

Objectives: Listen, read and talk about lifestyles and sport; describe and discuss photos; write a description of an ideal day; learn more about present tenses.

TOPIC TALK

1 Look at the photos (a-c). Think about the questions (1-3) then tell the class your answers.

- How are the people feeling? (relaxed, tired, stressed)
- When do you get stressed about time? (e.g. in exams,)
- Are you a 'morning person' or a 'night person'?

2 1.2 1.3 → **SKILLS BUILDER 1** Use the strategies in the Skills Builder to listen to three people and match them with the photos (a-c).

3 1.4 1.5 Listen again to the first person. Complete the information in the network.

Routines

I'm ¹ *very* / I'm not very organised.

I sleep ² *eight/nine* hours a night.

I go to bed at about ³ *10.30/11.30*.

I get up at ⁴ *7.30/7.40*.

I feel tired ⁵ *in the morning/at night*.

On Thursday, I ⁶ _____.

At the weekend, I ⁷ _____.

have breakfast, lunch, dinner, a shower **at ... o'clock**
do my homework, jobs in the house, sport
play football, basketball, computer games
go swimming, jogging, cycling **go on** Messenger
go to school, extra classes, the cinema, the park, parties
spend time with my friends/family, at home

4 1.6 **Pronunciation** Listen and repeat the sentences. Notice the unstressed words.

→ **LANGUAGE CHOICE 1 AND 2:**
VOCABULARY PRACTICE

5 Work in groups. Use the network to talk about your outline.



Warm Up

- 1 Work in pairs. Ask and answer the questions.
- 1 What do you use to plan your time, e.g. calendars, planners, a diary ... ?
 - 2 What things do you do at the same time every day?
 - 3 Which of these things do you choose to do and which are obligations?

Reading

- 2 → SKILLS BUILDER 11 Read the book review. Use the strategies in the Skills Builder to decide if it is about:

- a people with problems
- b people with unusual lives
- c people with daily routines

- 3 → SKILLS BUILDER 12 Use the strategies in the Skills Builder to match the paragraphs (1-6) with the headings (a-g). There is one extra heading.

- a A definition of eccentrics
- b A twenty-first century king
- c Eccentric men and women
- d A solitary life
- e Talking to eccentrics
- f An interesting book
- g A book about eccentrics

- 4 Read the text again. Answer the questions.

- 1 Why does Tom Leppard look unusual?

Ninety-two percent of his body has tattoos.

- 2 Why doesn't he need a clock or watch?
- 3 How often does he see other people?
- 4 Where does 'King Arthur' live?
- 5 What does he do on 21 June?
- 6 Does the reviewer think it is a good book?

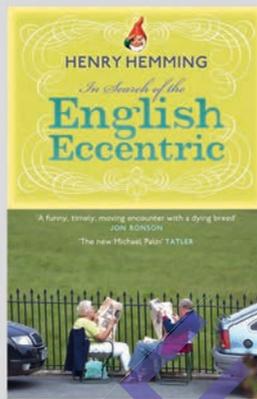
SEARCH

Saturday reading

English Eccentrics

1.7

In Search of the English Eccentric
by Henry Hemming

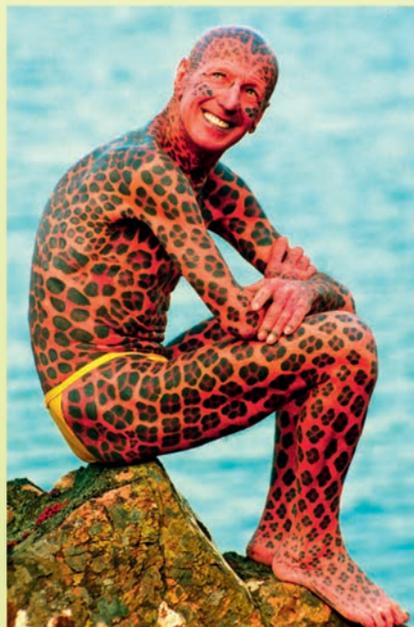


1 Most of us have very ordinary **daily** lives. We get up at the usual time, spend hours at school or work and come home at the same time every evening. In his book on English **eccentrics**, Henry Hemming looks at unusual people with very different lives from ours.

2 According to Hemming, eccentrics are not mad; they see the world differently from us, have their own **personal** timetables and are not worried about people's opinions of them.

3 In his book, Hemming looks at our **national** tradition of eccentrics and meets lots of different eccentric people. He interviews a **professional** boxer in **aristocratic** clothes, an **adventurous** inventor, a **successful** fashion designer and a **famous** rock musician.

4 Hemming finds people like Tom Leppard, the Leopard Man. Ninety-two percent of his body has tattoos. Tom lives alone on a **beautiful, windy** Scottish island in a cabin. He does not need a watch or a clock because he has no obligations. He gets up and goes to bed when he wants to. 'I can do what I like and when I like,' he says. 'And that is paradise.' On a typical day, Tom feeds the birds or goes for a swim in the sea. Every two weeks he goes to town in his kayak. He goes to the bank, gets food and then goes back home. Tom is a hermit 'but I never get lonely here,' he says.



5 Hemming's favourite eccentric is the **friendly** John Rothwell, now called King Arthur after the sixth century British king. 'King Arthur' does not work and has no routine or typical day. He rides around Britain on his motorbike and campaigns to save **historic** monuments and trees. 'I don't have a home,' says Arthur. 'I never sleep two nights in the same bed.' He does not need a diary to plan his life and his only important date is 21 June, the summer solstice. Then, Arthur goes to Stonehenge to see his 'people', the hippies and pagans at the festival.

6 Hemming's book is full of **wonderful** characters and is often very **funny**. It is definitely worth reading.

- 5 **Vocabulary** Look at the Word Builder. Complete it with the adjectives in blue from the text.

Word Builder Making adjectives

Noun Adjective

- | | |
|----------------------------|------------------|
| 1 beauty/success/wonder | <i>beautiful</i> |
| 2 fame/adventure | |
| 3 aristocrat/history | |
| 4 day/wind/friend/fun | |
| 5 nation/person/profession | |

LANGUAGE CHOICE 3: VOCABULARY PRACTICE

- 6 Complete the sentences with words from Exercise 5.

- It is often cold and windy in Scotland.
- Roger Federer was very _____ last year and won lots of competitions.
- My _____ routine is always the same.
- My sister is very _____ and loves extreme sports. She is also very _____ and loves people.
- I'd like to be a _____ footballer and play for the England _____ team.

Writing

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

Sentence Builder Linkers

- They have their own personal timetables **and** are not worried about our opinions.
- Tom feeds the birds **or** goes for a swim.
- King Arthur does not work **but** rides around Britain.
- He goes to the bank, gets food **and then** goes back home.

SKILLS BUILDER 22

- 8 Use the linkers in brackets to join the sentences. Leave out words where possible.

- In the morning, I have a shower. I have breakfast with my family. (*and*)

In the morning, I have a shower and have breakfast with my family.

- On Thursday afternoons, we play basketball. We sometimes go swimming. (*or*)
- I meet my friends on Friday nights. I come home before ten o'clock. (*but*)
- On Saturdays, I go cycling with my dad. I have lunch at my grandma's. (*and then*)
- On Sunday evenings, I do my homework. I listen to music at the same time. (*and*)

- 9 Work in pairs. Choose one of the options (a-c) and write notes.

get up at ten o'clock / have breakfast next to the pool / phone friends

- your ideal day on holiday
- your ideal school day
- your ideal Saturday

- 10 Tell the class about your ideal day.

I get up at ten o'clock and then I have breakfast next to the pool or I phone friends ...

No Comment

'I am not eccentric but I am more alive than most people. I am an electric eel in a pond of goldfish.'

Edith Sitwell, English poet



GRAMMAR
GO SLOW

Warm Up

- 1 Look at the photos (a-c). Who is happy and relaxed? Why?
- 2 Read the text. Which of these things does the Slow Movement promote?
 - fast food restaurants
 - eating with your family
 - yoga and tai chi
 - difficult exams
- 3 Do you think the Slow Movement is a good idea? Why/Why not?



Lifestyle



Slow is Beautiful

1.8

In the modern world, we do everything fast. We do not have time to relax or spend time with our family and friends. For people in the Slow Movement, this is crazy. They think we need to slow down and enjoy life.

Slow Food people cook meals at home and eat at the table, with their families and not in front of the TV. The movement started in Italy in 1986, to protest against the first McDonald's restaurant in Rome.

Slow Cities promote quiet lifestyles. Martin, a 19-year-old student, is living in London now but he comes from Ludlow, Britain's first Slow City. He says, 'Life in London is too fast and noisy. I prefer Ludlow, my hometown – it's quiet, the air is clean and everybody is relaxed.'

Many people are taking up 'Slow Exercise': yoga or tai chi. Sophie, a teenager from Birmingham, is talking about her yoga practice: 'I practise every morning before school and I go to classes twice a week. Teenagers' lives are crazy nowadays – after school, we run from extra language classes to music lessons and feel tired a lot of the time. Yoga relaxes me and gives me lots of energy.'

In Slow Schools students have time to think and discuss ideas. Tests and grades are less important. And luckily, the number of these schools is growing fast. 🌱

Present Simple and Continuous

- 4 Read the Present Simple sentences (1-4) from the text. Match them with the uses (a-b).

- 1 We **do** everything fast.
- 2 They **think** we need to slow down and enjoy life.
- 3 I **prefer** Ludlow.
- 4 I **go** to classes twice a week.

- a a habit, a regular activity
b a present state, feeling or opinion

- 5 Read the Present Continuous sentences (1-2) from the text. Match them with the uses (a-b).

- 1 Martin **is living** in London.
- 2 Sophie **is talking** about her yoga practice.

- a It's happening right now, at the time of speaking.
b It's happening around now, not just at this moment.

Practice

LANGUAGE CHOICE 4

- 6 Match the sentences (1-6) with the contexts (a-b).

- 1 I'm doing homework.
- 2 I do homework.
- a I am a hard-working student.
- b I am busy now.
- 3 I'm not drinking coffee.
- 4 I don't drink coffee.
- a I don't like the taste.
- b It's part of my new, healthy lifestyle.
- 5 I'm walking the dog.
- 6 I walk the dog.
- a I'm in the park with my dog.
- b It's my dog so it's my job to walk him.

LANGUAGE CHOICE 5

- 7 Complete the dialogue in a bookshop with the Present Simple or the Present Continuous.

Alex: Hi, Sonia! What ¹ are you doing (you / do) here?

Sonia: I ² _____ (look) for a vegetarian cookbook.

Alex: ³ _____ (you / often / cook)? At my home, we ⁴ _____ (not cook). Usually, my mum ⁵ _____ (buy) ready-made meals in the supermarket or we ⁶ _____ (order) pizza.

Sonia: Cooking is fun! My gran ⁷ _____ (teach) me to cook. She ⁸ _____ (never eat) fast food or ready-made meals. This week we ⁹ _____ (try) some vegetarian recipes.

Alex: I ¹⁰ _____ (not eat) vegetables. I ¹¹ _____ (think) they're horrible!

Sonia: They are not! Why don't you have lunch with us? Gran ¹² _____ (make) roast vegetables!

Grammar Alive

Talking on your mobile

- 8 **1.9** Listen to three telephone conversations. Where are Robbie, Tina and Jack? What are they doing?

- 9 Work in pairs. Use the cues to make your own mobile conversations. Use the Present Continuous.

A: Hi, Ewa! Where are you? Can you talk now?

B: I'm on the train. I'm going to Oxford. Can I ring you back?

A: Okay, speak to you later.

- train / go to Oxford
- street / wait for the bus
- café / have tea with a friend
- park / jog
- shopping centre / buy shoes
- hospital / visit sister

Talking about habits

- 10 **1.10** Listen to the dialogue. What is unhealthy about the boy's lifestyle?

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

A: Do you eat meat?

B: No, I don't. I eat fruit and vegetables.

A starts

- 1 eat meat?
- 2 cook?
- 3 watch TV?
- 4 listen to classical music?

B answers

- 1 eat fruit and vegetables
- 2 buy ready-made meals
- 3 listen to the radio
- 4 listen to jazz and soul

B starts

- 5 go for walks?
- 6 eat fast food?
- 7 go to bed late?
- 8 play computer games?

A answers

- 5 go cycling
- 6 prepare food at home
- 7 go to bed at 10 p.m.
- 8 watch DVDs

- 12 Work in pairs. Use some of the expressions below to tell your partner about your family's lifestyle.

I watch TV for about two hours every day and four or five at the weekend. My mother cooks ...

- watch TV
- cook at home
- eat fast food
- go for walks
- eat in front of the TV
- sleep eight hours or more
- talk to family
- spend time with friends
- go to bed early

- 13 How 'slow' is your partner's life? Tell the class.

Warm Up

- 1 **Vocabulary** Look at the network and the photos (a-c). Answer the questions.

- 1 What activities are part of a triathlon?
- 2 What equipment do you need for:
a swimming b running c cycling?
- 3 What kinds of races do you like taking part in or watching? Has your school or area got an athletics club/swimming club/cycling club?

Races

Athletics: running races - 100m sprint, 1500m, marathon

Cycling: road races, track races, mountain bike events

Swimming: freestyle, breaststroke, crawl, backstroke

Triathlon: cycling, running, swimming

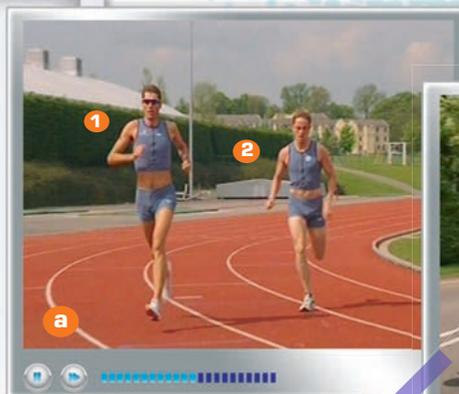
Equipment

ball, bike (mountain/road/triathlon), boots, cap, goggles, helmet, running shoes, shorts, skis, sunglasses, swimsuit, water bottle, wetsuit

LANGUAGE CHOICE 6: VOCABULARY PRACTICE

Listening

- 2 **1.11 1.12** Listen to a conversation between a student and his PE teacher about triathlon. Check your guesses from Exercise 1.
- 3 **1.13 1.14** Listen again. Choose the best answer to the questions.
- 1 Why is triathlon very good exercise?
a because of the long distances b because you do more than one sport c because you use all your muscles
 - 2 What is Stephen good at?
a swimming and running b cycling and swimming c running and cycling
 - 3 What are the distances for cycling in Olympic triathlon?
a 14 kilometres b 40 kilometres c 44 kilometres
 - 4 What equipment do students at the school need to buy for the cycling part of triathlon?
a goggles b a water bottle c a helmet
 - 5 How often is training for triathlon at the school?
a twice a week b three times a week c four times a week
 - 6 What does Stephen decide to do?
a wait and think about it b start doing triathlon c do the triathlon next year



- 4 Look at the photos (a-c) again. Guess the answers to the questions.
- 1 Which of the two men (1-2) in photo a is the athlete (Simon Lessing) and which is the journalist (Simon Thomas)?
 - 2 In what order do they do the three sports?
 - 3 How does the journalist feel afterwards?
- 5 **DVD 1** Watch the DVD and check your guesses from Exercise 4.
- 6 **DVD 1** Watch the DVD again. Answer the questions.
- 1 How many times has Simon Lessing been world champion?
 - 2 How long is the run (in miles) in the Olympic triathlon?
 - 3 How much of the triathlon (e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$) are they doing today?
 - 4 Why are the transition stages between parts of triathlon important?
- 7 **Would you like to try triathlon? Why/Why not?**

Watching and Speaking

- 8 **1.15 DVD 2** Listen to or watch the dialogue. What do Judy and Adam think about the Tour de France? Find three factual mistakes in the description of the photo below about:

- 1 the man with the camera (x 2)
- 2 the cyclists

- 9 **1.16 DVD 2** Listen to or watch the dialogue again. Complete the sentences in the Talk Builder with the words below.

probably maybe in the middle of on the right
in the foreground in the background because
definitely perhaps on the left behind

Talk Builder Describing photos

- 1 The three cyclists _____ the photo are very hot.
- 2 Look, that guy _____ with the camera is wearing shorts.
- 3 _____ it's Spain _____ it's hot and sunny there.
- 4 Yes, but it's _____ in France.
- 5 Yes, it's _____ the Tour de France.
- 6 Look at those guys _____.
- 7 The guy _____ is winning.
- 8 Look at those people _____ the cyclists.
- 9 _____ we're near the finish.

→ SKILLS BUILDER 38

- 10 **1.17 Pronunciation** Listen and repeat the sentences. Notice the contractions.

- 11 Choose the correct option to complete the description of photo a from Exercise 1.

In the ¹foreground/background of the photo you can see two people. They are ²definitely/maybe athletes because they are running and wearing special clothes. In the ³background/foreground you can see lots of trees and it is sunny so it is probably in the summer. The runner on the ⁴right/left is wearing sunglasses and is very tall. The other man is ⁵probably/definitely more tired because he is smaller and ⁶maybe/because they are running quite fast.

- 12 Choose one of the photos (a-b) on page 128. Write notes to answer the questions (1-4) about the photo.

- 1 What is the picture about? Where is it from? Why do you think that?
- 2 What is happening? Who is in the photo? What are they doing? What are they feeling?
- 3 What time of day/year is it? What is the weather like?
- 4 What else you can see in the photo? (e.g. in the background)

- 13 Work in pairs. Ask and answer the questions in Exercise 12 about the photos.

Your Choice



Language Review Module 1

1 Routines Complete the gaps with the correct words.

My sister is a university student and she is not ¹ _____ organised. She goes to bed ² _____ about 2 a.m. and sleeps only five or six hours ³ _____ night. She doesn't ⁴ _____ breakfast because she is always tired ⁵ _____ the morning. And it takes her an hour to ⁶ _____ a shower and get ready for her classes. ⁷ _____ the weekend, she ⁸ _____ a lot of time with her friends - they ⁹ _____ to clubs and parties. She usually studies ¹⁰ _____ night. I don't think her lifestyle is healthy!

/10

2 Making adjectives Use the words in brackets to complete the sentences with the correct adjectives.

The film is great. It is a ¹¹ _____ (beauty) story and it is ¹² _____ (fun) at the same time.
 Leonardo DiCaprio is a ¹³ _____ (fame) actor and all his films are ¹⁴ _____ (success).
 Rome is a ¹⁵ _____ (wonder) city - it has lots of ¹⁶ _____ (history) buildings.
 The ¹⁷ _____ (day) life of ¹⁸ _____ (profession) footballers is often quite ordinary.
 It is often cold and ¹⁹ _____ (wind) in Scotland but the people are very ²⁰ _____ (friend).

/10

3 Linkers Use the linkers in brackets to rewrite the sentences. Leave out unnecessary words.

- 21 The dress was cheap. It was really nice. (*but*)
- 22 Teenagers often wear black clothes. They often have original hairstyles. (*and*)
- 23 We have breakfast. We leave home. (*and then*)
- 24 My brother likes sport. I prefer reading. (*but*)
- 25 My friends don't like theatre. They don't like opera, either. (*or*)

/5

4 Present Simple or Present Continuous Complete the dialogue with the correct forms of the verbs in brackets.

A: Hi, Adam. What ²⁶ _____ (you / do) here?
 B: Hi. I ²⁷ _____ (look for) a book for my sister. She ²⁸ _____ (like) fantasy. And you?
 A: I ²⁹ _____ (buy) some DVDs for my dad. He ³⁰ _____ (learn) Spanish and he ³¹ _____ (want) to watch some Spanish films. What ³² _____ (you / think) about this film? It's by Pedro Almodóvar.
 B: I ³³ _____ (not know) much about Spanish cinema. I only ³⁴ _____ (watch) action films. My sister ³⁵ _____ (have) a lot of Spanish DVDs. I'm sure she can lend you some.
 A: Thanks! So I can spend this money on some games.

/10

5 Describing photos Look at the photo and complete the description with the words below. There are two extra words.

background because behind probably definitely foreground left

The photo shows a group of people having a meal in the garden. They are ³⁶ _____ a family because they are different ages and look a bit similar. In the ³⁷ _____, we can see a big table with a lot of food - it looks really delicious. The people around the table are ³⁸ _____ enjoying the meal because they are all smiling. In the ³⁹ _____, there is a man in a yellow shirt. ⁴⁰ _____ him, we can see a house and a big grill with some food on it.

/5



Self Assessment

1.18 Listen and check your answers. Write down your scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 1 and 2
2	Language Choice 3
3	Students' Book (SB) p.7 ex 8
4	Language Choice 4 and 5
5	SB p.11 ex.11



Objectives: Listen, read and talk about music; write a letter to a magazine; learn more about have to/not have to, can/can't, may, must and must not.

TOPIC TALK

1 **3.1** Look at the photos (a-c) and listen to the music. Which music do you think the people in the photos are listening or dancing to?

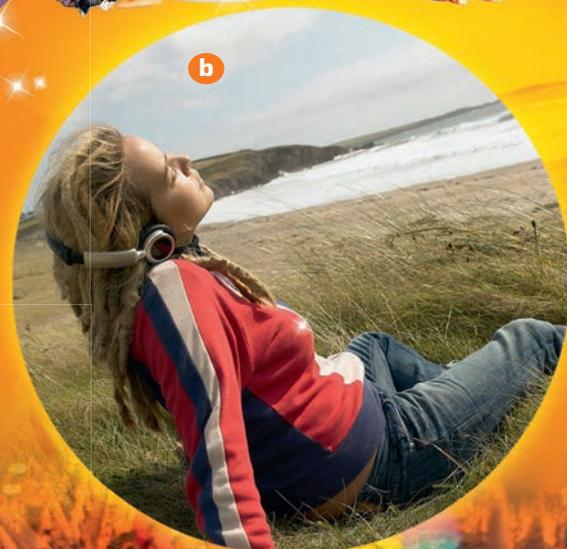
2 **3.2** Look at the network. Listen to the music again and classify the styles of music.

1 punk

3 **3.3 3.4** Listen to someone talking about music. Complete the information in the network.



a



b

Music

1 *I'm really into/I'm not really into* music.

I just love listening to ² _____.

I can't stand ³ _____.

⁴ *I'm crazy about/I'm not crazy about* Kaiser Chiefs.

⁵ *I've got/I haven't got* a good singing voice.

⁶ *I can play/I'd like to play* the ⁷ _____.

Styles

blues, country and western, heavy metal, hip hop, rap, jazz, pop, punk, reggae, rock, soul, techno

chill-out, classical, dance, folk, indie, new age, world music

Instruments

bagpipes, cello, clarinet, drums, keyboard, flute, guitar, harp, piano, saxophone, trumpet, violin

4 **3.5 Pronunciation** Listen to words from the network and underline the main stress.

Instrument

LANGUAGE CHOICE 28:
VOCABULARY PRACTICE

5 Work in groups. Use the network to talk about *your* interests in music.

c





a The Spice Girls



b Metallica



c U2

Warm Up

- Look at the photos (a-c). Do you know any of these bands? Do you know how they started?
- Read the text below. Which tips (a-e) does the expert give for starting a band?
 - Play many different styles of music.
 - Don't worry if you can't play an instrument.
 - Play songs of famous bands.
 - Practise a lot.
 - Enter a TV competition.
- Would you or your friends like to form a band? Which of the expert's tips do you think are the most useful?

Teenagesut.com

starting a band 3.6

How do you start a band?

First, you have to find some other people who want to play music. They don't have to know how to play instruments. You can learn together. Lots of famous bands have done it this way. Then choose your kind of music (e.g. rock or punk). You don't have to play one style only but it's helpful at the beginning.

Where do we get the music?

You can write the music yourself. And you have to find a good lyrics writer, too. Write a few songs and try them out. But think of other people's music, too. Most new bands play other people's music before they can write their own.

How much do we need to practise?

A lot! And you have to find a good place. You can use someone's garage or ask your parents – maybe they don't mind the noise? Practise as often as you can but remember – you have to go to school, too!

How can we start performing?

You can enter a TV competition but then you have to queue for auditions, you can't play your own music and you have to put on make-up ... So I think it's better to play your songs at a school dance or at a friend's birthday party first.

have to/not have to, can/can't

- 4 Read the sentences (1-4) from the text. Write the modals in bold in the table next to their meanings (a-d).

- 1 You **have to** go to school.
- 2 You **don't have to** play only one style.
- 3 You **can** write the music yourself.
- 4 You **can't** play your own music.

- | | | | | |
|---|------------|---|---|--------------------------------|
| 1 | <u>can</u> | = | a | It's possible/allowed. |
| 2 | _____ | = | b | It's not possible/not allowed. |
| 3 | _____ | = | c | It's necessary. |
| 4 | _____ | = | d | It's not necessary. |

Practice

LANGUAGE CHOICE 29

- 5 Complete the sentences with the correct form of **have to**, **not have to**, **can** or **can't**.

The life of a dancer is not easy. They ¹ have to practise a lot. My friend Ivan is a dancer and he often ² _____ perform every day. He ³ _____ be really fit so he ⁴ _____ do exercise, like yoga or swimming. Dancers ⁵ _____ be quite slim so they ⁶ _____ eat everything, they ⁷ _____ be on a diet all the time. Also, they ⁸ _____ eat just before the show - the last meal ⁹ _____ be at least two hours earlier. But they ¹⁰ _____ get up very early because training usually starts at twelve o'clock.

LANGUAGE CHOICE 30

- 6 Use the cues to write sentences with **have to**, **not have to**, **can** or **can't**.

- 1 I can't go out now.
I have to practise the new song.

(practise the new song)

- 2 You don't have to play solo.
(play with the band)
- 3 We can play our own music.
(copy other bands' music)
- 4 You don't have to play an instrument.
(learn with your band)
- 5 The concert is free.
(buy a ticket)
- 6 Guitars are really expensive.
(buy a new one every year)

- 7 Work in pairs. Use the cues and your own ideas to describe the life of rock musicians. Use **have to**, **not have to**, **can** or **can't**.

Rock musicians don't have to get up early.

go on tours write music play an instrument
sign autographs wear smart clothes get up early
study at a music academy grow long hair
write their own lyrics

Grammar Alive Complaining

- 8 **3.7** Listen to two conversations. Match the people (1-4) with the things they have to do tonight (a-d).

- | | | |
|----------|---|--------------------------------|
| 1 Jane | a | write an essay |
| 2 Kevin | b | practise playing an instrument |
| 3 Tom | c | work on a project |
| 4 Martha | d | revise for a test |

- 9 Decide which of the things below a music student (M) and a sports student (S) have to do.

- | | |
|---------------------------------------|---|
| <input checked="" type="checkbox"/> M | learn to read music |
| <input type="checkbox"/> | run 5 kilometres every day |
| <input type="checkbox"/> | give concerts for the family |
| <input type="checkbox"/> | wear a suit at concerts |
| <input type="checkbox"/> | carry heavy equipment |
| <input type="checkbox"/> | practise outside in winter |
| <input type="checkbox"/> | carry a guitar around |
| <input type="checkbox"/> | play matches in the rain |
| <input type="checkbox"/> | be on a special diet |
| <input type="checkbox"/> | practise the guitar for three hours a day |

- 10 Work in pairs. Student A is a music student and Student B is a sports student. Use the ideas from Exercise 9 and **have to** and **not have to** to make dialogues.

- A: *I have to practise the guitar for three hours a day.*
B: *But you don't have to run 5 kilometres every day.*

- 11 Use the cues and **can**, **can't** and **have to** to make dialogues.

- A: *I've got a headache.*
B: *Why don't you go for a walk?*
A: *I can't. I have to go to my guitar lesson.*

- 1 headache - go for a walk - go to guitar lesson
- 2 sleepy - get some sleep - listen to a concert on the radio
- 3 no money - find a weekend job - play concerts at weekends
- 4 hungry - have a sandwich - go to a dance class in half an hour
- 5 bored - go out - read a book about Bach
- 6 tired - get some rest - find some old songs on the internet

- 12 Work in groups. Who is the best at complaining? Take turns to talk about the things you **have to** and **can't** do in life. You can invent information.

- A: *I have to wash up every day and I have to help make dinner. And I can't go out at the weekend because I have to study.*
B: *That's nothing. I have to get up at five o'clock because I have to practise the violin before I leave for school.*

Warm Up

- 1 **Your Culture** Work in pairs. Answer the questions.
- 1 What music festivals are there in your country? Have you ever been to one? Would you like to go to one?
 - 2 What bands would you like to see live?

Reading

- 2 Read the article. Which of the festivals:
- a is in a capital city? *Sziget*
 - b is not near a river?
 - c has a big dance tent?
 - d has fewer foreigners?
 - e is usually very hot?
 - f is quite similar to a British festival?
- 3 Read the article again. Choose the best answers to the questions.
- 1 What is the author of the article trying to do?
 - a review the music of the festivals
 - b** recommend the three festivals
 - c give travel information about them
 - d describe his/her experiences
 - 2 What is better about the festivals than those in the UK?
 - a the small number of big groups
 - b** the variety of the music
 - c the organisation and facilities
 - d the weather and the price
 - 3 Why is FIB a good place to go?
 - a the number of young Brits there
 - b** the music, beach and weather
 - c the organisation and the beach parties
 - d You can party all day.
 - 4 Why does the author recommend EXIT?
 - a** the great party atmosphere
 - b the number of stages
 - c It is on the River Danube.
 - d There is a social theme.
 - 5 What is special about Sziget?
 - a** It has got a big variety of music.
 - b It is a very big festival.
 - c It is great for culture in general.
 - d It has a lot of foreigners.
- 4 Which of the festivals would you like to go to? Tell the class and give reasons.



Rock on the Continent 3.8

Tired of the rain and mud, high prices and queues at the big British rock festivals like Reading or Glastonbury? Want to combine a festival with some sun and fun abroad? Tim Hughes checks out three of Europe's biggest and best festivals.

1 FIB: the hot, sandy one

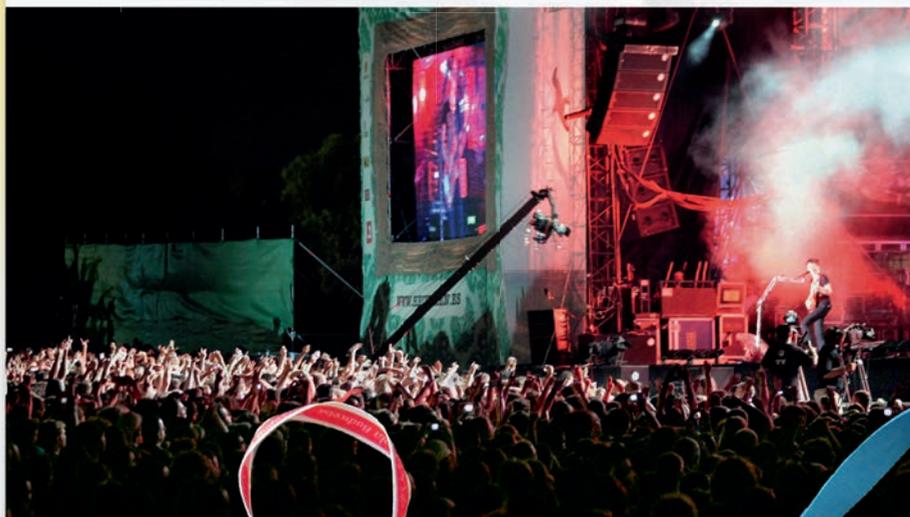
Where: In Benicàssim on the Mediterranean Coast between Barcelona and Valencia.

When: 16-19 July

What music: A big variety of pop, indie rock and electronic music. You can find big names like Oasis, Franz Ferdinand and Leonard Cohen.

Who goes: More than half the audience are foreigners and most of these are Brits in their twenties.

FIB (Festival Internacional de Benicàssim) started in 1995 and has got larger every year. The music goes on until 8.00 in the morning so you can party all night and then chill out on the beach. It's VERY hot but is definitely worth going to. It's like a big UK festival on a beach with nice weather.



2 EXIT: the big party one

Where: In a historic fortress on the Danube in Novi Sad in northern Serbia.

When: 9-12 August

What music: Some big names like The Prodigy and Moby. Twenty-five stages with everything from rock to reggae and from blues to chill-out.

Who goes: Most people are local but more foreigners come every year.

EXIT was started by three university students in 2000. Every year there's a social theme (this year it's the environment). We recommend the fantastic atmosphere, the dance arena for 20,000 people and the parties on the banks of the Danube. Watch the sun come up in the morning - it looks amazing.



3 SZIGET: the city one

Where: An island in the Danube in the beautiful city of Budapest in Hungary.

When: 12-17 August

What music: Forty different stages with lots of variety and some great world music. Big names include Lily Allen and Snow Patrol.

Who goes: Over 400,000 people (half of them from outside Hungary) but it never feels crowded.

Sziget (island in Hungarian) started in 1993 and is now one of Europe's biggest festivals. It is more than just a music festival - it's got art, film and street theatre. The organisation is great and Budapest, with its historic sights and nightlife, is a fifteen-minute bus ride from the island. We recommend the huge dance tent - the music there sounds great.



- 5 Look at the Sentence Builder. How do you say the sentences in your language?

Sentence Builder Verbs + adjectives

- 1 The music there **sounds great**.
- 2 It **looks amazing**.
- 3 It never **feels crowded**.

LANGUAGE CHOICE 31

- 6 Work in pairs. Ask and answer the questions.

- 1 What new albums do you think sound good?
- 2 What kind of music sounds good at parties?
- 3 How do you feel when you listen to music?
- 4 What singers do you think look cool?

Listening

- 7 **3.9 3.10** → **SKILLS BUILDER 4** Listen to Sarah's answers (1-5) and match them with the questions (a-f). There is one extra question.

- a Where do you get music from?
- b What's your favourite song?
- c When do you listen to music? **1**
- d How often do you go to concerts?
- e What sort of music do you like?
- f Do you like dancing?

- 8 **Vocabulary** Look at the Word Builder. When do you do these things?

I turn the volume up when a song I like comes on the radio.

Word Builder Multi-part verbs (2)

- 1 When I listen to rap, I **turn the volume up**.
- 2 I **turn down** the radio when my parents get angry.
- 3 I **turn on** my MP3 player when I'm studying.
- 4 I **turn off** my MP3 player when I'm at school.

LANGUAGE CHOICE 32: VOCABULARY PRACTICE

- 9 Choose five of the options (a-h). Write questions.

How many hours a day do you listen to music?

- | | |
|---------------------------|--------------------------|
| a listening habits | e reasons for listening |
| b spending on music | f favourite styles |
| c music sharing | g favourite song |
| d favourite bands/singers | h concerts and festivals |

- 10 Work in groups. Ask and answer your questions. Tell the class your results.



KINGSTOWN ^{3.11}

CLASSICAL MUSIC SCHOOL

– RULES AND REGULATIONS

- 🎵 Students must attend all classes. They may be late only twice during the term.
- 🎵 All students must take part in a choir or an orchestra. Rehearsals and concerts are compulsory and students must not come late or leave early. During concerts students must wear black trousers/long skirts and white shirts.
- 🎵 Students may wear their own clothes but they must be clean and tidy. Bright colours are not allowed. Short sleeves are allowed but students must not wear shorts.
- 🎵 Hair must be clean and tidy. Boys' hair must be above the collar. Girls may have long hair but they must tie it back. Students must not dye their hair. Girls may wear make-up during concerts.

Warm Up

- 1 Look at the photo. What type of school does it show? What are the people doing?
- 2 Read the rules for Kingston Classical Music School. Can the students:
 - a come late to classes?
 - b wear jeans at concerts?
 - c have long hair?
- 3 Which rules are the same and which are different in your school? Which do you find strange?

may, must and must not

- 4 Read the formal rules (1–3) from the text and match them with the meanings (a–c).
 - 1 Students **must** attend all classes.
 - 2 Students **may** wear their own clothes.
 - 3 Students **must not** wear shorts.
 - a It's possible/allowed.
 - b It's necessary.
 - c It's not possible/allowed.
- 5 Find more rules in the text and finish each sentence with two examples of students' activities.
 - 1 It is possible for girls to _____.
 - 2 It is not possible for boys to _____.
 - 3 It is necessary for all students to _____.

- 6 Complete these language school rules with *may*, *must* and *must not*.
 - 1 Course books are compulsory. Students must bring course books to every lesson.
 - 2 The school is noise-free. Students _____ play music during the breaks.
 - 3 Students _____ use mobile phones during lessons. However, they _____ use mobile phones during breaks.
 - 4 Students _____ come to school on their bikes but they _____ leave them in front of the school. Students _____ bring the bikes into the school building.
 - 5 Eating and drinking is only allowed in the cafeteria. Students _____ eat or drink during lessons.

- 7 Make up the rules and regulations for your own music club. Use *may*, *must* and *must not*. Do not be too serious!

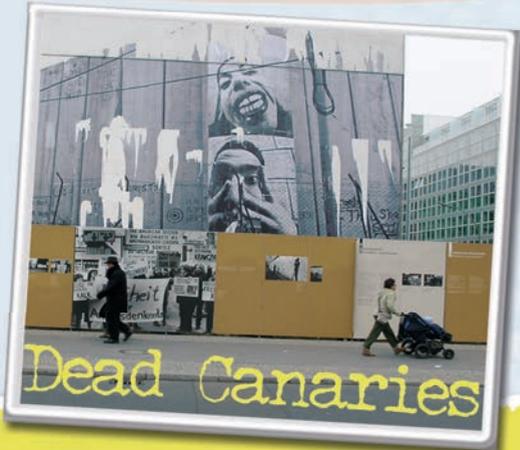
Visitors may wear anything but they must not wear black.

Writing Workshop 3

- 1 Read the album reviews (a-c). What adjectives are used to describe the things below?

album/record - disappointing/repetitive

album/record song/track singer voice singing lyrics



a Some of the songs are exciting and the lyrics on a couple of the songs are interesting. However, I am afraid the singer is not very talented and does not have a very strong voice and the guitar playing is repetitive and boring.

b Some of the lyrics are quite imaginative and are about real life. However, the singing is poor and this album is very disappointing. The keyboard playing and the drums are terrible!

c There is one catchy track but most of the songs are boring because of the weak lyrics and singing. This album is repetitive and similar to their earlier records. The guitar playing is very disappointing, too.

- 2 Read the letter from a reader to a magazine. Which of the reviews (a-c) in Exercise 1 is she writing about?

Dear Editor,

- I am writing about last Friday's review of the new Dead Canaries album. Although I am a regular reader of your magazine, I found this article very disappointing.
- The reviewer thinks that the record is not very original and is just like their previous albums. According to the review, there is one good song but the rest are not very exciting and the singing, guitar and lyrics are poor.
- I am sorry but I totally disagree with the reviewer. I think that Ricky is a talented singer and the lyrics are interesting because they are about real life for young people in Britain now. In my opinion, there are some great, catchy songs like *Hello Friday*.
- In conclusion, I think the review is very unfair.

Yours faithfully,

Claire Ramsey

Text Builder

- 3 Read the letter again. Match the paragraphs (1-4) with the headings (a-d).

- a conclusion 4
- b reasons for disagreeing
- c reason for writing
- d the reviewer's opinions

- 4 Find formal expressions in blue in the letter with these meanings (1-8).

- All the best, *Yours faithfully*
- For me, it was a really bad article.
- Hi there.
- I want to tell you about ...
- The review says ...
- Anyway, ...
- I think ...
- The reviewer's wrong!



- 5 Write a letter to a magazine in reply to a review about your favourite album.

→ SKILLS BUILDER 29

- 1 Choose one of the reviews (a-c) in Exercise 1. Imagine it is about your favourite album. Write notes with your opinions.

the singing is poor - NO! - Jack Johnson = fantastic singer

- 2 Use your notes to write a letter to a music magazine. Write four paragraphs.

- 3 Check your letter for spelling mistakes.

- 6 Work in pairs. Read your partner's letter. Do you agree with him/her about the album? Tell the class.

I agree with Tom about the singing but I don't agree with him about the lyrics. I don't think they are very interesting.

Speaking Workshop 3

The O2 Arena

Green Day in concert: ¹ 9 April at ² ____ p.m.

Tickets: from ³ £ ____ to £55.

Tickets available from:

Website: www.theO2.co.uk http://www.theO2.co.uk/

Box office: Tel: ⁴ _____ (twenty-four hours a day & ⁵ ____ days a week)

Transport: bus, underground (Jubilee Line) and boats (⁶ £ ____ return from central London).

Restaurants and cafés: ⁷ ____ food, hotdogs, pizzas, sandwiches and ⁸ ____ and chips.



1 **3.12 3.13** Look at the photo and the advertisement from the O2 Arena in London. Listen and complete the information (1-8).

2 **3.14** **Pronunciation** Listen to the sentences (1-5) from the phone conversation. Underline the unstressed words that are difficult to hear.

- 1 It's on Saturday, the ninth of April at 7 p.m.
- 2 And how much are tickets?
- 3 And how can I get to the O2 Arena?
- 4 There are buses twenty-four hours a day.
- 5 There are lots of cafés and restaurants at the Arena.

3 **3.15** Listen again and repeat the sentences.

4 **3.16 3.17** Listen to a conversation about a concert. Which short replies (a or b) do you hear?

Talk Builder Agreeing and disagreeing

- | | Agree | Disagree |
|--|---------------|------------|
| 1 I'm into Slipknot. | a Me too. | b I'm not. |
| 2 I really like Kaiser Chiefs. | a Me too. | b I don't. |
| 3 I'm not a heavy metal person. | a Me neither. | b I am. |
| 4 I don't like Kaiser Chiefs' latest record. | a Me neither. | b I do. |

→ SKILLS BUILDER 45

5 Write replies to these statements with *your* opinions. Use expressions from Exercise 4.

- | | |
|------------------------------|---------------------------------------|
| 1 I'm not into punk. | 5 I really hate folk music. |
| 2 I really like heavy metal. | 6 I don't think Beyoncé is very good. |
| 3 I like loud music. | |
| 4 I'm really into rap. | |

6 Work in pairs. Say things about music and agree or disagree with them.

- A: *I hate heavy metal.*
 B: *I don't. I like it.*

7 Have a discussion about music.

→ SKILLS BUILDER 44 AND 45

1 Write notes about these things.

- a your favourite music styles / why you like them
- b your favourite singers / why you like them

2 → SKILLS BUILDER 46 Practise saying the expressions. Read the strategies for discussions.

3 Work in groups. One person says something and the others agree or disagree. Give reasons.

- A: *I'm really into world music. It's different from ordinary pop music.*
 B: *Me too. I think it's great.*
 C: *I don't! I don't think it's very exciting. All those strange instruments.*

8 What did you agree about? Tell the class.

We agree that world music is interesting.

Objectives: Listen, read and talk about flying and transport; ask for information at airports; learn more about passives.

TOPIC TALK

- 1 Look at the photos (a-d). Which of the machines would you like to go in? Why?
- 2 **4.14 4.15** Look at the network below. Listen to three people (a-c) and answer the questions.
 - 1 How do they get to work or school?
 - 2 How do they go on holiday?
 - 3 Which of them hates flying on big planes?
 - 4 Which of them is the least worried about the environment?
- 3 **4.16 Pronunciation** Listen and repeat the words and expressions. Notice the stress and the spellings.

LANGUAGE CHOICE 45: VOCABULARY PRACTICE

- 4 Work in groups. Use the network to talk about your journeys.

Journeys

I go to school *on foot*.
 It takes me about *fifteen minutes*.
 I'd like to go to school *by motorbike*.
 We go on holiday *by train*.
 I've never been *on* an aeroplane.
 I love planes because they are *convenient*.
 I hate buses because of the *queues*.

delays, crowds, expensive tickets, long journeys, queues, uncomfortable seats

by bike, boat, bus, canoe, kayak, helicopter, train, car, moped, motorbike, plane/aeroplane, tram
 on foot, horseback, rollerskates, the underground

cheap, convenient, quick, exciting

c superjumbo

d flying car

b hot air balloon

a microlight



Warm Up

- Look at the photos of the three women (a-c) in the website. Answer the questions.
 - Why do you think they were unusual?
 - What do you think happened to them?

Reading

- Read the website. Check your answers to the questions in Exercise 1.
- ➔ SKILLS BUILDER 18 Use the strategies in the Skills Builder to match the sentences (a-f) with the gaps (1-5) in the text. There is one extra sentence.

- a Since then she has become an American legend.
- b Because of that, Bessie went to France and got her pilot's license there.
- c Five years after that, in 1937, she tried to fly around the world but disappeared somewhere in the Pacific.
- d She learnt to fly there and became an experienced pilot.
- e After the war, she started flying and was the first woman to parachute from a plane.
- f She didn't die but she was never the same.

- Read about the three pilots again. Which of the women, Bessie Coleman (BC), Sophie Pearce (SP) and Amelia Earhart (AE), are the sentences about?
 - had a difficult childhood *BC, AE*
 - took part in World War I
 - had problems learning to fly
 - made an important solo flight
 - became famous in her lifetime
 - survived a bad aeroplane accident

- Vocabulary** Look at the adjectives in the Word Builder. Find their opposites in blue in the text.

Word Builder Opposites

Adjective	Opposite	Adjective	Opposite
experienced	1 <i>inexperienced</i>	usual	6 _____
possible	2 _____	happy	7 _____
conventional	3 _____	accompanied	8 _____
reliable	4 _____	known	9 _____
lucky	5 _____		

LANGUAGE CHOICE 46: VOCABULARY PRACTICE

WOMEN IN HISTORY (4.17)

[HOME](#) [ABOUT US](#) [PILOTS](#) [SITE MAP](#) [CONTACT US](#)

In the 1920s and 30s, there was an incredible generation of young women pilots. A group of adventurous and **unconventional** women were pioneers in the male world of flying. These brave women flew primitive, **unreliable** aeroplanes and a lot of them died young in accidents.



A

BESSIE COLEMAN (1892-1926)

5 Bessie was born into a very poor African American family. She wanted to take lessons at a flying school but it was **impossible**; none of them wanted her because of her colour. ¹ _____ Back home, Bessie did acrobatics at air shows to make money and planned to start a school for African American pilots. However, Bessie died before she could open it. In an **unlucky** accident, she fell hundreds of metres from her plane. Americans were horrified and thousands came to her funeral. ² _____

15

LADY HEATH (SOPHIE PIERCE) (1897-1939)

Sophie was Irish but moved to England when she was a young girl. She was a motorbike messenger for the army there during World War 1 and in the 1920s became quite a successful athlete. ³ _____ In 1928, Sophie made the first ever solo flight from Britain to South Africa. For the trip, Sophie took some **unusual** luggage with her: a gun, tennis rackets, evening dresses and a fur coat. Sophie became a celebrity but in 1929 she had a plane crash. ⁴ _____

20

25



B

6 Your Culture Work in pairs. Ask and answer the questions.

- 1 Which of the three women do you think was the most interesting?
- 2 Do you know any famous pilots from your country?
- 3 What other famous women from your country do you know about? What did they do?

SEARCH

AMELIA EARHART (1897-1937)

Amelia Earhart was born in the USA in 1897 and had an **unhappy** childhood. When she was twenty-three she went in an aeroplane for the first time and loved it. Immediately, she wanted to fly and in 1922 made her first **unaccompanied** flight. Six years after that, Amelia became the first woman to fly across the Atlantic but she was quite **inexperienced** and did not pilot the plane alone. However, four years later, she made another trip across the Atlantic, this time on her own and immediately became world-famous.

⁵ ____ The cause of Amelia's death is **unknown** but her plane probably ran out of fuel and crashed into the sea.



Writing

7 → **SKILLS BUILDER 33** Read about reference words. What do the words (1-10) refer to in the website?

1 *women aviators*

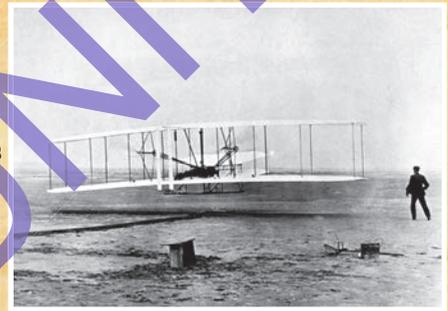
- 1 these brave women (line 3), 2 them (line 4), 3 it (line 7), 4 them (line 8), 5 her (line 9), 6 she (line 13), 7 it (line 13), 8 thousands (line 15), 9 there (line 19), 10 the trip (line 24), 11 that (line 36), 12 she (line 37),

8 Read the information about the Wright Brothers. Replace the words in *italics> with the reference words below.*

that (x 2) they it there one their

1 *it*

In 1878, Milton Wright gave his two sons, Wilbur and Orville, a toy helicopter. The boys loved playing with ¹ *the helicopter* and ² *Wilbur and Orville* soon began to make models. In



1892, the brothers started a bicycle workshop. ³ *In their workshop*, they experimented with a model aeroplane. After ⁴ *the experiment*, they tested real aeroplanes and built their first powered aeroplane, *Flyer I*. On 17 December 1903, Orville made the first powered flight of 36.5 metres in 12 seconds. After ⁵ *the first flight*, they made a flight of 60 metres and a final ⁶ *flight* of 260 metres. In 1905, ⁷ *Orville and Wilbur's* third model, *Flyer III*, flew 39.4 kilometres.

9 Work in pairs. Student A look at page 114 and Student B look at page 128. Choose four questions about the history of flight. Ask and answer your partner's questions.

10 How many questions did you get right? Tell the class.

Your Choice

No Comment

'There are only two emotions in a plane: boredom and terror.'

Orson Welles, American film director

a solar system

planet

satellite

astronaut

spacecraft

b spacewalk

c space junk

science world

Space Junk (4.18)

In November 2008, a bag was lost in space by astronaut Heidemarie Stefanyshyn-Piper, during repairs outside the *International Space Station*. The incident was reported by the media all over the world.

In fact, this happens quite a lot. A glove was lost during the US astronauts' first spacewalk in 1965 and a camera disappeared in space during the *Gemini 10* mission in 1966. These objects in space are called space junk.

There is a lot of junk in our solar system. It is found on Venus and Mars and twenty tons of it have been left by Americans on the Moon since the first Moon landing! Since 1957, when the first satellite, *Sputnik*, was launched by the Soviet Union, more than 4000 satellites have been sent into orbit. So it isn't surprising that some rubbish has been left behind!

Space junk travels as fast as 36,000 kilometres per hour and is very dangerous for spacecraft and satellites. Space Shuttle windows are often damaged and have been replaced over eighty times so far!

A lot of work is needed to clean up the space junk. Who knows, 'space junk collector' may be an important job in the future!

Warm Up

1 Look at the photos (a-c) and answer the questions.

- 1 What do people use satellites for?
- 2 What planets in the solar system have people reached so far?
- 3 Why do astronauts go outside spacecraft?

2 Read the text. What is space junk? Is it dangerous?

3 Would you like to travel in space? Why/Why not?

The Passive

4 Look at the text again. Complete the sentences below with the correct form of the verb *be*. Name the tenses for a, b and c.

a _____ tense

Many objects **were lost** during the spacewalk.
The incident **was reported** by the media.

b _____ tense

Space shuttle windows **are often damaged** by space junk.
A lot of work **is needed** to clean up the space junk.

c _____ tense

More than 4000 satellites **have been sent** into orbit.
Some rubbish **was left** behind!

Practice

LANGUAGE CHOICE 47

- 5 Use the cues to write sentences in the Passive. Use the Present Simple, Past Simple or the Present Perfect.
- The Hubble telescope / launched / in 1990
The Hubble telescope was launched in 1990.
 - No life / discovered / on Mars / so far
 - The Moon landing in 1969 / watched / on TV all over the world
 - Different animals / regularly / sent / into space in spacecraft
 - No planet like Earth / found / so far
 - Different objects / often / lost / in space
- 6 Look at the Sentence Builder. What information do the phrases in bold give us?

Sentence Builder by phrases

- Sputnik* was launched **by the Soviet Union**.
- A lot of junk has been left **by Americans** on the Moon.

- 7 Complete the sentences (1-6) with the Passive forms of the verbs in brackets and add the correct phrases below.

by the USSR	by Leonardo da Vinci
by a piece of space junk	by robots
by rings of rocks and ice	by American astronauts

- The exploration of Mars was carried out by robots. (carry out)
- The first aeroplane _____. (design)
- An astronaut _____ (hit) during the spacewalk.
- Saturn _____. (surround)
- Twenty tons of junk _____ (leave) on the Moon.
- The first spaceship _____. (launch)

LANGUAGE CHOICE 48

- 8 Complete the text with the verbs in the Passive. Use the Present Simple, Past Simple or the Present Perfect.
- The Moon appeared over four billion years ago in a big collision. Its dry surface ¹ is covered (cover) by sand and rocks and ² _____ (often hit) by meteoroids. During the day, it ³ _____ up (warm) to 117°C by the sun and at night the temperature falls to -169°C. In the 1950s and 1960's many spaceships ⁴ _____ (send) to the Moon. The first photographs of the far side of the Moon ⁵ _____ (take) in 1959. The first successful Moon landing ⁶ _____ (perform) in 1966 by the Soviet robot spaceship *Luna 2*. Since then, moon rocks ⁷ _____ (examine) by scientists from all over the world but no life ⁸ _____ (find).

Grammar Alive The news

- 9 4.19 Listen to the news item and answer the questions.
- What did the astronauts lose during the last spacewalk?
an expensive bag with tools
 - How many more spacewalks are they going to do on this mission?
 - What changes have been made on the *International Space Station*? Why?
 - Who/What can find the position of the bag?
 - What happens to objects in space when they enter the Earth's atmosphere?
- 10 Use the notes below to write a news item. Use correct tenses and the Passive where necessary.

The International Space Station was hit by a piece of space junk last night.

space station - hit by a piece of space junk - no astronaut hurt - some equipment damaged - only one signal received from the station since the accident - rescue mission sent from Earth

- 11 Imagine you are a journalist. Use the cues to make questions in the Passive about a space voyage.
- How / food prepared?
How is food prepared?
 - What / plates and spoons made of?
 - How / water obtained?
 - Where / oxygen stored?
 - How / illnesses treated?
 - Where / rubbish kept?
 - How / the space ship cleaned?

- 12 Work in pairs. Ask the questions from Exercise 11. Choose the correct answers (a-g).

A: *How is food prepared?*
B: *It is made on Earth.*

- It is thrown out into space.
- It is cleaned by robots.
- It is stored in tanks.
- They are made of plastic.
- It is made on Earth.
- The ship is equipped with medicines.
- A lot of it is recycled.

DVD Choice

Warm Up

1 **Vocabulary** Look at the airport plan. Answer the questions.

- 1 Where do you have to go when you arrive at an airport to catch a flight?
- 2 What do you have to go through before you get to the departure lounge?
- 3 Where do you have to go first when you enter another country?

LANGUAGE CHOICE 49 AND 50: VOCABULARY PRACTICE

Listening

2 **4.20 4.21** Listen to a documentary about Heathrow Airport in London. Are the sentences true (T) or false (F)?

- 1 Heathrow has nearly seventy million passengers a year.
- 2 There are six passenger terminals.
- 3 A hundred and ninety airlines take off and land from Heathrow.
- 4 The airport is crowded because it is designed for fifty-five million passengers.
- 5 Airlines have short times to load and unload.
- 6 There are trains to London every five minutes.

3 **DVD 9** Look at the photos (a-c) from a BBC documentary about Heathrow Airport in London. Guess which of the things below are mentioned. Then watch and check your guesses.

- a the number of passengers at Heathrow
- b fines for airlines when flights leave late
- c weight limits on baggage and cost of excess baggage
- d animals in baggage

4 **DVD 9** Watch the documentary again and answer the questions.

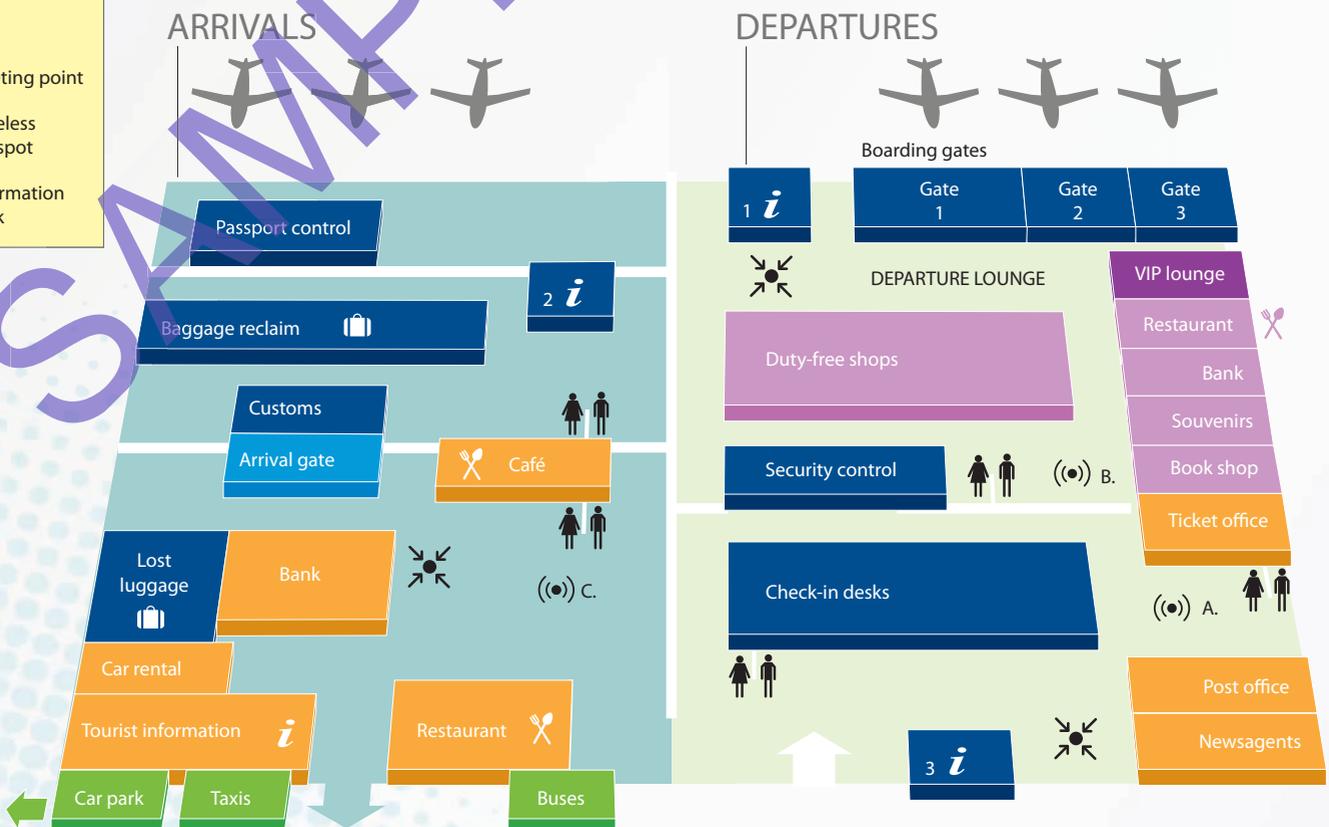
- 1 How many minutes late can a plane be without a fine?
five minutes
- 2 What is the job of the duty officer of Qatar Airways?
- 3 What is the weight limit for hand baggage?
- 4 What do passengers usually do when they have excess baggage?
- 5 Does the flight finally leave on time? How do you think the duty officer feels?

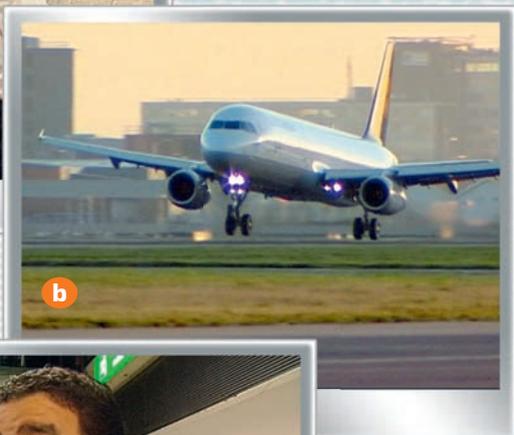
5 **Have you ever had problems at an airport? What happened?**



KEY:

- Meeting point
- Wireless hotspot
- Information desk





b



c

8 4.24 Listen and match the questions and requests (1-7) with the replies (a-g) below.

- a Yes, of course. Here you are.
- b Yes, I did.
- c I'm sorry, I can't.
- d Yes, certainly. Go through ... and turn right, go past the ... The ... is between the ... and the ... It's in front of the ...
- e Just a moment.
- f Aisle, please.
- g Sure.

Talk Builder Airport situations

- 1 Good morning, sir. Could I have your passport and ticket, please?
- 2 Is that a window or aisle seat, Mr Macdonald?
- 3 Could you put your case here, please?
- 4 Could you help me with my case, please?
- 5 Could you pay the excess baggage at the ticket office?
- 6 Did you pack your case yourself, sir?
- 7 Could you tell me how to get to the nearest bank?

→ SKILLS BUILDER 49

Watching and Speaking



6 4.22 DVD 10 Listen to or watch the airport situation. Answer the questions.

- 1 How many kilos over the limit is his suitcase?
2 kilos
- 2 How much does he pay for excess baggage?
- 3 Where is the ticket office?
- 4 Where does he put the things from his suitcase?
- 5 Where and when does the flight start boarding?
- 6 What is the bank in front of?

7 4.23 DVD 10 → SKILLS BUILDER 7 Use the strategies in the Skills Builder to listen to or watch the dialogue again and find examples of formal style.

9 4.25 Pronunciation Listen and repeat the polite requests and replies. Notice the intonation.

10 4.26 Listen and choose the best reply to the phrases.

- 1 a Give me a window seat. b Window, please. c I'd like a window.
- 2 a I can. b Not at all. c Sure.
- 3 a No, I didn't. b Of course I did. c Yes, I did.
- 4 a Here you are. b Here we are. c Here they are.
- 5 a Of course. b Not at all. c Right.

11 Work in pairs. Look at the airport plan again. Ask for and give directions to these places from one of the information points:

a café / a car park / a bookshop / tourist information / a bank / the arrival gate

12 Work in pairs. Choose three of the situations (a-d) and act them out.

- a check in (no excess baggage)
- b check in (passenger with excess baggage)
- c an information desk (ask for buses)
- d an information desk (ask for British Airways check in)

Language Review Modules 8 and 9

1 Environment/Journeys/Airports Complete the texts with the correct words.

In my city, there are a lot of green ¹_____ so we have some wild animals. But my favourite wild animals are polar ²_____. Unfortunately, they are threatened by ³_____ change. I'm also interested in bees, the most useful ⁴_____ of insects in the world. I don't like ⁵_____, like snakes and crocodiles.

Last summer I was coming home from Spain ⁶_____ plane. All the planes were delayed because ⁷_____ a storm. It ⁸_____ us an hour to go through passport ⁹_____. The departure ¹⁰_____ was so crowded that we had to stand. Then, we had to go to the plane ¹¹_____ foot. The whole journey was a disaster. I was so happy when I finally saw my dad at the arrival ¹²_____.

/12

2 Multi-part verbs/Opposites Complete the gaps with the correct multi-part verbs or the opposites of the words in brackets.

A: Is this new anti-insect spray ¹³_____ (unreliable)?

B: The best thing is always to stay ¹⁴_____ from insects. It is ¹⁵_____ (possible) to protect people against all of them. But this spray is quite ¹⁶_____ (usual) - it works on mosquitoes and flies.

A: And what about bees?

B: When you come ¹⁷_____ a bees' nest, don't touch it. If you are ¹⁸_____ (lucky) and get bitten, put some ice on the bite. There are some ¹⁹_____ (conventional) remedies, like raw onion, but their true effects are ²⁰_____ (known).

/8

3 Future Conditional and time clauses Complete the sentences with the correct forms of the verbs in brackets.

21 If I _____ (not get) the plane ticket, I _____ (go) by train.

22 He _____ (buy) some books in the airport shop before he _____ (get) on the plane.

23 If we _____ (not find) a cheap hotel, we _____ (stay) at the campsite.

24 I _____ (call) you when we _____ (land).

25 They _____ (inform) us if the departure time _____ (change).

/5

4 The Passive Use the cues to write sentences with the Passive.

26 A unique spider / discover / in Central America

27 I / bite / my neighbour's dog / last week

28 Coffee / produce / in South America and Africa

29 The theory of evolution / develop / Darwin

30 Snakes / threaten / cane toads / in Australia /5

5 all, most, many, some, no/none, another/other Choose the correct words to complete the text.

I hate planes. I always choose ³¹some/another means of transport, if I can. Last summer, I was flying to New York. ³²All/Most passengers looked relaxed but the two people next to me were really nervous. One was an elderly woman and ³³another/the other was a young man. The woman chatted to ³⁴none/most people around her but the man ignored ³⁵some/the other passengers. He took ³⁶other/some medicine but ³⁷most/none of it helped him relax. When we landed, ³⁸some/most police cars drove up to the plane and the man was arrested. ³⁹All/Many the passengers had to wait until they took him away and ⁴⁰none/most of us were informed what was going on. /10

6 Suggestions/Airport situations Complete the dialogue with the correct words.

Officer: Good morning. Could I ⁴¹_____ your passport, please?

John: Of course, here you are.

Officer: Window or ⁴²_____ seat?

John: Window, please.

Officer: I'm afraid your baggage is ⁴³_____ the limit, sir. You'll have to pay ⁴⁴_____ baggage.

Amy: John, why ⁴⁵_____ you take out some of the books?

John: Okay.

Officer: Here is your ⁴⁶_____ pass, ⁴⁷_____. Have a good flight!

John: And where are the gates?

Officer: Go ⁴⁸_____ the pharmacy and you'll see the gates ⁴⁹_____ the restaurant and the newsagent's. I think you ⁵⁰_____ go there right now. It's quite late. /10

Self Assessment

4.27 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 39, 45, 49, 50
2	Language Choice 41, 46
3	Language Choice 40, SB lesson 22 ex 8
4	Language Choice 47, 48
5	Language Choice 43, 44