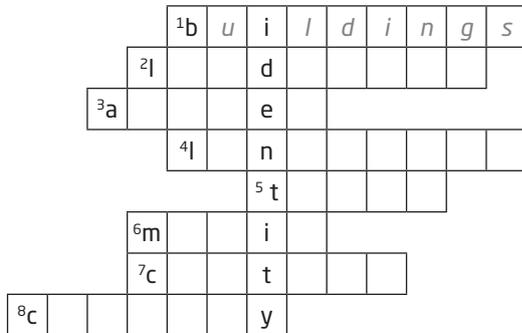


## TOPIC TALK - VOCABULARY

## 1 Look at the clues and find the words.



- Houses, towers and schools are all ...
- An area of natural land - countryside, beaches - is part of the ...
- People sing the national ... on special days and at international sporting events
- French, Italian and Polish are all ...
- Real Madrid, Inter Milan and Bayern Munich are famous football ...
- Folk, reggae and punk are three types of ...
- A ... is a set of clothes that people wear on certain special occasions.
- England is a ...

## 2 Choose the correct answer.

- Where are your family roots?
  - In the Russian Federation.
  - In the kitchen cupboard.
  - At home.
- What do you love about your country?
  - I love my family and friends.
  - I love French fashion, Italian food and American films.
  - The great music and the people.
- What kind of person are you?
  - I'm a student.
  - I'm Irish.
  - I'm quite easy-going.
- What are you keen on?
  - I'm romantic.
  - I really like sport.
  - I'm too laid-back.
- What are you proud of in your country?
  - Our traditions and culture.
  - I'm very shy.
  - I'm not into tattoos.

## 3 Complete the text with the correct words. You can see the first letter of each word.

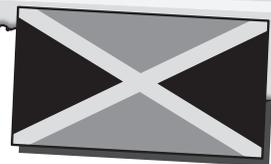
I live in Chicago in the USA but my <sup>1</sup>roots are in Ireland. My great-grandfather came to the USA in 1904 and I'm very <sup>2</sup>p of my Irish blood. One <sup>3</sup>t that I love about Ireland are the people. Irish people are very friendly and talkative.

I'm an easy-going <sup>4</sup>k of person but I'm a <sup>5</sup>b too laid-back at times. That's what my teachers say! I'm passionate <sup>6</sup>a food. That's my great love. I can cook very well and I love trying new things. It's funny but, although I'm Irish, I'm not very <sup>7</sup>k on Irish food. I prefer Chinese and Indian food. I'm not <sup>8</sup>i sports. I have to play baseball and American football at school but I don't like them.

## 4 Complete the factfile about Jamaica with the words below.

Climate Country Flag Food Landmarks Landscape  
Language Music National anthem National costume  
People Wildlife

## FACTFILE



- Country: Jamaica
- \_\_\_\_\_ : Green, yellow and black
- \_\_\_\_\_ : English but with a strong Jamaican accent.
- \_\_\_\_\_ : Reggae
- \_\_\_\_\_ : *Jamaica, Land We Love*
- \_\_\_\_\_ : Port Royal, Fort Charles and Bob Marley Museum
- \_\_\_\_\_ : Beautiful beaches (Montego Bay), forests and mountains
- \_\_\_\_\_ : Red skirts with red shirts, red trousers with white shirts
- \_\_\_\_\_ : The ackee fruit
- \_\_\_\_\_ : Colourful birds, whales, dolphins and crocodiles
- \_\_\_\_\_ : Hot all the year round. Rainy from May - November
- \_\_\_\_\_ : Usain Bolt, Bob Marley and Grace Jones

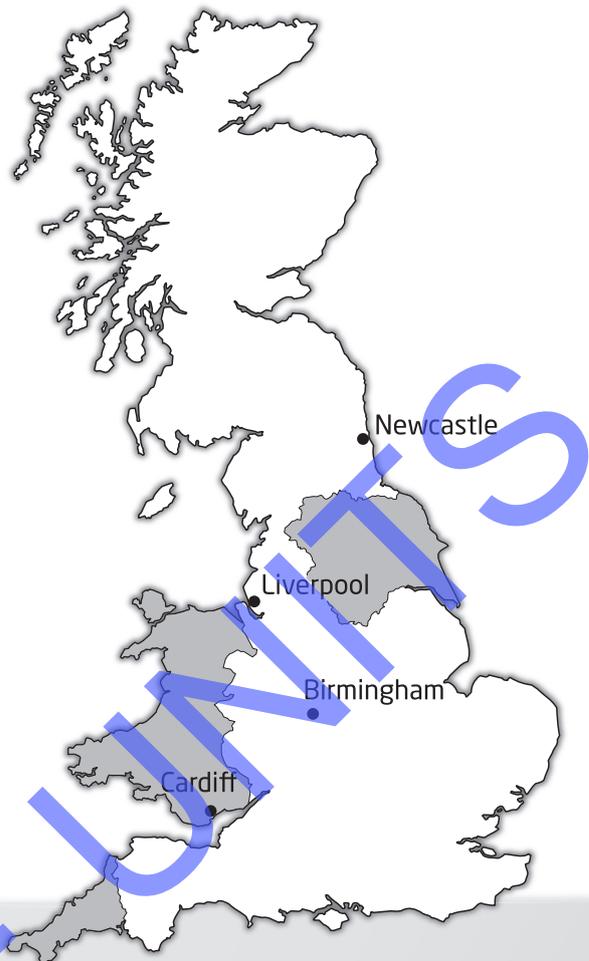
## Reading

1 Read the text about different identities in Great Britain and match the people to the areas and cities (paragraphs 1-6) that they come from.

- a Brummies 3
- b The Cornish \_\_\_
- c Geordies \_\_\_
- d Scousers \_\_\_
- e Tykes \_\_\_
- f The Welsh \_\_\_

2 Read the text again. Match the headings (A-G) with the paragraphs (1-6). There is one extra heading.

- A Almost a country
- B Musical people
- C Relaxed ... and great landscape
- D Roots from across the sea
- E Good people to go out with
- F Different opinions about the accent
- G Quiet people



## DIFFERENT IDENTITIES IN GREAT BRITAIN

Some people from Great Britain call themselves British, and some call themselves English, Scottish or Irish. Many, though, take their identity from a much smaller area. Here are some of them.

1 B. Wales is a separate country from England and it has its own government and capital city, Cardiff. It also has two official languages: English and Welsh. Although most people in the country speak Welsh as their second language, in the north of the country English is some people's second language. The Welsh are famous for their beautiful singing voices and choirs. Even the language sounds like singing.

2 \_\_\_\_. Cornwall is in the far south-west of England. Many Cornish people say that their roots go back to the Celts who came west thousands of years ago to escape from the Romans. In fact, this isn't actually true but it helps give the people their identity. The Cornish have their own flag and language as well as a political party that wants Cornwall to become a separate country. At the moment it isn't ... not quite.

3 \_\_\_\_\_. In the centre of England is the city of Birmingham. Most people in Britain think the Brummie accent is the least attractive of all local accents. However, studies of foreigners found that they think the accent is musical and pleasant. The number of comedians from the area shows that the locals have a good sense of humour and it is also home to a number of heavy metal bands.

4 \_\_\_\_\_. Yorkshire covers a large area of northern England and the people who live here are often named after the local accent, Tyke. The people of Yorkshire are generally easy-going. The landscape is absolutely beautiful. Perhaps the most famous symbol of Yorkshire is the Yorkshire pudding, which is not sweet but eaten with meat.

5 \_\_\_\_\_. Scouse is not only an accent but also a food similar to goulash and made with beef or lamb. Scousers come from Liverpool on the north-west coast of England but a lot of Scousers have their roots in Ireland. They are proud of their humour and the young tend to be well-dressed.

6 \_\_\_\_\_. In the far north-east of England is the city of Newcastle. For many years, the city was a normal, dirty, industrial city but it has changed. A brand-new arts centre and bridge have made the city a brighter, more exciting place. The local people, Geordies, have a reputation for being very talkative and enjoying a good nightlife.

**3** Read the text again. Are the sentences true (T) or false (F)?

- Some people speak Welsh as their first language. \_\_\_\_
- Most Cornish people's roots are Celtic. \_\_\_\_
- The Birmingham accent is disliked by many British people. \_\_\_\_
- The most famous symbol of Yorkshire is a sweet pudding. \_\_\_\_
- Scouse is also a goulash made with meat. \_\_\_\_
- Newcastle has always been different to other industrial cities. \_\_\_\_

### Word Builder Compound adjectives

**4** Complete the sentences with the words below.

back conscious dimensional dressed going  
known looking new off

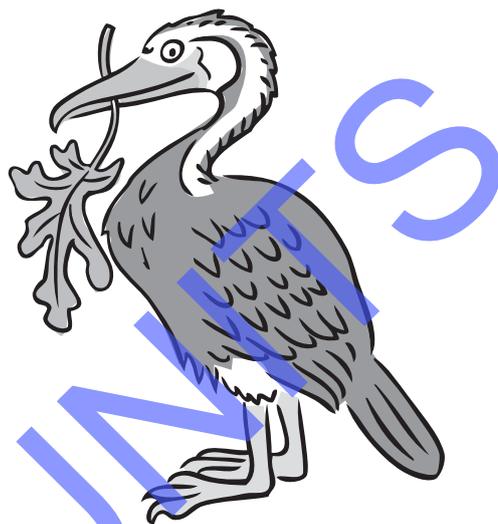
- Are there any famous Scousers? Yes, The Beatles are very well-known.
- My brother is very easy-\_\_\_\_\_. In fact, he's a bit too laid-\_\_\_\_\_.
- The singer in this group is very good-\_\_\_\_\_ but he's not very well-\_\_\_\_\_ - his jeans and T-shirt are awful!
- We've got a brand-\_\_\_\_\_ television but we didn't get a 3D one, we chose an old-fashioned two-\_\_\_\_\_ television.
- I'm not very fashion-\_\_\_\_\_ because I'm not very well-\_\_\_\_\_. I can't afford to buy the latest designer-label jeans.

### Sentence Builder like

**5** Choose the correct words to complete the sentences.

- Scouse is like/likes/like goulash.
- Most people in England are like/like/look like Yorkshire pudding.
- The new bridge in Newcastle likes/looks like/like the old one.
- There are many accents in England, like/look like/likes Cornish, Geordie, Scouse and Tyke.
- My sister really is like/likes/looks like chatting online.
- My cousin is like/like/look like her mum.

**6** Complete the questions with the correct form of like.



- What does the Liver bird, the symbol of Liverpool, \_\_\_\_\_? It looks a bit like an eagle.
- What \_\_\_\_\_ Welsh people \_\_\_\_\_? Outside the cities, they're often quiet, and traditional.
- \_\_\_\_\_ Scousers \_\_\_\_\_ Geordies? Yes, they are in some ways. They're both talkative and funny and they both like going out.
- \_\_\_\_\_ British people \_\_\_\_\_ the Brummie accent? No, they don't but a lot of foreigners do.
- Who \_\_\_\_\_ your brother \_\_\_\_\_? He definitely looks like my dad. They are both tall with brown hair.

### Writing

**7** Read the instructions below. Write a short description of a person.

Choose a friend or a member of your family to describe. Mention:

- What/Who he/she looks like
- What/Who he/she is like
- What he/she likes doing and give examples where necessary

## REMEMBER

Complete exercises A-C before you start this lesson.

**A** Choose the correct words to complete the sentences.

- 1 A:** What music do you like/are you liking?  
**B:** I enjoy/I'm enjoying lots of different kinds of music.
- 2 A:** Hello. You *don't usually catch/aren't usually catching* the bus to school.  
**B:** I know but my dad *works/is working* in London today. He left in the car at 6 a.m.
- 3 A:** What *do you read/are you reading*?  
**B:** I read/I'm reading a book about Native Americans. I love/I'm loving finding out about their traditions.
- 4 A:** Hey, there's John. Where *does he go/is he going*?  
**B:** He goes/He's going to the tennis club. He's often going/He often goes there.

**B** Complete the sentences with the Present Perfect form of the verbs in brackets.

- A:** <sup>1</sup> *Have your family lived* (your family live) in Australia for a long time?  
**B:** Yes, they have. My mum <sup>2</sup> \_\_\_\_\_ (be) here since 1967 and my dad's parents came here from Italy in 1947.
- A:** <sup>3</sup> \_\_\_\_\_ (you ever visit) your Mum and Dad's old countries?  
**B:** Yes and no. I <sup>4</sup> \_\_\_\_\_ (be) to Italy twice but I <sup>5</sup> \_\_\_\_\_ (not have) a chance to see my grandparent's home town yet. I <sup>6</sup> \_\_\_\_\_ (see) lots of photos, though, and I really want to go there next year.
- A:** <sup>7</sup> \_\_\_\_\_ (you buy) your tickets yet?  
**B:** No. I haven't got any money but my dad <sup>8</sup> \_\_\_\_\_ (promise) to pay for the flight and I will stay with my granddad's nephew. I <sup>9</sup> \_\_\_\_\_ (not eat) real home-cooked Italian food so that will be great.

**C** Complete the answers with the verb in the correct form or a short answer.

- A:** How often do you write emails?  
**B:** I usually <sup>1</sup> write one or two emails a day.
- A:** What are you writing at the moment?  
**B:** I <sup>2</sup> \_\_\_\_\_ my blog.
- A:** Have you ever written a poem?  
**B:** Yes, I <sup>3</sup> \_\_\_\_\_.
- A:** Does Amy like skiing?  
**B:** Yes, she <sup>4</sup> \_\_\_\_\_.
- A:** How often does she go skiing?  
**B:** She <sup>5</sup> \_\_\_\_\_ skiing every February.
- A:** Is she skiing at the moment?  
**B:** No, she <sup>6</sup> \_\_\_\_\_.

**1** \* Complete the sentences with the verbs below.

are you doing do you usually do has become  
 have lived have you done is watching  
 'm doing watches wears

- 1** My brother is watching TV at the moment.  
**2** My friend \_\_\_\_\_ a punk and now looks completely different.  
**3** What \_\_\_\_\_ on Saturday afternoons?  
**4** My sister always \_\_\_\_\_ black jeans.  
**5** My parents \_\_\_\_\_ in this house for twenty years.  
**6** I can't chat now, I \_\_\_\_\_ my homework.  
**7** My mum never \_\_\_\_\_ television.  
**8** \_\_\_\_\_ anything at the moment?  
**9** \_\_\_\_\_ your homework yet?

**2** \* Complete the answers in the same tense as the questions.

- 1** What is your sister doing at the moment?  
 She 's watching TV.
- 2** How often does your mum visit your grandparents?  
 She \_\_\_\_\_ them once a week.
- 3** Is your dad working this evening?  
 No, he \_\_\_\_\_. He never works in the evenings.
- 4** Have you ever been to Venice?  
 No, but I \_\_\_\_\_ to Rome.
- 5** How long have your parents had this car?  
 They \_\_\_\_\_ it for ten years but it still goes well.
- 6** Does your mum tell you what you can and can't wear?  
 No, but she \_\_\_\_\_ me what time I have to come home in the evening.
- 7** How often does your teacher give you homework?  
 He usually \_\_\_\_\_ us homework twice a week.
- 8** What are you thinking about?  
 I \_\_\_\_\_ about my date with Samantha next Friday.
- 9** Has Tom bought a new computer yet?  
 No, he \_\_\_\_\_ but he \_\_\_\_\_ an MP3 player.

3 \*\* Six of the sentences below use the wrong tense. Find the incorrect sentences and correct them. Tick (✓) or (x).

- 1 We live here for ten years.    
 We have lived here for ten years.
- 2 I don't want anything to eat at the moment.    
 \_\_\_\_\_
- 3 My uncle's had a very interesting life.    
 \_\_\_\_\_
- 4 I'm having these badges since about 2007.    
 \_\_\_\_\_
- 5 Are you still studying German?    
 \_\_\_\_\_
- 6 Are you belonging to an urban tribe?    
 \_\_\_\_\_
- 7 Are you ever studying Italian?    
 \_\_\_\_\_
- 8 Tim hasn't always been so fashion-conscious.    
 \_\_\_\_\_
- 9 What do you think about at the moment?    
 \_\_\_\_\_
- 10 I'm not having a favourite band at the moment.    
 \_\_\_\_\_

4 \*\*\* Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple, Present Continuous and Present Perfect in each text.

- 1 My family have lived (live) in the USA for over a hundred years but my dad \_\_\_\_\_ (think) of himself as Swedish. At the moment, he \_\_\_\_\_ (visit) Stockholm to find his old family home.
- 2 I \_\_\_\_\_ (not know) who I really am. In my life, I \_\_\_\_\_ (be) a student, a punk rocker, a worker, a father and lots of other things. Now, I \_\_\_\_\_ (try) to work out which is the real me.
- 3 My dad \_\_\_\_\_ (just start) looking at our family tree. He \_\_\_\_\_ (want) to know where our family is from. At the moment, he \_\_\_\_\_ (read) about his great-great-great-great grandfather, a baker from Doncaster.
- 4 We \_\_\_\_\_ (do) a project at school at the moment on 'our identity'. So far, we \_\_\_\_\_ (spend) three lessons and some homework time on it and we still haven't finished. My friend, Elaine, \_\_\_\_\_ (not understand) why we're doing it but I think it's really interesting.

## Grammar Alive Personal information

5 Use the cues to write questions and answers.

- 1 **A:** you often / speak English?   
 Do you often speak English?
- B:** No / not often speak / but sometimes read in English   
 No, I don't often speak English but I sometimes read in English.
- 2 **A:** What / usually / use English for?   
 \_\_\_\_\_
- B:** sometimes read books in English / write a blog every week / at the moment - try to understand the words to a song by Jet.   
 \_\_\_\_\_
- 3 **A:** How many blogs / write / this month?   
 \_\_\_\_\_
- B:** write / three so far   
 \_\_\_\_\_
- 4 **A:** people / often leave comments about your blogs?   
 \_\_\_\_\_
- B:** Yes, my friend / always write / comments   
 \_\_\_\_\_
- 5 **A:** How often / you / play online games in English?   
 \_\_\_\_\_
- B:** Every day / but not read / the instructions.   
 \_\_\_\_\_

1 Complete the phrases with the correct verb: *be into, hang out, have or wear*.

- 1 have long/short hair
- 2 \_\_\_\_\_ horror films
- 3 \_\_\_\_\_ at skate parks
- 4 \_\_\_\_\_ leather jackets
- 5 \_\_\_\_\_ baggy clothes
- 6 \_\_\_\_\_ a beard
- 7 \_\_\_\_\_ scruffy clothes
- 8 \_\_\_\_\_ in the town centre
- 9 \_\_\_\_\_ black make-up
- 10 \_\_\_\_\_ dyed hair
- 11 \_\_\_\_\_ indie and punk
- 12 \_\_\_\_\_ depressing music

2 Complete the sentences with the urban tribes below.

emo geek goth metal head punk skater trendy

- 1 I'm @/an geek. I love computers and spend most of my time playing online games.
- 2 I'm a/an \_\_\_\_\_. I've got a shaved head and a pierced nose. I wear scruffy clothes.
- 3 I'm a/an \_\_\_\_\_. I wear a leather jacket and a black T-shirt. I've got long hair and a beard.
- 4 I'm a/an \_\_\_\_\_. I wear dark clothes and I've dyed my hair black. I love emotional music.
- 5 I'm a/an \_\_\_\_\_. I love horror films and silver jewellery. I wear a lot of black make-up.
- 6 I'm a/an \_\_\_\_\_. I go clubbing every Friday and Saturday and wear fashionable clothes with designer labels.
- 7 I'm a/an \_\_\_\_\_. I wear baggy trousers and listen to punk and indie music. Oh, and I go to the skate park every weekend.

3 1.2 Listen to ten short conversations. For each one, write *A* if the two people agree or *D* if they disagree.

- |            |         |         |          |
|------------|---------|---------|----------|
| 1 <u>D</u> | 4 _____ | 7 _____ | 10 _____ |
| 2 _____    | 5 _____ | 8 _____ |          |
| 3 _____    | 6 _____ | 9 _____ |          |

4 1.2 Listen again and complete the conversations with the correct words.

- 1 A: I think punks are dangerous.  
B: I \_\_\_\_\_. They just look dangerous.
- 2 A: I \_\_\_\_\_ old rock music.  
B: \_\_\_\_\_ I. It's much better than modern music.
- 3 A: I \_\_\_\_\_ wearing lots of make-up.  
B: \_\_\_\_\_ I. It looks terrible.
- 4 A: \_\_\_\_\_ horror films.  
B: \_\_\_\_\_.
- 5 A: I \_\_\_\_\_ British teenagers look very fashionable.  
B: \_\_\_\_\_ Most young people look really cool.
- 6 A: I \_\_\_\_\_ piercings.  
B: \_\_\_\_\_ They're awful.
- 7 A: \_\_\_\_\_ fashionable clothes.  
B: Really? I \_\_\_\_\_.
- 8 A: I \_\_\_\_\_ to go to the concert on Saturday.  
B: \_\_\_\_\_ It's too expensive.
- 9 A: I'm \_\_\_\_\_ of downloading music from the internet without paying.  
B: \_\_\_\_\_ It's stealing.
- 10 A: \_\_\_\_\_ Reality TV shows.  
B: \_\_\_\_\_.

5 Write the replies using the instructions below.

- 1 A: I think they look a bit silly.  
B: (Agree with A. Use three words) \_\_\_\_\_.
- 2 A: I'm not into their clothes.  
B: (Agree with A. Use three words) \_\_\_\_\_.
- 3 A: I don't think we're a tribe.  
B: (Agree with A. Use two words) \_\_\_\_\_.
- 4 A: I just love urban tribes.  
B: (Agree with A. Use two words) \_\_\_\_\_.
- 5 A: I'm into their music.  
B: (Disagree with A. Use two words) \_\_\_\_\_.
- 6 A: I don't like those groups.  
B: (Disagree with A. Use two words) \_\_\_\_\_.

# Check Your Progress 1

- 1 Identity.** Complete the sentences with the words below. There are two extra words.

anthem into climate proud flag roots  
landscape keen labels landmark

- I think the music of our national \_\_\_\_\_ is a bit old-fashioned.
- Clothes with designer \_\_\_\_\_ are a waste of money.
- None of my friends are \_\_\_\_\_ on art.
- The most famous \_\_\_\_\_ in our country is the castle on a hill in our capital city.
- I hate our country's \_\_\_\_\_. It's always cold and rainy.
- I'm \_\_\_\_\_ of my country and its history.
- I'm not really \_\_\_\_\_ traditional dances and music.
- The \_\_\_\_\_ in my country is beautiful.

/8

- 2 Compound adjectives** Match the words (1-6) with (a-j) to make compound adjectives. One word matches with three endings.

- |          |     |           |
|----------|-----|-----------|
| 1 easy-  | ___ | a dressed |
| 2 good-  | ___ | b going   |
| 3 laid-  | ___ | c known   |
| 4 ready- | ___ | d off     |
| 5 well - | ___ | e looking |
|          |     | f back    |
|          |     | g made    |

/5

- 3 Complete the sentences with compound adjectives from Exercise 2.**

- Not everyone can afford designer labels - we're not all as \_\_\_\_\_ as you are.
- I know Ben's \_\_\_\_\_ but he doesn't have to keep looking at himself in the mirror.
- I know you like to be \_\_\_\_\_ all the time but you don't have to wear a suit and tie to the beach!
- These \_\_\_\_\_ meals are easy to cook but they have no flavour at all.
- Dan likes wearing T-shirts with band logos on them but only bands which aren't \_\_\_\_\_. He's not interested in famous groups.

/5

- 4 Present tenses** Complete the dialogue with the correct form of the verbs below.

be (x 2) have like look not think stand try

- A:** So, you're an emo. Have you ever <sup>1</sup> \_\_\_\_\_ in any other urban tribes?  
**B:** Oh, yes. I <sup>2</sup> \_\_\_\_\_ a punk and a goth.  
**A:** So why are you an emo now?  
**B:** I <sup>3</sup> \_\_\_\_\_ the clothes they wear. I think emos <sup>4</sup> \_\_\_\_\_ better than punks and goths.  
**A:** What are you doing at the moment?  
**B:** We <sup>5</sup> \_\_\_\_\_ to get tickets for an emo concert but, we <sup>6</sup> \_\_\_\_\_ at the back of a long queue. I <sup>7</sup> \_\_\_\_\_ we'll get any.  
**A:** So, why don't you go home now?  
**B:** We <sup>8</sup> \_\_\_\_\_ fun!

/8

- 5 Agreeing and disagreeing** Write the replies using the instructions below.

- A:** I'm proud of my country.  
**B:** (Agree with A. Use three words) \_\_\_\_\_
- A:** I love our climate.  
**B:** (Disagree with A. Use two words) \_\_\_\_\_
- A:** I'm into jazz.  
**B:** (Disagree with A. Use two words) \_\_\_\_\_
- A:** I sing the national anthem on special days.  
**B:** (Agree with A. Use three words) \_\_\_\_\_

/4

TOTAL SCORE /30

## Module Diary

- 1 Look at the objectives on page 5 in the Students' Book. Choose three and evaluate your learning.**

- Now I can \_\_\_\_\_  
well / quite well / with problems.
- Now I can \_\_\_\_\_  
well / quite well / with problems.
- Now I can \_\_\_\_\_  
well / quite well / with problems.

- 2 Look at your results. What language areas in this module do you need to study more?**

# Sound Choice 1

## Sound Check

Say the words and expressions below.

- a I'm wearing, My dad's been (Exercise 1)
- b plays, watches, works (Exercise 2)
- c rude/root, ice/eyes, cold/gold (Exercise 3)
- d fit/feet, bend/band, man/men (Exercise 4)
- e badge, designer, foreign (Exercise 5)
- f So do I, I don't, Neither am I (Exercise 6)
- g foreigner, rebellious, creative (Exercise 7)

**1.3** Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.

- 1** **1.4** Grammar - contractions Listen to the sentences and write the contractions. Then repeat the sentences.

- 1 I'm    3 \_\_\_\_\_    5 \_\_\_\_\_  
 2 \_\_\_\_\_    4 \_\_\_\_\_    6 \_\_\_\_\_

- 2** **1.5** Grammar - 3<sup>rd</sup> person -s Listen and write the words in the correct column depending on the sound of the final -s.

/s/	/z/	/ɪz/
<u>likes</u>	_____	_____
_____	_____	_____
_____	_____	_____

- 3** **1.6** Consonants Tick (✓) the words you hear.

- |                                  |  |
|----------------------------------|--|
| 1 rude <input type="checkbox"/>  | root <input checked="" type="checkbox"/> |
| 2 glass <input type="checkbox"/> | class <input type="checkbox"/>           |
| 3 pack <input type="checkbox"/>  | back <input type="checkbox"/>            |
| 4 tie <input type="checkbox"/>   | die <input type="checkbox"/>             |
| 5 boat <input type="checkbox"/>  | vote <input type="checkbox"/>            |
| 6 ice <input type="checkbox"/>   | eyes <input type="checkbox"/>            |
| 7 niece <input type="checkbox"/> | knees <input type="checkbox"/>           |
| 8 cold <input type="checkbox"/>  | gold <input type="checkbox"/>            |
| 9 bet <input type="checkbox"/>   | vet <input type="checkbox"/>             |
| 10 buy <input type="checkbox"/>  | pie <input type="checkbox"/>             |

- 4** **1.7** Vowels Listen to the words. Tick (✓) the words you hear or write the word if it is different.

- 1 feet  \_\_\_\_\_  
 2 band  bend  
 3 man  \_\_\_\_\_  
 4 live  \_\_\_\_\_  
 5 fan  \_\_\_\_\_  
 6 land  \_\_\_\_\_  
 7 cup  \_\_\_\_\_

- 5** **1.8** Spelling - silent letters Listen and write the words. Circle the silent letters.

- 1 bd@pe    4 \_\_\_\_\_    7 \_\_\_\_\_  
 2 \_\_\_\_\_    5 \_\_\_\_\_    8 \_\_\_\_\_  
 3 \_\_\_\_\_    6 \_\_\_\_\_    9 \_\_\_\_\_

- 6** **1.9** Expressions - sentence stress Circle the word which has the main stress. Now listen to check your answers.

- 1 So do I.    4 I do.    7 Me too.  
 2 I don't.    5 I'm not.    8 So am I.  
 3 Neither am I.    6 Me neither.

- 7** **1.10** Difficult words - word stress Listen to the words and match them to the correct stress pattern.

Ooo	oOo	oOoo	ooOo	oooOo
_____	_____	<u>rebellious</u>	_____	_____
_____	_____	_____	_____	_____

- 8** **1.11** Difficult words - Word stress Look at these compound words. Is the stress on the first or the second word? Underline the stressed word. Listen to check and repeat the words.

- |                       |                   |
|-----------------------|-------------------|
| 1 <u>hard-working</u> | 6 laid-back       |
| 2 easy-going          | 7 ready-made      |
| 3 brand-new           | 8 two-dimensional |
| 4 fashion-conscious   | 9 well-dressed    |
| 5 good-looking        | 10 well-known     |

## TOPIC TALK - VOCABULARY

## 1 What are these people campaigning for and against?

## Campaign for

- 'All people are the same.'  
equal rights
- 'We can say what we want.'  
freedom of speech
- 'Men aren't better than us!'  
women's rights
- 'Our country must be free.'  
independence
- 'No more war!'  
peace

## Campaign against

- 'People younger than sixteen shouldn't have to work.'  
child labour
- 'All people should be free.'  
slavery
- 'All people are the same whatever their colour or nationality.'  
racism
- 'All people are the same whatever their nationality, age, sex or religion.'  
discrimination
- 'Everyone should have enough money to live.'  
poverty

2 Complete the sentences with *joined*, *studied*, *took part in* or *worked as a*.

- He *studied* law.
- She *worked as a* lawyer.
- They *took part in* a rebellion.
- We *joined* the army.
- She *took part in* several protest marches.
- I *worked as a* the civil service.
- They *studied* medicine.
- He *studied* science.
- She *worked as a* a scientist.

## 3 Complete the sentences with the words below.

artist explorers leader liberator pioneer  
social reformer soldier thinker

- She was a great *thinker*. She read a lot and wrote several books of her ideas.
- He was a famous *artist*. He painted people and places.
- He was one of the first *explorers*. He sailed around the world and *discovered* several new countries.
- He was a great *soldier*. He fought in three wars and became a general.
- She was a strong *leader* of her people. They did whatever she said and followed her everywhere.
- He was the *liberator* of his country. He organised the rebellion which forced the invaders to leave.
- She was an important *social reformer*. She gave the poor free education and medicine.
- He was an early *pioneer*. He was one of the first people to fly across the Atlantic.

## 4 Complete the text about Rosa Parks with the correct words.

Rosa Parks died in 2005 aged 92. She <sup>1</sup> *was* a great woman. She <sup>2</sup> \_\_\_\_\_ from small town in Alabama in the USA. She was <sup>3</sup> \_\_\_\_\_ into a poor family and she <sup>4</sup> \_\_\_\_\_ a difficult childhood. She was small and often ill.

<sup>5</sup> \_\_\_\_\_ a teenager, she had to leave school to look after her grandmother. After <sup>6</sup> \_\_\_\_\_, she got married and moved to the town of Montgomery, also in Alabama.

She became famous in 1955. She was on a bus in a seat for black people only. When all the 'white' seats filled up, the driver told her to stand up and let a white person sit down. She refused and was arrested. She spent her life fighting <sup>7</sup> \_\_\_\_\_ equal rights and <sup>8</sup> \_\_\_\_\_ racism.

<sup>9</sup> \_\_\_\_\_ my opinion, she was one of the most important people in the USA in the twentieth century.



## REMEMBER

Complete exercises A-B before you start lesson 18, page 51.

**A** Look at the information and complete the questions.

## Top Fashion

We sell:  
T-shirts  
Dresses  
Skirts  
Shirts

## Market

We sell:  
T-shirts  
Jeans  
Hats

Melanie went shopping yesterday. She went to Top Fashion. She bought a dress and two T-shirts. She spent €56.00. Charlie went to the market. He bought a pair of jeans and a hat. He spent €20.00.

- Which place sells (place / sell) dresses?  
Top Fashion.
- What \_\_\_\_\_ (Top Fashion sell)?  
T-shirts, dresses, skirts and shirts.
- What \_\_\_\_\_ (Charlie / buy)?  
A pair of jeans and a hat.
- \_\_\_\_\_ (Melanie / buy) a skirt?  
No, she didn't.
- Who \_\_\_\_\_ (buy) a hat?  
Charlie.
- How much \_\_\_\_\_ (Melanie spend)?  
€56.00.

**B** Complete the questions with the tags below. There are three extra question tags.

aren't there   aren't they   are you   do you  
don't you   does he   doesn't he  
isn't he   is there

- There are some good shops here, aren't there?
- You don't like that shirt, \_\_\_\_\_?
- Your dad wears some great T-shirts, \_\_\_\_\_?
- You go to the market a lot, \_\_\_\_\_?
- Prices here are quite low, \_\_\_\_\_?
- There isn't much choice here, \_\_\_\_\_?

**1** \* Complete the sentences with the correct form of the words in capitals.



'Look, there's a superhero on the roof.'

- He must have jumped up there. MUST / JUMP
- Or he \_\_\_\_\_. COULD / FLY
- Or he \_\_\_\_\_ up the stairs. MAY / WALK
- He \_\_\_\_\_ there long. No one else has seen him yet. CAN'T / BE



'How did she get across?'

- She \_\_\_\_\_. It's too far. CAN'T / JUMP
- And she \_\_\_\_\_ because she's still dry. CAN'T / SWIM
- She \_\_\_\_\_ a boat. COULD / USE
- She \_\_\_\_\_ it because I can't see one anywhere. MUST / HIDE

- 2 \*\* Complete the dialogues with the correct form of the modals below.

can't / be could / switch might not / be might / throw  
must / be must / leave must / miss

A: Oh no. A traffic jam. There <sup>1</sup> *must have been* an accident.

B: It <sup>2</sup> \_\_\_\_\_ an accident. I was once on a motorway and a lorry was on fire.

A: How did that happen?

B: I don't know. Someone <sup>3</sup> \_\_\_\_\_ a cigarette from a bridge. It <sup>4</sup> \_\_\_\_\_ a very big fire because the lorry was okay when we finally passed it but the road was closed for ages.

A: Where's Dan? He's late.

B: He <sup>5</sup> \_\_\_\_\_ his bus. Why don't you phone him?

A: I tried but there's no answer. He <sup>6</sup> \_\_\_\_\_ it at home.

B: Or he <sup>7</sup> \_\_\_\_\_ it off. You know Dan. He switches it off in school and then forgets to switch it on again.

- 3 \*\*\* Read the text and complete the sentences with *must*, *could* and *can't* plus a verb in the correct form.

### EMILY DAVISON

She's a hero to many people, especially women. Why? I'm sure she did something really special but what? She <sup>1</sup> *must have done* something really special.

Did she fight for equal rights or maybe she tried to start a rebellion? She <sup>2</sup> \_\_\_\_\_ for equal rights for women or she <sup>3</sup> \_\_\_\_\_ to start a rebellion?

She died when a horse hit her. I'm sure it was an accident. It <sup>4</sup> \_\_\_\_\_ an accident. Perhaps it was a police horse. It <sup>5</sup> \_\_\_\_\_ a police horse.

It happened at a horse race. She had a return train ticket in her pocket so I'm sure she didn't want to die. She <sup>6</sup> \_\_\_\_\_ to die. I'm sure she planned to go home on the train. She <sup>7</sup> \_\_\_\_\_ to go home on the train.

After her death, women's rights in Britain got worse for a few years. Now, she is famous and there is a road named after her.

At the time, I'm sure that people didn't like what she did but later, I'm sure that people's opinions changed. People <sup>8</sup> \_\_\_\_\_ against what she did at the time. Since then, opinions about her <sup>9</sup> \_\_\_\_\_.

## Grammar Alive Making guesses

- 4 Look at the pictures and complete the guesses.



- 1 may / have / bad news?

\_\_\_\_\_ *He may have had some bad news.*

- 2 could / lose / something

\_\_\_\_\_

- 3 might / hurt / himself

\_\_\_\_\_



- 4 they / must / sell / all the tickets

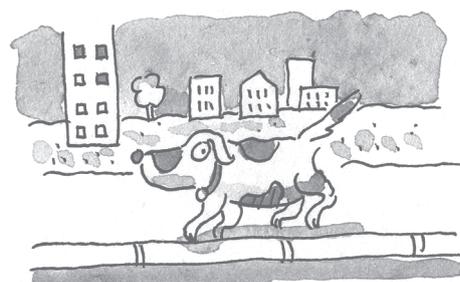
\_\_\_\_\_

- 5 people / must / get / here early to buy them

\_\_\_\_\_

- 6 someone / might / buy / lots of them to sell them on the internet

\_\_\_\_\_



- 7 it / might / run / away from home

\_\_\_\_\_

- 8 the owner / could / throw / it out of the house

\_\_\_\_\_

- 9 it / might / get / lost while on a walk

\_\_\_\_\_

- 1 1.42 Listen to two people talking and choose the best answer to the questions.



- 1 What does Alan know about Amelia Earhart?
  - a He's never heard of her.
  - b He only knows the main event in her life.
  - c He's read a lot about her.
- 2 What didn't Amelia do when she was a child?
  - a climb trees
  - b go to school
  - c try to fly off a roof.
- 3 Why did she volunteer to work in a hospital?
  - a Because she saw injured soldiers coming home from the war.
  - b Because she wanted to study medicine.
  - c Because she wanted to show that women could do men's jobs.
- 4 What does Alan think of Sarah's reading?
  - a She reads very quickly.
  - b She doesn't read carefully.
  - c She doesn't read enough.
- 5 What do they have a different opinion about?
  - a Amelia Earhart
  - b women's rights
  - c computer games
- 6 What does Sarah like about Amelia Earhart?
  - a She was a good flyer.
  - b She didn't let problems stop her from doing what she wanted to do.
  - c She wore cool clothes.
- 7 Which sentence about Sarah is true?
  - a She never goes out.
  - b She tries not to spend anything when she goes out.
  - c She doesn't eat anything at the cinema.
- 8 Which of these is Sarah going to do next year?
  - a stay by the sea
  - b cycle round England
  - c go on holiday with a friend.

## Sentence Builder Prepositions at the end of sentences

- 2 Read the text and complete the question and answers. Finish all your questions and answers with a preposition.

Mark works for a newspaper, *The Daily Voice*. He likes his job and he likes the people he works with because they all like the same things as him. They are all keen on sport and watching different types of films. Their names are Julia, Jake and Rupert. At the moment, Mark is talking on the phone. He is talking to an explorer, Ralph Stevenson. The explorer is famous because he has just walked from Cape Town, in the south of Africa, to Tangiers, in the north. Mark and the explorer are going to meet up. Mark's going to interview him and write a story about him.

- 1 Who does Mark work for?  
*The Daily Voice*.
- 2 What is The Daily Voice?  
It's the newspaper that Mark \_\_\_\_\_.
- 3 What are they all \_\_\_\_\_?  
Sport and watching different types of films.
- 4 Who is Mark \_\_\_\_\_?  
The explorer Ralph Stevenson.
- 5 What is Ralph \_\_\_\_\_?  
For walking from the south of Africa to the north.
- 6 What is Mark going to \_\_\_\_\_?  
Ralph Stevenson's travels.

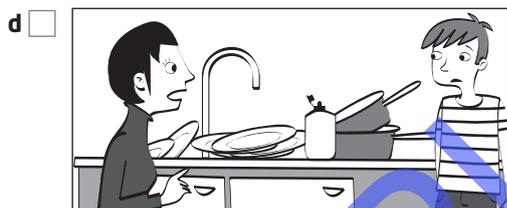
## Word Builder Prefixes

- 3 Complete the words with the correct prefix.

- 1 We'll never escape. It's im possible.
- 2 There's a very \_\_\_pleasant smell outside. Close the windows, quickly.
- 3 I'm afraid I \_\_\_agree with you about women's rights.
- 4 It's \_\_\_legal to drive when you're under seventeen.
- 5 Sometimes, I'd like to be able to be \_\_\_visible and \_\_\_appear.
- 6 When can we \_\_\_wrap our presents?
- 7 Get \_\_\_dressed, put your pyjamas on, clean your teeth and go to bed.
- 8 We have to learn fifty \_\_\_regular past forms for a test.

## Question tags

- 1 \* Look at the pictures (a-d). Match them with sentences (1-4).



- 1 You haven't been learning long, have you?
- 2 But you're against child labour, aren't you?
- 3 Our new teacher's American, isn't he?
- 4 'You believe in freedom of speech, don't you?' 'Not during an exam.'

- 2 \* Complete the questions with the correct question tags.

- 1 You're in class 12C, are you/aren't you?
- 2 We aren't lost, are we/aren't we?
- 3 Pete loves reggae, does he/doesn't he?
- 4 The train doesn't leave until 9 p.m. does it/doesn't it?
- 5 You haven't heard this CD yet, have you/haven't you?
- 6 Sally's eyes are really dark, isn't she/aren't they?
- 7 Paul will meet us at the station will he/won't he?
- 8 That test was really difficult, was it/wasn't it?
- 9 You weren't sleeping when I phoned, were you/weren't you?
- 10 I can go out tonight, can I/can't I?

- 3 \*\* Complete the dialogue with the correct question tags.

A: Look, there's going to be a guest speaker in the school hall today. Jack Ireland.

B: He's the footballer, <sup>1</sup> isn't he?

A: You're joking, <sup>2</sup> \_\_\_\_\_?

B: What do you mean?

A: I mean, you didn't really think he was a footballer, <sup>3</sup> \_\_\_\_\_?

B: Why not?

A: Look at the photo. He isn't very sporty, <sup>4</sup> \_\_\_\_\_? And he looks a bit old to be a footballer, <sup>5</sup> \_\_\_\_\_?

B: I suppose so. So who is he?

A: He's an explorer. You remember those people who walked to the North Pole last year, <sup>6</sup> \_\_\_\_\_?

B: Yes. They started in Canada, <sup>7</sup> \_\_\_\_\_?

A: That's right. Well, Jack Ireland was the leader of the group.

B: So, what's he doing here?

A: I don't know. We'll find out, <sup>8</sup> \_\_\_\_\_? Come on, let's go to the school hall and get a seat.

B: There aren't many people here, <sup>9</sup> \_\_\_\_\_?

A: That's because lessons haven't finished yet, <sup>10</sup> \_\_\_\_\_?

B: What if someone sees us? What will we say?

A: We'll tell the truth. We were coming back from the library, <sup>11</sup> \_\_\_\_\_?

B: We'll get into trouble.

A: No we won't. We're in year twelve now. We had a free lesson. We can go where we like during free lessons, <sup>12</sup> \_\_\_\_\_? Don't worry so much. I wouldn't get you into trouble, <sup>13</sup> \_\_\_\_\_?

B: I suppose not.

- 4 \*\*\* Rewrite the questions with the same meaning as the one above.

- 1 Is that Tom?  
That's Tom, isn't it?
- 2 Will you come to the cinema with me?  
You \_\_\_\_\_?
- 3 Were you having a bath when I phoned?  
You weren't \_\_\_\_\_?
- 4 Is the shop open on Sundays?  
The shop \_\_\_\_\_?
- 5 Has your sister got a car?  
Your sister \_\_\_\_\_?
- 6 Is this where your dad works?  
This \_\_\_\_\_?
- 7 Doesn't Matt want to come with us?  
Matt doesn't \_\_\_\_\_?
- 8 Did we watch this film last week?  
We \_\_\_\_\_?

# Workshop 3

## Writing

- 1 Look at the start and finish of a review of the book *To Kill a Mockingbird* and complete it with the words below.

best-seller by drama made recommend set since  
sum up would written

*To Kill a Mockingbird* was <sup>1</sup> written  
<sup>2</sup> \_\_\_\_\_ Harper Lee in 1960 and  
is a <sup>3</sup> \_\_\_\_\_ and mystery  
<sup>4</sup> \_\_\_\_\_ in the southern United  
States in the 1930s. It was a  
<sup>5</sup> \_\_\_\_\_ when it came out, and  
<sup>6</sup> \_\_\_\_\_ then it has sold over thirty  
million copies. A film was <sup>7</sup> \_\_\_\_\_  
of the book in 1962 which won three  
Oscars.

To <sup>8</sup> \_\_\_\_\_, the book is an  
exciting, sometimes happy and  
sometimes sad, story of life in a small  
town in the United States before  
the Second World War. If you enjoy  
historical dramas, social reform and  
mystery, I <sup>9</sup> \_\_\_\_\_ definitely  
<sup>10</sup> \_\_\_\_\_ reading this  
classic story.



- 2 Look at the opinions of the characters and plot and choose the correct words to complete the sentences.

- The story is told by six-year-old Scout Finch. It is very well written though/however/also it doesn't really sound as if it is such a young child talking.
- As well as/Addition/Another criticism that can be made of the book is that the characters of the people in the town are a bit two-dimensional.
- The plot is full of both/also/not only excitement and mystery.
- Atticus Finch is not only/both/also a social reformer but also a warm and caring father.
- Boo Radley is a little bit scary both/not only/as well as being sad.

- 3 Choose a book you have had to read for school. Use Exercises 1 and 2 to help you write a review of the book. Write between 120 and 180 words.

## Speaking



- 1 1.43 Look at the picture and think about what you can see. Then complete the conversation with the words below and listen to check.

be probably think (x 2) looks (x 2) sort have  
kind background

- A: So, can you tell me something about this picture?  
B: Well, it's a picture of a woman and two men. She must <sup>1</sup> be in her mid thirties. He <sup>2</sup> \_\_\_\_\_ younger.  
A: Where do you think she's probably from?  
B: Well, she's wearing a <sup>3</sup> \_\_\_\_\_ of dress and, looking at her hair, she's <sup>4</sup> \_\_\_\_\_ a Native American Indian.  
A: And what sort of person do you think she is?  
B: She <sup>5</sup> \_\_\_\_\_ strong, I <sup>6</sup> \_\_\_\_\_. She must know a lot about the area. She also looks a helpful <sup>7</sup> \_\_\_\_\_ of person.  
A: Where do you think they are?  
B: There are mountains in the <sup>8</sup> \_\_\_\_\_ so it's probably in the Rocky Mountains in the USA. Perhaps the men are trying to find a way through the mountains.  
A: What do you think has happened?  
B: I think they've had some sort of problem. She might <sup>9</sup> \_\_\_\_\_ helped them to escape from some other Native Americans.  
A: And why do you think she might be a heroine?  
B: I've heard stories of a Native American woman who helped two explorers cross the USA. She'd be a very useful person to know, I <sup>10</sup> \_\_\_\_\_.

# Check Your Progress 6

## 1 Biography Complete the words.

Kinds of hero

1 l \_ b \_ \_ \_ t \_ \_

2 p \_ \_ n \_ \_ \_

Kinds of families

3 a \_ \_ \_ t \_ \_ r \_ \_ \_ c \_

4 p \_ \_ v \_ \_ \_ g \_ \_

Things you can join

5 c \_ \_ \_ l s \_ r \_ \_ c \_

6 the a \_ \_ \_

Things you can study

7 m \_ \_ \_ c \_ \_ \_

8 l \_ \_

Things you can campaign for

9 e \_ \_ \_ l r \_ \_ h \_ \_

10 f \_ \_ \_ d \_ \_ of s \_ \_ \_ c \_

Things you can campaign against

11 p \_ \_ \_ r \_ \_

12 c \_ \_ l \_ l \_ b \_ \_ \_

## 2 Prefixes Complete the text with the correct form of the words in brackets.

My friend thinks it would be good to be famous. She says we are <sup>1</sup> \_\_\_\_\_ (visible) now and that famous people have much better lives because everyone knows who they are.

I <sup>2</sup> \_\_\_\_\_ (agree). I think it would be really <sup>3</sup> \_\_\_\_\_ (unpleasant) to be famous. You can never <sup>4</sup> \_\_\_\_\_ (appear) from view. It's just <sup>5</sup> \_\_\_\_\_ (possible) to lead a normal life.

Someone will always recognise you and ask you for your photo or want to talk to you. I'm sure most people are nice but, if famous people are tired or in a hurry, their 'fans' soon become <sup>6</sup> \_\_\_\_\_ (friendly) and <sup>7</sup> \_\_\_\_\_ (sympathetic) and will probably go straight to a newspaper to tell them how rude their 'hero' was. And then there's the paparazzi. It should be <sup>8</sup> \_\_\_\_\_ (legal) to take secret photos of people. That must be awful.

/12

/8

## 3 Speculating about the past Complete the sentences with the correct modal; *must, might or can't* and a verb in the correct form.

1 Mike / see / an Indiana Jones film. He loves action films.

Mike must have seen an Indiana Jones film.

2 Jackie / be / abroad. She hasn't even got a passport.

Jackie \_\_\_\_\_ abroad.

3 Perhaps Louisa / play / the Lara Croft computer game. She liked the film.

Perhaps Louisa \_\_\_\_\_ the Lara Croft computer game.

4 Sam / meet / some famous people. His mum's a journalist.

Sam \_\_\_\_\_ some famous people.

5 Sue / read / a James Bond book. Everyone has.

Sue \_\_\_\_\_ a James Bond book.

6 Terry / fall / in love. He's only interested in computer games!

Terry \_\_\_\_\_ in love.

/5

## 4 Question tags Match the beginnings (1-5) with the correct question tags (a-e).

1 You've heard of Zorro, \_\_\_\_\_

a was he?

2 Your dad wasn't angry, \_\_\_\_\_

b have you?

3 You don't want to go out again, \_\_\_\_\_

c haven't you?

4 You haven't joined the army, \_\_\_\_\_

d do you?

5 Your grandfather fought for equal rights \_\_\_\_\_

e didn't he?

/5

TOTAL SCORE /30

## Module Diary

### 1 Look at the objectives on page 45 in the Students' Book. Choose three and evaluate your learning.

1 Now I can \_\_\_\_\_  
well / quite well / with problems.

2 Now I can \_\_\_\_\_  
well / quite well / with problems.

3 Now I can \_\_\_\_\_  
well / quite well / with problems

### 2 Look at your results. What language areas in this module do you need to study more?

# Exam Choice 3

## Reading

1 Read the text quickly and match the names (1-6) with the facts (a-f).

- |                                  |   |
|----------------------------------|---|
| 1 John Kennedy ____              | a Leader of the British Labour Party after Tony Blair.        |
| 2 William Hague ____             | b Lost the 1960 American election.                            |
| 3 Gordon Brown ____              | c The most popular President in the world when he was leader. |
| 4 Luiz Inacio Lula da Silva ____ | d The leader of the British Conservative Party in 2008.       |
| 5 Richard Nixon ____             | e The leader of the British Conservative Party in 1997.       |
| 6 David Cameron ____             | f He became President in 1960.                                |

### How important is image?

In the past, politicians needed to be serious, intelligent and honest. <sup>1</sup> \_\_\_\_ That all changed in 1960. John Kennedy and Richard Nixon were both trying to become President of the USA. Before the election, they met for a debate. People listening to this on the radio agreed that Richard Nixon had been the better speaker. However, the people who watched it on TV had a very different opinion. They felt that Kennedy was the more impressive speaker. Why? <sup>2</sup> \_\_\_\_ He was younger, better-looking and his suit was more fashionable. He looked at the camera when he spoke and he knew when to smile, when to look serious and when to look sad. In the end, he became President and many people say that his TV performance was the reason why.

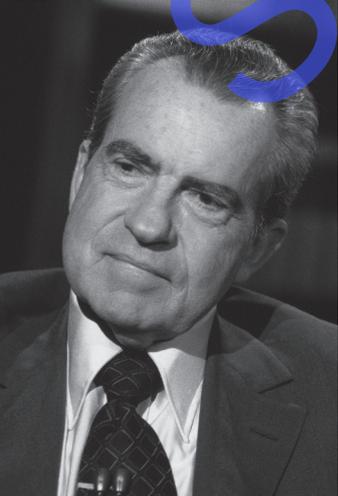
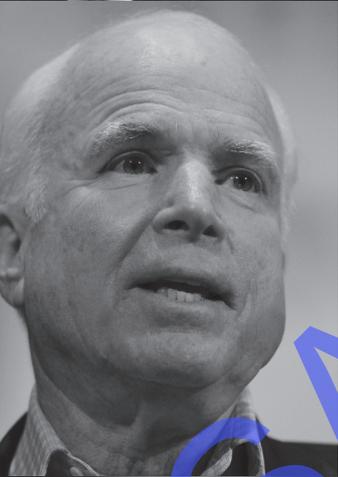
Since then, looks and image have become more and more important. Elections have become more like *Big Brother* than a serious political event. Parties have chosen younger and younger leaders hoping that they will become the 'new' Kennedy. <sup>3</sup> \_\_\_\_

In 1997, Tony Blair had just become the leader of Britain. He was handsome, young and had a nice smile. The Conservative Party chose a new leader, William Hague. <sup>4</sup> \_\_\_\_ However, when he tried to become more popular with young people, it was a disaster. He appeared in public in a baseball cap. It might work now but, in 1997, the country wasn't ready for such an image.

By 2008, Tony Blair had gone. The new labour leader was Gordon Brown, the complete opposite of Blair. He was overweight, didn't know when to smile and didn't look natural when he tried.

<sup>5</sup> \_\_\_\_ The Conservatives had chosen a younger man, David Cameron, as their leader. In the summer, both leaders had their photos taken on holiday. Gordon Brown was still in his jacket and formal trousers although he had taken his tie off. David Cameron was on the beach in shorts and an old T-shirt. This casual image was much more popular and he became Prime Minister two years later.

However, image and youth aren't always the most important things. From 2003 until 2011, the most popular president in the world was a man in his late fifties to mid sixties. He had grey hair and a beard and was slightly plump. He wore traditional, dark suits, often with a white shirt and a red tie. While president, 80 percent of his people were happy with him. <sup>6</sup> \_\_\_\_ They liked him because he worked for them and did what he promised. His name? Luiz Inacio Lula da Silva of Brazil.



2 Read the text again. Match the sentences (a-f) with gaps (1-6) in the text. There is one extra sentence.

- a He was even younger.
- b That's why people like this new style of politician.
- c They weren't interested in what he looked like.
- d Because he looked better.
- e It doesn't always work.
- f No one cared what they looked like.
- g He also wore dark, old-fashioned suits.

## Speaking

3 1.44 Read a student's answer in an exam and complete what they say with the words below. Then listen to check.

background in kind look looks maybe must  
of opinion probably think

A: For the next part of the exam, I'd like you to look at two pictures. They show two different heroes. I'd like you to say what you think they did and what kind of people they were.

B: The first picture is of a man. He <sup>1</sup> \_\_\_\_\_ be in his mid fifties. He's wearing a <sup>2</sup> \_\_\_\_\_ of uniform. He's <sup>3</sup> \_\_\_\_\_ a soldier. He <sup>4</sup> \_\_\_\_\_ very strong and not very friendly. There's a desert in the <sup>5</sup> \_\_\_\_\_. <sup>6</sup> \_\_\_\_\_ it's Iraq or Afghanistan but it was taken a long time ago, I <sup>7</sup> \_\_\_\_\_. The second person is a woman. She looks very kind. <sup>8</sup> \_\_\_\_\_ the background, I can see a room with children in it. They <sup>9</sup> \_\_\_\_\_ very poor. In my <sup>10</sup> \_\_\_\_\_, she's probably a nurse or maybe some sort <sup>11</sup> \_\_\_\_\_ social reformer helping to stop child labour.

## Listening

4 1.45 Listen to two people discussing a hero and choose the best answers.

- 1 What is Amy's problem?
  - a She doesn't know anything about Churchill or Napoleon.
  - b She doesn't like History.
  - c She doesn't know who to write about.
- 2 What does Amy know about Douglas Bader?
  - a nothing
  - b a lot
  - c Only that he flew across the Atlantic.
- 3 What was amazing about Douglas Bader after the crash?
  - a That he didn't die.
  - b That he learned to walk again.
  - c That he took so long to walk again.
- 4 When did Douglas Bader start flying again?
  - a Before the war started.
  - b At the start of the war.
  - c A year after the war had started.
- 5 Where did he get legs from in Germany?
  - a The Germans made them.
  - b The Germans found his old ones.
  - c The Germans allowed the British to drop some new legs from a plane.
- 6 What does Amy think about Douglas Bader now?
  - a That he's a real hero and she will write about him.
  - b That he's a real hero but she won't write about him.
  - c That he isn't really a hero.
- 7 Where will they watch the film?
  - a on television at Rory's house
  - b on television at Amy's house
  - c on Amy's laptop



# Exam Choice 3

## Use of English

5 Put the words in brackets into the correct form.

William Wilberforce is famous as someone who fought against <sup>1</sup>\_\_\_\_\_ (SLAVE) and helped to make it <sup>2</sup>\_\_\_\_\_ (LEGAL) in Britain. He was born into a <sup>3</sup>\_\_\_\_\_ (WEALTH) family in the north of England and studied at Cambridge University. While there, he was more interested in having a good time than in studying or worrying about other people. However, when he was still in his <sup>4</sup>\_\_\_\_\_ (TWENTY) he went on a tour of Europe and, when he returned, he had changed. He helped to change the law and was against <sup>5</sup>\_\_\_\_\_ (RACE) which was quite unusual at the time he lived. He also tried to help other people. He understood that education could help to reduce <sup>6</sup>\_\_\_\_\_ (POOR) and he gave money for special Sunday schools for poor people. He was a kind, generous man and he found it <sup>7</sup>\_\_\_\_\_ (POSSIBLE) to get rid of people who worked for him, even when they were old and couldn't do their jobs properly.

There were some things he <sup>8</sup>\_\_\_\_\_ (AGREE) with, though. He didn't like protest marches or <sup>9</sup>\_\_\_\_\_ (DEMONSTRATE) by workers and he was also against <sup>10</sup>\_\_\_\_\_ (WOMAN) rights. However, this wasn't surprising for someone born in 1759 and we should remember him for the good things he did rather than the things that he didn't do.

## Writing

6 Complete the email with the verbs *help*, *like*, *make* and *want* in the correct form.

From:	Neil
To:	Steve

Hi Steve

My mum <sup>1</sup>\_\_\_\_\_ me to have my hair cut. Well, what I mean is that she's going to <sup>2</sup>\_\_\_\_\_ me have it cut if I don't go soon. I'd <sup>3</sup>\_\_\_\_\_ the hairdresser to give me a cool style, not just 'normal' short hair. The trouble is, I need someone <sup>4</sup>\_\_\_\_\_ me decide which style would be best. Have you got any ideas of whose images to 'google' for some ideas?

Thanks  
Neil

7 Choose one of the situations below. First write a note and then write the reply.

- Someone wants you to do something or is making you do something (what?) and you want some advice or help
- You want to ask someone to go somewhere with you (where?)

Write between 50 and 80 words for the note and the reply.



## TOPIC TALK - VOCABULARY

## 1 Complete the people's favourite subjects.

- 1 Joe likes acting: *drama* \_\_\_\_\_
- 2 Samantha loves drawing and painting:  
a \_\_\_\_\_ and d \_\_\_\_\_
- 3 Ed loves computers: i \_\_\_\_\_ and  
c \_\_\_\_\_ t \_\_\_\_\_
- 4 Lucy loves reading classic novels: E \_\_\_\_\_  
l \_\_\_\_\_
- 5 Neil likes learning about different religions:  
r \_\_\_\_\_ e \_\_\_\_\_
- 6 Mary likes discussing ideas: p \_\_\_\_\_
- 7 Paul enjoys learning about the world:  
g \_\_\_\_\_
- 8 Annie loves grammar: E \_\_\_\_\_ l \_\_\_\_\_

## 2 Complete the text with the words below.

analysing concentrate memorising online  
organising passing present solving teams

## Report card

Johnny Fisher. C+

Johnny is very good at <sup>1</sup> *memorising* facts so he has no problem in <sup>2</sup> \_\_\_\_\_ exams. However, his classwork could be better. He finds it difficult to <sup>3</sup> \_\_\_\_\_ in class and he doesn't work well in <sup>4</sup> \_\_\_\_\_ because he doesn't listen to anyone else. At home, he enjoys working <sup>5</sup> \_\_\_\_\_ and he is very good at <sup>6</sup> \_\_\_\_\_ information and <sup>7</sup> \_\_\_\_\_ problems. Unfortunately, he doesn't <sup>8</sup> \_\_\_\_\_ his work neatly so he loses marks. He also needs to think about <sup>9</sup> \_\_\_\_\_ his learning so that he has time to finish everything without hurrying.

*S. Smith*

## 3 Read the information and write the extra-curricular activities in the correct places. There are three extra activities.

adventure activities astronomy carpentry chess  
choir dancing debating club first aid personal finance  
orchestra poetry club the school magazine voluntary work

At school, I do several different things apart from normal lessons. I belong to a club where we discuss our opinions and try to win the argument <sup>1</sup> (*debating club*), a group of musicians who play classical music <sup>2</sup> (\_\_\_\_\_) and a group of singers. <sup>3</sup> (\_\_\_\_\_)

I do a board game for two people played on a black and white board <sup>4</sup> (\_\_\_\_\_), a physical activity where we move to music <sup>5</sup> (\_\_\_\_\_) and things to help people who need help, such as old people. <sup>6</sup> (\_\_\_\_\_)

I learn about how to help people who are hurt <sup>7</sup> (\_\_\_\_\_), how to make things from wood <sup>8</sup> (\_\_\_\_\_) and how to spend and save money carefully. <sup>9</sup> (\_\_\_\_\_)

I write for a publication full of news and articles written by students. <sup>10</sup> (\_\_\_\_\_)

## 4 Complete the text with the correct words.

The <sup>1</sup> *subject* I like best at school is drama and my <sup>2</sup> \_\_\_\_\_ favourite subject is maths. I'd like to <sup>3</sup> \_\_\_\_\_ it and do another language <sup>4</sup> \_\_\_\_\_ i \_\_\_\_\_. I suppose I'm good at English and languages but <sup>5</sup> \_\_\_\_\_ n \_\_\_\_\_ <sup>6</sup> \_\_\_\_\_ s \_\_\_\_\_ good at maths and sciences. <sup>7</sup> \_\_\_\_\_ O \_\_\_\_\_ class, I <sup>8</sup> \_\_\_\_\_ b \_\_\_\_\_ to the film club and I <sup>9</sup> \_\_\_\_\_ d \_\_\_\_\_ adventure activities. It'd <sup>10</sup> \_\_\_\_\_ b \_\_\_\_\_ great to play football for the school team.

## 5 Complete the profile so that it is true for you.

- 1 Favourite school subject: \_\_\_\_\_
- 2 Least favourite school subject: \_\_\_\_\_
- 3 Learning skills I am good at: \_\_\_\_\_
- 4 Learning skills I am not so good at: \_\_\_\_\_
- 5 Extra-curricular activities I do: \_\_\_\_\_
- 6 Extra-curricular activities I'd like to do: \_\_\_\_\_



## Would you like to live at school?

Harry Potter loved going to Hogwarts because it meant that he didn't have to live with his uncle and aunt but what do real school students think about the idea of living at school and only seeing their parents in the holidays?

- 1 d I've never studied at a school where you eat, sleep and live. I'm sure there are some good things about them. For example, I think students there are probably more independent and the friendships they make would also probably be very strong. However, I'm not sure I'd like to go to a school like that. At my school, students leave school at 3 p.m. and are free to do what they like and go where they like. I guess there are good and bad things about each.
- 2 \_\_\_ When I was eleven, my parents decided I should live at school because they were going abroad to work. I hated it at first and I wrote to them every day. I wanted to be with them and didn't make any friends for a long time. When I left school, I said to myself that I would never send my own children to a school like that. Now, my oldest son is eleven and he's just started at my old school. The education you get is so much better than in the local schools here.
- 3 \_\_\_ My parents aren't rich enough to send me away to an expensive school which costs thousands of pounds a year. I'm very pleased about that. In my opinion, a child should grow up with his or her parents. You make friends with people who live near you and spend your free time in the real world. It's not right to spend your whole life with teachers watching you and telling you what to do. No one should have to do that!
- 4 \_\_\_ I nearly had to go away to school when I left primary school. I'm glad I didn't. Children of that age need things like their toys and family. Now I'm sixteen and one of my friends has just gone away to school. He was quite excited about it because he has had a few problems with his parents. I still wouldn't want to go, that's just my personality, but I can see that they might be quite a good idea for sixteen to eighteen year olds.
- 5 \_\_\_ I don't know anyone who lives at school. I'm very happy at my school but I think it would be quite fun. Some people say the teachers are always watching you but I don't think that's really true. You get free time and you make really good friends. I think it'd be great to have the chance to go to a school like that. I know I never will but it's nice to dream.

- 1 Read the text on the left and match the points of view (a-f) with the posts (1-5) in the magazine. There is one extra point of view.

- a thinks such schools are good but too expensive.
- b thinks that living at school can be a good thing but only for older students.
- c would like to try living at school.
- d can see advantages and disadvantages with living at school.
- e changed his/her mind about living at school.
- f doesn't think anyone should have to live at school.

- 2 Read the texts again. Do these sentences refer to normal schools (N) or schools where students live all the time (L)?

- 1 The students are more independent. L
- 2 The friendships are very strong.
- 3 Students are free to do what they want after school.
- 4 The education students get is better.
- 5 They are expensive.
- 6 You make friends with people who live near you.
- 7 You spend your free time in the 'real' world.

## Word Builder Making nouns

- 3 Complete the sentences with the correct form of the words in capitals.

- 1 Our school football team are playing in the final of the London Schools' championship. CHAMPION
- 2 That was a great     by Heidi in the school play, wasn't it? PERFORM
- 3 Your     is very important which is why we are sending you to a different school. EDUCATE
- 4 Paul has the     but needs to work harder if he wants to pass his exams. ABLE
- 5 What's the main     between your new school and your old one? DIFFERENT
- 6 Mike's     is due to his friendly     and good looks. POPULAR/PERSON
- 7 Can you describe the man's    ? APPEAR
- 8 We need more     between the students and teachers at our school. COOPERATE

## Sentence Builder Example linkers

- 4 Complete the sentences with *as*, *example*, *for*, *like* and *such*. You can use one word twice.

- 1 I do a lot of sports, like football, basketball and running.
- 2 My friends and I go to lots of places in the evening, such     the cinema, the pizzeria and the sports centre.
- 3 I want to go to the best school,     my dad.
- 4 We read books by all the great writers in English Literature. For    , Shakespeare, Dickens and Charlotte Bronte.
- 5 There are lots of good things about our school,     as the extra-curricular activities and the computer room.
- 6 Our teachers help us to be more independent.     example, we have to organise our own learning and analyse our progress.

## Writing

- 5 Complete the sentences with your own ideas.

- 1 There are advantages to living at school, for
- 2 There are a number of things which make one school better than the other, such
- 3 We should be able to learn about other things at school, like
- 4 I would / wouldn't like to live at school because

## Reported statements

## REMEMBER

Complete exercises A-B before you start this lesson.

**A** Complete the sentences with the verb in brackets in the infinitive with *to*. Make the sentences positive (+) or negative (-).

- 1 Our French teacher told us to memorise (memorise) twenty verbs for a test. (+)
- 2 The leader of the school orchestra asked me not to sing (sing) so loudly. (-)
- 3 My English teacher advised me \_\_\_\_\_ (do) some extra-curricular activities. (+)
- 4 My parents advised me \_\_\_\_\_ (organise) my learning better. (+)
- 5 The doctor told me \_\_\_\_\_ (do) any sports for a month. (-)
- 6 My friend asked me \_\_\_\_\_ (teach) him how to cook. (+)
- 7 All my friends advised me \_\_\_\_\_ (drop) French in Year nine. (-)
- 8 I told my friend \_\_\_\_\_ (worry) so much about her exams. (-)

**B** Change the direct speech into reported orders, requests and advice.

- 1 (My female friend to me): Could you help me with my English literature homework, please?  
My friend asked me to help her with her English literature homework.
- 2 (My mum to me): Don't eat so quickly!  
\_\_\_\_\_
- 3 (My friend to me): You should join the debating club.  
\_\_\_\_\_
- 4 (My male friend to me): Please don't forget to bring my CDs to school.  
\_\_\_\_\_
- 5 (Our teacher to all of us): Concentrate!  
\_\_\_\_\_
- 6 (Me to my younger brother): You shouldn't spend so much time on the internet.  
\_\_\_\_\_

**1** \* Match the speakers with what they said. Two speakers match the same reported statement.

- |                    |                               |
|--------------------|-------------------------------|
| <b>1 Maria:</b>    | I will organise my learning.  |
| <u>e</u>           |                               |
| <b>2 Adam:</b>     | I have organised my learning. |
| —                  |                               |
| <b>3 Samantha:</b> | I organised my learning.      |
| —                  |                               |
| <b>4 Natalie:</b>  | I am organising my learning.  |
| —                  |                               |
| <b>5 Noel:</b>     | I can organise my learning.   |
| —                  |                               |
| <b>6 Phil:</b>     | I organise my learning.       |
| —                  |                               |

He/She said that he/she:

- a could organise his/her learning.
- b had organised his/her learning.
- c was organising his/her learning.
- d organised his/her learning.
- e would organise his/her learning.

**2** \*\* Choose the correct words to complete the sentences.

- 1 'I passed all my exams,' said Tom.  
Tom said that he *has passed/had passed* all his exams.
- 2 'I've decided to do some charity work,' said Sue.  
Sue said that she *decided/had decided* to do some charity work.
- 3 'I don't like working in teams,' said Frank.  
Frank said that he *didn't like/hadn't liked* working in teams.
- 4 'You can drop one subject in Year twelve,' our teacher told us.  
Our teacher told us that we *would/could* drop one subject in Year twelve.
- 5 'Your article will be on the front cover of the school magazine,' Mr Roberts said.  
Mr Roberts said that *your/my* article would be on the front cover of the school magazine.
- 6 'You are working very hard,' my mum told me.  
My mum told me that I *have been working/was working* very hard.
- 7 'I can't memorise numbers,' said Craig.  
Craig said that *I/he* couldn't memorise numbers.

**3 \*\* Complete the sentences with a verb in the correct form.**

- 1 Harry said that he could solve our problems.  
'I can solve your problems,' said Harry.
- 2 Tina said that she was waiting for Stuart.  
'I \_\_\_\_\_ for Stuart,' said Tina.
- 3 Melanie said that she hadn't had her exam results yet.  
'I \_\_\_\_\_ my exam results yet,' said Melanie.
- 4 Chris said that he would meet us in the pizzeria.  
'I \_\_\_\_\_ you in the pizzeria,' said Chris.
- 5 Liam said that he often went to the school's film club.  
'I often \_\_\_\_\_ to the school's film club,' said Liam.
- 6 Aaron said that he had failed two exams in Year ten but that he hadn't failed any exams in Year eleven yet.  
'I \_\_\_\_\_ two exams in Year ten but I \_\_\_\_\_ any exams in Year eleven yet.'

**4 \*\*\* Look at the report and complete the text with correct form of the verbs in brackets.**

School report - Lucy Jones  
 Position in class: Fifteenth  
 Homework done: 12/25  
 Behaviour: Noisy, doesn't concentrate  
 Tests:  
     English 56%  
     Geography 61%  
     Music 18%  
     IT 90%  
     French 15%  
     Maths No result - talking  
   in the exam.

**Teacher's comments:**

Lucy spends her time playing on her mobile phone and talking. She must work harder next year. I am going to talk to her before the end of term to discuss her future.

**Mum:** Oh Lucy, look at this report. You said you <sup>1</sup> were (be) the best student in your class but you aren't. You also told us that you always <sup>2</sup> \_\_\_\_\_ (do) your homework but you've done less than half this year. You told us that you <sup>3</sup> \_\_\_\_\_ (try) to be a good student and that you always <sup>4</sup> \_\_\_\_\_ (work) hard. And look at your exam results. You told us that you <sup>5</sup> \_\_\_\_\_ (pass) your music exam. That wasn't true, was it? And you said that you <sup>6</sup> \_\_\_\_\_ (can) speak French really well. And what about maths? You didn't tell us that you <sup>7</sup> \_\_\_\_\_ (not finish) your test. And what's this at the bottom? Your teacher said he <sup>8</sup> \_\_\_\_\_ (talk) to you about your future? Did he? What did he say?

## Grammar Alive Reporting (1)

**5 Read what Claire says and then complete the reported form.**



I'm in Year ten. I like English literature. My class are reading *Romeo and Juliet*. It's my favourite story. We haven't finished it yet but I know what happens at the end because I've seen the film.

Claire said that <sup>1</sup> she was in Year ten at school and that <sup>2</sup> \_\_\_\_\_ English literature. She then told us that <sup>3</sup> \_\_\_\_\_ *Romeo and Juliet* which she said <sup>4</sup> \_\_\_\_\_ favourite story. She told us that <sup>5</sup> \_\_\_\_\_ it yet but that <sup>6</sup> \_\_\_\_\_ what <sup>7</sup> \_\_\_\_\_ at the end because <sup>8</sup> \_\_\_\_\_ the film.

SKILLS  
Listening

1 Match the beginnings of the rules (1-5) with the correct endings (a-e).

You have to:

- 1 arrive b
- 2 attend \_\_\_\_\_
- 3 hand in \_\_\_\_\_
- 4 leave \_\_\_\_\_
- 5 wear \_\_\_\_\_
- a your homework on time.
- b on time.
- c personal items at home.
- d a uniform.
- e school daily.

2 Put the words below in the correct part of the table.

aggressive behaviour assembly hall bullying  
competitive fighting gym high-speed internet  
projectors science labs sociable strict wi-fi

Facilities	Atmosphere	Equipment	Problems
assembly hall			

Talk Builder Asking for permission

3 2.14 Complete an informal dialogue with the correct phrases below. Then listen to check.

Hey, Is it okay if I want to speak to... Look, I've got to go  
No way Oh, all right See you

William: 1 Hey, Jake!  
 Jake: Yes?  
 William: 2 \_\_\_\_\_ you.  
 Jake: What about?  
 William: 3 \_\_\_\_\_ I go to lunch with you?  
 Jake: Yes, okay, if you pay!  
 William: 4 \_\_\_\_\_!  
 Jake: Well, can you lend me some money until tomorrow?  
 William: 5 \_\_\_\_\_ . But don't forget.  
 Jake: Thanks, I won't.  
 ...  
 Jake: That was a good pizza.  
 William: Yes, it was. 6 \_\_\_\_\_ . I've got chess club.  
 Jake: Okay, bye.  
 William: 7 \_\_\_\_\_

4 2.15 Listen to the beginning and ending of a conversation between a school student and a teacher. Choose the correct answers to complete the conversation. Then listen to check.

Jamie: 1 Excuse me/Hey, Miss Roberts. 2 I want to speak to you/Could I possibly have a word with you, please?

Miss Lane: 3 I'm sorry but I'm busy./No, way.

Jamie: It won't take a minute, miss.

...

Jamie: Erm... if I bring you the guidebook on Monday, is it okay if I take a bit longer on my homework?

Miss Lane: How much longer?

Jamie: 4 Can I/Would it be all right if I hand it in a week late? You know, when you get back from your holiday in Paris?

Miss Lane: Yes, you can do that.

Jamie: Great! 5 I'm sorry but I really must be going./Look, I've got to go. I've got football practice again.

Miss Lane: Goodbye, Jamie. See you on Monday. And good luck in the match.

Jamie: Thanks. 6 Goodbye!/See you!

5 2.16 Listen to a second conversation between the school student and a friend. Complete the conversation with the correct words.

Jamie: 1 Hey, Katie! I want to 2 \_\_\_\_\_ to you.

Katie: What Jamie? I'm in a real hurry.

Jamie: 3 \_\_\_\_\_ I borrow your guide book of Paris? The one you lent me last summer.

Katie: 4 \_\_\_\_\_, Jamie, I'm really busy. Can't you buy one?

Jamie: Oh come on, Katie. Can't I come round and pick it up? I can come on Saturday evening, early.

Katie: We'll all be out. Sorry, Jamie.

Jamie: Well, what about Sunday? Sunday morning.

Katie: Oh, 5 \_\_\_\_\_ right. At about ten. 6 \_\_\_\_\_, I've really got to go. I've got my dance class in five minutes.

Jamie: Okay, thanks Katie. By the way, are you coming to the match on Saturday?

Katie: Maybe, if I've got time. 7 \_\_\_\_\_ you.

Jamie: Right, see you on Sunday at ten. Don't forget.

Katie: I won't. Bye. See you Jamie.

# Check Your Progress 9

**1 School (1) Choose the correct words to complete the sentences.**

- We're studying Charles Dickens in English *studies/literature/education* at the moment.
- My teacher told my parents that I have trouble *concentrating/analysing/presenting* in class.
- Excuse me. What is ICT? It's information and computer *training/teaching/technology*.
- I'm not very good at *memorising/organising/solving facts*.
- I'd like to do business *education/design/studies* at university.
- We're learning how to *solve/assess/concentrate* our progress.

/6

**2 School (1) Complete the sentences with the correct form of *do, belong, write or learn*.**

Last year, I <sup>1</sup>\_\_\_\_\_ for the school magazine and I <sup>2</sup>\_\_\_\_\_ some voluntary work. This year, I <sup>3</sup>\_\_\_\_\_ to the debating club.

At my school, we <sup>4</sup>\_\_\_\_\_ about useful things like first aid and life saving. We can also <sup>5</sup>\_\_\_\_\_ adventure activities. It's great.

I've already <sup>6</sup>\_\_\_\_\_ three things for the school magazine.

/6

**3 Making nouns Complete the sentences with the correct form of the words below. There is one extra word.**

able appear differ educate embarrass evident friend

- Are there any \_\_\_\_\_ between ICT and technology?
- I hope our \_\_\_\_\_ will last even if we go to different universities.
- There is no real \_\_\_\_\_ that boys do better in science and maths than girls.
- I went bright red with \_\_\_\_\_ when I realised I was wearing one black shoe and one brown one.
- Tom's \_\_\_\_\_ is quite strange, especially his hair, but he's very nice.
- Dan's got an amazing \_\_\_\_\_ to memorise facts.

/6

**4 Reported statements Complete the second sentence so that it has the same meaning as the one above.**

- 'I never drink coffee before exams,' said Oliver. Oliver said that \_\_\_\_\_ before exams.
- Tom told us that he wanted to join the orchestra. '\_\_\_\_\_ the school orchestra,' said Tom.
- 'A chess club has opened,' said my teacher. The headmaster said that \_\_\_\_\_.
- Marianna said that she was learning Italian. '\_\_\_\_\_ Italian,' said Marianna.
- Jack's parents told him that he would have to work harder. '\_\_\_\_\_ work harder,' said Jack's parents.
- Angie's brother told her that she could borrow his laptop. '\_\_\_\_\_ laptop,' Angie's brother told her.

/6

**5 Asking for permission Complete sentences with the correct words.**

- A:** <sup>1</sup>E\_\_\_\_\_ me, Mr Finch, could I possibly have a <sup>2</sup>w\_\_\_\_\_ with you, please?
- B:** Yes, what do you want, Charlie?
- A:** <sup>3</sup>W\_\_\_\_\_ it be okay if I missed PE today?
- B:** I'm <sup>4</sup>s\_\_\_\_\_ but all students have to do PE.
- A:** Could I go to the nurse and see what she says?
- B:** Yes, you can do that. Now, I'm sorry but I <sup>5</sup>r\_\_\_\_\_ <sup>6</sup>m\_\_\_\_\_ be going.

/6

TOTAL SCORE /30

## Module Diary

**1 Look at the objectives on page 69 in the Students' Book. Choose three and evaluate your learning.**

- Now I can \_\_\_\_\_ well / quite well / with problems.
- Now I can \_\_\_\_\_ well / quite well / with problems.
- Now I can \_\_\_\_\_ well / quite well / with problems.

**2 Look at your results. What language areas in this module do you need to study more?**

# Sound Choice 5

## Sound Check

Say the words and expressions below.

- a think, this, basic, vision (Exercise 1)
- b later, area, turbine (Exercises 2 and 3)
- c change, share, think, physical (Exercise 4)
- d Don't you think so? Can I borrow your CD? (Exercise 5)
- e exam, examination, personal, personality (Exercise 6)

**2.17** Listen and check your answers. Which sounds and expressions did you have problems with? Choose three exercises to do below.

- 1** **2.18** Consonants - /s/, /z/, /ð/ and /θ/ Put the words below in the correct category. Then listen and repeat them.

weather occasionally theatre aggressive  
comprehensive neither enthusiastic decision

/s/	/z/	/ð/	/θ/
basic	vision	this	think
aggressive			

- 2** **2.19** Vowels - /ə/ Listen and repeat the schwa sound /ə/. Repeat the words below making sure the underlined letters are said with the schwa sound.

- 1 later                      3 area                      5 literature
- 2 never                      4 drama                      6 serious

- 3** **2.20** Vowels - /ɜ:/ Listen to three words which have the /ɜ:/ sound. Then tick (✓) the word in each pair that also has the same sound. Then listen to check.

bird heard murder

- 1 turbine                       sure
- 2 pour                                       journey
- 3 serious                                       expert
- 4 work                                         perform
- 5 beard                                         learn

- 4** **2.21** Spelling Listen and repeat the words below. Then listen again and write them in the correct place in the table. One word contains both *ch* and *sh*.

change think share philosophy sixth atmosphere  
chat marsh thousand physical championship

sh	ch	th	ph
push	<u>ch</u> urch change	<u>th</u> e	<u>ph</u> oto

- 5** **2.22** Expressions - intonation Listen to the expressions and repeat them with the same intonation.

- 1 Don't you think so?
- 2 Don't you want to?
- 3 Don't you agree?
- 4 Don't you?
- 5 Could I have a word with you, please?
- 6 Would it be all right if I arrived late?
- 7 Can I borrow your CD?

- 6** **2.23** Difficult words - shifting stress Look at the groups of words and underline where the main stress is. Does the stress change when the word changes form or not? Listen to check and repeat the words.

**Noun formed with: -ship**

friend - friendship      champion - championship

**Noun formed with: -tion**

exam - examination	educate - education	cooperate - cooperation
--------------------	---------------------	-------------------------

**Noun formed with: -ment**

develop - development	embarrass - embarrassment	arrange - arrangement
-----------------------	---------------------------	-----------------------

**Noun formed with: -ence / -ance**

appear - appearance	perform - performance	different - difference
---------------------	-----------------------	------------------------

**Noun formed with: -ity**

able - ability	popular - popularity	personal - personality
----------------	----------------------	------------------------