:19

Exercise F. Listen. Does the speaker say question A or question B from each pair?

- 1 Would you like fish?
- 2 What would you like to eat?
- 3 How many cans of soda do you have every day?
- 4 Do you have any crisps?
- 5 Do you have any milk?
- 6 Would you like milk and sugar?

Presenter: 1:20

Review

Lesson 1: Listening and Speaking

Exercise A. Listen and tick the correct picture in each pair.

- Voice:
- 1 David is 50 years old, and his wife is a few years younger. His children are still quite young. He has two teenage daughters. One is 17 and the other is 14. He has a boy of ten years old.
 - 2 At 13 years old, you can get a part-time job, but you can't do any hard physical work. A lot of teenagers get a job working in a shop. They go to work after school or at the weekend.
 - 3 The number of cars and lorries is a big problem in cities around the world. Journeys in cities take a long time. Some people use bicycles to get to work.
 - 4 I travel up to London every day. I catch the 7:15 most mornings. The journey takes an hour and a half and then I walk to the office. It takes another ten minutes.
 - 5 The author, Leo Tolstoy, was born in the Tula region of Russia on September the 9th in 1828. He was one of the greatest Russian novelists. His works include *War and Peace* and *Anna Karenina*.
 - 6 I enjoy all sports – golf, tennis, football and volleyball. But I really like team games. In team games, you play with other people. You have more fun.
 - 7 I think I eat quite healthily. I mean, I don't eat food with lots of calories. I don't eat burgers and kebabs and chips all the time like some people. I eat some vegetables and some fruit

every day. I don't drink juice with lots of sugar.

- 8 Some food has a lot of energy. Food like bread, pasta and rice gives you energy for exercise. You also get energy for leisure time activities.

Presenter: 1:21

Exercise B. Listen. Is each sentence past or present? Is it positive or negative? Tick (✓) the correct columns.

- Voice:
- 1 Juan doesn't live in this city now.
 - 2 There weren't any students in the lesson yesterday.
 - 3 Most teenagers in the USA have a cellphone.
 - 4 The author started writing at the age of 19.
 - 5 I didn't like the modern paintings in the art gallery.
 - 6 Bicycles can be faster than cars.
 - 7 Gaudi didn't finish his cathedral.
 - 8 We went to the cinema at the weekend.
 - 9 We don't want to go shopping.
 - 10 I'd like a drink of water.

Presenter: 1:22

Exercise C2. Listen and check.

- Voice:
- a. I sent the books to the student's house.
 - b. He drives his car to the shops every day.
 - c. She takes the bus to her mother's flat on Fridays.
 - d. It's Bob's birthday this Thursday.
 - e. Some trains don't stop at the supermarket station.
 - f. She doesn't play sports.

Presenter: 1:23

Exercise D1. Listen and complete the questions.

- Voice:**
- a. Where do you live?
 - b. How long does it take to get to university?
 - c. Do you have a job?
 - d. What did you do at the weekend?
 - e. Do you go by bus?
 - f. What does your father do?
 - g. What kind of books do you like?
 - h. What do you do in your spare time?
 - i. Do you eat meat?
 - j. How much water do you drink every day?

B: I read. I play computer games. I go to the cinema.

A: Do you eat meat?

B: No, I'm a vegetarian.

A: How much water do you drink every day?

B: Three or four glasses on most days.

Presenter: 1:24

Exercise D2. Match the questions and answers. Listen and check.

A: Where do you live?

B: In the city centre.

A: How long does it take to get to university?

B: About 20 minutes.

A: Do you have a job?

B: Yes, I work part-time in a shop.

A: What did you do at the weekend?

B: I went to a friend's house.

A: Do you go by bus?

B: No, I take a train.

A: What does your father do?

B: He's a manager.

A: What kind of books do you like?

B: Novels and short stories.

A: What do you do in your spare time?

Word list

about (<i>adv</i>)	2	flight (<i>n</i>)	2	play (<i>n</i>)	3
adult (<i>n</i>)	1	fly (<i>v</i>)	2	play (<i>v</i>)	4
airport (<i>n</i>)	2	food (<i>n</i>)	5	poem (<i>n</i>)	3
architect (<i>n</i>)	3	football (<i>n</i>)	4	poet (<i>n</i>)	3
architecture (<i>n</i>)	3	friend (<i>n</i>)	1	potato (<i>n</i>)	5
arrive (<i>v</i>)	2	fruit (<i>n</i>)	5	public transport (<i>n</i>)	2
aunt (<i>n</i>)	1	girl (<i>n</i>)	1	radio (<i>n</i>)	4
author (<i>n</i>)	3	girlfriend (<i>n</i>)	1	railway station (<i>n</i>)	2
ball (<i>n</i>)	4	go (<i>v</i>)	2	read (<i>v</i>)	4
beach (<i>n</i>)	4	grandfather (<i>n</i>)	1	relatives (<i>n</i>)	1
bicycle (<i>n</i>)	2	grandmother (<i>n</i>)	1	rice (<i>n</i>)	5
biographer (<i>n</i>)	3	husband (<i>n</i>)	1	road (<i>n</i>)	2
biography (<i>n</i>)	3	ice cream (<i>n</i>)	5	rush hour (<i>n</i>)	2
boat (<i>n</i>)	2	introduction (<i>n</i>)	3	sail (<i>v</i>)	2
boy (<i>n</i>)	1	journey (<i>n</i>)	2	sandwiches (<i>n pl</i>)	5
boyfriend (<i>n</i>)	1	juice (<i>n</i>)	5	ship (<i>n</i>)	2
bread (<i>n</i>)	5	laptop computer (<i>n</i>)	1	sister (<i>n</i>)	1
brother (<i>n</i>)	1	leave (<i>v</i>)	2	son (<i>n</i>)	1
bus (<i>n</i>)	2	lecture (<i>n</i>)	3	speed (<i>n</i>)	2
bus station (<i>n</i>)	2	lecturer (<i>n</i>)	3	stadium (<i>n</i>)	4
butter (<i>n</i>)	5	listen to (<i>v</i>)	4	stop (<i>bus</i>) (<i>n/v</i>)	2
car (<i>n</i>)	2	male (<i>adj/n</i>)	1	street (<i>n</i>)	2
cat (<i>n</i>)	1	man / men (<i>n</i>)	1	sugar (<i>n</i>)	5
CD player (<i>n</i>)	1	meat (<i>n</i>)	5	surfing (<i>n</i>)	4
cellphone (<i>n</i>)	1	method (<i>n</i>)	2	swimming (<i>n</i>)	4
cheese (<i>n</i>)	5	milk (<i>n</i>)	5	taxi (<i>n</i>)	2
chicken (<i>n</i>)	5	million (<i>n</i>)	2	tea (<i>n</i>)	5
child / children (<i>n</i>)	1	mother (<i>n</i>)	1	teenager (<i>n</i>)	1
coffee (<i>n</i>)	5	motorbike (<i>n</i>)	2	television (<i>n</i>)	4
come (<i>v</i>)	2	mp3 player (<i>n</i>)	1	tennis (<i>n</i>)	4
cousin (<i>n</i>)	1	music (<i>n</i>)	4	theatre (<i>n</i>)	3
credit card (<i>n</i>)	1	nearly (<i>adv</i>)	2	theatre (<i>n</i>)	4
daughter (<i>n</i>)	1	non-fiction (<i>n</i>)	3	ticket (<i>n</i>)	2
digital watch (<i>n</i>)	1	novel (<i>n</i>)	3	traffic (<i>n</i>)	2
dog (<i>n</i>)	1	novelist (<i>n</i>)	3	train (<i>n</i>)	2
drink (<i>v</i>)	5	old (<i>adj</i>)	1	uncle (<i>n</i>)	1
drive (<i>v</i>)	2	on foot (<i>n</i>)	2	vegetable (<i>n</i>)	5
eat (<i>v</i>)	5	on time (<i>n</i>)	2	walk (<i>v</i>)	2
eggs (<i>n pl</i>)	5	over (<i>adv</i>)	2	watch (<i>v</i>)	4
exactly (<i>adv</i>)	2	painter (<i>n</i>)	3	water (<i>n</i>)	5
fast (<i>adj</i>)	2	painting (<i>n</i>)	3	wheel (<i>n</i>)	2
father (<i>n</i>)	1	parents (<i>n</i>)	1	wife (<i>n</i>)	1
female (<i>adj/n</i>)	1	passport (<i>n</i>)	1	woman / women (<i>n</i>)	1
fiction (<i>n</i>)	3	per cent (<i>n</i>)	2	writer (<i>n</i>)	3
film (<i>n</i>)	4	person / people (<i>n</i>)	1	young (<i>adj</i>)	1
fish (<i>n</i>)	5	plane (<i>n</i>)	2		

