

Английский в фокусе



АНГЛИЙСКИЙ ЯЗЫК

10 класс

БАЗОВЫЙ УРОВЕНЬ

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задание рекомендуется выполнять
в личной тетради учащегося

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ЭФУ (ЭФУП)

READING	LISTENING, SPEAKING FUNCTIONS	WRITING
Teenagers	enquiring about/expressing likes, dislikes	a paragraph about what you like doing
a dialogue	socialising, expressing sarcasm/anger, identifying speakers, talking about a photo	
a list/paragraph		
an extract from <i>Little Women</i>		a conversation
a letter to a friend	understanding rubrics, making suggestions, giving advice	an informal letter

Britain's Young Consumers	enquiring about/answering how teens earn and spend their money	a paragraph about yourself and your spending habits
dialogue	enquiring about/expressing preferences, enrolling for a class, suggesting/replying	
a list/paragraph		a letter
extract from <i>The Railway Children</i>		a diary entry
a letter to a friend	understanding rubrics	a short message

Schools Around the World	an interview about your school	a short article about your school
dialogue	asking about & expressing wants/intentions; note taking; giving & reacting to news	
Hairdressers Happiest at Work		a short paragraph
extract from <i>The Darling</i>		a short dialogue
CV; letter of application	understanding rubrics	formal letters – a letter of application; CV

Use Less Stuff	talking about the 3 Rs	a quiz
dialogue	expressing concern/hope, listening for specific information (gap fill), discussing the weather	
environmental awareness day	explain signs	
extract from <i>The Lost World</i>		a letter
Should cars be banned from city centres?	expressing agreement/disagreement	a for-&-against essay

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ЭФУ (ЭФУП)

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READING	LISTENING, SPEAKING FUNCTIONS	WRITING
Beautiful Nepal	visualising a scene	a postcard
dialogue (a disastrous holiday)	describing a bad experience, sympathising; talking about holidays; multiple choice	a short account of a bad travel experience
extract from <i>Around the World in 80 days</i>	listening for specific information	an ending to a story
A Perfect Day for a Carnival	setting the scene; expressing feelings	a story
Rainbow of Food	healthy/unhealthy eating	a healthy menu
a dialogue about health	advising, agreeing/disagreeing; talking about health; listening for specific information (multiple choice)	
	expressing regrets, wishes	
extract from <i>Oliver Twist</i>		a paragraph continuing a story
a report on an Asian food court	concluding	Reports (making assessments), a report evaluating a place
Teens Today ... A Square-Eyed Generation?	summarising a longer text	a survey
dialogue (at the opera)	making/accepting/declining invitations, listening for specific information (matching), expressing opinions	
BFI London Imax Cinema		
extract from <i>The Phantom of the Opera</i>		an account of the Phantom's life
types of reviews	recommending	a review
3 Things I Couldn't Live Without	an interview	an article about your favourite gadgets
dialogue (a faulty product)	reporting technical problems, responding, polite requests, listening for specific information (multiple choice)	an email to your pen-friend about a faulty gadget you bought
a text about funding		
extract from <i>The Time Machine</i>		a short description of a journey in a time machine
Mobile Phones in Schools ...	expressing opinions	an opinion essay



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ЭФУ (ЭФУП)

Module 1

Strong ties

◆ Before you start ...

- How did you spend your summer holiday?
- How do you feel now that school is starting?

◆ Look at Module 1

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a list of things to do
- an author's biography
- a single dictionary entry
- a letter

◆ Listen, read and talk about ...

- teen activities
- qualities in a friend
- teen fashion in the UK
- recycling

◆ Learn how to ...

- express likes/dislikes
- socialise
- express sarcasm/anger
- make suggestions
- give advice

◆ Practise ...

- words often confused:
supporting/supportive, careful/caring, respected/respectful, mean/well-meaning
- Present Simple – Present Continuous
- Present Perfect Simple/Continuous
- phrasal verbs: *look*
- word formation: adjectives

◆ Write / Give ...

- a short paragraph about what you like doing
- a two-minute talk about friends
- informal letters
- a short paragraph about teenage fashion in your country
- a talk on discrimination



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Vocabulary


Teen activities

- 1 Which of these activities do teens in your country enjoy doing? What about you? Use: *most, a few, some, not many.*

- hang out with friends • go clubbing • send emails
- play computer games • go window shopping
- send text messages on their mobiles • chat online
- listen to music • watch TV/DVDs • surf the Net
- do extreme sports • spend time with their families
- go on trips to the countryside • do voluntary work (plant trees, run errands for the elderly, etc)

- *Most teens enjoy hanging out with friends. I enjoy chatting online. etc*

Reading

- 2  Look at the title and the introduction in the text. What do you expect to read? Listen, read and check.

study skills

Reading for specific information

Find key words in the instructions, questions, etc. Read the text(s) and try to find sentences, phrases, etc that match the key words. The matching sentences, phrases, etc are usually paraphrased. Using this information, answer the questions.

- 3 Read again. Answer questions 1-6. Who ...
- 1 would rather live somewhere else?
 - 2 enjoys watching funny programmes on television?
 - 3 likes buying clothes but not spending too much money on them?
 - 4 prefers to spend his/her free time doing unusual activities?
 - 5 enjoys spending some of his/her weekend with their family?
 - 6 gets angry with members of his/her family?

TEENAGERS



What's it like being 16?

We spoke to six 16-year-olds from around the world to find out what they and their friends like to do in their free time. Here's what they had to say.

A Fiona, 16 Galway, Ireland

"I've got lots of friends and we're all into the same kind of things. We like watching TV, especially comedies and my all-time favourite is *Father Ted*. We love music too, and I'm really into bands like Coldplay and Arctic Monkeys. I try to go to as many gigs* as I can. I'm not really into fashion. I can't stand shopping and I couldn't care less about designer labels."

B Josie, 16 Glasgow, Scotland

"I really like shopping. I think it's a relaxing, enjoyable pastime. So much so, I can spend hours window-shopping in the city centre with my friends. H&M is my favourite clothes shop because you can always find great bargains there. I also like going to the cinema and I try to catch a film at least once a fortnight with my friend, Tom. Everyone my age is crazy about mobile phones and texting has become a national pastime!"

C Jamie, 16 Crystal Brook, Australia

"I live with my family on a farm near a small town in South Australia. The countryside is beautiful around here and I go walking and horse riding a lot, but life is generally boring. I don't fancy living here when I'm older and dream of going to live in a big city. My

* live performances



friends and I spend a lot of time on the Internet playing games and chatting and we watch DVDs. Of course, like all teenagers, we always have homework to do."

D Kim, 16
L Vancouver, Canada

"During the week I don't do much in the evenings apart from my homework, so I really look forward to the weekends.

On Saturdays, I usually hang out with my friends down at the shopping centre where we check out the shops for new clothes, grab a bite to eat and watch a film.

On Sundays, I usually go on a trip to the countryside with my parents. I love that."

E Brandon, 16
L Seattle, USA

"I'm an active person. I hate TV. I find sitting in front of a TV screen a waste of time. I'm fascinated by the great outdoors.

I'm a skateboard fanatic and get to and from school every day on one. At the weekends, I try to get out of the city and go rock climbing or paragliding.

Extreme sports are my passion! I think it's important to look good, too. That's why I go for the sporty look."

F Emily, 16
L London, England

"I like keeping fit, buying expensive clothes and dance music!

I love going out clubbing with my friends at the weekends - we dance all night. I have two younger sisters, but we fight a lot because they always want to wear my clothes. That's so annoying - I hate it when they do that!"

Speaking

- 4** **Portfolio:** Imagine you are a TV reporter and your partner is one of the teenagers in the text on pp. 10-11. Find out what he/she likes/doesn't like doing.

Everyday English

Expressing likes/dislikes

- 5** Use the language in the box to discuss your likes/dislikes. Use the phrases in Ex. 1 and your own ideas.

Enquiring about likes and dislikes	
<ul style="list-style-type: none"> • Do you like/enjoy ... (-ing)? • What sort of thing(s) do you like ... (-ing)? • What do you like/dislike about ... (-ing)? • What do you think of ... (-ing)? 	
Expressing likes	Expressing dislikes
<ul style="list-style-type: none"> • I like/love it. • It's cool/great/brilliant. • I find it relaxing/enjoyable. • I'm crazy about it. • I'm really into it. • I like/love ... 	<ul style="list-style-type: none"> • It's terrible. • I don't like/enjoy it (very much/at all). • I hate it. I find it really boring. • I hate/can't stand ... • I don't fancy it. • It's awful/boring.

- ▶ **A:** *Do you like chatting online?*
B: *Yeah ... I love it.*
A: *Really? I don't enjoy it very much. I like listening to music. etc*

Writing

- 6** **Portfolio:** Write a paragraph about what you like/do not like doing. Use the texts on pp. 10-11 to help you (60-70 words).

Words of Wisdom

The best substitute for experience is being sixteen.
Raymond Duncan (American author)

- 7** In two minutes, think of ten new words/phrases you have learnt in this lesson. Make sentences using them. Close your book and tell your partner.

1b

Listening & Speaking Skills



"A memory lasts forever.
Never does it die.
True friends stay together.
And never say goodbye"
(Anon)

Vocabulary

Character qualities

1 Read the poem. Think of your best friend. What makes him/her special to you? Discuss.

2 Look at the dictionary entries of the qualities below. Which do you look for in a friend? Which do you try to avoid? Discuss.

loyal (adj) – firm in their support for a person

selfish (adj) – caring only about themselves

aggressive (adj) – angry and violent

patient (adj) – calm, not easily annoyed

respected (adj) – admired and considered important

dedicated (adj) – devoted and enthusiastic

mean (adj) – unkind to another person

jealous (adj) – angry or bitter because sb has sth you want

caring (adj) – affectionate, helpful and sympathetic

creative (adj) – able to invent and develop original ideas

trusting (adj) – honest and sincere

dishonest (adj) – not truthful, cannot be trusted

supportive (adj) – kind and helpful during difficult or unhappy times

moody (adj) – angry or depressed without any warning

well-meaning (adj) – unsuccessful when trying to be helpful or kind

▶ **A:** To me a good friend should be honest. What do you think?

B: I agree ... and patient, too ... but a good friend shouldn't be aggressive or ...

Reading

3 Read the first two exchanges and answer the questions. Listen, read and check.

- 1 What's the relationship between Kim and Julie?
- 2 Why is Kim angry?
- 3 What is the dialogue about?

Laura: What's the matter, Kim?

Kim: I've had enough!

Laura: What do you mean?

Kim: It's Julie – my so-called friend – she's cancelled our plans again. She's always doing it and it hurts my feelings.

Laura: But she looks so sweet and caring ...

Kim: That's what most people think ... but she only cares about herself and she only goes out with me when she has nothing better to do.

Laura: Oh, come on! Aren't you being a bit mean?

Kim: No ... she might be nice to you, but she keeps letting me down.

Laura: Oh well ... forget about it. Why don't we rent a DVD?

Kim: Alright. Any ideas?

Laura: There's that comedy – you know ... what's it called? "Forever Friends".

Kim: Oh, perfect!

4 **a** Read again. Use the words/phrases in the columns to make as many true statements as possible.

Kim
Laura


feels
thinks
wants
says

angry with Julie
Julie is nice
Kim isn't being fair
to rent a DVD
Julie is selfish

▶ **Kim feels angry with Julie.**

b Which expression does Kim use to tell Laura she is annoyed?



Speaking

- 5  **Portfolio:** Your friend is always borrowing things from you and never gives them back. Complain to your partner. Use the dialogue in Ex. 1 as a model. Record yourselves.

Listening

- 6 a Read the list of statements. Which do you agree with? Give reasons.



- 1 I can make friends easily.
- 2 Friends should never be selfish.
- 3 Friends help us to express ourselves.
- 4 Friends will always help out with money.
- 5 I'm never bored with friends.
- 6 I've experienced a lot with friends.
- 7 Friends should keep some things private from each other.

- b  **RNE**  You will hear 6 statements. Match each speaker's statement A-F with the statements (1-7) given in Ex. 6a. Each statement can only be used once. One of the statements is extra. You will hear the recording twice. Put your answers into the table.

SPEAKER	A	B	C	D	E	F
STATEMENT						


Say it right

Socialising

- 7   Choose the correct response to the statements. Listen and check.


- | | |
|------------------------|-------------------------|
| 1 What's up? | a Yeah, fine. |
| 2 How's it going? | b Bye. |
| 3 You're looking well. | c Not too bad. And you? |
| 4 Everything alright? | d Thanks, so are you. |
| 5 See you later. | e Nothing much. |

Expressing sarcasm/anger

- 8  Listen and repeat. Which exclamations express sarcasm/anger? What could the other speaker say?


- | | |
|-----------------|-----------------------------|
| 1 Oh, perfect! | 5 That's crazy! |
| 2 Unbelievable! | 6 I don't believe it! |
| 3 That's it! | 7 I'm sick and tired of it. |
| 4 Really! | |

Idioms

- 9  **Complete with:** *nerves, back, eye, shoulder, neck, head.* Check in the Word List. Are there similar idioms in your language?

- 1 They never agree with each other. They don't see eye to
- 2 What's wrong with Sam? He's like a bear with a sore
- 3 They gave me the cold when I arrived.
- 4 He drives me crazy. He's a pain in the
- 5 Get off my
- 6 I'm fed up with him. He really gets on my

Words confused

- 10  Choose the correct word. Check in the Word List. Then, make a sentence with the other word.

- 1 Amy is very **supporting/supportive**. You can rely on her to help you if she can.
- 2 Josh is a really **careful/caring** person – he's always ready to listen to my problems.
- 3 He wasn't **respected/respectful** by his students.
- 4 Angela always tries to do the right thing – she's really **mean/well-meaning**.

Speaking

- 11 Imagine that you are looking at photos of you and your friends. Choose one photo to present to your friend.



In your talk, remember to speak about:

- when you took the photo.
- what/who is in the photo
- what is happening
- why you took the photo
- why you decided to show the picture to your friend.

You have to talk continuously, starting with: *'I've chosen photo number ...'*

1c

Grammar in Use

Present tenses ▶ Grammar Reference

1 a ✍ Put the verbs in brackets into the *Present Simple, Present Continuous, Present Perfect or Present Perfect Continuous*.

- 1 A: (you/do) anything interesting this evening?
B: No, I (not/think) so. I (stay) in. (you/go) out?
- 2 A: How long (he/know) Kathy?
B: Since they met at university.
- 3 A: My friend (forget) to buy me something for my birthday.
B: Never mind.
- 4 A: (you/read) the book I bought you yet?
B: I (read) it now actually.
- 5 A: Why are you in such a hurry?
B: Because the film (start) at 8 o'clock.
- 6 A: What (you/do) for your holidays this summer?
B: We (think) of going to Spain for a week.
- 7 A: The weather (get) colder since last Monday.
B: I (know). It (get) colder and colder as the days go by.
- 8 A: (you/like) tennis?
B: Yes, I (be) a member of the local club for years.
- 9 A: What (you/do)?
B: I (taste) the soup to see if it's OK.
- 10 A: The room (smell) awful.
B: Why (not/you/open) the window?

b How is each tense in Ex. 1a used? Look at the Grammar Reference section and say.

- ▶ 1 *Present Continuous: fixed future arrangement (Are you doing etc)*

c Which of the verbs in Ex. 1a are stative verbs? Find an example where a stative verb is in a continuous form. What does it mean?

2 🗣️ Ask and answer, as in the example.
Use: *always, usually, often, sometimes, rarely, seldom, never*. How often do you ...

- go window shopping/clubbing/surfing/dancing/skating/swimming, etc
- surf the Net/chat online/send emails
- watch documentaries/listen to jazz music

- ▶ A: *How often do you go window shopping?*
B: *Not very often. I usually go window shopping once a month.*

3 Use the verbs and the table below to make sentences about yourself.

- see • meet • travel • talk • eat out
- buy • read • write • change • go

for	a week/a month/a year/a long time, etc
since	1998/last week/last month/last May, etc

- ▶ *I haven't seen my uncle since 1998.*

4 ✍ Complete the sentences with *been* or *gone*.

- ▶ *Have you ever been to Portugal?*
▶ *Jane has gone out for the evening. She won't be back until late.*

- 1 Ann's away. She has to Spain.
- 2 We've just to the supermarket. Look at what we've bought.
- 3 Laura has out. She'll be back in an hour.
- 4 Are you going to the gym?
No, I've already

5 a 🗣️ Look at Ann's list. Ask and answer questions. Use *yet* or *already*.

- go to the gym (✓)
- have lunch (✓)
- do the shopping (X)
- fix bike (✓)
- do housework (X)




- ▶ A: *Has Ann been to the gym yet?*
B: *Yes, she's already been there. Has she ...*

b 🗣️ Make a list of things to do today. Swap papers. Ask questions to find out what your partner has already done/hasn't done yet.


6  Answer questions 1-5. Use *just*, *already* or *yet*.

- "How about a sandwich?" "No, thanks.
I **▶** *'ve just had lunch.*"
- "Is Jane here?" "I'm afraid not. She"
- "Have you posted the letter?" "Sorry. I"
- "Is dinner ready?" "Sure. I"
- "How about some coffee?" "No, thanks. I"

7  Ask and answer using *for* or *since*.

- The ground is wet. (rain)
▶ A: *Has it been raining?*
B: *Yes, for two hours./Yes, since 8:00.*
- You look tired. (work hard)
- Your clothes are dirty. (play in the garden)
- You are sunburnt. (sit in the sun)

Phrasal verbs

8  Study the diagram, then complete sentences 1-5. Choose one phrasal verb and draw a picture to illustrate its meaning.




- Don't tell me that the concert has been cancelled. I was really it.
- My grandmother my baby sister while my mother works.
- When you travel abroad, you should pickpockets.
- My cousin is really arrogant. I hate the way he everyone.
- When I don't know what a word means, I look it in a dictionary.

GAME

In teams, make sentences using a phrasal verb from Ex. 8. Each correct sentence gets one point.

Dependent prepositions

9  Use Appendix 1 to complete the paragraph with: *at*, *with*, *on*, *about*. Use the phrases to make sentences about yourself and your friends.

My best friend, John, is very good **1**) **▶** *at* solving other people's problems, but very bad **2**) finding solutions for his own problems. For instance, he tells me to be careful **3**) my money, but then, he is careless **4**) his own. He's keen **5**) the idea of other people saving money for a rainy day, but he's not so enthusiastic **6**) doing it himself.

▶ *I'm good at giving advice, but I'm bad at receiving it.*

Word formation

10 Read the theory box. Form adjectives from the words in brackets to complete sentences (1-4).

Forming adjectives

To form adjectives from nouns, we use:


- able (*comfort – comfortable*), -ese (*China – Chinese*),
- ful (*beauty – beautiful*), -(ic)al (*economy – economical*),
- al (*brute – brutal*), -ish (*self – selfish*),
- ous (*fame – famous*), -y (*fun – funny*),
- ed (*talent – talented*).

To form adjectives from verbs, we use:

- ive (*act – active*), -ing (*care – caring*),
- ent (*differ – different*), -ed (*confuse – confused*),
- less (*count – countless*).

- BATMAN:** A (dare) and (honour) superhero who fights crime.
- HARRY POTTER:** A (fiction) teenage wizard who has a (power) enemy.
- ASTERIX & OBELIX:** Two (comic) cartoon characters who are also (fear) warriors.
- THE THREE MUSKETEERS:** An (excite) story about the adventures of three (courage) Frenchmen.

Key word transformations

11  Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- I last travelled abroad two years ago.
been I two years.
- I haven't met him before.
time It's the him.
- He started work in 1999.
working He 1999.
- It's a long time since we ate out.
for We a long time.
- I've never read such a good story.
best It's the read.

- 1 Look at the picture and the title. What might the book be about? Read the biography and check.

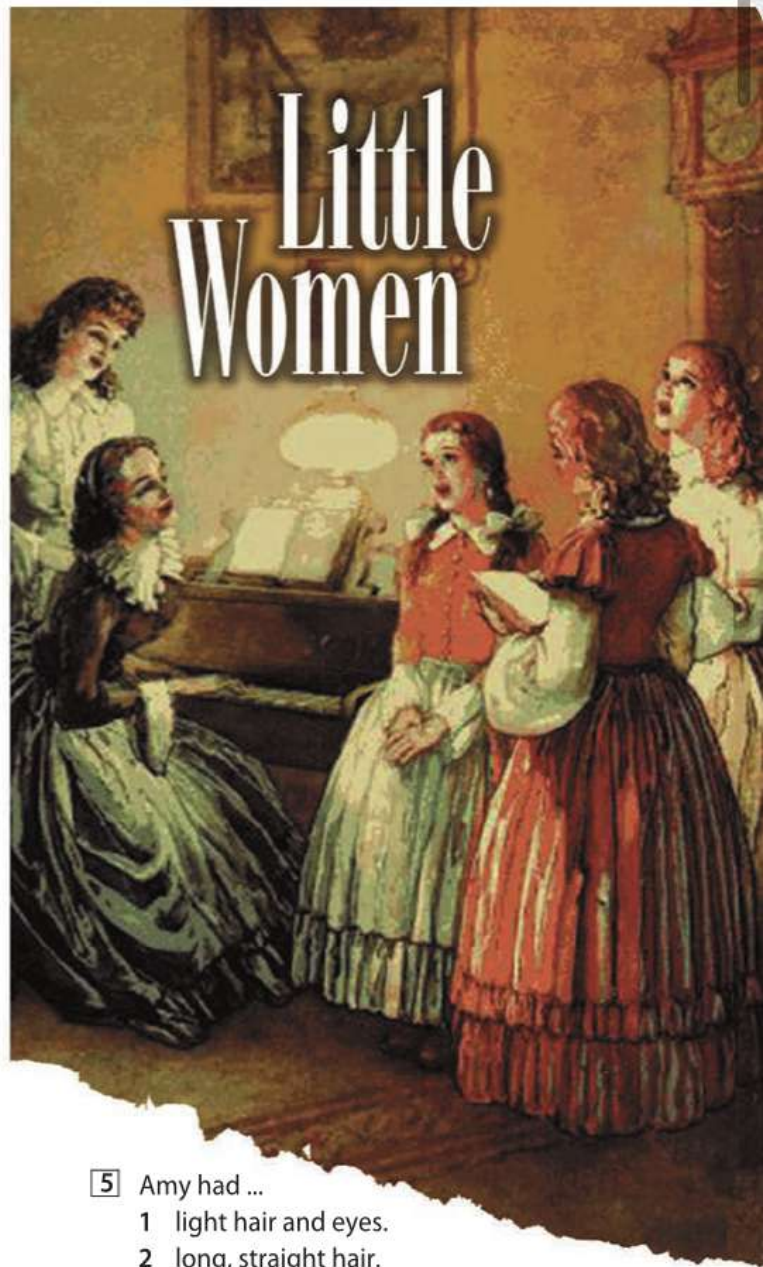
Louisa May Alcott

(1832 – 1888)



grew up in a poor family in Boston, USA, and was one of four daughters.

She is best known for her children's books, especially *Little Women* (1868-1869). The novel reflects L.M. Alcott's life and experiences. It is about the loves and lives of four young sisters growing up in New England during the American Civil War. The four March sisters, Meg, Jo, Beth and Amy, work hard with their mother to have a happy and peaceful home while their father is away at war.



- 2 Read the first paragraph of the extract. Where are the sisters? What time of year is it? Which of the two music extracts best matches the description? Listen and say.

- 3 **RNE** Listen to and read the text and complete tasks 1-7. In each task, choose the correct answer.

- 1 The room the writer describes was ...
 1 in a bad condition.
 2 not new, but cosy.
 3 stylishly decorated.
 4 cold and unpleasant.
- 2 Meg was proud of ...
 1 her age. 3 her hands.
 2 her hair. 4 her looks.
- 3 Jo was not ...
 1 at all pretty. 3 kind to others.
 2 very graceful. 4 so clever.
- 4 Beth always seemed ...
 1 afraid of something.
 2 cheerful and friendly.
 3 to be half asleep.
 4 calm and content.

- 5 Amy had ...
 1 light hair and eyes.
 2 long, straight hair.
 3 a cold manner.
 4 bad manners.
- 6 How did the girls feel about the arrival of their mother?
 1 They were worried about tidying the house.
 2 They were excited to see her.
 3 They felt sad because she had been away.
 4 They felt the same as usual.
- 7 All of the girls wanted ...
 1 new slippers.
 2 someone else to buy the slippers.
 3 to buy slippers for their mother.
 4 Jo to take responsibility for the slippers.

- 4 a Match the highlighted words/phrases with their meanings below. Then use your dictionary to explain the words in bold.

• interrupted • loose/flowing • strong • talking
 • moving her body • old and useless • growing fast
 • arms and legs • not thin • cheered up

As young readers like to know 'how people look', we will take this moment to give them a little sketch of the four sisters, who sat **knitting** away in the **twilight** while the December snow fell quietly outside and the fire **crackled** cheerfully **within**. It was a comfortable old room, though the carpet was **faded** and the furniture very **plain**; for a good picture or two hung on the walls, books filled the shelves, chrysanthemums and Christmas roses **bloomed** in the windows and a pleasant atmosphere of home-peace filled the room.


Meg, the eldest¹ of the four, was sixteen, and very pretty, being **plump** and fair, with large eyes, plenty of soft, brown hair, a sweet mouth and white hands of which she was rather **vain**. Fifteen-year-old Jo was very tall, thin and brown, and reminded one of a colt²; for she never seemed to know what to do with her long **limbs**, which were very much in her way. She had a **decisive** mouth, a **comical** nose and **sharp**, grey eyes, which appeared to see everything, and could be **fierce**, funny or **thoughtful**. Her long, thick hair was her one beauty; but it was usually **bundled** in a net, to be out of her way. Jo had round shoulders, big hands and feet, a **fly-away** look to her clothes and the uncomfortable appearance of a girl who was **rapidly shooting up** into a woman and didn't like it. Elizabeth – or Beth, as everyone called her – was a rosy, smooth-haired, bright-eyed girl of thirteen, with a shy manner, a timid voice and a peaceful expression, which was seldom disturbed. Her father called her 'Little Miss Tranquillity', and the name suited her excellently;

for she seemed to live in a happy world of her own, only venturing out to meet the few whom she trusted and loved. Amy, though the youngest, was a most important person – in her own opinion at least. A regular snow-maiden, with blue eyes and yellow hair curling on her shoulders, pale and **slender**, and always carrying herself like a young lady mindful of her manners. What the characters of the four sisters were, we will leave to be found out.

The clock struck six; and, having **swept up** the hearth³, Beth put a pair of slippers down to warm. Somehow the sight of the old shoes had a good effect upon the girls; for mother was coming, and everyone **brightened** to welcome her. Meg stopped **lecturing** and lighted the lamp, Amy got out of the armchair without being asked, and Jo forgot how tired she was as she sat up to hold the slippers nearer to the fire.

'They are quite **worn out**; Mother must have a new pair.' 'I thought I'd get her some with my dollar,' said Beth. 'No, I shall!' cried Amy. 'I'm the oldest,' began Meg, but Jo **cut in** with a decided: 'I'm the man of the family now that papa is away, and I shall **provide** the slippers, for he told me to take special care of mother while he was gone.' 'I'll tell you what we'll do,' said Beth; 'let's each get her something for Christmas, and not get anything for ourselves.'



¹the oldest (used for family members) ²a young male horse ³the floor of a fireplace

b  Match the underlined parts of the text to the appropriate explanation below.

- who is very polite • leaving it • she rarely lost
- a typical pale beauty • bothered her/made her feel awkward
- quite a few paintings


5 Form compound adjectives from the following, as in the example. Find two examples in the text.

- 1 dark hair ► *dark-haired girl*; 2 green eyes; 3 long legs; 4 broad shoulders; 5 stiff neck; 6 cold heart; 7 wide eyes; 8 baby face; 9 kind heart; 10 sharp tongue

6 a   Copy the table and complete it with words from the text.

	hair	facial characteristics	body/build
Meg			
Jo			
Beth			
Amy			

b Use the words to describe the girls to your partner.

7  Imagine the March sisters nowadays. How would their appearance be different? Where could they be living? Discuss.


8 a *Portfolio*: Work in groups of four. Take roles and continue the sisters' conversation.

b Now write your conversation. Exchange with another group. Compare your ideas and check for mistakes.

Beginnings...

- 1 Hi Janel
Sorry to hear that you're not getting on very well with your brother. Maybe I can help!
- 2 Dear Matt,
Hi! I haven't heard from you for ages, so I thought I'd drop you a line!
- 3 Hi!
How are you? I just wanted to tell you how sorry I am about what happened last Monday.
- 4 Dear Grandma,
Thanks SO much for the birthday present. I absolutely loved it!
- 5 Hi Jamie!
Congratulations on your graduation! We are all so happy for you!
- 6 Dear Mark,
Thanks so much for the invitation to your party. I'd love to come!
- 7 Dear Diana,
Sorry I haven't written for ages – I've been really busy studying. In fact, I'm having a real problem studying for my exams this year. You always do so well. Could you please give me a few tips?
- 8 Dear Tony,
Hi! Sorry to hear that you haven't been feeling well.

Informal letters

- 1 a  Match the beginnings (1-8) to the endings (A-H). Which type of letter is each pair from?

- a letter giving your news
- a get-well letter
- a letter congratulating someone
- a reply to a party invitation
- a letter asking for suggestions/ advice
- a thank-you letter
- a letter of apology
- a letter home to your parents
- a letter asking for/giving advice
- a letter asking for/giving information

- b Find examples of informal style.

- 2 Read the theory box.

...Endings

- A I really hope you feel better soon.
Give me a call some time!
Best wishes,
Sam
- B Anyway, that's all for now! Write and tell me your news!
Yours,
Andy
- C Well, that's about all. Thanks again for the gift, Grandma. See you soon,
Love,
Luke xxx
- D Anyway, I hope my advice helps! Write and tell me how you get on.
Lots of love,
Jill xxx
- E I hope we get a chance to discuss things. Once again, I'm really sorry.
Yours,
Dan
- F I'd love to see pictures from the ceremony. See you soon.
Beth
- G So, I'll see you on Friday after school at your house. I can't wait!
John
- H What would you advise me to do? Please write back as soon as you can.
Kathy

We write **informal letters** to friends and relatives we know well, or to people our own age. An informal letter should include:

- an informal greeting such as *Dear/Hi + person's name* or just *Hi!*;
- an introduction with opening remarks, e.g. *How are you? I'm fine but I've been really busy*, etc. and your reason for writing;
- a main body containing the main point(s) of the letter;
- a conclusion with closing remarks, e.g. *That's all for now. Write back soon!*;
- an informal ending, e.g. *Lots of love/See you soon/Best wishes/Yours + your name* or just your name.

Each paragraph should have a topic sentence followed by appropriate supporting sentences.

Informal letters should be written in an informal style. That is: **everyday vocabulary** (e.g. *It's taken me a while to ...*), **short forms** (e.g. *I'd, I've, there's*), **colloquial expressions/idioms** (e.g. *I thought I'd drop you a line ...*), **phrasal verbs** (e.g. *settle in, getting on*).



study skills

Understanding rubrics

Before beginning a piece of writing, you need to make sure you understand the rubric. Find the key words. These will tell you who will read your piece of writing, why you are writing it and what you should write about.

3 a Read the rubric and the letter. Find the key words, then answer the questions.

You have received a letter from your English-speaking pen-friend, Judy, who writes:

... How are you? How are you settling in your new home? How is Dublin? How are you feeling about your life there now? Next week, my class and I are going on a camping trip ...

Write a letter to Judy. In your letter:

- answer her questions;
- ask 3 questions about the camping trip.

Write 100-140 words.

Remember the rules of letter writing.

- 1 What are you going to write?
- 2 Who is going to read your piece of writing?
- 3 Why are you writing the letter?
- 4 What should your letter include?

b Read the letter and match the paragraphs with the headings below:

Dear Judy,

1 I'm fine, but it's taken me a while to settle in.

2 Dublin is a really exciting city! There's always something going on. In fact, there are so many cafés, cinemas, sports facilities and shopping centres that it's sometimes difficult to decide what to do! There are lots of interesting people here, too. Even though I've only been here for a short time, I've already made new friends.

3 I'm enjoying life here, but I still miss Ashby. It's more industrial here and there are a lot more traffic jams and crowds – I have to be careful when I'm riding my bike!

4 Well, that's all my news for now. Camping sounds like fun! Where are you going? How many days are you staying? What are you going to do during your trip? Write back soon.

Yours,

Fiona

closing remarks

writer's feelings about the change

opening remarks/reason(s) for writing

life in the new city

4 Use the words in brackets to rewrite the sentences.

- 1 I'm writing to tell you about my last holiday. (just a quick note)
- 2 I'd like to thank you for your help. (thanks a lot)
- 3 I was really glad to get your letter. (great to get)
- 4 It's a shame you didn't get the job. (sorry to hear)

Making suggestions

5 Use the language in the box to make suggestions for the following.

- I think I/you/we should ...
- How/What about + ... -ing ...?
- Why don't I/you/we ...?
- Would you like to ...?

- 1 spend next weekend with us
▶ How about spending next weekend with us?
- 2 go camping together
- 3 get a puppy for your sister
- 4 go to a concert together
- 5 meet you at the train station

Giving advice

6 Give advice as in the example.

If I were you, You should (n't), Have you thought of, Why don't you ...?

- 1 I've put on weight. → join a gym/you'll lose weight.
▶ If I were you, I'd join a gym. That way you'll lose weight.
- 2 I've got nothing to do. → take up a new hobby/you'll keep busy
- 3 I don't have enough money. → get a part-time job/you'll earn money
- 4 I don't have any friends. → join a youth club/sports team/ you'll meet new people
- 5 I'm unhappy at work. → look for a new job/you'll be happier

Understanding rubrics

7 Find the key words in each of the rubrics, then say: who is going to read the letter/email; what type of letter/email it is; why you are writing it; how many main body paragraphs each letter/ email should have and what topics they should include.

A You have received an email from your English-speaking pen-friend, Ann, who writes:

I hope you enjoyed your birthday party. What did you do? Who was with you? What kind of gifts did you get? I'm going to New York next week. I just can't wait.

Write an email to Ann. In your email:

- answer her questions;
- ask 3 questions about her trip to New York.

Write 100-140 words.

B You have received an email from your English-speaking pen-friend, George, who writes:

What's your best friend like? Why is he/she your best friend? What do you do together? I can't wait for the winter holidays! I've got lots of things planned.

Write an email to George. In your email:

- answer his questions;
- ask 3 questions about his plans for the holidays.

Write 100-140 words.

C You have received a letter from your English-speaking pen-friend, Michelle, who writes:

My town's so quiet and boring! My friends and I would love to go out more, but there's nothing much to do. What should I do about this problem? Luckily, my friends and I are planning to visit the city near our town soon.

Write a letter to Michelle. In your letter:

- answer her questions;
- ask 3 questions about her visit to the city.

Write 100-140 words.

Discuss & Write

8 Choose any rubric in Ex. 7 and write your letter/email. Before handing in your piece of writing, review and revise it. Use the questions below.

General review strategies

- Read the letter/email. How does it 'sound'?
- Does the text flow in an effective way?
- Does the reader get the required information?

Paragraphs

- Does your first paragraph introduce the reason you are writing?
- Are your paragraphs clear?
- Are the paragraphs in a logical order?
- Does each main body paragraph start with a topic sentence?
- Do supporting sentences further explain the main idea of the topic sentence?
- Are there any unnecessary sentences you need to take out?
- Does the conclusion summarise the content of the letter/email?

Style

Is the style consistent throughout your letter/email? Is it simple, everyday English?

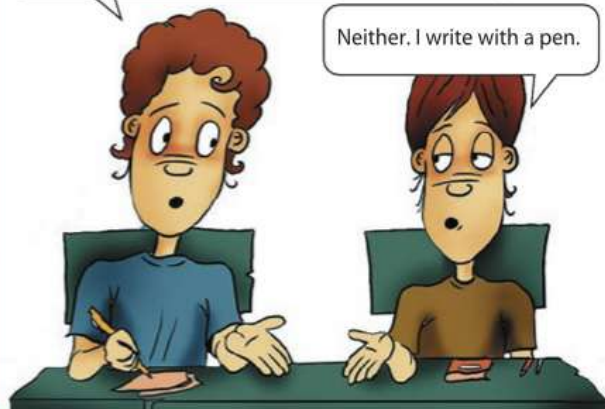
Vocabulary

Do you overuse any words? Would synonyms make your letter more interesting?

Smile

Do you write with your left hand or your right hand?

Neither. I write with a pen.





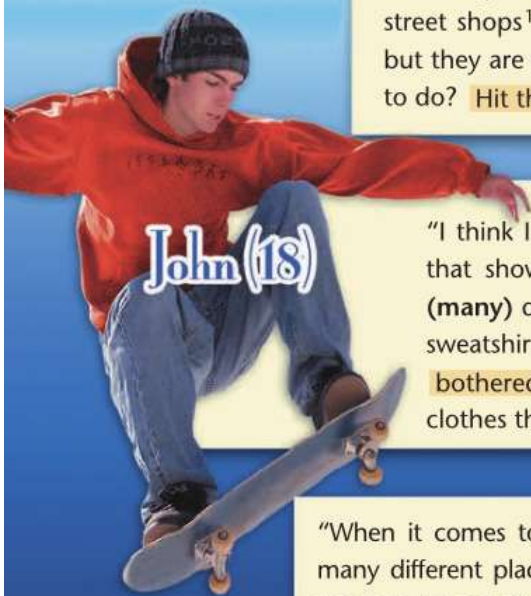
Teenage Fashion in the UK

The weather in the UK is well-known for being cold and wet, but there is one thing that's always hot and that's the fashion! We spoke to three teenagers about their views on clothes and what they like 1) (wear).



Amy (17)

"I love **keeping up** with all the latest trends. It's so easy to be fashionable these days as lots of **top designers** make clothes for the cheaper high street shops¹. I spend too much time and money in all of 4) **(they)**, but they are full of **trendy, affordable** clothes! So, what's a girl supposed to do? **Hit the shops**, of course!"



John (18)

"I think I'm **reasonably well-dressed**. I usually wear comfortable clothes that show a little bit of **individuality**. I love skateboarding, so 2) **(many)** days, you'll find me in baggy jeans, trainers and a hoodie; that's a sweatshirt with a hood; for those of you who don't know! I'm not really **bothered about** brand names or logos. I **tend** 3) **(stick)** to cheaper clothes that won't **rip** when I fall off my skateboard!"



Lisa (18)

"When it comes to fashion, I like to take my **inspiration** from many different places. Britain is a very **multi-cultural** place, so you see lots of different styles and **trends** all the time. I like **picking up bargains** at the street markets and 5) **(two)-hand shops**. Then, I put these clothes together with things I 6) **(find)** on the high street. That way, I always **stand out in a crowd**! Young people today are so creative when it comes to fashion that pop stars 7) **(influence)** by their style and not **the other way round**!"

¹ the shops in the main shopping area

1 🎧 What kinds of clothes do British teenagers like wearing: *comfortable cheap clothes, expensive designer outfits, second-hand clothes, modern colourful designs, brand names*? Guess from the pictures. Listen, read and check.

2 ✍️ **RNE** Read the texts given above. Transform the words in brackets to make them match grammatically with the contents of the texts.

3 a Use your dictionaries to explain the highlighted phrases. Then, list all the words related to places teenagers buy their clothes. Are there similar places in your country?

b 😊😊 In one minute, write as many phrases as you can with the word 'shopping'. Check in your dictionaries. Make sentences using them.

▶ *shopping spree, Sunday shopping, late-night shopping, last-minute shopping*

4 😊😊 Take roles and interview one of the teenagers in the text.

5 **Portfolio:** What do the teenagers in your country like wearing? Where do they go shopping for clothes? How much money do they spend on clothes? Collect information using the Internet. Write a short paragraph.

- 1 Read the dictionary entry. What kinds of discrimination can people suffer from? (e.g. skin colour, nationality ... etc)


discrimination (noun) = treating a person or group of people less fairly or well than other people or groups e.g. racism, sexism, ageism

- 2 a Read the case studies (A-C). Who is discriminating against each person? Why?

A Paolo (15) is teased at school because he is Italian. He has to have extra lessons for his English reading and writing skills. He often feels nervous about going to school. His teacher knows he is unhappy but isn't doing anything about it.

B Meg (49) was made redundant from her job as a secretary last year at the age of 49. She loved her job and would like to find a similar one. She keeps applying for secretarial positions and has joined a placement agency. However, she has only been called to a couple of interviews which she feels didn't go very well even though she is highly qualified. She suspects that employers are looking for younger secretaries. She doesn't know what to do.

C Julie (17) has always been a bit of a tombboy. She loves the outdoors and does a lot of extreme sports. She often wears combat trousers and trainers and isn't keen on fashion or make-up. Unfortunately, the girls at school don't talk to her and never invite her out. They sometimes even make fun of her. She feels hurt and thinks that people don't always accept her for who she is, but she is reluctant to talk to anyone about it.


- b  Now read the advice about stopping discrimination. What should Paolo, Meg and Julie do? Why?

- A: I think Paolo should talk to a teacher because ...
B: I agree. He can also ...

Put an end to discrimination!

- ✓ **Don't suffer in silence.** Call a helpline for advice or share your problem with a friend, a teacher or someone you trust. A problem shared is a problem halved!
- ✓ **Know your rights.** Remember: discrimination is illegal in Great Britain in employment, education, housing etc. Schools, police and employers have a responsibility to protect you!
- ✓ **Get other people involved.** If you're feeling brave, start an anti-discrimination group in your school, university, youth group etc. You could provide a counselling service or invite guest speakers along.
- ✓ Above all, **never give up!** If you're finding it difficult to get a job, keep on applying. If you're being bullied because of your race, keep on fighting!


EVERYONE HAS A RIGHT TO LIVE HAPPILY AND FREE FROM DISCRIMINATION, NO MATTER WHO THEY ARE!

- 3  Explain the underlined words/phrases in the texts. Use appropriate ones to complete the sentences 1-4 below.

- 1 They laughed at her. They all her.
- 2 She is upset by what they said. She feels
- 3 She was asked to leave her job. She was
- 4 She loves boys' games. She's a

- 4 **Project:** Imagine you visit schools to give talks about fighting discrimination. Make notes about: *what discrimination is; examples (from the case studies or your own ideas); how to fight/end discrimination.*

Use your notes to give a two-minute talk. Record your presentation.

1  Look at the pie chart. What makes up our rubbish? Which of these do you recycle?

2  **RNE**  Read the text given below. Form cognates from the words in brackets to make them match the contents of the text grammatically and lexically. Listen and check.



The recycling loop



- 1 Do you wonder what happens to the materials you recycle? Think of the recycling logo with the three 'chasing arrows'. Each of them is a (**represent**) of one part of the **process**.
- 2 Recycling starts when you put your rubbish in the recycling bins. A **recycling truck** collects all the materials and takes them to recycling facilities for (**sot**).
- 3 From there, they are sent to factories and new products are **manufactured**. This is the second part of the process. The third part is where the (**consume**) comes in. Recycled materials are everywhere, even in the clothing we wear.
- 4 Buying clothes made from recycled material makes recycling work and completes the recycling loop. Look at my fleece jacket and gloves for example. Here they are! They are great, aren't they? Believe it or not, they are all made of (**recycle**) plastic!
- 5 Next time you go shopping for clothes and accessories, look for items which **display** the recycling logo. This way you help the (**conserve**) of precious **resources** and **eliminate** waste overflow in **landfills**.
- 6 Remember you are the (**drive**) force.
- 7 Only you can persuade (**manufacture**) to produce recycled products.



gloves

fleece jacket


3 Explain the words in bold. Use your dictionaries.

4 **Portfolio:** Use the text to give a 2-minute talk about the importance of recycling. In the talk:

- explain what the logo means
- say how recycling works
- persuade your audience to buy recycled products

Record yourself.

5 a What do you put in your recycling bins at home or at school? Make a list and compare it with your partner.

b **ICT**  Using the Internet, collect information about recycling and what they can recycle. Present your findings to the class.

GREEN wisdom

"In the end, we will conserve only what we love, we will love only what we understand, and we will understand only what we are taught."

Baba Dioum

RNE Listening

study skills

Multiple matching

Read the sentences before you listen and find key words in the sentences. Think of/listen for words that mean the same as the words in the sentences (synonyms) and related words. The exact words in the sentences will not be heard on the recording. When you listen, think of a word that sums up what the speaker is talking about. You will hear information which may make one or more answer seem appropriate. Listen for the key words and expressions that indicate the correct answer. When you hear the recording again, listen carefully to check your answers.



You will hear 6 statements. Match each speaker's statement A-F to the statements given in the list (1-7). Each statement can only be used once. One of the statements is extra. You will hear the recording twice.

- 1 We usually entertain ourselves at home.
- 2 I only meet up with my friends for celebrations.
- 3 It's important to us to try new activities.
- 4 I chat with my friends often, but not face-to-face.
- 5 I usually go shopping with my friends.
- 6 My friends and I prefer outdoor activities.
- 7 Most of my social activities involve a sport.



RNE Reading

Match the texts (A-G) to the headings (1-8). Put your answers into the table. Each number can only be used once. There is one extra heading.

study skills

Matching headings to paragraphs

Read the headings and find the key words. Read the texts quickly and find the key words there. Think about the gist of each text, and what it is trying to do. Then try to match the headings to the texts. Remember that the extra heading is there to catch you out.

- | | |
|------------------------|------------------------|
| 1 What friends are for | 5 Being excluded hurts |
| 2 Not just people | 6 Learning and growing |
| 3 Rooted in history | 7 Extending lives |
| 4 Health benefits | 8 Fighting stress |

A Friends make life more fun. We discover this when we are young children, and it remains true throughout our whole lives. But not everybody knows that friends are important for more than fun. Having good friends offers many practical benefits.

B First of all, friends can keep you well. People with a lot of friends catch fewer colds and flus, even though social people are exposed to more viruses. Old people with active social lives are more likely to have healthy brains. And men who had heart attacks were found to recover better if they had friends.

C So it's not surprising that research has shown that people with strong social ties live longer than people who are not socially active. One study found that lifespans of people with good friendships were 22 percent longer than those with the fewest friends. However, people with lots of relatives and children did not get the same benefit.

D This could be because friendships help us to cope with difficult situations. One piece of research found that people who had a friend with them thought that it would be easier to climb a hill than people who were alone. In other words, social support made a difficult task seem easier. Friends are also great at making us laugh, which is a sure way to calm us down and make us feel happier.

E On the other hand, when we argue with friends, or we are not allowed to join a social group, it feels bad. Scientists who study the brain have found that the same parts of the brain are active when we are left out socially as when we break a bone. So, the pain we feel when things go wrong with our friendships is just as real as the physical pain we feel when we are injured.

F Indeed, in past times, people depended on friendships to survive. They needed help from others to protect themselves from enemies, and to get resources like food and water. For our distant ancestors, being left alone could be deadly. This could be the reason behind why we feel so upset when we lose friends, even today.

G Even animals have friends. They form small groups of close friends and larger groups of more distant friends. And animal friendships can sometimes even be between species. For example, some zoos raise cheetah cubs with a puppy friend; the big cats learn from the dogs to be more relaxed and trust humans, and are less stressed and healthier as a result.

Answers:


A	B	C	D	E	F	G

RNE Use of English

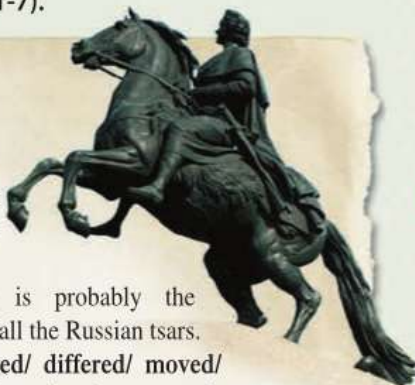
study skills

Text completion (multiple choice)

Read the text quickly to get the gist. Read again and choose the best answer for each gap. Pay attention to the words before and after each gap. The task tests both lexis and grammar. Read the completed text to make sure it makes sense.

 Choose the best word (1-7).

Peter the Great



Peter the Great (1672–1725) is probably the 1) **very/most/best/well** famous of all the Russian tsars. Under his rule, Russia 2) **changed/ differed/ moved/ altered** from being a poor farming society into an empire as strong as the other European powers. Peter toured Europe, sometimes in disguise to 3) **save/keep/avoid/stop** being recognised, and learned about western culture and science. Returning to Russia, he 4) **had/made/did/brought** changes to his army and government to make Russia more like Europe – especially Germany. He 5) **spent/had/used/passed** much of his time fighting wars, first against the Ottoman Empire and then against Sweden.

On some land he conquered along the Baltic Sea, he founded St Petersburg – his most lasting contribution to Russia. A gateway to Europe, St Petersburg became the new capital 6) **at/in/for/of** his kingdom.

In 1725, after bravely trying to rescue some drowning sailors, he ended up with a bad cold and died a 7) **little/few/short/some** time later.

RNE Speaking

study skills

Reading aloud

When you read a text aloud, pay attention to:

- **speed** – don't go too fast or too slow.
- **clarity** – speak in a loud clear voice.
- **pronunciation** – say the difficult words to yourself as you read the text silently.
- **intonation** – read with expression, not a monotone.
- **rhythm** – when you read with rhythm, the text flows.

Imagine that you are preparing for a project with your friend. You have found some interesting material for the presentation and you want to read the text on the left to your friend.

You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will not have more than 1.5 minutes to read it.

RNE Writing

You have received a letter from your English-speaking pen-friend, Eve, who writes:

*Yesterday, I went to the cinema with my brothers. We have so much fun together. What about you? How many people are there in your family? What are they like? Who do you get on most with?
I've got to go now. I'm meeting my best friend, Alexa ...*


Write a letter to Eve. In your letter:

- answer her questions;
- ask 3 questions about her best friend.

Write 100-140 words.


Remember the rules of letter writing.

1 Progress Check

1  Complete with: *dishonest, aggressive, patient, jealous, selfish, mean, caring, loyal, moody, trusting.*


- 1 You are just too ! You shouldn't believe everything people tell you!
- 2 She is so She only thinks of herself!
- 3 Thanks for your support. You're such a(n) friend.
- 4 John is happy one minute and sad the next. He's so
- 5 Lee can be very at times. I thought he was going to hit you.
- 6 I know the queue is long, but we must be and wait our turn.
- 7 Violet is so helpful. She's a(n) person.
- 8 Bill always says unkind things to me. He's so
- 9 Every word that comes out of her mouth is a lie. She is a very person.
- 10 Sam is so He always wants what other people have.

(Points: $\frac{20}{10 \times 2}$)

2  Complete with: *window, the great, top, mobile, grab, hit, shopping, extreme, brand, all-time.*

- | | |
|-------------------|-------------------|
| 1 centres | 6 a bite |
| 2 favourite | 7 the shops |
| 3 names | 8 designers |
| 4 shopping | 9 phones |
| 5 sports | 10 outdoors |

(Points: $\frac{20}{10 \times 2}$)

3  Put the verbs in the correct present tense.


- 1 I (**save**) my money for three weeks now.
- 2 (**you/see**) the new *King Kong* film yet?
- 3 Hurry up, Tom! The film (**start**) in half an hour!
- 4 Luke, do you have any special plans for tonight? (**you/go**) out with your friends?
- 5 Helen is a very loyal friend. I (**know**) her for years.
- 6 This road (**get**) you there quicker than that one.

(Points: $\frac{18}{6 \times 3}$)

4  Form adjectives from the words in brackets.


- 1 Andrea is a (**beauty**) little girl.
- 2 I won't lend him my car – he's too (**care**).
- 3 Don't be (**self**)! There's enough for everyone!
- 4 He is a (**talent**) teacher.
- 5 My mum is very (**resource**).

(Points: $\frac{10}{5 \times 2}$)

5  Complete with: *forward to, up, out for, after, down on.*


- 1 Can you look my cat while I'm away?
- 2 If you don't know her phone number, then look it in the phone directory.
- 3 If you go swimming, look boats.
- 4 I've been looking this holiday for ages.
- 5 You shouldn't discriminate against people. It's not right to look others.

(Points: $\frac{10}{5 \times 2}$)

6  Complete with: *at, with, on, about (x2).*

- 1 Are you good sports?
- 2 Be careful your money. Don't spend it all at once.
- 3 Tina is very excited going shopping later.
- 4 Don't be careless other people's things.
- 5 I'm not keen watching TV.

(Points: $\frac{10}{5 \times 2}$)

7  Choose the correct answer.

- 1 A: How's it going?
B: a Not too bad. And you?
b To the park with my dog.
- 2 A: What do you think of rock climbing?
B: a I find it very excited.
b I find it very exciting.
- 3 A: You're looking very well.
B: a Thanks, so are you.
b Thanks, so am I.
- 4 A: Do you enjoy surfing the Net?
B: a I'm fine.
b I'm really into it.

(Points: $\frac{12}{4 \times 3}$)

(My score: $\frac{100}{100}$)

Now I Can ...

- talk and write about what types of activities I like doing
- enquire about and express likes/dislikes
- talk about character qualities
- socialise and express sarcasm and anger
- talk about my friends
- write an informal letter
- write about what teenagers in my country wear
- talk about discrimination and the importance of recycling

... in English

Module 2

Living & Spending

◆ Before you start ...

- What is your best friend like?
- Which person do you admire the most? Why?

◆ Look at Module 2

Find the page numbers for pictures 1-4.

◆ Find the page numbers for

- a class enrolment form
- a postcard
- a sports centre advert

◆ Listen, read and talk about ...

- spending money
- free-time activities & personalities
- British sporting events
- being responsible with money
- clean air at home

◆ Learn how to ...

- enquire about/express preferences
- make and reply to suggestions
- express/enquire about opinions
- express agreement/disagreement

◆ Practise ...

- -ing form/to-infinitive/infinitive without to
- word formation: abstract nouns
- phrasal verbs: *take*
- words often confused: *charge/owe, exchange/change, broke/debt, wages/salary*

◆ Write / Give / Conduct ...

- a short paragraph entry about how you spend your money
- a short letter about a problem you have/your suggestions on how the problem can be solved
- a diary entry
- short messages
- a short article about a famous sporting event in your country


- a survey to find out how responsible people in your class are with money
- a two-minute talk about air pollution




2a


Reading Skills

Reading

1  Read the title and the first paragraph of the article. What do you think British teenagers spend their money on? Listen and read to find out.

2  **RNE** Read the text and fill in the gaps (A-F) with the parts of the sentences marked by numbers 1-7. One part is extra.

- 1 video game consoles like *Play Station 4* and *Xbox One*
- 2 receive the same amount of money
- 3 but sales of mobile phone cards are **catching up** quickly
- 4 they are the most powerful group of **consumers**
- 5 involve extreme sports, such as gliding and parachuting
- 6 dancing and playing a musical instrument like the piano
- 7 such as helping with the chores around the house

3 a  Read the teenagers' quotes (1-6) in the text on p. 29 and match each one to the comments (A-F) below.

- A I have borrowed money, which I will pay back when I start working.
- B I'm such a keen fan that I spend my pocket money on buying tickets for all their matches.
- C It's not that I'm too lazy to work, I just don't have the time. I need to get good grades.
- D I want one that connects to the Internet and has an MP3 player on it.
- E I don't mind earning my pocket money. I think it's only fair!
- F I've just bought some fantastic new jeans. I spent two weeks' wages on them. Shopping is my favourite hobby.

Britain's Young Consumers

There are over 9 million of them in Britain and **A** Who are they? Teenagers! A **retailer's** 'dream come true', each year they spend £6 billion.

Sweets and chocolates are still the number one best sellers, **B** , and they are expected to overtake sweets and chocolates very soon.

Modern technology is rapidly replacing traditional favourite pastimes such as board games and reading with **C** , which cost over £300. Quite a lot of teenagers have also joined clubs that **D** This means that parents are **digging deeper into their pockets** than ever before. They are **handing out** a massive £3.3 billion to their teenagers every year, but is this enough? Obviously not, because this is only 60% of what they are spending!

Teenagers are **making ends meet** by doing odd jobs, **E** , delivering newspapers, and working weekends as sales assistants in shops. Although they earn and **F** , girls spend more than boys.

How about you? Do you get enough money? Are you a big spender or a saver? Here is what some teenagers say:

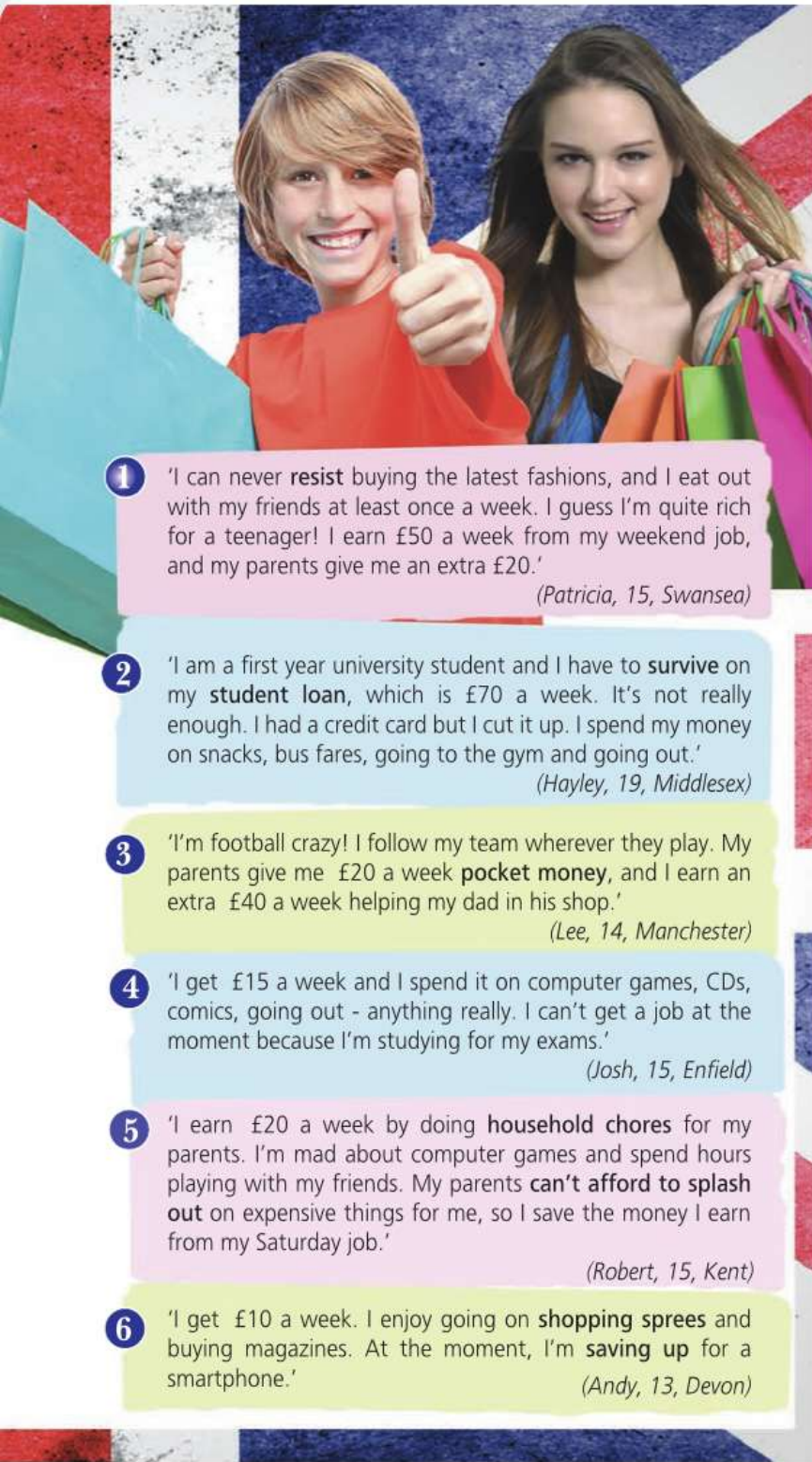
b Who are you most like? Why?

study skills

Understanding new words

While reading, do not use your dictionary each time you come across an unfamiliar word. Read the whole sentence. This will help you guess the meaning from the context.

4 Explain the words/phrases in bold in the text and in Ex. 2. Use them to make sentences.



1 'I can never **resist** buying the latest fashions, and I eat out with my friends at least once a week. I guess I'm quite rich for a teenager! I earn £50 a week from my weekend job, and my parents give me an extra £20.'
(Patricia, 15, Swansea)

2 'I am a first year university student and I have to **survive** on my **student loan**, which is £70 a week. It's not really enough. I had a credit card but I cut it up. I spend my money on snacks, bus fares, going to the gym and going out.'
(Hayley, 19, Middlesex)

3 'I'm football crazy! I follow my team wherever they play. My parents give me £20 a week **pocket money**, and I earn an extra £40 a week helping my dad in his shop.'
(Lee, 14, Manchester)

4 'I get £15 a week and I spend it on computer games, CDs, comics, going out - anything really. I can't get a job at the moment because I'm studying for my exams.'
(Josh, 15, Enfield)

5 'I earn £20 a week by doing **household chores** for my parents. I'm mad about computer games and spend hours playing with my friends. My parents **can't afford to splash out** on expensive things for me, so I save the money I earn from my Saturday job.'
(Robert, 15, Kent)

6 'I get £10 a week. I enjoy going on **shopping sprees** and buying magazines. At the moment, I'm **saving up** for a smartphone.'
(Andy, 13, Devon)

Vocabulary

Spending money

5 a What do you think teenagers in your country spend their money on? Choose from the list.

- clothes and accessories
- household bills
- eating out
- mobile phone cards
- sweets and snacks
- rent
- bus fares
- petrol
- computer games
- CDs/DVDs
- going out (cinema, concerts, sporting events)
- magazines/books/comics
- supermarket shopping

b What do you spend your money on?

A: I spend most of my money on ...

B: Me too. I also buy ...

6 a Complete with: waste, pay, cost, lend, borrow, save, earn. Check in your dictionaries.

- 1 How do you for things you buy: in cash, by cheque or by credit card?
- 2 Do you ever money to your friends?
- 3 Do you ever money from your friends?
- 4 Do you up to buy something you want, e.g. a new bike?
- 5 Do you think teenagers their money on things they don't really need?
- 6 Which of the things you buy a lot and which are reasonably priced?
- 7 Do you have a part-time job to extra money?

b Answer the questions (1-7) about yourself.

Speaking

7 **Portfolio:** Take the roles of two of the teenagers from the text. Ask and answer questions about how they get their money and what they spend it on.

A: How much money do you get, Josh?

B: I get £15 a week.

Writing

8 **Portfolio:** Write a short paragraph about yourself (40-50 words). Include:

- how much money you get
- where you get your money from
- what you spend your money on
- whether you are good with money

Words of Wisdom

The art is not in making money, but in keeping it.

(Author unknown)

Vocabulary

Free-time Activities & Personality

- 1 Which of the activities do you do/play/go? Check with a partner. Add more activities to each category.

- gardening • white-water rafting • fishing • skydiving
- martial arts • football • tennis • board games
- snowboarding • archery • aerobics

► *do gardening*


- 2 What kinds of people usually enjoy these activities? Make sentences.

- adventurous • cautious • creative • fit • brave
- relaxed • quiet • outgoing • shy • sociable
- boring • ambitious • strong • reserved
- determined • active • imaginative • sensitive

► *Adventurous people enjoy skydiving or white-water rafting.*

Everyday English

Enquiring about/Expressing preferences

- 3  Use the language in the box to discuss your hobbies.

Enquiring about preferences
<ul style="list-style-type: none"> • Do you prefer (-ing form) ... or ... • Would you rather (infinitive without to) ... or ... • Do you like (-ing form) ... more than ...
Expressing preferences
<ul style="list-style-type: none"> • Well, I really like/love/ hate etc • I'm not too keen on/I don't like doing ... • I (much) prefer (-ing form) to ...




- *A: Do you prefer playing football or playing board games?
B: Well, I'm not keen on playing football. I prefer board games.*

Reading

- 4 a Sentences A to F are from a dialogue between two friends. What is the dialogue about?

- A And so what's next ... learning to fly a plane?
B Oh really? Where?
C Oh I've got art class tonight. Fancy coming along?
D Me? No way! I'd rather swim with sharks than slide down a mountain on a piece of wood.
E By the way, how did the white-water rafting go?
F I suppose I could. I know – I'll bring my camera.



- b    Complete the dialogue with the sentences A-F. Listen and check, then read out the dialogue.

- c Explain the words in bold in the dialogue. What hobbies do Jake and Suzy like?

- 5  Read out the dialogue.

Idioms

- 6   Choose the correct word. Check in the Word List. Are there similar idioms in your language?

- 1 Keep calm and don't show your feelings. Just play it **cold/cool**.
- 2 John is an honest person. He plays it **direct/straight**.
- 3 This can't be happening. Are you playing a **joke/fun** on me?

Jake: Hi Suzy. Where are you off to?
 Suzy: 1)
 Jake: Me? Art class? I don't think so.
 Suzy: Not 'extreme' enough for you, I suppose!
 Jake: That's right.
 Suzy: 2)
 Jake: Great. I've got a few **bruises**, but I just love it! It's such an amazing sport!
 Suzy: 3)
 Jake: No, but I'm going snowboarding this weekend.
 Suzy: 4)
 Jake: You know, the ski centre near my father's village. Why don't you **come along**? We'll have a great time.
 Suzy: 5)
 Jake: Well, why not just come and watch then?
 Suzy: 6)
 Jake: Yeah. You might get some great **action shots** of me for your art class.
 Suzy: OK. Well, I'd better get going. I'll call you about it later.
 Jake: OK. Bye.

Listening

7 **RNE** You will hear a dialogue. Determine which statements A-G correspond with the content of the dialogue **T** (true), which do not correspond **F** (false) and which are not stated in the dialogue **NS** (not stated).

- A Andrew has been to the community centre before.
- B He doesn't have a mobile phone.
- C There aren't many activities offered at the community centre.
- D Andrew wants to take up basketball.
- E He's never tried kick boxing before.
- F He wants to start at the beginning of September.
- G The classes cost £10 pounds for 35 lessons.

STATEMENT	A	B	C	D	E	F	G
ANSWER							

Speaking

Enrolling for a class

8 **Portfolio:** You want to enrol for a class at the community centre. Act out the dialogue between you and the receptionist. Record yourselves.

Greenville Youth & Community Centre

CURRENT ACTIVITIES/CLASSES		
oil painting	aerobics	kick boxing
chess club	basketball	drama

- ▶ A: Good morning. How can I help you?
- B: I'm interested in taking some classes at the community centre.
- A: Sure. Can I take your name, please? etc

Say it right

Suggesting/Replying

9 **a** Choose the correct response. Listen and check.

- 1 A: I'm on my way to the gym. Fancy coming along?
 B: a Thanks, but I'm really tired.
 b Yes, I'm great!
- 2 A: Would you like to come to the cinema tonight?
 B: a I'd love to, but I really can't.
 b I'm sorry, I wouldn't like it.
- 3 A: How about going shopping this afternoon?
 B: a I think you're right.
 b That would be really great!

b Listen again and find the stressed words.

c Read out the exchanges.

10 Use the phrases in Ex. 9 to make suggestions: e.g. spend the afternoon together, rent a DVD, come fishing with me, go to an exhibition.

11 Think of ten words/phrases you have learnt in this lesson. Make sentences using them. Close your book and tell a partner.

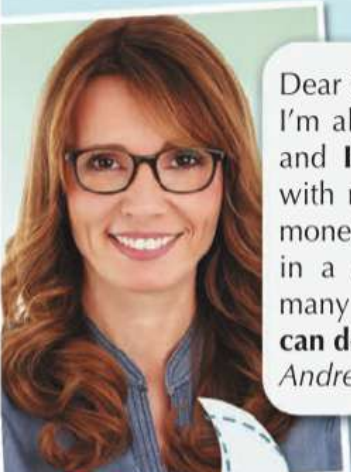
2c

Grammar in Use

-ing form/to -infinitive/infinitive without to ▶ Grammar Reference

- 1 a Read the problem page letter and reply. What's Andrew's problem? What does Claire suggest?

Claire your problems... SOLVED!



Dear Claire,
I'm always broke! I **love being** sociable and **I'd like to go** out shopping more with my friends, but I've never got any money. **I don't mind working**, but I live in a small town and there just aren't many part-time jobs. Is there anything I **can do**? Help me!
Andrew, 16, Cardiff

Don't despair, Andrew! How about **doing some odd jobs around your neighbourhood like cleaning windows or cars if you want to earn** some extra cash? You'll **have** more money and help your neighbours out, too! **Let me know** how you get on!

- b Use the structures in bold to complete the rules (1-7) with: *to -infinitive, infinitive without to or -ing form*. Check in the Grammar Reference section.

- 1 preposition +
- 2 verb of preference (like/love/hate/enjoy) +
- 3 **would love/like/hate** etc +
- 4 modal verb (can, will, must etc) +
- 5 **can't stand/help/imagine, look forward to, don't mind** +
- 6 **want, can't wait, remind** +
- 7 **let, make** +

- 2 Put the verbs in brackets into the correct form. Compare with your partner.

- 1 Do you mind ▶ *helping* (help) me with some jobs today, Sam?
- 2 I'm not keen on (read) novels. I prefer (watch) TV.
- 3 I must (finish) this essay tonight. I have to hand it in tomorrow!
- 4 He left without (say) goodbye.
- 5 I'd hate (do) archery.
- 6 Brian really enjoys (play) his guitar.
- 7 Please let me (go) out tonight!
- 8 The story made me (cry).
- 9 Remind me (see) to it tomorrow.
- 10 Would you like (go) now?

- 3 Use the phrases to complete the sentences.

don't mind
likes
enjoys

wants

hates

be alone sail
be on time
work long hours
eat Chinese
or Indian food

- 1 She never travels by ship. She ▶ *hates sailing*.
- 2 He always works overtime. He
- 3 Mary is afraid of large groups. She
- 4 Bob is never late. He
- 5 You decide! I

- 4 Use the words below to make true sentences about yourself.

• look forward to • can't help • don't mind
• can't imagine • can • let • want • Fancy

- ▶ *I'm really looking forward to going out this weekend.*

Word formation

- 5 a Read the theory box. Then complete the advert on p. 33 using nouns formed from the words in brackets.

Forming abstract nouns

We use **-ation** (*examine, examination*), **-ment** (*enjoy, enjoyment*), **-ence** (*correspond, correspondence*), **-ion** (*exhaust, exhaustion*), **-y** (*discover, discovery*) to form abstract nouns.



**Join us at
Oak Hall**

1) (act), adventure, 2) (compete) & 3) (excite)! You'll find all these and more at Oak Hall. You can try a wide 4) (select) of extreme sports, stay in comfortable 5) (accommodate) and enjoy a delicious choice of good food.

For an unforgettable experience, call:
02037464839

b Use a dictionary to find the nouns derived from the following verbs. Use them in sentences of your own.

- | | |
|--------------------|-----------------|
| 1 amaze | 5 achieve |
| ▶ <i>amazement</i> | 6 suggest |
| 2 educate | 7 recover |
| 3 collect | 8 agree |
| 4 depend | |

▶ *John looked at Tim in amazement.*

Phrasal verbs

6 Read the diagram, then complete sentences 1-6 with the correct phrasal verb.



- He'll the company when his father retires.
- I want to tennis. Do you know where I can have lessons?
- We're going to you for your birthday, Dave!
- She her father. She looks and acts just like him.
- your shirt and I'll wash it for you.
- Now that you've lost weight, you should your clothes

Dependent prepositions

7 Use Appendix 1 to complete the sentences with *about*, *on*, *of* (x2), *at* (x2) or *in*. Then make sentences about yourself.

- He's crazy ▶ *about* skydiving.
- He was brilliant football.
- Tom is interested gardening.
- She is terrible cooking. She burns everything.
- My mother is fond knitting.
- Jim is keen snowboarding.
- Pam's father is proud her achievements.

Words often confused

8 Choose the correct word. Check in the Word List, then make a sentence with the other word.

- Have you got the money you **charge/owe** me?
- Hello. I'd like to **exchange/change** this into pounds, please.
- I'm **broke/debt**. I have no money at all.
- Doctors' **wages/salaries** are usually really high.

Key word transformations

9 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- All Tom thinks about is football!
crazy Tom football.
- We don't have enough money to go out tonight.
afford We out tonight.
- I prefer going out to staying in.
rather I stay in.
- She doesn't really like going to the theatre.
keen She's to the theatre.
- He can't wait to see the new action film.
forward He is the new action film.

Writing (a letter)

10 Think of a problem you have. Write a short letter to Claire. Try to use (to) *infinitive* or *-ing form*. Swap papers and reply to your partner's problem.

- 1 a Look at the picture and the title. When do you think the story took place? Read the biography to find out.



Edith Nesbit

(1858-1924)

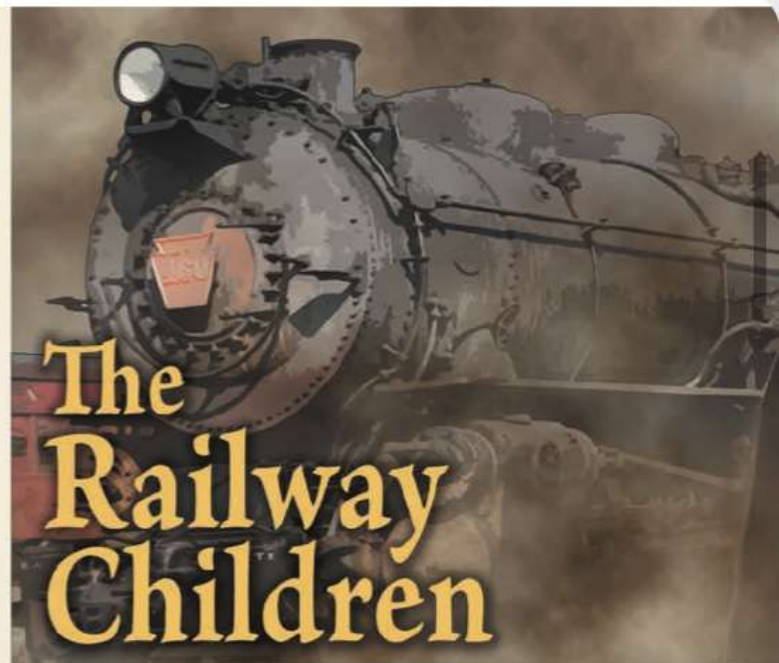
Edith Nesbit was born in Surrey. After she got married in 1880, she started writing children's poems and stories to help support her large family. Her writing was very popular. Her well-known stories include *Five Children and It* (1902) and *The Phoenix and the Carpet* (1904). Altogether, she published more than 40 novels before her death in 1924.

Nesbit's most famous and well-loved story is *The Railway Children* (1906). The novel is about the adventures of a middle class Edwardian family living near a railway station in the suburbs of London at the turn of the 19th century. In 1970, the book was made into an extremely successful film.

- b **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read the text above to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

- 2 Read the first sentence of each paragraph. What is the extract about? Listen and read to find out.

- 3 **RNE** Read the text again carefully. Choose 1, 2, 3 or 4 for questions 1-7. Give reasons.



Chapter I: The Beginning of Things

They were not railway children to begin with. I don't suppose they had ever thought about railways except as a means of getting to the pantomime, Zoological Gardens and Madame Tussauds. They were just **ordinary suburban** children, and they lived with their father and mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a **tiled** passage that was called a hall, a bathroom with hot and cold water, electric **bells**, **French windows**, a good deal of white paint, and 'every modern convenience', as the **estate agents** say. There were three of them. Roberta was the eldest. Of course, mothers never have favourites, but if their mother had had a favourite, it might have been Roberta. Next came Peter, who wished to be an engineer when he **grew up**; and the youngest was Phyllis, **who meant extremely well**.

Mother did not spend all her time **paying dull calls** to dull ladies, and sitting dully at home waiting for dull ladies to pay calls to her. She was almost always there, ready to play with the children, and read to them, and help them to do their home lessons. Besides this, she used to write stories for them while they were at school, and read them **aloud** after tea, and she always **made up** funny pieces of poetry for their birthdays and for other great occasions, such as the **refurnishing** of the doll's house, or the time when they were **getting over the mumps**.

These three lucky children always had everything they needed: pretty clothes, a lovely **nursery** with **heaps** of toys and a Mother Goose¹ wallpaper. They had a kind and **merry** nursemaid², and a dog who was called

1 a fictional/author of nursery rhymes

2 a woman paid to look after young children

- 1 Before they were 'The Railway Children', the children ...
- 1 always loved the railway.
 - 2 only used the railway to go to the zoo.
 - 3 just saw the railway as a means of transport.
 - 4 never travelled by train.



James, and who was their very own. They also had a father who was just perfect – never **cross**, never **unjust**, and always ready for a game – at least, if at any time he was not ready, he always had an excellent reason for it, and explained the reason to the children so interestingly and funnily that they felt sure he had to do it.

You will think that they ought to have been very happy. And so they were, but they did not know how happy till the pretty life in the Red Villa was **over and done with**, and they had to live a very different life indeed.

The **dreadful** change came quite suddenly. Peter had a birthday – his tenth. Among his presents was a **model** engine more perfect than you could ever have dreamed of. The other presents were full of **charm**, but the engine was fuller of charm than any of the others were.


Its charm lasted in its full perfection for exactly three days. Then, owing either to Peter's **inexperience** or Phyllis's good **intentions**, or to some other cause, the engine suddenly **went off** with a **bang**. James was so frightened that he went out and did not come back all day. All the Noah's Ark³ people who were in the tender⁴ were broken to bits, but nothing else was hurt except the poor little engine and the feelings of Peter. The others said he cried over it – but of course boys of ten do not cry, however terrible the tragedies may be which darken their lot. He said that his eyes were red because he had a cold. This **turned out** to be true, though Peter did not know it was when he said it, the next day he had to go to bed and stay there.

3 a large ship built by Noah, with 2 of each kind of animal on board
4 an open vehicle behind a train engine used to carry coal

- 2 Mother spent most of her time ...
- 1 visiting old ladies.
 - 2 sitting at home.
 - 3 writing poetry.
 - 4 helping her children.

- 3 Mother wrote poems whenever ...
- 1 someone got sick.
 - 2 something important happened.
 - 3 the children wanted her to.
 - 4 the children were at school.
- 4 The children's father often ...
- 1 got angry.
 - 2 made excuses.
 - 3 told funny jokes.
 - 4 played with them.
- 5 On his tenth birthday, Peter received ...
- 1 only one present.
 - 2 only one present he liked.
 - 3 many presents he didn't like.
 - 4 many nice presents.
- 6 The exploding engine didn't ...
- 1 frighten the dog.
 - 2 hurt Peter's feelings.
 - 3 injure Peter.
 - 4 break the Noah's Ark people.
- 7 Peter went to bed because ...
- 1 he was very upset.
 - 2 he had caught a cold.
 - 3 he had a problem with his eyes.
 - 4 the others told him to.


4 a Use your dictionaries to explain the words in bold. Then, use in your own sentences.

b  Match the highlighted phrasal verbs with their meanings. Use them in sentences of your own.

- 1 recovering from; 2 proved to be;
- 3 became an adult; 4 invented;
- 5 exploded

5 Explain the underlined phrases in the text in your own words.

Speaking

6  Which of these adjectives best describe the children's *mother? father?* *loving, reliable, funny, creative, fair, imaginative.* Discuss.

Writing

7 *Portfolio:* Write Peter's diary entry for the day of the incident with the engine (50-80 words).

Short messages

1 When did you last send a short written message to someone? Did you: *send a postcard?* *leave a note?* *write a quick email?* *send a text message?* Who to? Why?

2 a Read the theory box.

When we want to write someone a short message we usually send a postcard, a note/message, a short email or a text message. We might do this to inform, to remind, to thank, to apologise etc. We often omit words such as **personal pronouns** (*I, you* etc), **articles** (*a, the* etc) and some **verbs** (*am, have* etc). We also use **short forms** (e.g. *I won't* instead of *I will not*), the **imperative**, **informal linkers** (e.g. *so* instead of *therefore*), **abbreviations**, **present or past participles** (*leaving* instead of *I am leaving*, *been invited* instead of *we have been invited*) and **short informal opening and closing remarks**.

b Look at the note and complete the gaps (1-6) with the words/phrases in bold from the theory box.

1) ► **short, informal opening and closing remarks**

2)

3)

4)

5)

6)


3 Make the following sentences shorter. Compare with your partner.

- 1 I am having a great time in Spain.
► *Having great time in Spain.*
- 2 I can't come to the cinema tonight. I haven't got any money.
.....
- 3 I will be back late tonight.
.....
- 4 We are meeting at eight o'clock this evening in front of the theatre.
.....
- 5 There is some food in the fridge for you.
.....
- 6 I have got a new Saturday job. I will tell you about it when I see you.
.....
- 7 I have gone out to the supermarket. I will not be long.
.....
- 8 I am really looking forward to our white-water rafting trip next month.
.....
- 9 I am sorry I did not call you yesterday. I will call you this evening.
.....
- 10 John has gone to buy tickets for the volleyball match on Saturday.
.....

study skills

Text messages

Text messages have a unique language that uses the shortest possible forms of words and even substitutes numbers for syllables/words. e.g. *C u l8r = see you later*; *2nite = tonight*; etc. This style of writing is only appropriate in text messages or in chatrooms on the Internet.

4  Look at the extracts (1-6) and match them to a description (A-G). There is one description that you do not need to use. Which words and symbols helped you to decide?

A thank-you note

C apology

E text message

G diary entry

B email

D reminder

F postcard

1

Don't forget to tell Lucy
PIANO LESSON CANCELLED TODAY
Thurs. 6:30 instead
CALL MR LUCAS!

2

Dear Sally,
Having great time here in Wales! Weather
amazing, so much to do here! Went sailing
yesterday!
Can't wait to show you photos.
See you next week!
Love,
Jo



3

INBOX OUTBOX CONTACTS
To: jono23@gmail.com
From: hippygirl1@mail.com
Hey Jon!
Saw Saturday job advertised in
newspaper. Sounds like something you'd
like, so let me know if interested!
Amy

4


Emma
Forgot to give back money I borrowed – sorry!
Will give you it next time!
Lucy

5

Hi Pete. Can't come 2 drama club 2nite.
Can u tell Mr Barnes?
Thanks! 😊
Rosie

6

Dear Andy,
Just a note to say thanks for present.
Really needed new tennis racquet.
See you soon,
Ryan
P.S. Ann says hi!

5  Match the abbreviations (1-5) to the meanings (A-E). Complete the note below with an appropriate abbreviation.

- 1 PTO
- 2 P.S.
- 3 asap
- 4 e.g.
- 5 etc

- A et cetera
- B for example
- C post script
- D as soon as possible
- E please turn over

Hi Jack!
Gone shopping for shoes, makeup 1) ! Remember
Kate's party tonight. Will get her gift from us 2) CD,
jewellery.
Will be back 3)
See you soon,
Jemma
4) Will bring you something nice!

6 a Read the rubric and find the key words.

Your mum has left the following note on the kitchen table:

*Luke
Gone out to get football boots. Size 8? Call me if wrong size! What time are you back tonight?
Don't forget – Dad's birthday dinner at 7!
Love Mum xxx*

You have to go out now, too. Leave your mum a reply (25-35 words). In your note, say:

- thanks for the boots;
- when you'll be back.

b Look at a student's answer. Is it the correct length? Does it include the correct information? Is it written in an appropriate style?

Thank you for buying a new pair of football boots for me. Size 8 fits me really well. I have got football practice later today, so I will not arrive home until half past six.

By the way, you don't need to worry because I haven't forgotten that it's Dad's birthday.

*Yours,
Luke*

7 Make any necessary changes to the note in Ex. 6b. Think about:

- opening/closing remarks
- which pronouns/articles/verbs you can take out
- if you can add any imperatives/informal linkers/abbreviations.

Compare your answers with another pair.

8 a Read the rubric and answer the questions.

Your sister has left you the following note.

*Emma,
Going shopping with Jane after school. Want to come? Will wait at bus stop till 4.
Katie
P.S. Could go to cinema or have dinner after.*

Reply to it (25-35 words). In your note, include:

- reason you can't make the shopping trip;
- suggest meeting the girls later (say where you will meet).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What style are you going to use?
- 4 What information are you going to include?

study skills

Checking/Editing your work

When you edit a piece of writing, check for the following:

- grammar, punctuation or spelling mistakes;
- inclusion of all points mentioned in the rubric;
- coherence (sentences must fit together and flow smoothly);
- tone according to the target reader.

b Write your note. Swap with your partner and edit each other's note.

Discuss & Write

9 Choose any two of the following and write your answer (25-35 words).

- 1 You are on holiday. Send a postcard to your friend. Write:
 - where you are
 - what you are doing there
 - how you like it
- 2 You have moved to another city. Send an email to your friend. In your email, write:
 - what the new place is like
 - how you like it
 - invite him/her to your house
- 3 You need to go out for a while. Leave a note for your parents. Write:
 - where you are going
 - when you'll be back
 - remind them to walk the dog

Great British Sporting Events!



A
The Oxford and Cambridge Boat Race

The Boat Race is a rowing race along the River Thames. It takes place each spring in London. The 18 competitors (9 in each boat) must be students at Oxford or Cambridge University. They train extremely hard, six days a week for six months before the race.



B
The London Marathon

If you get out of breath running for the bus, then can you imagine running 26 miles (about 42 km)? Every year, usually in April, this is exactly what around 40,000 people do when they take part in the London Marathon. It's a serious athletic event which offers big prize money for the winners, but the majority of runners do it for fun or to raise money for charity.



C
Royal Ascot

Royal Ascot is a 5-day horse-racing event at the Ascot race course in Berkshire. Each year, about 300,000 people buy tickets to watch the races. Ascot is very popular with members of the royal family and the rich and famous, but anyone is welcome to go. Royal Ascot is a fashion show too! TV presenters love to comment on what everyone's wearing, especially the ladies' smart hats!



D
Wimbledon

Anyone for tennis? Every June, the world's oldest and most famous tennis championship takes place in Wimbledon in London. The tournament lasts for two weeks. Hundreds of spectators queue for hours for tickets to see the world's top players compete. It's not just the tennis they go for either! Strawberries and cream are the traditional snack at Wimbledon. 28,000 kilos of strawberries and 7,000 litres of cream are sold every year!

- 1 Look at the pictures of some well-known sporting events and the titles A-D. Think of one question about each event. Read and listen. Can you answer your questions?
- 2 **a** Read the texts. Which event A, B, C or D
 - 1 offers a cash prize?
 - 2 lasts the longest?
 - 3 is attended by British royalty?
 - 4 is a competition between two teams?.
- b** Explain the words/phrases in bold.
- 3 Choose the correct word. Check in your dictionaries. Make sentences using the other words.

- 1 The directors/presenters of all the major TV channels comment on the fashions at Royal Ascot.
- 2 The spectators/audience watch tennis players at Wimbledon.
- 3 About 40,000 competitors/rowers run in the London Marathon each year.

4 Imagine you are a radio presenter. Choose one of the events A-D and present it to the class.

5 **ICT Portfolio:** Collect information using the Internet, then, write a short text about a famous sporting event in your country (50-60 words). Write:

- name • type • place • time • competitors
- spectators • prizes • any other interesting information

How responsible are you with your money?

Money choices can be difficult. What would you do in the following situations?

1 You lend some of your pocket money to a friend. Your friend promises to pay you back the next day, but doesn't. What should you do?

- a Forget it.
- b Ask for the money.
- c Other



4 You go to the cinema with your best friend. Your friend wants to buy popcorn but doesn't have enough money. You've got some spare money with you. What would you do?

- a Lend some money to him/her.
- b Nothing.
- c Other



2 Your friend borrows money from you. He pays you back. A week later, he pays you back again. What would you do?

- a Take the money again.
- b Tell your friend.
- c Other



5 You buy a sandwich at the school canteen. When you pay the cashier, she gives you back more money than she should. What would you do?

- a Keep the money.
- b Hand it in.
- c Other



3 You spend your whole week's pocket money on video games at the arcade on Monday afternoon. Now you don't have enough money for lunches and bus tickets for the rest of the week. How would you solve this problem?

- a Borrow money.
- b Take sandwiches and walk.
- c Other



6 Your mum asks you to go to the shop to buy some bread and milk. She gives you a £10 note. What would you do with the change?

- a Give it back to her.
- b Keep it.
- c Other



1 Debate each situation (1-6). Say what you would do and why. Agree/Disagree with your partner's decisions. Use the language in the box.

Expressing/Enquiring about opinions	
• Don't you agree that ...?	• Do(n't) you think ...?
Expressing agreement/disagreement	
• Of course (she is/ does)./That's right.	• Certainly not.
• That's correct./ Certainly.	• No, I don't think so.
	• I don't agree.
	• You are wrong there.

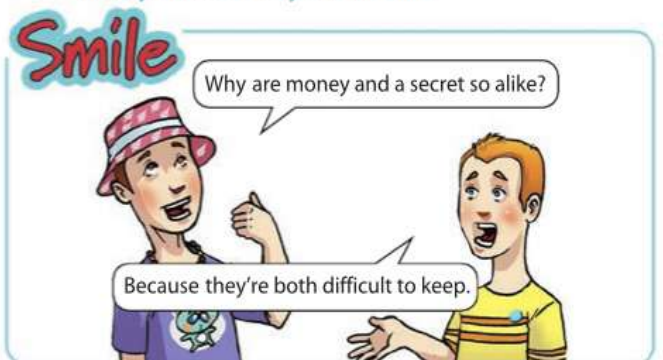
- ▶ A: *Don't you think you should just forget about it if your friend doesn't return your money?*
- ▶ B: *Certainly not. If they borrow money, they should give it back.*


2 Prepare a survey with yes/no answers to find out how responsible your class is with money.

- ▶ *You find a wallet in the street with an address in it. Do you keep the wallet? Yes/No*

Write a paragraph about your findings.

- ▶ *Most of the class seem to be quite responsible with money. Almost everyone would ...*



1  **What is air pollution? What causes it: factories? cars? rubbish? cleaning products? insect sprays? high temperatures? fumes from cooking/cigarettes/paint? Listen and read to find out.**

2 **Read the text and answer the questions. Explain the words in bold.**

- 1 What pollutes air indoors?
- 2 What happens if we don't allow fresh air into our houses frequently?
- 3 What problems can stale air at home cause?

Clean Air at Home

Air pollution doesn't just come from factories and our cars. We also cause it at home with the products we use and the way we live. Air **indoors** can be polluted by cleaning products, dust, **paint**, **insect sprays**, cigarette smoke or steam from cooking. We often need to keep doors and windows closed to keep the insides of our houses **cool** in the summer or warm in the winter. This **traps pollutants** and can make places for insects, **dust mites** and **mould** to live.

Some pollutants such as smoke and insect sprays can cause **breathing problems** such as **asthma**, especially for those people who are **allergic** to **dust**. To reduce air pollution at home, you should open the doors and windows 2-3 times a day, use natural cleaning products, and not allow smoking.



3  **Do you keep the air inside your house clean and safe? Do the quiz to find out.**

Quiz

- | | |
|---|---|
| <p>1 Do people smoke cigarettes in your house?
A Never B Sometimes C Often</p> <p>2 Do you use water-based cleaning products to clean your house?
A Yes, always B I try to C I don't check</p> <p>3 Do you clean your air-conditioning filter?
A Yes B Sometimes C Where is it?</p> | <p>4 Do you ever enjoy light meals that require little or no cooking, like salads?
A Often B Sometimes C Not very often</p> <p>5 Do you clean bedding and items used by your pets regularly?
A Yes, often B Sometimes C No, never</p> |
|---|---|

Mostly As: Great work!
Bs: Try using more of the techniques in the text to reduce air pollution.
Cs: You can do much more to reduce air pollution. Try harder.

4 **ICT Portfolio:** Work in groups. Collect information using the Internet, then give a two-minute talk about what air pollution is and how we can have clean air at home. Record yourself.

GREEN wisdom

There's so much pollution in the air now that if it weren't for our lungs, there would be no place to put it all.

Robert Orben, US comedy writer