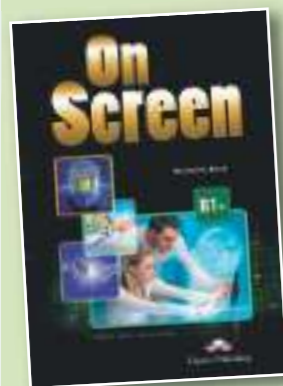


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On Screen B1+ Student's Book

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CLIL/Culture (pp. CC1-CC8)
 Writing Bank (pp. WB1-WB8)
 Grammar Reference (pp. GR1-GR25)

Style (p. ST1)
 Speaking Bank (p. SB1)
 Word List (pp. WL1-WL29)

Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> a radio interview (multiple choice) intonation in exclamations 	<ul style="list-style-type: none"> ask for & express opinion express (dis)agreement compare pictures describe people's appearance & character 	<ul style="list-style-type: none"> an opinion essay (topic/ supporting sentences/formal style; linking words; expressing opinion) a paragraph comparing people an informal email describing family members 	<ul style="list-style-type: none"> CLIL (Citizenship) <i>Globalisation</i> (T/F statements) Culture spot: <i>British Ethnicity</i>
<ul style="list-style-type: none"> monologues (multiple matching) a narration (T/F statements) 	<ul style="list-style-type: none"> describe an accident/disaster narrate an event ask about an experience/express interest/shock/disbelief describe a picture word stress & weak vowels 	<ul style="list-style-type: none"> an informal email narrating an experience a news article a story (sequence of events setting the scene; adjectives/ adverbs) 	<ul style="list-style-type: none"> CLIL (Science): <i>The Phases of the Moon</i> (T/F statements) Culture spot: <i>Stonehenge & the Summer Solstice</i>
<ul style="list-style-type: none"> a dialogue (Yes/No statements) a monologue: advert (note taking) 	<ul style="list-style-type: none"> describe work routine have a job interview intonation: echo questions 	<ul style="list-style-type: none"> a CV a letter/email applying for a part-time job (beginnings/ endings; informal/formal style; opening/closing remarks) 	<ul style="list-style-type: none"> CLIL (History): <i>Child Labour in Victorian Times</i> (headings) Culture spot: <i>A Traditional Job</i>
<ul style="list-style-type: none"> monologues (multiple matching) a radio talk (multiple choice) monologues about reading preferences (multiple matching) 	<ul style="list-style-type: none"> describe your favourite TV show describe a performance you attended recommend a performance compare pictures pronunciation: /aɪ/ /ɔɪ/ 	<ul style="list-style-type: none"> a biography a quiz a book review (adjectives; recommending; brainstorming) 	<ul style="list-style-type: none"> CLIL (Art & Design): <i>Sculpture</i> (complete sentences) Culture spot: <i>Tate Modern</i>
<ul style="list-style-type: none"> monologues (matching) a radio interview (multiple choice) a dialogue (listen for specific information) 	<ul style="list-style-type: none"> make a presentation make suggestions – agree/disagree describe pictures pronunciation: homophones 	<ul style="list-style-type: none"> a summary an essay providing solutions to problems (linkers; paragraph structure) 	<ul style="list-style-type: none"> CLIL (Science): <i>Energy Resources</i> (answer questions) Culture spot: <i>The First Wind Turbine</i>
<ul style="list-style-type: none"> a radio interview (T/F statements; multiple choice) monologues (multiple matching) 	<ul style="list-style-type: none"> describe stressful situations express concern/show sympathy; give advice describe a picture pronunciation: elision 	<ul style="list-style-type: none"> a paragraph giving advice an informal email of advice (opening/closing remarks; give advice; error correction) 	<ul style="list-style-type: none"> CLIL (PSHE): <i>Anxiety</i> (answer questions) Culture spot: <i>Keep a Stiff Upper Lip!</i>
<ul style="list-style-type: none"> monologues (multiple matching) an interview (multiple choice) a conversation (Yes/No statements) 	<ul style="list-style-type: none"> express likes/dislikes ask for/give advice make decisions intonation: question tags 	<ul style="list-style-type: none"> an informal email a for-and-against essay (topic/ supporting sentences; linkers; concession) 	<ul style="list-style-type: none"> CLIL (Science): <i>The Digestive System</i> (T/F statements) Culture spot: <i>Traditionally Unhealthy?</i>
<ul style="list-style-type: none"> an advert (multiple matching) dialogues (multiple choice) an advert (note taking) 	<ul style="list-style-type: none"> discuss your holiday plans describe your holiday last year ask for/give information ask about/express preference compare pictures intonation: subject/object questions 	<ul style="list-style-type: none"> an informal email about a place you have visited an informal letter giving information (opening/closing remarks; informal style) 	<ul style="list-style-type: none"> CLIL (Geography): <i>Dartmoor: A Granite Landscape</i> (answer questions) Culture spot: <i>London</i>

Appendices I & II (p. APP1)
 How to use a dictionary/thesaurus (DT1)
 Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)
 Irregular Verbs

Living together

Module 1

MODULE OBJECTIVES

- ▶ **Vocabulary**
 - people around the world
 - stages of life
 - physical characteristics
 - character
 - families
 - phrasal verbs: *BREAK*
 - word formation: *-ing/-ed* participles
 - prepositions
- ▶ **Reading**
 - an article about the Hadza (multiple choice, answer questions)
- ▶ **Grammar**
 - present tenses
 - time adverbs
 - comparative & superlative
 - exclamations
 - plurals
- ▶ **Listening**
 - a radio interview (multiple choice, note taking)
- ▶ **Speaking**
 - asking for & expressing opinion/(dis)agreement
 - comparing pictures
- ▶ **Writing**
 - a paragraph comparing people
 - an opinion essay
- ▶ **Language Focus**
 - words often confused
 - grammar in focus
 - sentence transformations;
 - cloze text
- ▶ **Progress Check**

Words of wisdom

"The happiest people don't have the best of everything; they just make the best of everything."

(Anonymous)

Discuss

People around the world

1 Complete the descriptions.

A • happy • rosy • dark • friendly

I'm Odval and I'm from Mongolia, a country between Russia and China. I often wear a scarf over my 1) hair and I have 2) cheeks from the cold. Mongolia is very cold, but Mongolians are warm, 3) people. We are always 4) to have guests. Why don't you visit us in Mongolia?

1

B • slim • polite • colourful • nomadic

I'm Koyati and I'm from the Maasai, a 5) tribe in Eastern Africa. Our clothes are very 6) and we like to wear bracelets and necklaces. As a people we are tall and 7) We are also hardworking and 8)

2

C • peaceful • courageous • pale • facial

Hi, my name's Pui-Litan. My people, the Atayal, live in villages in the mountains of Northern Taiwan. Our name means 'True People'. We have 9) skin. Our men are great hunters and our women are excellent weavers. In the old days, the Atayal people wore 10) tattoos. We are brave and 11) people. We are also 12) and don't like fighting.

3

2 Listen and match the descriptions (A-C) to the pictures (1-3).

3 a) Find the words in the texts that describe: *appearance; character.*

b) Use these words to describe the people in the photos.

1a Reading

1 a) Check these words in the Word List at the back of the book. Use them to fill in the sentences.

- bows • lean • curly • attached
- native • gather • crops
- generous • wander

- 1 The Hadza people aren't plump; they are
- 2 They have black hair.
- 3 The Hadza the valley hunting with and arrows.
- 4 They don't grow for food.
- 5 Hadzane is their language.
- 6 They are people and share everything.
- 7 They around the fire to eat.
- 8 They don't become to people and things.

b) What do the sentences in Ex. 1a tell us about the Hadza?

c) Why are they the last of the first? Read through to find out.

STUDY SKILLS

Multiple choice

Read the text quickly to get the general idea and the writer's purpose. Read the questions and underline the key words. Read the text carefully to answer the questions. Note that the first question focuses on writer purpose and the last on overall meaning. The other three follow the order of information in the text and one of them focuses on attitude or opinion.

2 Read the text. For each question, choose the correct answer A, B, C or D.

- 1 What is the writer doing in the text?
A describing the way the Hadza live
B promoting the hunter-gatherer lifestyle
C helping protect the Hadza tribe
D recommending a holiday experience
- 2 What does the writer say about himself?
A He isn't enjoying his visit.
B He is happy to learn Hadzane.
C He is disappointed when nobody says goodbye.
D He is excited about meeting them.

The Hadza

the last of the first

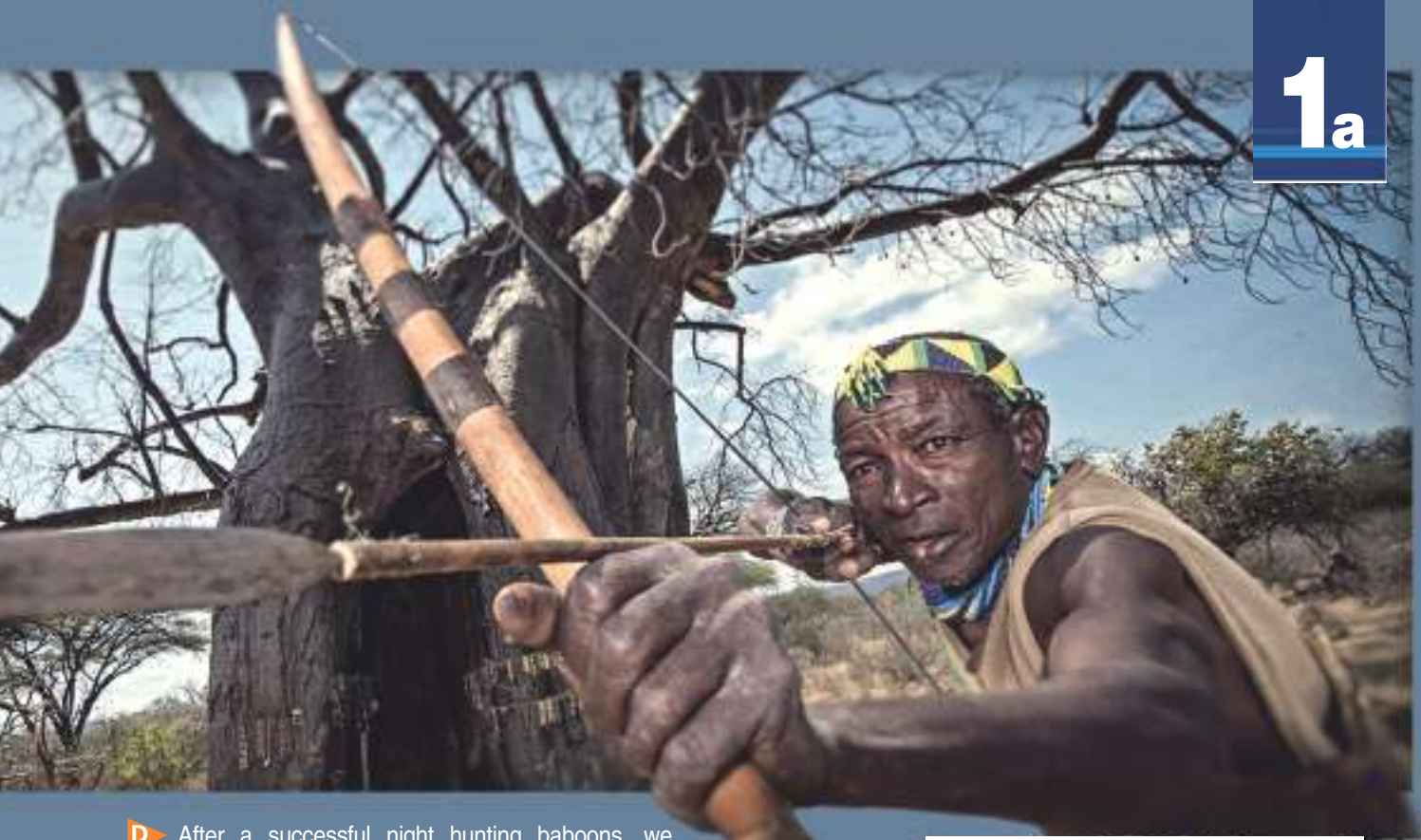
They don't grow crops, they don't raise animals and they don't count the days or months – the Hadza tribe of East Africa is probably the last hunter-gatherer tribe on Earth.

A The tribesmen are sitting by the fire. They are feeling hungry. A camp elder, Onwas, tells the others of a tree he saw filled with baboons. They all pick up their bows and **set off** to go hunting.

B Onwas is around 60 years old and **quite** short at 1.5 metres, but he is **lean** and **fit**. The rest of the men are also slim with short curly black hair. Their hunting knives hang from animal skin belts. Onwas invites me on the hunt in his native language, Hadzane.

C I have come to the Hadza **homeland** of Tanzania for a few days with an interpreter: Onwas' niece. I am thrilled to get close to the Hadza people. They live in the extreme heat of the Yaeda Valley where the soil is poor, water is in **short** supply and the bugs are terrible. They don't keep track of time: hours, weeks, months and years have no meaning to them. They have no crops, no animals and no houses. They live completely off what nature **provides**. That's why I am here. I have come to meet these hunter-gatherers **in person**.

- 3 What does the reader learn about the Hadza from the text?
A They are concerned about time.
B They move from place to place.
C They worry about their food.
D They have a fixed daily routine.
- 4 How does the writer describe the Hadza in paragraph D?
A They are responsible.
B They are worried about their future.
C They respect nature.
D They don't get upset easily.
- 5 What might the writer say about the Hadza?
A They seem happy with the way they live.
B Their way of life is not good for them and they need our help.
C Their lifestyle is better than the way we live today.
D They should have their own land and learn to farm.



D After a successful night hunting baboons, we **return** to the camp. The women have **gathered** berries and fruit. The tribe shares everything. They are generous and easy-going people with lots of free time. They come and go from the camp as they please and sleep whenever they want. When it's time to eat, we gather around the fire. Once the meat is ready, everyone just dives in. Nobody knows when the next meal is as the Hadza don't plan for the future. They wander the land taking food from it whenever they need, carrying their few **possessions** with them.

E Free from belongings, jobs, money and responsibilities, I can't help thinking, as I prepare to leave, that perhaps the Hadza are better off this way. They don't seem to have any **worries**. Hadza do not become **attached to** people or things, so my arrival and now my departure have had little effect on them. Smiling and walking away, I **wonder** about their future: is it only a matter of time before the days of wandering the valley **are over** for the Hadza? I hope not.

Check these words

• elder • filled with • baboon • pick up • bow • set off
 • lean • fit • curly • hang • skin belt • hunt
 • native language • homeland • interpreter • niece • extreme
 • heat • soil • poor • short supply • bug • keep track of time
 • meaning • live off • nature • provide • hunter-gatherer
 • in person • gather • berry • generous • easy-going • dive in
 • possession • free from belongings • responsibilities
 • be better off • worry • attached to • arrival • departure
 • effect • wonder • matter of time • be over

3 Read the text again and answer the questions.

- 1 What problems do the Hadza face where they live?
- 2 Why do you think they don't become attached to people or things?
- 3 Why is the writer worried about their future?

4 a) Match the words in bold to their synonyms:


• healthy • ask myself • fairly
 • little • leave • gives • fond of
 • collected • go back • things
 • face-to-face • troubles • thin
 • native land • finish

b) What part of speech is each word: *noun? verb? adjective? adverb?*

5 a) **SPEAKING** Describe the picture in the text.

b) **THINK!** Compare the Hadza people to the people in your country.

Listening & Speaking

 Listen and read the text. Say four things you have learnt about the Hadza from the text.

ICT What else would you like to know about the Hadza? Collect information about their religion, celebrations, houses and family life. Present it to the class.



Writing

THINK! Imagine you are staying with the Hadza tribe for a week. In three minutes write a few sentences describing your experience. Tell your partner or the class.

Vocabulary



Vocabulary from the text

- 1** Choose the correct word.
- The village **elder/native** plans the day's hunt.
 - He wants to get **thrilled/close** to the tribe.
 - Some people find it difficult to **keep/hang** track of time.
 - He likes **providing/sharing** things with his friends.
 - It seems that time has no **supply/meaning** to Onwas.
 - Other tribes raise sheep and grow **crops/animals**.
 - They never **plan/invite** for the future.
 - I want to see the tribe in **person/people**.
 - The man **gathers/picks up** his bow and sets off to hunt.
 - The children don't go to school and do as they **please/feel**.

2 Fill in: *matter, grow, native, feel, free, raise.*

- language
- time
- of time
- hungry
- crops
- animals

3 Choose the correct preposition.

- The streets are filled **of/with** people.
- Coffee is **in/at** short supply as demand rises.
- In the evenings they often sit **in/by** the fire.
- They always carry their bows **on/with** them.
- We need to keep children free **of/from** violence.
- The news has little effect **on/for** Kate.

Topic vocabulary Stages of life

4 a) Look at the stages of life. Which one are you in?



b) In pairs match the activities to the stages of life above.

- *start a family* • *crawl* • *retire* • *go to school*
- *graduate* • *learn to read and write* • *get a part-time job*
- *get married* • *get a promotion* • *get a job*

A person normally starts a family in adulthood.

Physical characteristics

5 Complete the table. Use:

- *hair* • *lips* • *age* • *build* • *eyes* • *face* • *height*
- *nose* • *complexion*

	child, young man or woman, middle-aged, old, in his/her late/early twenties
	tanned, dark, pale
	tall, short, of average height
	skinny, plump, overweight, thin, slim, athletic, well-built
	oval, round, long
	full, thin
	brown, big, small, hazel
	big, flat, hooked
	curly, short, straight, long, wavy, bald, frizzy, fair, dark, shoulder-length
special features	wrinkles, freckles, glasses, beard, moustache

6 **SPEAKING** Use words from Ex. 5 to describe the people in the pictures.



7 **SPEAKING** Choose a person in the class and describe him/her to your partner. Your partner guesses who the person is.

... is tall and slim with short curly hair, blue eyes and thin lips.

Character


8 Choose the correct adjective. Check in the Word List at the back of the book.

- Tom behaves properly and sensibly. **easy-going/arrogant/responsible**
- Paul doesn't keep things clean and organised. **forgetful/annoying/messy**
- Jane feels uncomfortable with other people. **ambitious/sensitive/shy**
- Pam never lies. **truthful/open-minded/bold**
- Ann uses her common sense to solve problems. **grumpy/sensible/self-confident**
- John likes being with people. **impatient/generous/sociable**
- Bob always embarrasses people with what he says. **carefree/rude/brave**
- Mary thinks she is the best. **arrogant/frank/honest**
- Pat takes pride in her looks. **bossy/vain/stingy**
- Mark has very good manners. **mean/polite/outgoing**
- John enjoys telling people what to do. **helpful/bossy/nosey**
- Peter is always nervous or worried. **anxious/ noisy/sad**

9 Match the adjectives to their opposites. Which adjectives best describe you?

1 <input type="checkbox"/>	quiet	a	noisy
2 <input type="checkbox"/>	polite	b	dishonest
3 <input type="checkbox"/>	generous	c	insecure
4 <input type="checkbox"/>	hardworking	d	lazy
5 <input type="checkbox"/>	honest	e	stingy
6 <input type="checkbox"/>	self-confident	f	rude

I'm quiet and polite. I can be lazy at times.

10  **SPEAKING** Listen to two people talking about their friends. Match the people to the character adjectives. Two adjectives do not match.

People	Character
0 <input type="checkbox"/> g Peter	a outgoing
1 <input type="checkbox"/> Sam	b anxious
2 <input type="checkbox"/> Lily	c rude
3 <input type="checkbox"/> Paul	d polite
4 <input type="checkbox"/> Emma	e responsible
5 <input type="checkbox"/> Mark	f messy
	g shy
	h bossy

Families

11 a) Form pairs.

mum	aunt	father-in-law
sister	daughter	brother son
grandma	niece	uncle dad
mother-in-law		grandpa nephew

b) What do your family members look like? What are they like? Tell the class.

My mum's tall and ... with ... eyes and ... hair. She's very hardworking and

c) What is a nuclear family? an extended family? a single-parent family?

Phrasal verbs: BREAK

12 Choose the correct particle. Check in Appendix I.

- They broke **up/into** last week. (**separated**)
- Mike's car often breaks **off/down**. (**stops working**)
- Arguments often break **out/off** between them. (**begin suddenly**)
- Helen broke **down/out** when she heard the news. (**started crying**)

Word formation (-ing/-ed participles)

13 Read the theory, then choose the correct adjectives.

- We use **-ing** adjectives to describe what sb/sth is like. *He's an **interesting** person.* (What is he like?)
- We use **-ed** adjectives to describe feelings. *He feels **frightened**.* (How does he feel?)

- Amy gets easily **annoyed/annoying**.
- He's **confused/confusing** about her behaviour.
- She's an **amused/amusing** person.
- Sue is very **interesting/interested** in Maths.
- The news is **shocking/shocked**!
- He's such a **boring/bored** person.

Prepositions

14 Choose the correct item. Check in Appendix II.

- You can always count **to/on** me.
- Sam disagrees **to/with** Ben's opinions.
- Katy really cares **over/about** other people.
- John hardly ever pays attention **at/to** what I say.
- He is indifferent **in/to** other people's needs.

Present simple/Present continuous/Present perfect/Present perfect continuous

To: Katie
From: Laura
Subject: News!

Hi Katie,
Thanks for your email. Sorry I haven't written back sooner but **1) I'm having** a tough time. My cousin, Jane, **2) has just moved into** my flat. She's really annoying because **3) she's always borrowing** my things without asking. Today **4) I've been cleaning** my room all morning and half my things are missing!

Anyway, what are your plans for the weekend? I usually **5) go** to the cinema on Saturdays with my flatmate Sue. This Saturday **6) we're seeing** the new Bond movie. I love Bond movies – **7) I've seen** all of them! Why don't you come with us? I can get cheap tickets from a friend of mine who **8) works** there. It **9) starts** at 7 o'clock at The Roxy in the town centre.

Well, I've got to go now. Sue **10) is calling** me for dinner.

Let me know if you're coming,

Laura

▶ see pp. GR1-GR3



1 a) Read the email. Is it formal or informal? Give reasons.

b) Identify the verb forms (1-10) in bold. Match them to the uses (A-J).

- | | | | |
|-----------------------------------|-----------------------------|-----------------------------------|---|
| A <input type="checkbox"/> | a habit/routine | H <input type="checkbox"/> | an action happening now |
| B <input type="checkbox"/> | a permanent state | I <input type="checkbox"/> | an emphasis on the duration of an action that started in the past and continues up to the present |
| C <input type="checkbox"/> | a timetable | J <input type="checkbox"/> | an action that happened at an unstated time in the past |
| D <input type="checkbox"/> | a fixed future arrangement | | |
| E <input type="checkbox"/> | a temporary situation | | |
| F <input type="checkbox"/> | a recently completed action | | |
| G <input type="checkbox"/> | a complaint | | |

2 Choose the correct tenses. Justify your choices.

- A: Chloe **is graduating/has graduated** next month.
B: I know. I **have just received/have just been receiving** an invitation for the ceremony.
- A: **Have you been seeing/Have you seen** Dan anywhere?
B: No, I've **been looking/'ve looked** for him myself for the last hour.
- A: **Does Sally live/Is Sally living** in the town centre?
B: Yes, but she **looks/is looking** for a new place at the moment.
- A: Hurry up! The bus **leaves/is leaving** in an hour.
B: You **have always rushed/are always rushing** me!
- A: What **has Amy done/is Amy doing** this morning?
B: She usually **walks/is walking** the dog in the park, but this morning she **goes/is going** shopping.
- A: What time **are you meeting/have you met** Alex?
B: We **are always meeting/always meet** at 6:30 on Wednesdays.

3 Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons for your answers.

- a Most people **(enjoy)** going to the cinema.
b I **(enjoy)** this book. It's really good!
- a Gary **(appear)** in a play this weekend.
b He **(appear)** to be feeling better today.
- a Yes, I **(see)** what you mean.
b Leo **(see)** Peter tomorrow morning.
- a Sally **(think)** of going to Russia.
b I **(not/think)** she's telling the truth.
- a This lasagna **(taste)** fantastic. Try some!
b She **(taste)** the soup to see if it needs more pepper.

- 4** What do you do over a typical weekend in your free time? What are you doing this weekend? Use phrases from the box to discuss with your partner.

always
sometimes
often
usually

clean room, Hoover carpets, study, go to school/college, water flowers, walk the dog, play tennis, go to the cinema, watch TV, play computer games, go to the gym, surf the Net, listen to music, visit your grandparents, hang out with friends, eat out

A: *What do you usually do in your free time?*

B: *Well, I usually... Sometimes, ... What about you? etc*

- 5** Choose the correct adverb. see p. GR3

- Have you met David **yet/ever**?
- Tom's **so far/never** seen his cousins.
- Mark's **since/just** finished eating dinner.
- I'm watching TV **still/right now**.
- Luke has **ever/already** phoned Liam.
- Ann's been in Dubai **for/since** two years.

- 6** In pairs act out dialogues as in the example.

- tired** – clean room/dust the furniture (✓), Hoover the carpets (✓), make my bed (X)
A: *You look tired. What have you been doing?*
B: *I've been cleaning my room.*
A: *What have you done so far?*
B: *I've dusted the furniture and hoovered the carpets, but I haven't made my bed yet.*
- excited** – prepare for the event/order food (✓), send the invitations (✓), decorate the house (X)
- exhausted** – do my chores/water flowers (✓), mop the floor (✓), walk the dog (X)

Comparatives & Superlatives



Peter is **tall**, but John is a bit **taller** than Peter. Steve is **the tallest** of all. Steve is **more patient** than Peter. Peter isn't **as patient** as Steve. John is **the least patient** of all, but he is **the most hardworking** of all.

see pp. GR3-GR4

- 7** Underline the comparative forms and circle the superlative forms in the text below Ex. 6. How do we: *compare two people or things? compare more than two people or things? show that two things are the same or not the same?*

- 8** Fill in the *comparative* or *superlative* forms. Include *of, than* or *as*.

- A: Thanks for helping with the project.
B: It was (**little**) I could do.
- A: Darren is by far
..... (**intelligent**) person I know.
B: That's true. There's no one
(**good**) him at Maths!
- A: Fran is a bit
(**patient**) Sue.
B: Yes, but Sue is much (**kind**).
- A: The (**slow**) we walk,
the (**late**) we get there.
B: I can't walk much (**fast**) this!
- A: Ann is (**outgoing**) Pat.
B: Yes, but Stella is
..... (**easy-going**) all.

Key word transformations

- 9** Use the words in **bold** to complete the second sentence, so that it means the same as the first. Use **two to five** words.

- Peter is funnier than any other person I've ever met. **THE**
Peter is I've ever met.
- The last time I saw Alice was two weeks ago. **FOR**
I two weeks.
- Molly is less patient than Kate. **AS**
Molly Kate.
- I've never been to China before. **FIRST**
It's the to China.
- She started learning Russian two months ago. **BEEN**
She two months.

- 10** SPEAKING Use the following adjectives/adverbs to compare people in your family: *noisy, outgoing, quickly, helpful, serious, slowly, generous, confident, lazy, impatient, polite*. Tell your partner.

My sister is the noisiest person in my family!

- 11** WRITING Use your answers in Ex. 10 to write an email to your English-speaking friend about your family.

1d

Listening skills

Multiple choice

Preparing for the task

1 Read the questions (1-2) below and then answer the questions a and b.

- 1 Where is the interview taking place?
A in a radio station **B** in a hospital
C in the street
- 2 Dr Lee thinks everyone
A should have lots of friends.
B can easily find a best friend.
C should have a trustworthy friend.
 a How many people will be talking?
 b What is the subject of the discussion?

2 Read the dialogue and answer the questions in Ex. 1. Use the underlined phrases to help you.

Presenter: Thank you for giving up a busy morning at the hospital to come to the studio and talk to me, Doctor Lee.

Dr Lee: It's my pleasure. The hospital is just up the street, actually, so it's easy to get here.

Presenter: OK. Now the first question sent in by Jane from Halifax is this: what value do you put on friendship for someone's psychological well-being?


Dr Lee: I think it has a great deal of importance. You may have lots of friends but not all friends are good friends. It is very important for everyone to have someone in their life who they can trust and who they know truly has their best interests at heart – someone who accepts them for who they are and likes everything about them – even their faults. This is not easily achieved.

3 a) You will hear part of an interview with a girl called Lucy Baker who has written a book. Before you listen, check these words/phrases in the Word List. What do you think the book is about?

- **nuclear family** • **extended family**
- **live long lives** • **have company**
- **younger generation** • **chores to do**
- **cooperation** • **peace and quiet** • **complain**
- **close relationships** • **hurt feelings**

STUDY SKILLS


Read through the questions and underline the key words. They contain information about the situation and what to listen for. Remember that you will hear the answers in the same order as the questions are.

b)  Listen to the interview. For questions 1-5, choose the correct answer A, B or C.

- 1 How does Lucy describe her family?
A noisy **B** large **C** funny
- 2 Lucy says her grandparents
A give her lots of advice.
B are very old.
C make mistakes.
- 3 What does Lucy like about family occasions?
A doing chores together
B getting together
C having lots to do
- 4 Lucy doesn't like the fact that
A no one ever listens to her.
B the house is never quiet.
C her family talks too much.
- 5 Lucy found it difficult to
A listen to her family's complaints.
B get her family to read the book.
C tell the truth about her family.

4 What are the advantages of living in an extended family? What are the disadvantages?

 Listen again and make notes. Tell the class.

5  Would you like to be part of an extended family? Why (not)? Tell your partner.

Intonation: Exclamations  see p. GR4


6 a) Fill in *How* or *What*.

How + adjective/adverb. *How noisy he is!*
How quickly he walks!

What + (a/an) adjective + countable noun.
What a nice family! *What polite children!*

What + adjective + uncountable noun.
What bad weather!

- 1 annoying!
- 2 a rude person Ann is!
- 3 friendly people!
- 4 fast he talks!
- 5 great news!

b)  Listen and check then repeat. Mind the intonation.

Speaking skills

1e

Asking for & Expressing opinion/(dis)agreement

1 Read the first and the last exchanges. What do you think the dialogue is about? Read through and check.

Ann: Remember Laura and Paul? They are having a new baby boy.

Sally: Really? Their daughter must **1)** excited.

Ann: Actually she's a bit upset **2)** it. She likes **3)** an only child because she gets **4)** the attention.

Sally: Err, in my opinion it's **5)** to have siblings. It can be lonely **6)** you've got no one of a similar age to talk **7)** or hang out with.

Ann: That's correct. On the other hand, when you're an only child, you never have to share your room **8)** your things.

Sally: Certainly, but the way I see it, that could **9)** you spoil. If you don't learn to share, you can become selfish. Don't you agree?

Ann: Not really. I think that being an only child makes you independent because you get used to doing things by **10)**

Sally: Still, it's nice to have a brother or sister to share your secrets. Isn't that right?

Ann: That's true. Anyway, I'm sure Becky will love her new brother.

2 Read again and complete the gaps with these words: *when, feel, be, to, all, about, or, being, make, yourself, better, you*. Two words are extra.

3 a) Listen and check. Is it a *formal* or *informal* dialogue? Give reasons.

b) Take roles and read the dialogue aloud. Mind the intonation.

4 Which underlined phrases in the dialogue ask for/express opinions and agree/disagree? Replace them with phrases from the Useful Language box.

Expressing opinion	Asking for opinion
<ul style="list-style-type: none"> • In my opinion, ... • If you ask me, ... • I (don't/strongly) believe/think (that) ... • The way I see it, ... • It seems to me (that) ... 	<ul style="list-style-type: none"> • What's your opinion? • Don't you agree? • Isn't that right? • What do you think? • How do you feel about ...?
Expressing agreement	Expressing disagreement
<ul style="list-style-type: none"> • I (quite) agree./ That's right. • That's correct./True. • Of course./ Certainly. • I couldn't agree more. 	<ul style="list-style-type: none"> • I don't agree./That's not right. • You are wrong there. • Not, so./Certainly not./I don't think so./That isn't true. • Of course not./Certainly not. • No, I don't think so. • I believe not.

5 Should grandparents look after their grandchildren? Use phrases from the language box and the ideas below to act out a dialogue similar to the one in Ex. 1.

- More trustworthy than other caretakers
- Help the parents financially.
- May spoil grandchildren.
- May lack strength to take care of active children.
- Can offer advice to younger generation.



Comparing pictures

6 Compare the pictures. Use ideas from the dialogue in Ex. 1. While speaking link your ideas. Use: *and, too, as well, whereas, but, on the other hand, etc.*



The photographs show Photograph A shows ... whereas photograph B shows Being an only child On the other hand, having brothers and sisters

Writing

An opinion essay



▶ Writing Bank 1 p. WB1

Rubric analysis

- 1** Read the rubric, look at the underlined words and answer the questions.

You have had a class discussion about working mothers. Now your teacher has asked you to write an essay expressing your opinion on the following: **Should mothers go to work?** Write your **essay** giving reasons to support your opinion (120-160 words).

- 1 What do you have to write?
- 2 a) What style will you write in: *formal or informal?*
 - b) What characterises this style? Tick (✓)
 - colloquial language and idioms
 - short verb forms
 - longer sentences
 - formal linking words/phrases

Model analysis

- 2** Read the model essay. Which paragraph contains:

- 1 writer's first viewpoint with examples/reasons/results
- 2 introduction with the writer's opinion
- 3 writer's second viewpoint with examples/reasons/results
- 4 writer's closing remarks with a restatement of his/her opinion
- 5 opposing viewpoint with examples/reasons/results

Topic/Supporting sentences

In essays the main body paragraphs should begin with topic sentences. A **topic sentence** introduces or summarises the main topic of the paragraph and gives the reader an idea of what the paragraph is about. A topic sentence should be followed by **supporting sentences** which provide examples, results, reasons and justifications to support the topic sentence.

A The number of mothers who work full time is increasing every year. Some people think that women should stay at home with their children, but I strongly feel that being a working mother is beneficial.

B To begin with, going to work means that mothers can provide more income for the family. For example, they can buy better food and clothing for their children. As a result, they can ensure the children have what they need.

C Secondly, working mothers are excellent role models for children. For instance, they demonstrate how to take care of children, the house and pursue a career. This sets a good example of how a modern person makes their own choices about their life.

D On the other hand, working long hours means that mothers spend a lot of time away from home. Therefore, they may miss out on quality time with their children.

E In conclusion, I believe that although it may be difficult to be a working mother, there are ways to balance work and family. Working mothers can help their family financially and become great role models for their children while getting recognition for their work.

- 3** a) Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Which sentences support the topic sentences by giving examples, results, reasons? Which linking words influence the supporting sentences?

b) Replace the topic sentences with other appropriate ones.

c) Find examples of formal language.

Linking words/phrases

- 4** Replace the underlined words/phrases in the model with alternatives from the Useful Language box.

- 5** Read the paragraphs and choose the correct linking words/phrases.

1) **First of all/To sum up**, face-to-face communication is more effective than electronic communication. 2) **However/For example**, when we talk to someone in person, we see their facial expressions and read their body language. 3) **Since/As a result**, we can understand their thoughts and feelings better.

4) **Alternatively/However**, other ways of communicating can be more convenient than letters. Electronic communication 5) **such as/because** emails, tweets and text messages can be sent to anyone at any time. 6) **To my mind/In this way**, we can get in touch with people almost immediately.

Expressing opinion

6 Find the phrases the writer uses to express his opinion in the model in Ex. 2. Replace them with other appropriate ones from the Useful Language box.

7 Use expressions from the Useful Language box to expand the prompts to express an opinion.

- 1 parents/be/best friends with their children – *In my opinion, parents should be best friends with their children.*
- 2 better/children/grow up/countryside
- 3 eye contact/very important/in a conversation
- 4 everyone/need/a close friend

Writing

8 a) Read the rubric and underline the key words.

Your teacher has asked you to write an essay on the following statement: ***It is good to be part of an extended family.*** Write your **essay**, giving your opinion with reasons to support your point of view (120-160 words).



b) Match the viewpoints (1-3) to the supporting sentences (a-c).

- | | |
|---|--|
| <p>1 <input type="checkbox"/> You rarely feel lonely.</p> <p>2 <input type="checkbox"/> Members can provide support.</p> <p>3 <input type="checkbox"/> You may need to share a room.</p> | <p>a You can help each other with your problems.</p> <p>b You may lack privacy.</p> <p>c You can spend your free time together.</p> |
|---|--|

c) Use appropriate words/phrases from the Useful Language box to introduce the viewpoints and join them to their supporting sentences.

9 Use the plan and your answers from Ex. 8b as well as your own ideas to write your essay.

Useful Language

Listing & adding points

- Firstly,/First of all ...
- To start/begin with, ...
- Secondly, ...
- Moreover, ...
- In addition/Also, ...
- Furthermore, ...

Introducing examples/reasons/results

- ... such as/like ...
- For example/For instance, ...
- Therefore, ...
- because/as/since ..., As a result, ...
- By doing this,/In this way, ...

Giving opposing viewpoints

- On the other hand, ...
- Alternatively, ...
- However, (it can be argued that) ...
- In contrast, ...
- In spite of

Expressing opinion

- I strongly feel/believe that ...
- In my opinion, ...
- To my mind, ...
- The way I see it, ...
- It seems to me that ...
- I agree/I don't agree that ...
- As far as I am concerned, ...

Concluding

- In conclusion, ...
- All in all, ...
- To sum up, ...
- In summary, ...

Plan

Introduction

(Para 1) *state topic & give your opinion*

Main Body

(Para 2) *present first viewpoint with examples/reasons/results*

(Para 3) *present second viewpoint with examples/reasons/results*

(Para 4) *present opposing viewpoint with examples/reasons/results*

Conclusion

(Para 5) *restate your opinion using different words*



Checklist

When you finish your piece of writing check it for the following:

- Have you used correct grammar, punctuation & spelling?
- Have you used formal style?
- Have you stated your opinion in the introduction & conclusion?
- Does each main body paragraph start with a topic sentence?
- Have you used appropriate linking words?
- Is your essay the correct length?

Sentence transformations

Preparing for the task

- 1** a) Read the complete sentence, then the gapped one. What grammar structure does the second sentence test?

Travelling by train is cheaper than travelling by plane.

Travelling by train costs than travelling by plane.

- b) Choose the answer that best completes the gapped sentence.

A little B more C less D most

STUDY SKILLS

Read the complete sentence, then the gapped one. Identify the grammar structure the second sentence asks for. This will help you complete the gapped sentence so that it means the same as the first one.

- 2** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Each room has about twenty people.
In each room
about twenty people.
- 2 This camera isn't expensive to buy.
This camera doesn't cost
..... to buy.
- 3 Peter is taller than James.
James isn't as Peter.
- 4 Everyone in our family has got blue eyes.
In our family, all of us blue eyes.
- 5 He likes doing things by himself.
He likes doing things own.
- 6 She likes travelling, and her friend likes it, too.
She likes travelling and so
..... her friend.
- 7 She has visited more places than her cousin.
Her cousin hasn't visited as
..... she has.
- 8 They like berries better than bananas.
They berries to bananas.
- 9 The village is near the river.
The village is to the river.
- 10 Paul has never seen a baboon before.
This is the
Paul has seen a baboon.

- 3** Here are some sentences about John. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 My friend John has got an expensive camera.
My is very expensive.
- 2 Everyone in his family likes his photos.
In his family, all of them
his photos.
- 3 His studio isn't far from his house.
His house is to his studio.
- 4 There are two windows in the room.
The room two windows.
- 5 He makes more money than me.
I make money than him.

- 4** Here are some sentences about Sandra. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Sandra likes working with others more than on her own.
Sandra
working with others to working on her own.
- 2 She is the most polite person in the office.
No one in the office is as she is.
- 3 Sandra hasn't got any brothers or sisters in her family.
In her family
any brothers or sisters.
- 4 Tennis is her favourite sport.
She likes tennis
any other sport.
- 5 Sandra's favourite person is her aunt.
Sandra likes her aunt
..... any other person.

Word formation

- 5** Complete each sentence with a word derived from the words in bold. Check in your dictionary.

- 1 You can always depend on Sue. She's **(RELY)**
- 2 He's always telling others what to do; he's **(BOSS)**
- 3 Young children tend to be **(NOISE)**
- 4 She never remembers where her things are; she's so **(FORGET)**
- 5 He's got short hair. **(WAVE)**
- 6 He can get easily **(BORE)**

Grammar

- 6** Choose the item that best completes each sentence.
- Every week, the men leave the village for food.
A have hunted C hunt
B to hunt D hunting
 - This land is wild; no farmer has ever crops on it.
A growing B grow C grows D grown
 - The photographer spent a week the forest.
A to wander C wandering
B to wandering D wander
 - It's only the first time I him behave like this.
A sees C see
B have seen D am seeing
 - They wood for the fire since morning.
A have gathered C have been gathering
B gather D are gathering
 - The train for the airport at six o'clock in the morning.
A has left C has been leaving
B is leaving D leaves
 - They to the meeting tomorrow.
A have been coming C come
B have come D are coming
 - John is tall and slim.
A much C quite
B far D enough
 - I have Canada and Mexico, but this is my first time in the United States.
A gone in B gone to C been to D been in
 - She on that project for the last two days.
A has working C is working
B has been working D works
 - What to wear to dinner is of my worries.
A little B less C the least D lesser
 - These things take time; you must learn to be patient.
A more B most C much D many
 - Many tribes are better things than so-called civilized people.
A in sharing C to have shared
B that are sharing D at sharing

Vocabulary

- 7** Choose the item that best completes each sentence.
- To run a mile in under four minutes, you have to be very indeed.
A fit B lean C strong D right
 - Polish is his native
A mouth B speech C language D talk
 - He's been losing weight this year. He's in much better
A form B size C dimension D shape
 - He's afraid of his friends when he moves to his new house.
A forgetting C missing
B leaving D losing
 - The man the police are looking for is in his thirties.
A recent B late C last D past
 - Doing the housework and looking after four children leaves her with very little time.
A empty B loose C open D free
 - Janet feels about going to college.
A nervous C disappointed
B angry D bored
 - Don't let your build up. Talk to someone about them.
A trouble B worries C pains D fears
 - He is very calm. He shows very little, even when people are rude to him.
A reaction B answer C response D reply
 - Looking up at the night sky, I often if there's any intelligent life out there.
A wonder B worry C question D think
 - He likes to his free time exercising, reading, or playing the piano.
A pass B waste C spend D fill
 - Being an orphan, Anna has a relationship with her grandmother.
A close B near C dear D next
 - We shouldn't hide what we really think. We must ourselves freely.
A state C express
B communicate D show
 - They aren't twins, but they very similar!
A look B see C grow D view
 - My brother and I always on well.
A come B hold C keep D get

1 Complete the sentences with the words in the lists. Check in the Word List at the back of the book.

• *thin* • *slender* • *slim*

- Thanks to a good diet and lots of exercise, athletes are normally and muscular.
- People who come from cold lands are normally short and stocky, while people from deserts are tall and
- Female ballet dancers usually have long legs and necks.

• *well-built* • *plump* • *overweight*

- Georgia is slightly so she is going on a diet.
- She's got arms so she avoids wearing sleeveless tops.
- John is tall and

2 Match the opposites.

1 <input type="checkbox"/>	beautiful	a	careless
2 <input type="checkbox"/>	calm	b	rude
3 <input type="checkbox"/>	brave	c	sad
4 <input type="checkbox"/>	careful	d	strong
5 <input type="checkbox"/>	cheerful	e	arrogant
6 <input type="checkbox"/>	noisy	f	dull
7 <input type="checkbox"/>	polite	g	cowardly
8 <input type="checkbox"/>	feeble	h	anxious
9 <input type="checkbox"/>	modest	i	quiet
10 <input type="checkbox"/>	interesting	j	ugly

3 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

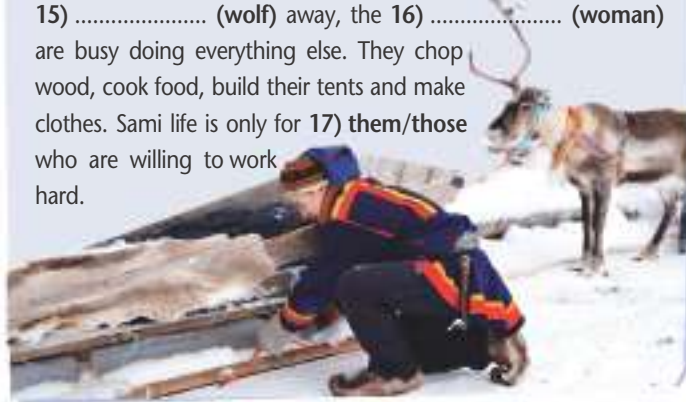
- This bracelet is cheaper than that one.
This bracelet costs than that one.
- There are five floors in this building.
This building five floors.
- Mark has never had his own house before.
This is the that Mark has had his own house.
- Mary uses her camera for taking photos of her friends.
Mary uses her camera take photos of her friends.
- Ann's necklace is very similar to Helen's.
Ann's necklace is almost the same Helen's.

4 Choose the correct words. Then put the words in brackets into the plural form. Which nouns are irregular?

▶ see pp. GR4-GR5

The Sami of Lapland

The Sami 1) **people/persons** of northern Finland and Norway 2) **manage/succeed** to survive in 3) **some/any** of the coldest environments in the 4) **planet/world**. 5) (Temperature) can be as 6) **low/small** as -30°C! They move many 7) (kilometre) every year 8) **across/above** the frozen land, to find food for their reindeer 9) (herd). 10) **Living/Staying** in a frozen land they rely on reindeer for food, clothing and houses. They 11) **make/do** their own tents and clothes from reindeer skin and use reindeers or dogs to 12) **pull/push** their sleds. While the 13) (man) are out 14) **taking/looking** care of the reindeer and keeping 15) (wolf) away, the 16) (woman) are busy doing everything else. They chop wood, cook food, build their tents and make clothes. Sami life is only for 17) **them/those** who are willing to work hard.



▶ Grammar in Focus

Complete the gaps with the correct words. Then put the verbs in brackets into the correct tense.

Women in Charge

The men of the Mosuo tribe in China may have the physical strength, but it's the Mosuo women 1) have all the power. That's because the Mosuo is one 2) the last societies in which everything is run 3) the women. While the men farm the land, the women, in their role 4) head of the house, make 5) of the decisions for the extended family. The children take 6) mother's surname and the eldest female of the house 7) (**supervise**) the money and everyone's jobs. After years of 8) (**live**) in a remote village 9) away from the modern world, though, the Mosuo 10) (**experience**) massive changes. Their lifestyle 11) (**attract**) a lot of attention recently and they 12) (**become**) a popular tourist attraction.

Reading

1 Read the text and choose the correct answer A, B, C or D for questions 1-5.

- What is the writer doing in this text?
 - describing a tribe's habitat
 - explaining a tribe's traditions
 - giving information about a tribe
 - detailing why the Inuit have survived
- What do we learn about the Inuit from the text?
 - their lifestyle and customs
 - how they spend their free time
 - how they build their houses
 - what makes them special
- How does the writer describe the Inuit?
 - They are good fighters.
 - They are peaceful.
 - They are artistic.
 - They often argue.
- What is NOT true about the Inuit?
 - They are happy people.
 - They respect their traditions.
 - They live together peacefully.
 - They cannot survive in the cold.
- Which title best summarises the text?

A **Hunting for seals and polar bears**

B **The people of the North**

C **The history of a people**

D **Living in the wild**

(5x4=20)

Listening

2 Listen to a discussion about what makes a good friend. For questions 1-5 decide if the sentences are *T* (true) or *F* (false).

- Dr Porrit says friendships are strongest at school.
- Jane thinks that good friends listen without criticising.
- Dr Porrit thinks disagreeing can be useful in a friendship.
- Abbie says that friends with a sense of humour never argue.
- Dr Porrit prefers friends that do not laugh very often.

(5x2=10)

The Inuit

Do you think you could live in a world with cold weather, dangerous animals and little daylight? Well, the Inuit have done so for thousands of years. Let's take a look at how they live their lives.

Where do they live?

The Inuit live in the frozen north of Canada, Russia and Alaska. In winter, temperatures can be as low as -50°C so it's very difficult for plants to grow. Even in summer it rarely gets above zero. The Inuit people have been living in extreme conditions for centuries, spending their entire lives on the snow that blankets the Arctic.

What do they look like?

The Inuit are short and well-built with almond-shaped eyes and straight black hair. They wear large, thick coats with big, fur-lined hoods called 'parkas' to keep warm during the cold winters. They also wear big boots and furry gloves to protect their hands and feet. The Inuit are a cheerful and friendly people who believe in sharing everything they have with others. Because they live in small groups they value harmony and frown on arguments and fighting.

How do they live?

Inuit men are hunters and they spend their days out on the ice looking for whales, seals and even polar bears to catch and bring back home. In winter they cut holes in the ice and go ice fishing. On winter hunting trips they live in temporary, dome-shaped houses called 'igloos' made from blocks of snow. They use dogsleds and snowmobiles to travel the frozen Arctic. Women can also go hunting, but most choose to stay at home and sew, cook, build tents and bring up the children. In order to make the most of the sunlight and warmth the Inuit go to bed very early and get up at 5 am to start their working day.

What are their traditions?

The Inuits keep their history alive through a tradition of storytelling. The elders teach their children about their history with mythical stories and legends. A popular tradition is the 'drum dance' held at births, weddings and funerals. The whole community gets together and performs songs and dances to the beat of a massive drum.



Speaking

3 Choose the correct response.

- A: Don't you agree?
B: **a** Sometimes I have.
b Yes, that's a good point.
- A: She never puts her things away.
B: **a** How annoying! **b** I strongly believe that!
- A: What's your opinion?
B: **a** If you think so. **b** I couldn't agree more.
- A: What do you think?
B: **a** About all sorts of things.
b That's not right. (4x2=8)

Vocabulary

4 Fill in: *wrinkles, early, reliable, sensitive, curly, track, grumpy, elder, bossy, impatient.*

- Don't count on Jack; he isn't
- Sue's got short hair.
- Old people often have on their faces.
- Harry gets upset very easily; he's
- My sister has got blue eyes.
- He likes telling people what to do; he's
- Jenny's really when she hasn't slept well.
- Tom's in his thirties.
- Jack's so; he can't even wait for a bus!
- Jane can't keep of time.

Grammar

(10x1=10)

5 Choose the correct item.

- Anthony **works/is working** in a local café every weekend.
- Tammy has **yet/already** left.
- The fashion show **is starting/starts** at 8 o'clock tonight.
- He's more patient **than/from** his brother.
- Is Sarah coming/Does Sarah come** tonight?
- John **appears/is appearing** to be a really kind person.
- What's wrong with Brian? He **is looking/looks** upset!
- He's the **funnier/funniest** person in my family.
- Mark **is thinking/thinks** of buying a new suit.
- He **has worked/has been working** all morning and feels tired now. (10x2=20)

6 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- Ted is much shorter than John.
John isn't as Ted.
- Ann's favourite possession is her camera.
Ann likes her camera any of her possessions.
- No one else in our class is as noisy as John.
John is in our class.
- Georgia's scarf is very similar to Sue's.
Georgia's scarf is almost the same Sue's.
- Her house is close to work.
Her house isn't too work. (5x2=10)

7 Choose the correct item.

- Jane is a bit jealous **with/of** Josie's clothes!
- Sam's car has broken **down/up**!
- I get on well with my sister because we have a lot **with/in** common.
- Sadly, some married couples break **up/down**.
- Harry is very patient **with/of** his little brother, Alex. (5x1=5)

Writing

8 Read the rubric, then write your essay.

Your teacher has asked you to write an essay giving your opinion on the following statement: **Good friends are important.** Write your **essay**, giving examples/reasons for your viewpoints (120-160 words).

(17 marks)
(Total=100)

Check your progress

- describe people's appearance and character
- express opinion, agreement & disagreement politely
- compare people
- write a personal letter
- write an opinion essay

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓