1. Look at the photos (a–c). Find the people’s interests and activities in the network.

2. Listen to the people in the photos (a–c). Check your guesses from Exercise 1. Add two interests for each person.

Kate: dancing, cinema

3. Listen again to the first person. Complete the information in the network.

My interests

I like 1. dancing and 2. __________.
In the morning/afternoon/evening, I 3. __________.
On Saturday, I 4. __________.
On Sunday, I 5. __________.

Free time activities

buy things/chat with my friends online, do sport, go shopping/swimming/running, go out with my friends, go to the cinema/discos/parties, listen to music, play computer games/football/tennis/basketball, relax at home, use the internet, watch TV/films

4. Pronunciation. Listen and write the sentences. Underline the stressed words.

In the evening, I 1. __________.

Language choice 13: Vocabulary practice

5. Work in groups. Use the network to talk about your interests.
Warm Up

1 Look at the photos (a–b). Use the adjectives below to describe the people.
- rich
- interesting
- happy
- busy
- friendly
- hard-working

2 Read about two super-rich teenagers. Which lifestyle is interesting for you?

Present Simple

3 Complete the sentences from the text with go/goes (affirmative) or don’t/doesn’t (negative). Then complete the rules.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play football on Fridays.</td>
<td>I don’t want to work hard.</td>
</tr>
<tr>
<td>You know which teenagers.</td>
<td>You don’t go to school.</td>
</tr>
<tr>
<td>He lives in a small house.</td>
<td>He doesn’t use a car.</td>
</tr>
<tr>
<td>She goes shopping.</td>
<td>She doesn’t like studying.</td>
</tr>
<tr>
<td>My day starts at 6.30 in the morning.</td>
<td>Her day doesn’t start early.</td>
</tr>
<tr>
<td>I have fun.</td>
<td>We don’t study.</td>
</tr>
<tr>
<td>They come from rich families.</td>
<td>They don’t work.</td>
</tr>
</tbody>
</table>

4 Read the rule. Match the sentences (a–b) with the uses (1–2). Find more examples of each use in the text.

- a We love parties.
- b I work in a bookshop on Fridays and Saturdays.

We use the Present Simple to talk about:
1. things that happen regularly.
2. things that are true in general.

Affirmative
- The verb has _______ at the end with he/she/it.

Negative
- We use _______ with he/she/it.
- We use _______ with I/you/we/they.
We don't study or work. We love parties and often go to evening, she goes out with her friends. She says, 'My friends come from ordinary.'

Lindsay (18) never starts her day before 9 a.m. In the morning, she goes swimming in her private swimming pool and then she usually goes

Robert (19) is a history student at University College London. He lives in a small house with four good friends. They like shopping in the local

Francesca comes (come) from a family of billionaires but she doesn't (not talk) about it very often. Her parents live (live) in a big house in London. Her father works (work) in his bank and her mother doesn't (not work). Francesca goes (go) to a private school. On Saturdays, she often play (play) tennis. On Sundays, Francesca and her family go out (go out) to have dinner in an expensive restaurant. Francesca and her brothers like (like) home-cooked dinners.

Read the sentences in the Sentence Builder. Put always and never in the correct places. Then read sentences 1 and 2 and underline the correct word in the rules below.

Sentence Builder Adverbs of frequency

100% Robert often goes to college on his bike.
80% After breakfast, Lindsay usually goes shopping.
60% Robert often plays football in the park.
30% Sometimes watches tennis.
10% Lindsay always starts her day before 9 a.m.

We often go to discos.
They're always tired.

- The adverb of frequency goes before/after the verb be.
- The adverb of frequency goes before/after other verbs.

Use the adverbs below and the sentences (1–6) to write true sentences about you. Remember the correct position of the adverbs.

- always
- usually
- often
- sometimes
- never

1. I do homework at night.
   I usually do my homework at night.
2. I buy things online.
3. I watch horror films.
4. I play football on Saturday.
5. I listen to music in the morning.
6. I'm happy on Monday mornings.

Grammar Alive
Talking about habits

A. Josh often watches football on TV.
B. Katie never watches TV.

Josh

1. 1. Josh often watches football on TV.
   2. 2. He usually goes shopping.
   3. 3. He sometimes goes to the cinema.
   4. 4. He never starts his day before 9 a.m.

Katie

1. 1. Katie never watches TV.
   2. 2. She sometimes goes to the cinema.
   3. 3. She always does her homework.
   4. 4. She always does her homework.

Use the cues to say true things about your life.

I usually start school at 8 a.m.:

- start school at 8 a.m. / do my homework / relax at home
- go shopping on Saturday / do my homework / listen to my parents
- listen to pop music / go running / go to discos

LANGUAGE CHOICE 14

Use the adverbs below and the sentences (1–6) to write true sentences about you. Remember the correct position of the adverbs.
Warm Up

1 Find these things (1–3) in pictures (a–e).
   1 A didgeridoo is a traditional musical instrument of the Australian Aborigines.
   2 A boomerang is a traditional Aboriginal weapon to hunt wild animals.
   3 This is a traditional Aboriginal painting of a lizard.

Reading

2 SKILLS BUILDER 7 Use the strategies to read the article and choose one of the titles.
   a Small village life in Australia
   b A traditional lifestyle
   c Australian animals
   d Hunting and collecting food

3 Read the text again. Are these sentences true (T) or false (F)?
   1 The Martu people are Australian. T
   2 The Martu haven’t got modern technology. F
   3 They live in a small area. T
   4 The Martu people speak five different languages. T
   5 The village of Parnngurr has got a clinic. T
   6 Men hunt wild animals. T

4 Read the text again. Find four traditional things and four ‘modern’ things about the Martu’s lifestyle.
   They make fires and cook meat on them. They have a clinic in the village.

5 Look at the Sentence Builder. How do you say like in the sentence in your language? Find one more example of like in red in the text.

Sentence Builder like for examples
   1 The men usually hunt animals, like kangaroos.
   2 They live in small villages, like Jigalong.

6 Join the sentences with like.
   1 The Martu people play musical instruments. They play the didgeridoo. The Martu people play musical instruments, like the didgeridoo.
   2 At school they play sports. They play football. They play sports, like football.
   3 The men hunt animals. They hunt wild camels. They hunt animals, like wild camels.
   4 They use modern technology. They use MP3 players and mobile phones. They use modern technology, like MP3 players and mobile phones.
   5 Martu artists paint pictures of animals. They paint lizards, kangaroos and birds.
LISTENING

1.34 1.35 Listen to a talk about the Martu people and read the text from line 7. List six factual mistakes in the talk.

1. There are 2000 Martu in a very big area - 1000.

2. Vocabulary Look at the Word Builder. Complete the table with words in blue from the text.

Word Builder Plurals

Regular
+s house houses +s bus buses
+ es bus buses church churches
+i es party parties family families
story stories

Irregular
life lives man men woman women
child children person persons

1.36 Pronunciation Listen and repeat the plurals.

LANGUAGE CHOICE 17: VOCABULARY PRACTICE

10 Complete the sentences with singular or plural nouns.

1. Wild _______ live in the desert. (kangaroo)
2. There is a _______ in Parnngurr. (school)
3. My _______ is very exciting. (life)
4. That _______ hunts wild camels. (man)
5. The _______ collects fruit. (woman)
6. In the evening, they tell _______. (story)

11 Choose one of the people (a–c). Complete the sentences about their lifestyles.

a a teenager from London
b a Martu teenager
c a super-rich teenager

1. In the morning, I _______.
2. In the evening, I _______.
3. On Saturdays, I _______.
4. I sometimes _______.
5. I never _______.

12 Work in pairs. Read out your sentences. Guess the teenager (a–c).

In the morning, I go to get water. Then I have breakfast at the camp.

No Comment

‘We live with the land but the white man lives off it.’

Tom Dystra, Aboriginal man
Today, Robert Evans talks to Christie, an eighteen-year-old student from Boulder University, about her lifestyle.

R: Do you like student life, Christie?
C: Yes, I do. I like reading books and studying.
R: Where do you study?
C: Usually, I study at home but I sometimes take my laptop to a café.
R: How often do you go online?
C: I’m always online. I write a blog, I buy things, I watch films...
R: How does the internet help you in your studies?
C: I find information on the Net.
R: How do your friends contact you?
C: We go on Facebook or Skype. We share music and read our blogs.
R: Your mother is a teacher. Does she use technology at work?
C: Yes, she does. She makes presentations for her classes.
R: And your family? Do they work with computers?
C: My father does but my brother, Brian, doesn’t. He’s an artist. He hates technology. He hasn’t got a mobile phone!

Warm Up

1. Read the interview above with a student. How does Christie use modern technology?

Present Simple: questions

2. Complete the questions and short answers with do or does.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I read on the internet?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>How often do you go online?</td>
<td>Usually,</td>
</tr>
<tr>
<td>Does she use technology at work?</td>
<td>Yes, she does.</td>
</tr>
<tr>
<td>How does the internet help you in your studies?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Where do we use technology?</td>
<td>My parents</td>
</tr>
<tr>
<td>Do you and your friends chat online?</td>
<td>My parents</td>
</tr>
<tr>
<td>How do you contact your friends?</td>
<td>My parents</td>
</tr>
</tbody>
</table>

3. Use the cues and the table in Exercise 2 to make questions. Then ask the questions in pairs. Give true short answers.

1. You / play computer games?
A: Do you play computer games?
B: Yes, I do.
2. Your parents / write blogs?
3. You / read books?
4. Your English teacher / use technology in class?
5. Your grandmother / use the internet?

Exercise 6.

4. Use the cues to make questions. Then ask and answer the questions in pairs.

A: When do your parents watch TV?
B: My parents watch TV in the evenings.
1. What / your mother / buy online?
2. What films / you / watch online?
3. How / you / contact your friends?
4. What websites / your friends / visit regularly?
5. How often / your family / chat online?

Grammar Alive Asking about habits

1. (1.38) Listen to the interview with Brian, Christie’s brother. Write down the questions for these answers.

1. Do you use a computer?
A: No, I don’t.
2. Yes, I do.
3. I don’t phone them.
4. We talk.

6. Use the cues and your own ideas to prepare questions for your partner.

Where do you meet your friends?
- where / meet your friends?
- what / do online? • write a blog?
- how often / chat online? • send texts?

SKILLS

Speaking Workshop 1

1.39 Listen or watch SKILLS BUILDER 1 Use the strategies to listen to or watch the dialogue. Answer the question below. What is the dialogue in photo about?
   a) Bob's interests and free time activities
   b) his lifestyle and habits
   c) his personal information (e.g. name/age/abilities)

1.39 Listen or watch Listen to or watch the dialogue again. Are the sentences true (T) or false (F)?
1. Bob and Gary are friends. T
2. Bob often goes canoeing. T
3. Dave is the manager of the canoe club. T
4. Michelle is Gary's teacher. T
5. Gary and Bob like Michelle. T

1.40 Look at the Talk Builder. Complete the dialogues. Listen and check your answers.

**Talk Builder: Meeting people**
1. Meet a person you know
   A: Hi, good to meet you.
   B: Hi there.

2. Introductions
   A: This is my friend, Bob.
   B: This is Michelle.

3. Meet a new person
   A: Hello, Bob. My name's Dave.
   B: Hi there, Dave! It's nice to meet you.
   A: Hi there, nice to meet you.

4. Say goodbye
   A: Goodbye.
   B: Have a good time!

5. Choose the correct replies
   1. Good morning, Pete. How are you?
      a) Good to meet you.
      b) Fine thanks.
      c) See you later.
   2. Tom, this is Karen.
      a) Hi there.
      b) Thanks.
      c) Yes, Karen.
   3. See you later.
      a) Hi there.
      b) Bye.
      c) And you.
   4. Have a good time.
      a) Fine thanks.
      b) Hi there.
      c) Thanks.


7. Work in groups. Imagine you go to a new sports club. Act out dialogues.

   **SKILLS BUILDER 29**

1. Invent a character. Make notes about these things:
   - his/her name and age
   - where he/she is from
   - his/her sporting abilities

2. Imagine you are the manager of the club. Think of questions to ask the character.
   **How old are you?**

3. **SKILLS BUILDER 30** Practise saying phrases from the Talk Builder.

4. Work in groups of three (students A–C). Take turns to act out the dialogues on page 116.
   A: Good morning, Tina. How are you?
   B: Fine thanks.
SKILLS

Writing Workshop 1

Hi Sandra,

A How are you and your family? We’re fine. Perth is great and I really like the lifestyle.
B Perth is a big city in Australia but it’s different from London and it’s very relaxed. We’ve got a house with a swimming pool and it’s near the beach. On Saturday and Sunday, I go swimming and surfing. Surfing is great!
C I go to Shenton High School – it’s a big school but Australian people are friendly. I like the school but it’s hard work – I’ve got eight classes every day. In the afternoon, I play football or basketball. When I get home, I swim or do my homework – we have two hours of homework! Then I play computer games and chat with my friends online.
D Is it cold in London? It is usually horrible in February !!!!!!

*Write soon.
Christine

1 Read the letter and answer these questions.

   1 Where does Christine live? Christine lives in Perth.
   2 Where is Christine from?
   3 What are the good things about Perth?
   4 What does she do at the weekend?
   5 What does she do in the evening?

2 Text Builder

   Match the paragraphs in the letter (A–D) with the headings (1–4).
   1 life at school C 3 ending
   2 introduction D 4 life in Perth

3 SKILLS BUILDER 8 Use the information in the Skills Builder to match the examples of informal style in blue (1–5) in the letter with these things (a–b):
   a punctuation: CAPITAL LETTERS, exclamation marks !!!!!!, contractions (can’t)
   b informal expressions: to start a letter, to finish a letter

4 Look at the Sentence Builder. How do you say the words in bold in your language?

   Sentence Builder and/or
   1 In the afternoon, I play football or basketball.
   2 When I get home, I swim or do my homework.
   3 On Saturday and Sunday, we go swimming and surfing.
   4 I study maths, computer science, English and Japanese.
   5 I play computer games and chat with my friends online.

5 SKILLS BUILDER 15

6 Write a personal letter to a friend.

   SKILLS BUILDER 16
   1 Choose a place and imagine you live there. Write notes about these things:
      • your new house • the city • school
      • after school and weekend
   2 Use your notes to write the letter.
   3 Give your letter to your partner to read.

7 Work in groups. Tell the class about your partner’s new life.

   Ivan now lives in Los Angeles. He goes surfing after school.

Learning Links: 1 Sound Choice 1 → MyLab / Workbook page 19. Choose three pronunciation activities to do.
2 Check Your Progress 1 → MyLab / Workbook page 20. Complete the Module Diary.
Objectives: Listen, read and talk about people; describe people in photos; write sentences to describe people; learn more about present tenses and questions.

1. Look at the photos (a–d) and the network. Make guesses about the people.

   The man in photo a is about seventy. He is a gardener. He is probably friendly.

2. Listen to Lucy's descriptions of her family (a–d). Check your guesses from Exercise 1.

3. Listen again to the first description. Complete the information in the network.

4. Pronunciation Listen and repeat words from the network. Notice the sound of the last syllable.

   bus driver student

LANGUAGE CHOICE 43: VOCABULARY PRACTICE

5. Work in pairs. Use the network to tell your partner about your family members or friends.

   baby, child, teenager, pensioner

People

| Eric is a pensioner. | He is 2 ________ years/months old. | He is/was a 3 ________ . | He is interested in 4 music/gardening/reading/sport. | He is very 5 ________ and 6 ________ . |

Age

six months, eleven months, eighteen months, nine, nineteen, twenty-one, sixty-three, seventy-nine, about fifteen, about thirty-five, about fifty, about sixty

Occupations

bus driver, doctor, engineer, gardener, lawyer, nurse, office worker, police officer, shop assistant, primary school/secondary school/university student, teacher, vet, waiter/waitress

Personality

clever, friendly, hard-working, kind, moody, outgoing, shy, talkative, tidy
LESSON 16

TEENAGE BRAINS

Warm Up

1. Look at photo (a) of the human brain and answer the questions. Check your answers on page 117.
   1. The adult brain weighs about:
      a) 900g.  
      b) 1600g.  
      c) 1350g.
   2. The brain has _______ of neurons and brain connections.
      a) thousands  
      b) millions  
      c) billions
   3. The brain uses _______ of our body’s energy.
      a) 20%  
      b) 5%  
      c) 15%

2. Look at the photos (b–c). Which of these things are true about teenagers?
   - They often feel tired in the morning.
   - They are not usually very good planners.
   - They often can’t control their emotions.

3. Read the text to check your guesses.

4. Are you a ‘typical’ teenager? Which of the things from the text do you do?

Present Simple and Continuous

5. Complete the table with the names of the tenses, Present Simple or Present Continuous. Find more examples of the two tenses in the text.

<table>
<thead>
<tr>
<th>Exercise 5</th>
<th>Present Simple</th>
<th>Present Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two people are sleeping.</td>
<td>Teens sleep longer at weekends.</td>
<td>Our biological rhythm is changing.</td>
</tr>
<tr>
<td>I'm studying hard.</td>
<td>I don't sleep.</td>
<td>I'm teaching English.</td>
</tr>
<tr>
<td>I teach English.</td>
<td>I'm looking for information about China.</td>
<td>I'm watching a silly programme right now.</td>
</tr>
<tr>
<td>My teenage brother has got an exam tomorrow and he's going out to a party. Is this normal?</td>
<td>It's normal, your biological rhythm is changing – you wake up later and go to bed later. Also, teenagers need 9.5 hours of sleep. When they sleep less than six hours, they can’t concentrate and become moody. Some teens sleep longer at weekends but the brain needs sleep to ‘work on’ new information.</td>
<td></td>
</tr>
<tr>
<td>My sister watches TV all day. She is this healthy?</td>
<td>The teenage brain has billions of neurons and brain connections. When teenagers do a lot of things like science or sport, their brain develops the connections for these activities. When they watch a lot of TV, the brain doesn’t use these connections and loses them. So a lot of TV isn’t great for teenagers.</td>
<td></td>
</tr>
</tbody>
</table>

Science today Q&A

It’s the first lesson today and I can’t concentrate. Two people are sleeping! What is the problem?

It’s normal, your biological rhythm is changing – you wake up later and go to bed later. Also, teenagers need 9.5 hours of sleep. When they sleep less than six hours, they can’t concentrate and become moody. Some teens sleep longer at weekends but the brain needs sleep to ‘work on’ new information.

My teenage brother has got an exam tomorrow and he’s going out to a party. Is this normal?

Your brother is a teenager. His brain is still developing. He probably doesn’t plan things or think of the consequences of his actions. The ‘planning’ part of our brains develops less quickly and a lot of teenagers can’t organise their time well or control their emotions.

My sister watches TV all day. She is this healthy?

The teenage brain has billions of neurons and brain connections. When teenagers do a lot of things like science or sport, their brain develops the connections for these activities. When they watch a lot of TV, the brain doesn’t use these connections and loses them. So a lot of TV isn’t great for teenagers.
Practice

7 Which sentence (a or b) can people (1–4) say?

1 a student in front of the TV
   a I’m studying hard. b I study hard.
 2 a teenager in a lesson
   a I’m not sleeping. b I don’t sleep.
 3 a teacher at a restaurant
   a I teach English. b I’m teaching English.
 4 a girl in a library
   a I’m looking for information about China.
   b I look for information about China.

8 Complete the interview with a teenager with the verbs in brackets in the Present Simple or Present Continuous.

A: How long do you sleep (you / sleep) every night?
B: I________ (not go) to bed before 10 p.m. and I ________ (get) up at 6.30 a.m. But this is different because we’ve got exams. I ________ (revise) until midnight.

A: But you ________ (not / study) now. What ________ (you / do)?
B: I ________ (wait) for my English exam. I’m really nervous.

A: What ________ (you / drink)? Is this coffee?
B: No, I ________ (not like) coffee. I ________ (drink) water to keep my brain active. It’s healthier than coffee.

9 Look at the drawings (a–d) and use the cues (1–4) to write two sentences about each drawing: one in the Present Simple and one in the Present Continuous.

1 teach English / talk to a student
   He teaches English. He’s talking to a student.
 2 go to school / play football
   My sister usually goes out in the afternoon.
 3 work in a hospital / write an email
   This month she’s preparing for her driving test.
 4 study languages / drink tea
   My sister usually goes out in the afternoon.

10 Listen to the conversation. What do Mary and Jim usually read? What are they reading now? Why?

Mary usually reads fashion magazines but now …

11 Work in pairs. Use the cues to ask and answer the questions.

A: Do you always sleep on the sofa?
B: No, I don’t. I’m sleeping on the sofa this week because my cousins are sleeping in my room.

A starts
1 always sleep on the sofa?
B often read newspapers?
3 always sleep on the sofa?

B starts
2 usually use a laptop?
4 often watch football on TV?
5 often cook meals at your home?
6 this week / my cousins – sleep in my room.

Use the time expressions below to write sentences about what you, your family and friends do and are doing.

My sister usually goes out in the afternoon. This month she’s preparing for her driving test.

• this week/month
• today
• right now
• often
• usually
• at weekends
Warm Up

1 Match the photos (a—c) with three things in the list.
   1 drive a car
   2 leave school and get a job
   3 get the same pay as an adult
   4 go into the army
   5 get married
   6 vote in national and local elections
   7 smoke cigarettes

2 Your Culture Work in pairs. At what age can young people in your country legally do the things in Exercise 1?
   1 You can drive a car when you are eighteen.

Reading

3 Read the magazine article. When can young people in Britain do the things in Exercise 1?
   1 You can drive a car when you are seventeen.

4 SKILLS BUILDER 11 Use the strategies to choose the best answers to the questions.
   1 Why are the two young people angry?
      a because they can't vote in elections
      b because teenagers haven't got any rights
      c because they can't drive
      d because teenagers can't do a lot of things
   2 When do British young people get adult pay?
      a when they are sixteen
      b when they are twenty-one
      c when they are eighteen
      d when they are twenty
   3 How does Rajiv get the same pay for young people in his area?
      a he talks to local teenagers
      b he is in the UK Youth Parliament
      c he writes to magazines
      d he talks to local business people
   4 What does Alice want the vote for?
      a sixteen, seventeen and eighteen-year-olds
      b fifteen and sixteen-year-olds
      c sixteen and seventeen-year-olds
      d seventeen and eighteen-year-olds
   5 What does Alice want?
      a more traffic and cars
      b more bicycles and people
      c more space for cars and bicycles
      d more space for people and bicycles

Teen Campaigners

In Britain, when you are sixteen you can leave school and work but you don't get the same pay as adults. When you are seventeen you can drive a car but you can't vote. Two young campaigners are angry about this and wrote to our magazine.

SAME JOB, SAME PAY

Rajiv Gupta is a student at Nower Hill School in London. He was a representative in the UK Youth Parliament when he was fourteen. Rajiv’s campaign is about teenage pay. Teenage workers only get sixty percent of adult pay when they are sixteen or seventeen and eighty percent when they are eighteen, nineteen or twenty. ‘We do the same jobs – why can’t we have the same pay?’ he asks. Rajiv visits shops and offices and talks about teenage pay. He is quite happy about his campaign – some local businesses now pay teenagers the same as adults because of his visits!
WHERE’S OUR VOTE?

Alice Coates is a teenager from Bristol with an outgoing personality. She is a student in Year 10, is studying politics at school and wants to be a lawyer. Alice’s campaign is to get votes for people when they are sixteen and seventeen. ‘When you are sixteen,’ she says, ‘you can smoke, get married and go into the army – but you can’t vote. It’s really unfair!’ Alice’s campaign is very popular with Britain’s 1.7 million sixteen and seventeen-year-olds. What does Alice want to do? ‘I want less traffic and more space for people and bicycles!’

**Vocabulary**

Look at the Word Builder. How do you say the words in bold in your language?

**Word Builder Modifiers**

1. They are not very interested in politics.
2. He is quite happy about his campaign.
3. Her campaign is very popular.
4. We are really unfair!

**Language Choice 46: Vocabulary Practice**

Use the cues to write sentences about you.

I am very interested in politics.
- interested in politics/music/sport
- outgoing/tidy/hardworking

**Writing**

7. Look at the Sentence Builder. Translate the sentences into your language.

**Sentence Builder Information about people**

1. Alice is a teenager from Bristol.
2. She is a person with an outgoing personality.
3. Her campaign is very popular with Britain’s 1.7 million sixteen and seventeen-year-olds.
4. Alice is a representative in the UK Youth Parliament.
5. Rajiv is a student at Nower Hill School.

3. **Skills Builder 23**

**Use the cues and the Sentence Builder to make sentences.**

1. My brother is a student at Cambridge University.
2. My sister is a student in Year 7.
3. My mum is a teacher at a primary school.
4. My cousin is a teenager in Scotland.
5. My daughter is a lawyer.
6. He is a lot of medals!

**Language Choice 47**

Write five sentences about the people in your family.

My brother is a player in the school football team.

**Choose a person at your school. Use expressions from the Word and Sentence Builders to write sentences about him/her.**

She is a student in Year 10. She is really interested in hockey and she is a player in the school team.

**Work in pairs. Read your partner’s sentences. Ask questions and try to guess who it is.**

A: Is it a person in this class?
B: No, it isn’t.

**No Comment**

‘Get up, stand up. Stand up for your rights!’

Bob Marley, Reggae artist
Warm Up

1. Do the quiz about age. Check your answers on page 117.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How old was the oldest person in history?</td>
<td>a 118, b 122, c 119</td>
</tr>
<tr>
<td>2. Who lives longer - men or women?</td>
<td>a men, b women</td>
</tr>
<tr>
<td>3. How long did people live in ancient Rome?</td>
<td>a 33 years, b 44 years, c 28 years</td>
</tr>
<tr>
<td>4. Where in the world do people live the longest?</td>
<td>a Spain, b Japan, c the USA</td>
</tr>
<tr>
<td>5. What lives longer than people?</td>
<td>a gorillas, b elephants, c trees</td>
</tr>
<tr>
<td>6. When do people usually start going grey?</td>
<td>a about 80, b about 30, c about 70</td>
</tr>
<tr>
<td>7. Why do babies sleep a lot?</td>
<td>a they are tired, b their bodies are changing, c their eyes need rest</td>
</tr>
<tr>
<td>8. Which part of their memory do old people lose first?</td>
<td>a general knowledge, b memories of the past, c remembering new things</td>
</tr>
</tbody>
</table>

Questions

1. Look again at the quiz and answer the questions (1-3).
   1. What question words ask about people, things, place, time, and reason?
   2. What question words are about age and length?
   3. Complete these questions about size, height and distance:

   _______ is it? _______ tall is he?

2. Complete the questions with who, what, where, when, which, why or how.
   1. How ______ long do women live in Japan?
   2. ______ are the signs of aging?
   3. ______ does the oldest living person live?
   4. ______ invented old people’s homes?
   5. ______ do old people sleep less than young people?
   6. ______ part of our brain develops slowest?
   7. ______ do young people need the most sleep?

Grammar Alive

Sharing personal information

1. Listen to the interview. How different is your life from Janet’s? Write three differences.
   I don’t live with my grandparents. I finish school at 5 p.m.

2. Listen to the interview again and complete the questions (a-h). Then work in pairs and ask and answer the questions.

   a. How old ______?
   b. ______ is your family?
   c. ______ does the housework in your home?
   d. ______ cooks in your home?
   e. ______ finish school?
   f. ______ in your free time?
   g. ______ go out?
   h. Where ______?
1. **Vocabulary** Look at the vocabulary box below. Describe the clothes of the people (1-5) in the photo.

Clothes
- coat, dress, hat, jacket, jeans, jumper, shirt, shorts, skirt, top, trousers, T-shirt

2. **Complete the sentences.**

   A: This is a photo of my family.
   B: Which one is your mum?
   A: She’s the person in the middle of the group. She’s sitting next to my dad.
   B: One of the children is your sister?
   A: She’s the one with red hair.

4. **Look at the Talk Builder. How do you say the words in bold in your language?**

Talk Builder: Describing people in photos

A: This is the best one. It’s a photo of my cousin, Matt, and his friends.
B: Which one is your cousin?
A: Matt’s the guy on the left in the green jumper. He’s standing at the front.
B: Who’s the guy at the back?
A: The one in the middle with the blonde hair is Matt’s best friend.
B: And who’s that guy in the orange shirt on the right?
A: Sam?

5. **Look at the Talk Builder again. Which of the things below (a-d) does one refer to in the examples (1-4)?**

- a guy
- b girl
- c person
- d photo

7. **Work in groups and talk about a photo.**

SKILLS BUILDER 37

1. Choose a photo of your friends or family. Bring it to class.
2. Write notes about these things:
   - their names
   - information about them (age, occupation/personality)
   - what they are wearing
   - where they are in the photo
3. **SKILLS BUILDER 38** Work in groups. Use the hesitation strategies to help you answer questions about your photos.

   A: Who is the woman in the middle in the red dress?
   B: Er … that’s my aunt Julia. She’s a teacher, you know.

8. **Which of the photos of the group is the most interesting? Tell the class.**

   Anna’s photo of her friends at an amusement park is the most interesting.
Language Review Modules 5 and 6

1 Exercise/People/Clothes Complete the text with the correct words.

My cousin Barbara is quite fit. She goes swimming three times a week and she does yoga every day. She always 1.________ up the stairs and never 2.________ the lift. On Sundays, she 3.________ table tennis with her friends.

Barbara is seventeen. She is a pensioner/teenager but she would like to be a police officer/student. In the summer, she works as a shop assistant in a clothes shop for men. She sells trousers, shirts and jumpers. People like her because she is moody/kind and friendly.

2 Multi-part verbs (2) Complete the dialogue with into, on, out, round or up.

A: Hi, Carla. It’s Jeff. What are you 11.________ this week? I 12.________ (not meet) a girl. I 13.________ (not like) love stories.

B: I’m reading. A: Let’s go 14.________. There’s a free jazz concert in the park.

B: I’m not 15.________ jazz. I want to finish my book.

A: Oh, come 16.________, Carla. Concerts are always fun!

B: Okay then, I can finish it tomorrow. Come 17.________ in half an hour.

3 too, enough/because, so Rewrite the sentences using the new beginnings and the words in brackets.

18.________ My brother is 1.86 m tall.

A: I invited him because he’s very nice.

B: 19.________ Arsenal are not fast enough today. (too)

A: Arsenal are 20.________ fast today. (enough)

B: Our house is too small. (enough)

A: I bought music magazines.

B: I bought music magazines.

A: I got up 21.________ at six o’clock.

B: I got up 22.________ at six o’clock. (because)

A: I’m interested in football so I’m watching this game.

B: I’m interested in football so I’m watching this game.

A: I’m watching this game 23.________. (because)

B: I’m watching this game 24.________. (because)

4 Present Continuous Complete the dialogue with the verbs in brackets.

A: 25.________ (have) a test tomorrow.

B: Ask Mary! She 26.________ (study) Spanish this year and she 27.________ (not do) any important things at the moment. And I haven’t got a lot of time. I 28.________ (go out) at six o’clock.

A: Have you got a date? 29.________ (you / meet) a new girl?

B: 30.________ (play) football with some friends tonight.

5 Present Simple and Continuous Complete the sentences with the verbs in brackets in the correct tense.

My parents are scientists. They 31.________ (work) at university. This year, they 32.________ (study) German.

This film is really boring! Look! Mia 33.________ (sleep). She 34.________ (not like) love stories.

I normally 35.________ (go out) in the evening but this week I 36.________ (work) on my science project.

6 Questions Ask questions about the underlined information.

37.________ Julia is crying because her dog got lost.

38.________ My mother cooked lunch.

39.________ My sister reads Harry Potter.

40.________ I got a good mark.

41.________ My brother is 1.86 m tall.

7 Requests and replies Match the requests (42–44) with the replies (a–c).

42.________ Can you close the window?

a) Okay, I’m cold, too.

b) Sure, I’ve got a lot of time.

c) Sorry, but I left it at home.

8 Describing photos/information about people Complete the dialogue with the correct words.

A: This is a photo of my family. I’m here 45.________ the right.

B: Who is the girl 46.________ black hair?

A: The girl on the left? It’s Alicia, my cousin.

B: Which one is your mother?

A: She’s the woman 47.________ the middle in a green dress. And my father is 48.________ the back.

Self Assessment

Exercise 2 If you need practice, go to

1 Language Choice 37, 43

2 Language Choice 41

3 Language Choice 40; SB p.54 ex. 3

4 Language Choice 38, 39

5 Language Choice 44, 45

6 Language Choice 48

7 SB p.53 ex.4

8 SB p.61 ex.4

LEARNING LINKS: 1 Read and listen to the story by Lewis Carroll in Culture Choice 3 on page 103. Then do a project about a character from your country’s literature.

2 Exam Choice 3 → My Lab / Workbook pages 68–69.

3 Check Your Progress 6 → My Lab / Workbook page 70. Complete the Module Diary.
Objectives: Listen, read, write and talk about countries; ask for and give directions; make suggestions; write a postcard; learn more about articles and pronouns.

1. Look at the network and the photos (a–c). Guess answers to these questions about the countries in the photos.
   1. Which country is the largest?
   2. Which country has the biggest population?
   3. Which country has a capital city called Pretoria?
   4. In which country is it usually hot and dry?
   5. Which country has got thousands of great beaches?

2. Listen to three descriptions. Check your guesses from Exercise 1.

3. Listen again to the first description. Complete the information in the network.
   - My country is ______ very/big.
   - The population is ______ million.
   - Our capital city is ______.
   - In the ______, it is often quite ______ and ______.
   - In the ______, there are some lovely ______.

4. Pronunciation Listen to words from the network and underline the stress.
   - population

5. Work in pairs. Use the network to talk about your country. Do you agree about the facts?

My country
- very/big
- ______ million
- ______
- ______
- ______
- ______

Seasons
- spring, summer, autumn, winter

Weather
- cloudy, cold, dry, foggy, hot, icy, rainy, snowy, sunny, windy

Features
- east/west, north/south, centre
- beaches, forests, lakes, mountains, national parks
Warm Up

1. Look at the photo. Would you like to study abroad? Where would you like to go? Why?

2. Read what Chinese students say about their student life in the USA. Which things are difficult for them? Why?
   - finding friends
   - parties
   - learning maths
   - food

a/an/the

3. Look at the words in blue in the text and complete the rules.
   - We use *a* in front of a vowel (*apple*).
   - We use *an* in front of a consonant (*hamburger*).
   - We use *the* in front of singular countable nouns (*friend*, *essay*).
   - We use *a* or *an* in front of uncountable and plural nouns (*politics*, *conversations*).

4. Read the sentences (1–4) from the text and the meanings (a–b) below. Circle the correct word, *a* or *the*.
   1. **There are thousands of students from around the world.**
   2. I’d like to have a friend.
   3. I have dinner in a local Chinese restaurant.
   4. The teacher says I am his best student.
   a. one of many people/things: *a/the*
   b. a unique or specific person/thing: *a/the*

5. The expressions below don’t have *a* or *the*. Complete the list with expressions in red in the text.
   1. at school, at college, at university, __________
   2. have breakfast, have lunch, have __________
   3. go to school, go to work, go __________
   4. for __________, for lunch, for dinner

There are thousands of students from around the world at American universities. Read some Chinese students’ opinions about their life in the USA.

‘It is difficult to make friends here. I’d like to have an American friend but they only talk about boring things, like eating or sleeping and tell jokes. Serious topics, like philosophy or politics are not ‘cool’. I know a lot of people at university but I haven’t got American friends. Actually, a lot of Chinese students go home after classes and go out with their Chinese friends.’ Li

‘I like the parties here and I think American students are friendly but … I don’t like American food. At the beginning, I had cornflakes for breakfast and a hamburger for lunch and dinner. I felt horrible. Now I cook at home or have dinner in a local Chinese restaurant.’ Mei

‘I am really good at maths and ICT and the teachers here are great. The teacher says I am his best student and I’m learning a lot. But some subjects are very difficult because I have to read and write in English. Now I have to write an essay for my philosophy class so I am studying a lot.’ Kang
Practice

Complete the text with *a/an* or *the*.

I come from Poland but now I am *a* student in Ireland. I study mathematics, history and *the* culture. I joined *a* drama club and I am learning to become an actor. I am living with *a* friend in *an* small flat but we want to move to *a* bigger house with *some* friends. We don’t spend a lot of money – we walk to *the* college and we cook our meals at *our* home.

Complete the sentences with *a/an* or *the*.

1. Is there *a* cathedral in London?
2. Moscow is *the* capital of Russia.
3. Luxembourg is *an* very small country but it’s got *the* airport.
4. I love Brazil, *some* people are very friendly.
5. *The* climate in Scandinavia is very cold; in winter *the* temperature is -40°C.

Grammar Alive Asking about places

Listen to the conversation between two students and complete the sentences with the places. Use correct article.

1. Chen is looking for *the* office...
2. Jason shows her *the*... and *the*...
3. Jason invites Chen to *the*...
4. Chen wants to go to *the*... and *the*... first.

Work in pairs. It is your first day at a university. Use the cues to ask and answer questions about the campus.

A: Is there a swimming pool?
B: No, there isn’t but the swimming pool in town is not far from here.

A starts
1. swimming pool?
2. shopping centre?
3. student club?
4. restaurant?

B starts
5. bookshop?
6. cinema?
7. sports centre?
8. clothes shop?

Take turns to make sentences about these things in your school.

The students are very nice. The equipment is new and very modern. The food in the canteen is quite good.

classrooms equipment library sports centre café computer lab students teachers
Warm Up

1 **Vocabulary** Look at the map of Costa Rica and the vocabulary box below. Guess which sentences are true.

1. Costa Rica is in Central America.
2. The capital is Puerto Viejo.
3. Costa Rica is a big country.
4. It is a good place for a holiday.
5. It has got interesting animals and birds.
6. It has got a lot of national parks.

**Travel**

Animals
- see crocodiles, elephants, giraffes, monkeys, sloths, turtles

Transport
- go by bike, bus, car, plane

Activities
- go hiking, sightseeing, surfing, swimming, white-water rafting

**Language Choice 64: Vocabulary Practice**
Reading

2 Read the travel website and check your guesses from Exercise 1.

3 Work in pairs. Read the article and complete the notes.

A: Where? 1 Central America  
National drink: 2  
Type of tourism: 2  
Animals you can see: 4  
Best time to go: 4  

4 Work in pairs. Use the headings in Exercise 3 to ask and answer questions about Costa Rica.

B: Where is Costa Rica?
A: It’s in Central America.

5 What would you like to do in Costa Rica? Tell the class.
I’d like to go white-water rafting on the Pacuare River and …

Vocabulary

Complete the Word Builder with adjectives. Then listen and check your answers. Add more nationalities to the groups.

Word Builder Nationality adjectives

<table>
<thead>
<tr>
<th>Country/Continent</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>Costa Rican</td>
</tr>
<tr>
<td>America</td>
<td>American</td>
</tr>
<tr>
<td>Canada</td>
<td>Canadian</td>
</tr>
<tr>
<td>Britain</td>
<td>British</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkmen</td>
</tr>
<tr>
<td>Poland</td>
<td>Polish</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
</tr>
</tbody>
</table>

Listening

1 2.24 Listen to a dialogue about Costa Rica. Answer the questions.

2 When did Lucy go to Costa Rica?
  She went to Costa Rica last January.

3 How long did she go for?
  She went there for six weeks.

4 What adventure activities and sports did she do?
  She went surfing on the beach.

5 What weather did she have on holiday?
  It rained nearly every day.

6 What were her favourite animals?
  She loved the monkeys and sloths.

Your Culture

Work in pairs. Choose three things about your country and write notes about them.

A: When is the best time to visit?
B: In the summer. It’s from June to September.

No Comment

‘Before you travel, organise your clothes and money. Take half your clothes and twice the money.’

Susan Heller
### Warm Up

**1.** Read the advertisement. Would you like to go on the tour? Why/Why not?

**2.** Read the dialogue between two tourists on a tour of Europe. Where are they? Why do they think they are in Germany?

Bill: Mike, can you see our guide anywhere?

Mike: No, I can’t see anyone from our group. I think we are lost.

Bill: Where are we?

Mike: Somewhere in Germany, I think everyone is speaking German and there are German cars everywhere - Volkswagen and Mercedes.

Bill: Let’s ask someone if you see anything in German?

Mike: Well, ‘danke’... it means ‘thanks’ I think. But it’s not very useful now.

Bill: Well, we’ve got nothing to do so let’s go to this café and eat something. Let’s look at the menu.

Mike: Look at that giant Volksa vana 50 km! We’re in Austria!

Bill: That’s stranger! No one mentioned Austria.

***someone, anyone, everyone, no one***

**3.** Complete the table with the words in blue from the text.

<table>
<thead>
<tr>
<th>Words with negative meaning</th>
<th>nowhere, nothing, 1.________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words used in questions and negative sentences</td>
<td>anywhere, 2.<strong><strong><strong><strong>, 3.</strong></strong></strong></strong></td>
</tr>
<tr>
<td>Words referring to all things/people/places</td>
<td>everywhere, 4.<strong><strong><strong><strong>, 5.</strong></strong></strong></strong></td>
</tr>
<tr>
<td>Words referring to some things/people/places</td>
<td>somewhere, 6.<strong><strong><strong><strong>, 7.</strong></strong></strong></strong></td>
</tr>
</tbody>
</table>

**4.** Complete the sentences with the words from Exercise 3.

1. Italy is great - 6._______ is very friendly.
2. Speak Spanish! 5._______ speaks French here.
3. Where is my passport? I can’t find it 3.________.
4. In Paris there are tourists 2.________.
5. Spain is beautiful. I loved 4.________ about Indian culture.
6. When I first went to India, I didn’t know 1.________ about the tour. Why/Why not?

**5.** Complete the text with the words from Exercise 3.

Some years ago, I went to Rome. I stayed in a hotel 1.________. Everyone is speaking Italian here. I didn’t know 2.________ so I went 3.________ alone. I didn’t have 4.________ to do in the evenings so I went for long walks.

One day, I saw a girl. She was very pretty and 5.________. I went for long walks with her in the street. She looked at her. She saw me and she smiled and said 6.________ in Italian. I didn’t understand her but she smiled and said to me: ‘You’re lucky! She wants to meet you here tomorrow.’ It was a long time ago but I remember her 7.________ - her green eyes, her dark hair and her smile. We got married and today is our anniversary!

**6.** Grammar Alive Suggestions

**7.** Work in pairs. Use the cues to make dialogues. Give negative answers.

<table>
<thead>
<tr>
<th>A starts</th>
<th>B answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. watch - interesting</td>
<td>1. on TV</td>
</tr>
<tr>
<td>2. drink - hot</td>
<td>2. in the bar</td>
</tr>
<tr>
<td>3. eat - vegetarian</td>
<td>3. on the menu</td>
</tr>
<tr>
<td>4. see - famous</td>
<td>4. in this hotel</td>
</tr>
<tr>
<td>5. go out with - attractive</td>
<td>A answers</td>
</tr>
<tr>
<td>6. read - exciting</td>
<td>5. in our school</td>
</tr>
<tr>
<td>7. talk to - intelligent</td>
<td>6. in the library</td>
</tr>
<tr>
<td>8. listen - good</td>
<td>7. at this party</td>
</tr>
<tr>
<td>9. start</td>
<td>8. on the radio</td>
</tr>
</tbody>
</table>

**8.** Listen to the dialogue. Make a list of Steve’s suggestions. Which suggestion does Jim like?

A: Let’s watch something interesting.
B: There’s nothing interesting on TV.

A starts | B answers |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. on TV</td>
<td>1. watch - interesting</td>
</tr>
<tr>
<td>2. in the bar</td>
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</tr>
<tr>
<td>3. on the menu</td>
<td>3. eat - vegetarian</td>
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<td>4. in this hotel</td>
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</tr>
<tr>
<td>5. in our school</td>
<td>A answers</td>
</tr>
<tr>
<td>6. in the library</td>
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<td>7. at this party</td>
<td>6. read - exciting</td>
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<td>7. talk to - intelligent</td>
</tr>
<tr>
<td>9. on the radio</td>
<td>8. listen - good</td>
</tr>
</tbody>
</table>
SKILLS

Speaking Workshop 9

1. Look at the map on page 119. Work in pairs. Ask and answer these questions.
   1. Which café is next to the station?
      The Green Parrot Café
   2. Which cafés are near to the swimming pool?
   3. Which café is next to the sports centre?
   4. Which café is near to the cinema?

2. **DVD 9 Listen or watch** Listen to or watch the dialogue. Follow Sean’s route on the map on page 119 from A to the café.

3. **DVD 9 Listen or watch** Listen to or watch the dialogue again. Match the people (1–4) and the actions (a–d).
   1. His girlfriend b (on the phone)
   2. The first woman a doesn’t know the Green Parrot Café
   3. The man he asks c shows him part of the route
   4. The second man d knows where the café is and shows him the rest of the route

4. Look at the Talk Builder. How do you say the expressions in bold in your language?

   **Talk Builder**
   
   A: Excuse me. Do you know the Green Parrot Café?
   B: No, I don't.
   A: How do you get to it from here?
   B: Cross the street. Turn right. Go past the cinema and then turn left.
   A: Go along the street for about 100 metres. You'll see the station in front of you. The Green Parrot Café is next to it.

5. **SKILLS BUILDER 41**

6. Use the map on page 119 to choose the correct directions from A to the Orange Kangaroo Café.
   - Turn left. Go along the street for about 50 metres. Go past a church/station and then go past a restaurant/shopping centre. You'll see a church/station in front of you. Turn left and go along the street for 300 metres. Go past a park/two cafes and you'll see the café on the right.

7. **Speaking** Work in pairs. Ask for and give directions from one of the places (A, B or C) to different cafes on the map.

8. **SKILLS BUILDER 41**
   1. Choose a small area in the centre of your town or city. Make a list of six places in it. Use the ideas (a–e) to help you.
      a. a famous square
      b. a cinema or theatre
      c. a sports stadium
      d. a restaurant or café
      e. a disco
   2. **SKILLS BUILDER 42** Look at the strategies for asking for and checking directions.

   3. Work in pairs. Choose one of the places in your town. Take turns to ask for and give directions to different places from it.

9. Where did you give directions to? Tell the class.
   I gave Anna directions to a new café
SKILLS

Writing Workshop 5

1. Look at the photos (a–c) on the postcard. What country is it from?

2. Read the postcard and check your guess from Exercise 1. Find the names of the places in the photos (a–c).

Hi Graham,

I am now in Buenos Aires. It’s a fantastic city and it’s got some beautiful buildings. Last night, we went to a club to see a tango show and have dinner. It was great! Before Buenos Aires we were in Patagonia and went to the Perito Moreno Glacier. We also visited the Valdes Peninsula to see the whales and penguins. Tomorrow, we’re going north to visit the Iguaçu Falls. I love it here because Argentinian people are really friendly. Yesterday, I bought a book to learn Spanish. Hasta la vista! (see you soon)

Charlie

Text Builder

3. Order the information (a–e) in Charlie’s postcard.
   
   a. Where he is going tomorrow.
   b. Where he is now and a description.
   c. What he did last night.
   d. Why he likes the place.
   e. Where he went before and what he did.

4. Look at the Sentence Builder. What word(s) do you use in your language to express purpose?

   Sentence Builder to for purpose
   1. We went to a club to see a tango show and have dinner.
   2. We also visited the Valdes Peninsula to see the whales and penguins.
   3. I bought a book to learn Spanish.

5. Use cues and the linker to to write sentences.

   a. This afternoon / I / am going / to the beach / go surfing
   b. She / bought / camera / take photos of animals
   c. We / went / to the national park / see the turtles
   d. They / visited / London / go shopping
   e. I / got up / at six o’clock / finish my homework
   f. He / bought / postcards / send to his family

6. Write a postcard to a friend.

   SKILLS BUILDER 27
   1. Choose a place: a country or a region of your country. Imagine you are on a tour and make notes about the things in Exercise 3.
   2. Use your notes to write the postcard.
   3. Check your answer for mistakes.

7. Work in groups. Read your partners’ postcards. Which is the most interesting tour? Tell the class.

LEARNING LINKS: 1 Sound Choice 5 → MyLab / Workbook page 99. Choose three pronunciation activities to do.
2 Check Your Progress 9 → MyLab / Workbook page 100. Complete the Module Diary.