

Every two units the **Gateway to exams** pages allow students to test their progress and at the same time develop their skills through targeted training tasks for exams.

Students are referred to the **Exam success** pages at the back of the book for more detailed exploration of the skills they have been learning and the best way to approach a specific exam task.

Use of English

► TIP FOR USE OF ENGLISH

In multiple-choice cloze activities, remember ...
Read the complete text first without thinking about the gaps. This helps you to get a general understanding of the text.

► EXAM SUCCESS page 144

5 Read about acupuncture. Choose the best answer (A, B, C or D) to complete the text.

In China they've used acupuncture for thousands and thousands of years. But now a school in England (1) ... just started to use it with their students. Stanchester Community School is the school (2) ... they have begun this project. At this school they have a teacher who has spent time living in China studying acupuncture with Chinese experts. This teacher has (3) ... acupuncture to a small group of students at the school (4) ...

September. A very common problem that the students have is stress, usually stress caused by exams or homework. People (5) ... suffer from stress often have headaches, backache or stomach ache. The students all say that the treatment has (6) ...

helped them a lot. In fact, many of the students say that they've started to sleep really well. Luckily they haven't started sleeping in class (7) ... !

1 A has	B is	C have	D was
2 A that	B who	C where	D which
3 A give	B gave	C gives	D given
4 A since	B for	C at	D on
5 A -	B who	C when	D what
6 A yet	B for	C at	D already
7 A yet	B ever	C never	D in

Speaking

► TIP FOR SPEAKING EXAMS

In speaking exams, remember ...
It's important to know what the examiners want to hear. Find out how many marks there are and what you need to do to get a good mark.

► EXAM SUCCESS page 144

6 SPEAKING Work with a partner. Student A: Look at photo A on page 147. Student B: Look at photo B on page 148. Take it in turns to talk about what you photos using the questions below.

- Where are the people and what are they doing?
- Who are the people and what are they wearing?
- What else can you see?
- How do you prefer to learn a language?

Writing

► TIP FOR WRITING EXAMS

In writing exams, remember ...
Include all the information in the instructions or you will lose marks. And don't forget to write in the correct style (formal or informal).

► EXAM SUCCESS page 144

7 You are staying with an English teenager called Joe. You haven't got a mobile phone. This afternoon you are at home alone but you need to go out to the chemist's to buy some medicine and then take it to a friend. Leave Joe a message. Include this information.

- Explain where you have gone and why.
- Say who is ill.
- Give the address of the person who is ill and their telephone number.
- Ask Joe to ring you there when he gets home.

'CAN DO' PROGRESS CHECK UNITS 3-4

CEF

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

a I can talk about different quantities.	<input type="checkbox"/>
b I can understand written and spoken texts about different languages.	<input type="checkbox"/>
c I can make negative adjectives by using prefixes.	<input type="checkbox"/>
d I can ask for information about language courses and check that I have understood.	<input type="checkbox"/>
e I can write a text about my experiences of learning a language.	<input type="checkbox"/>
f I can report general and recent experiences in the past using the present perfect.	<input type="checkbox"/>
g I can talk about activities which continue up to now using the present perfect with for and since.	<input type="checkbox"/>
h I can discuss health problems and illnesses.	<input type="checkbox"/>
i I can describe scenes in photos and pictures using filters.	<input type="checkbox"/>
j I can write basic notes and messages.	<input type="checkbox"/>

2 Now decide what you need to do to improve.

- Look again at my book/notes.
- Do more practice exercises.
► WORKBOOK Units 3 and 4
- Ask for help.
- Other: _____

Units 3-4

57

The **Can do' progress check** empowers students by encouraging them to measure their own progress against a checklist of tasks they are able to do successfully after each two units. It also acts as a useful summary of the language topics and skills covered so far.

Take a Tour – Level B1

Reading tasks focus on stimulating topics using recognisable and relevant contexts.

There are 10 units in the Student's Book, with a Grammar and Vocabulary review and revision section in the Language checkpoint at the end of each unit. Exam-style activities appear throughout, with consolidation and practice every two units in the Gateway to exams pages.

The first exercise gives students the opportunity to test their prior knowledge by introducing topic related vocabulary.

3 Universal language

Vocabulary

Countries, nationalities and languages

- Work with a partner. How many countries can you name in this map of Europe?
- Complete the table of countries around the world with the names for the nationality and the main language(s).

Country	Nationality	Main language
1 Argentina		
2 Austria		
3 Brazil		
4 Bulgaria		
5 Egypt		
6 Japan		
7 Mexico		
8 Poland		
9 Russia		
10 Switzerland		
11 Thailand		
12 Turkey		

3 Listen and check your answers.

4a Listen and mark the main stress in each word in 2.

Argentina *Argentinian* *Spanish*

4b Listen, check and repeat with the correct stress.

5 Work in a small group. Which of the countries in 2 would you like to visit and why?

I'd like to visit Brazil, because I love watching the Brazilian football team.

Learning a language

- Look at these words. They are all verbs. What nouns can you make from them?

memorise • practise • revise • study • translate

study – student, studies

7 Look at these words. Decide if we use do or make with each word. Can you think of other verbs we can use with the words?

English • an essay • an exam
an exercise • homework • a mistake

do English, study English, learn English ...

8 Interview your partner with these questions about learning English. Are your answers similar?

- How do you study English outside school?
- How do you revise vocabulary before an exam?
- How often do you translate from and into English?
- How do you feel about writing in English?
- How often do you do English homework?
- When do you take English exams?
- How do you feel when you make mistakes in English?
- Do you prefer practising speaking, writing, reading, and listening or doing grammar and vocabulary exercises? Why?

How do you study English outside school?

I do my homework and I sometimes read books in English. I watch films in English, too.

The themes and topics are designed to appeal to teenagers, and are introduced clearly at the beginning of each unit.

Typical reading tasks include exam-style comprehension questions such as multiple-choice, True or False or inserting sentences into a text.

Vocabulary is brought to life with skills activities, allowing students to personalise the language.

Reading

1 Look at the map on page 32. The colours show the languages used on Twitter in different countries. Can you guess what language each colour is?

2 Read the text. How did they create the map on page 32? What other maps do they talk about in the text?

MAPping the world's LANGUAGES

Nowadays there are a lot of different ways to communicate with others. One of these is Twitter. People send millions of Twitter messages, or tweets, every day. One Twitter user, Eric Fischer, likes making maps.

He had an idea. He used data collected from Twitter to show all the languages used in the tweets. He needed some time to collect the data. But once he had it all, it didn't take him long to create the maps. Now we have a collection of maps which show who uses which languages and where. The maps are fascinating and also very beautiful.

In North America there aren't many different colours. English, in grey, is the main language. There's also some pink for Spanish. And there is a little purple for French in Canada. The map of Europe, on the other hand, is like a rainbow. We can see that there are big blocks of colour for languages such as English, French, Spanish, German and Italian. But look closely and you can see there are a few areas where different languages co-exist, such as in Switzerland. But what you can see are only tweets. Some countries are almost invisible because there are only a few Twitter users there. And in some countries, like Russia, the tweets are mainly concentrated in big cities.

There are also detailed maps of specific cities. A map of London in 2012 showed that people were tweeting in 66 languages! 62.5% of all the tweets were in English. Next were Spanish, Turkish and Arabic. The experts were surprised to see that the seventh biggest language appeared to be Tagalog, from the Philippines. At first, they couldn't see any good explanations for this unusual result. They looked into it and found that many of the words were not really Tagalog. They were English terms such as 'hahahahaha', 'shhhhhh' and 'lolololol'. The professor in charge of the project said: 'Tagalog wasn't included in the first map but it seems like a fun language!'

3 Read the text again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- Eric Fischer doesn't send Twitter messages. T/F/NM
- Eric Fischer just needed Twitter to make his maps. T/F/NM
- The map of North America shows that one language is dominant there. T/F/NM
- Fischer decided to make the map of Europe colourful. T/F/NM
- On the maps, it is difficult to see countries where people don't use Twitter. T/F/NM
- The Twitter map of London showed that 8.5% of tweets there are in Spanish. T/F/NM
- Tagalog is a very difficult language to learn. T/F/NM
- Tagalog wasn't really the seventh biggest language in London. T/F/NM

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think a Twitter map of your town, city, region or country would show?

What do the underlined words in the text mean? Guess and then check in your dictionary.

5 What about you?

- What do you think about social networks like Twitter and why?
- How do you communicate with people and which language(s) do you use?

Guides students towards the use of higher-order thinking skills.

Take a Tour – Level B1

The **Flipped classroom** video presentation provides a versatile and flexible learning tool, and an alternative grammar presentation which gives students greater control over their learning

The **Grammar guide box** highlights sentences from the reading text. Students are asked to work out key information about the form and use of the grammar.

Grammar in context

Flipped classroom: watch the grammar presentation video.

1a Look at the words. Are they countable or uncountable?

1 country	3 money	5 area
2 time	4 colour	6 language

1b Look at these sentences. The words in bold all express quantity. Answer questions a–e about the words.

- Some countries are almost invisible.
- He needed **some** time to collect the data.
- They couldn't see **any** good explanations for this.
- Did Fischer make **any** money from the maps?
- There aren't **many** different colours.
- He didn't need **much** time.
- There are **a lot of** different ways to communicate.
- It doesn't take **a lot of** time.
- There are **a few** areas where different languages co-exist.
- They had **a little** knowledge of Tagalog, but not much.

a Which words do we use with uncountable nouns?
some, any, much, a lot of, a little

b Which words do we use with plural, countable nouns?

c Which words usually appear in negative sentences and questions?

d Which words do we use to talk about large quantities?

e Which words do we use to talk about small quantities?

2a Complete the dialogue with **some** or **any**.

Jamie: Brad, I'm going shopping this afternoon. What do we need to get? Have we got (a) _____ bananas?

Brad: Yeah, we've got (b) _____ bananas but we haven't got (c) _____ tomatoes or potatoes.

Jamie: What about sugar? Have we got (d) _____ sugar?

Brad: No, we haven't got (e) _____ sugar, but we have got (f) _____ chocolate. And we need to get (g) _____ biscuits too.

2b All the words above in bold are types of food, but they all have something else in common. Can you guess what it is?

3 Choose the correct alternative.

Nobody knows exactly how (a) **much/many** words there are in total in the English language but there are (b) **a lot/a lot of**. One reason why there are so (c) **many/much** is that English takes words from (d) **much/many** other languages. Look at the words for food in exercise 2, for example. There may be (e) **a few/a little** words there that come from your language. (f) **Some/Any** of the words come from South America – potato, tomato and chocolate. There aren't (g) **any/many** words from Chinese in the English language, but ketchup is one of them. Originally, ketchup was the name for a type of fish sauce in China. Teenagers in the UK don't eat (h) **many/much** fish sauce but they do eat (i) **lots/lots of** burgers. There is (j) **some/any** confusion about the origin of the word burger, but (k) **a lot of** much people think that it comes from German. Because the UK and France are neighbours it is normal that there are (l) **a few/a lot of** French words in English – hundreds in fact. Biscuit is just one example. On the other hand, (m) **a lot of/ many** fruit travels a long way to get to the UK. That explains why the word banana comes from an African language. There are also (n) **a few/a little** words from Turkish, like yoghurt. And, finally, if you ask for (o) **a few/a little** sugar in your coffee, you're using two Arabic words. Just by being in an English kitchen you can travel to (p) **much/many** countries!

GRAMMAR REFERENCE ► PAGE 42

34 Unit 3

The final grammar activity asks students to use the new grammar in active, oral communication.

Developing vocabulary sections focus on 'systems' of vocabulary. These include word formation, collocation and phrasal verbs, and often bridge the gap between vocabulary and grammar.

Developing vocabulary

4 Work with a partner. Complete these sentences about your language. Use the words in the box for ideas. You may complete each sentence with two or three different ideas.

English/French/German/Russian words
irregular past forms • phrasal verbs • prefixes
prepositions • present tenses • words beginning with Z
words with more than 12 letters

- There are some **French words and some German words**.
- There are a lot of _____.
- There aren't any _____.
- There aren't many _____.
- There are a few _____.

5a Work individually. Look at the photos and choose a country. Make notes about things that there are or aren't in this country. Use the ideas in the box.

animals • bicycles • food • fruit
modern/old buildings • monuments • mountains
offices • people • snow • tourism • trees • water

Japan **Brazil**

Switzerland **Egypt**

5b SPEAKING Work in pairs. You need to discover your partner's country by asking questions with **any, much, many, a few, a little, a lot (of)**. Your partner can only answer 'Yes' or 'No'.

Is there any snow there? Yes, there is.

Is there a lot of snow? No, there isn't.

Do many people live there? No, not many.

5c SPEAKING Now choose different countries not in the photos and repeat.

Negative prefixes un-, in-, im-, ir-, il-

- Look at the words in the box. What do they have in common? What is the opposite of each word?

illegal • impossible • incorrect
informal • invisible • irregular
unhappy • unusual

- Choose the correct alternative.

- Many common English verbs, such as go, do and make, have a **regular/ an irregular** past form.
- People aren't usually **happy/unhappy** when somebody reads their private messages.
- 'A books' is **correct/incorrect** English.
- You couldn't see the message. It was **visible/invisible**.
- 'Dear Sir or Madam' is a **formal/ informal** expression.
- It is **legal/illegal** to steal data.
- It is **possible/impossible** to read hundreds of messages in just two minutes.

3a SPEAKING **17** Listen to the words in 1. Underline the syllable we stress in each word. Do we stress the prefix in each word?

3b **17** Listen again and repeat the words with the correct stress.

4a Think of an example of something (for example, a word or a situation) for each word in 1.

4b SPEAKING Work with a partner. Say one of your words or situations. Can your partner guess the word?

Climbing Everest in a day.

Impossible.

35 Unit 3



Take a Tour – Level B1

Students are shown the key concepts of the Life skills activity in a clear and concise form and have the chance to explore issues of universal interest and importance.

Students have many opportunities to give and share their opinions.

Life skills lessons equip students with the necessary transferable skills for life beyond the classroom.

Gateway to life skills: Social skills

Public SPEAKING

LIFE SKILLS OBJECTIVES

- To consider the importance of body language.
- To learn useful tips for public speaking.
- To practise giving a talk to the class.

KEY CONCEPTS

gesture [n]: He made a gesture with his hand to tell me to stop.
confident [adj], **confidence** [n]: She was confident about the exam because she studied hard for it. (insecure [adj]: I feel insecure when I'm speaking in front of my friends. (non-verbal [adj]: Animals use non-verbal language because they don't use words. **audience** [n]: There were 200 people in the audience for the school concert. **sincerity** [n]: An honest way of behaving which shows you really mean what you say.

WHAT is more important – WHAT YOU SAY or HOW YOU SAY IT?

Some experts say that up to 70% of decisions made at interviews are based on non-verbal factors. We can communicate a lot just with our body, our face and our gestures. The problem is that we often do this without thinking or realising. Just by the way that we sit, stand or walk we can appear insecure, confident or sometimes overconfident. Other people form opinions about us before we even open our mouths.

Do a little experiment. The next time you watch TV, turn down the volume. Watch how people move their arms and hands. Look at their faces and their eyes. Now try to imagine what they are saying and how they feel and turn the volume back up. It's incredible how much we can understand without words.

Look around the room right now. Are people sitting up straight? That probably means they are paying attention. Is anybody folding their arms? That's usually a sign that they are being defensive. Is anybody touching their hair? Maybe they're nervous. When somebody speaks, see if they cover their mouth. If they do, perhaps they're lying. On the other hand, when somebody looks straight into your eyes when they speak to you, it's generally a sign of sincerity and confidence.

There can be problems with body language though. Gestures do not mean the same thing in every country. Even gestures for yes and no can sometimes be different. Bulgarians shake their heads from side to side to mean yes, and they nod up and down to say no. Also, what people believe is polite or impolite can change. Sitting with your hands behind your head is impolite in some countries but not in others. And in some countries it is normal to stand very close to the person you are speaking to. In others, people sometimes feel very uncomfortable when the person speaking to them is very close to them or touching them.

Body language doesn't have grammar or vocabulary, but there are still things we can learn and practise if we want to send the right message!

ADVICE FOR SPEAKING IN PUBLIC

1. Stand up straight.
2. Use your neck.
3. Look at the audience.
4. Speak with a very loud or soft voice.
5. Speak fluently, without frequently.
6. Intonation is when your voice goes up or down and it keeps people's interest.
7. Always begin your talk before you begin.

7 What do you think of the advice in 6? Why?

LIFE TASK

You want to speak in public.

Follow this plan:

1. Choose one of these statements. Decide if you agree or disagree with the statement and make notes with your ideas.
 - a. It is essential to learn English in today's world.
 - b. Films and TV series are always best in the original version.
 - c. It's bad for our language when people start using English words.
 - d. Chinese is the language of the future.
 - e. The whole world should speak just one language.
2. Prepare a one- to two-minute talk with your notes in 1. Decide the best order for your different points and ideas.
3. Give your talk to the class or a group of students. Remember to follow the advice in 6.
4. When you all finish, give each other feedback. Which advice in 6 did you follow? What can you do better next time?

Engaging video activities show real teenagers talking about the Life skills topic in the form of street interviews, presentations and blogs.

The Life skills lesson culminates in a productive Life task such as giving a presentation, creating a poster or making a plan. It gives students the opportunity to practise authentic language skills in a collaborative manner.

Take a Tour – Level B1

Students listen to a wide variety of realistic text types including dialogues, radio programmes, adverts and interviews.

There is a wide variety of listening tasks, all of which appear in listening exams, such as true/false, completing notes and matching.

Listening

1 **SPKING** Work with a partner. Look at the five different languages below. What, if anything, do you know about each one? Do you think they are easy or difficult to learn? Why?

a Spanish c French e Klingon
b Esperanto d Japanese

2 **LISTENING** Listen to four speakers. Match each speaker to the language in 1 that they are learning now. There is one language you don't need.

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

3 **LISTENING** Listen again and match the speakers and the correct information. There are two pieces of information for each speaker.

A was not very successful with the first foreign language they learned.
B is learning a language because they like the idea behind the language.
C wants to learn a language to understand more about the people who speak it.
D is learning a language because it helps them professionally.
E started learning a language because of one special person.
F tells people they meet interesting facts about the language they are learning.
G was interested in a language from a TV programme before they started learning a real language.
H knows three or more languages.

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

4 **SPKING** What about you?
Choose one of the languages to learn. Give reasons.

Grammar in context

Relative pronouns

1a Look at these sentences.

- Mexico and Argentina are two countries **where** I do a lot of business.
- Zamenhof was the man **who** created Esperanto.
- It was a TV series **which** made me want to learn Klingon.
- He's the character **(that)** I like the most.
- That was **when** I decided to start learning Japanese.
- They're comics **that** come from Japan.
- I don't know **whose** idea it was.

Which words in **bold** refer to:

a people? **who** and _____
b things? _____ and _____
c possessions? _____
d places? _____
e times? _____

1b Look at sentences 4 and 6 in 1a and choose the correct alternative.
We **can/cannot** omit **who**, **which** or **that** when a noun or pronoun comes immediately after.

GRAMMAR REFERENCE ► PAGE 42

2 Look at the relative pronouns in these sentences. In which sentences can you omit the relative pronoun?

- The Big Bang Theory was the series **which** made him famous.
- That's the language **that** I want to learn.
- English is a language **which** millions of people speak.
- A linguist is a person **who** studies and speaks a lot of languages.
- He is the teacher **who** taught me French.
- She's the person **that** helped me to speak Italian.
- The first person **who** I met at the hotel was Spanish.
- She never forgot the people **who** helped her to learn English.

Jim Parsons from The Big Bang Theory

The second Grammar in context lesson allows students to discover grammar rules for themselves.

Students are given lots of opportunities to use new grammar in active, oral communication.

Photos are used to engage students and bring the grammar to life.

3 Match the sentence halves using appropriate relative pronouns.

Quebec is a part of Canada where they speak French.

Quebec is a part of Canada
Javier Bardem is a Spanish actor
Summer is a time
JRR Tolkien was the writer
Latin was the language
Sushi, manga and bento are words
Captain Kirk and Mr Spock are characters
a lot of people go to the UK to study English.
b makes films in English in the US.
c adventures appear in the Star Trek films.
d they speak French.
e books became a series of very popular films.
f come from Japanese.
g they spoke in Ancient Rome.

4a **SPKING** Choose six words from the Vocabulary sections in Units 1-3. Write definitions of the words using **who**, **that**, **which**, **where**, **when**, **whose**.

4b Read your definitions to your partner. Can they identify the words?

It's a person who attacks you to take money or objects from you. **A mugger.**
It's the stage of life when you're a child. **Childhood.**

5 Complete these sentences with true information about you.

- _____ is a place where I'm usually happy.
- _____ is an object which is really important to me.
- _____ was a year when something special happened to me.
- _____ is a person who is special to me.
- _____ is a place where I want to go one day.
- _____ is a language that I want to learn.
- _____ is a film that I love.

6 **SPKING** Work with a partner. Compare your sentences in 5 and discuss your answers.

Home is a place where I'm usually happy. **Me too. But I wrote 'the swimming pool'. I go swimming every weekend. I love it.**

EXAM SUCCESS

You are going to do a multiple-choice cloze activity. You have a text with gaps. You must complete each gap with one of three or four words that they give you. Why is it a good idea to read the complete text first, without thinking about the gaps?

► EXAM SUCCESS page 144

7 Read about Emilia Clarke. Choose the best answer (A, B, C or D) to complete the text.

Actors have a difficult job. One difficult thing (1) _____ they need to do is learn all their words. But imagine how difficult it is when they need to learn words in (2) _____ language which doesn't really exist! Emilia Clarke is a British actress (3) _____ speaks not one but two fictional languages in the TV series Game of Thrones. One of the languages is called Valyrian (4) _____ the other is Dothraki. David Peterson is the person who invented all the languages in the series. Peterson went to the University of California, San Diego. That was (5) _____ he studied a master's in linguistics. For Game of Thrones, he created a (6) _____ of words for each language. His wife Erin helped him to create at least one word. She was the person (7) _____ name he used to create the adjective for kind or good in Dothraki. It must be really hard for Emilia (8) _____ she needs to film in Dothraki. But there are a (9) _____ words that she doesn't need to learn in Dothraki. One of them is 'Thank you'. The Dothraki people are quite aggressive and never use it!

1 A that B who C whose D when
2 A - B a C the D some
3 A - B which C who D whose
4 A and B but C because D that
5 A a lot B lots C many D few
6 A that B which C who D whose
7 A that B what C when D which
8 A a few B little C lot D many

Take a Tour – Level B1

The **Practice makes perfect** activity gives students further practice and refers them to the Writing bank at the end of the book for more extensive support and guidance.

The **Developing speaking** lesson develops students' oral skills with a highly-structured approach to speaking.

Developing speaking

Asking for information

CARDIFF ENGLISH CENTRE: LEARN ENGLISH IN WALES

As a small school, we can give students the personal care and attention they need. Learn English and have fun, too! Why not contact us to find out more?

1 **SPK** Work with a partner. Look at this advert for a school that organises summer courses for students of English. Answer these questions.

- Do you think this is a good place to learn English in the summer? Why/Why not?
- You want to do a summer course to practise English. What factors are important in deciding where to study? Make a list.

2 **LISTENING** Listen to a student asking for information about the Cardiff English Centre and write the information. Does the student ask about any of the factors you thought of in 1? Which ones?

Course begins: _____
Course lasts: _____
Price: _____
Other activities: _____

3 Look at the useful expressions in the Speaking bank. Read the dialogue in 4 and tick (✓) the expressions which appear in it.

✓ SPEAKING BANK

Useful expressions for checking understanding

- Sorry, did you say ...?
- Could you repeat that?
- Pardon?
- I'm not sure I understood.

4 Complete the dialogue with the correct information.

Receptionist: Good morning. This is the (a) _____ English Centre. How can I help you?
Student: Good morning. I'd like some information about your summer courses.
Receptionist: Yes, of course. We have a course for students aged between 14 and 17. It begins on (b) _____.
Student: Sorry, did you say (c) _____?
Receptionist: Yes, that's right. The course lasts (d) _____.
Student: Do you organise accommodation?
Receptionist: (e) _____, we (f) _____.
Student: How much is the course?
Receptionist: The price of a (g) _____ course is (h) _____.
Student: Could you repeat that?
Receptionist: Yes, I said the price is (i) _____.
Student: Does the price include other activities?
Receptionist: Yes, it does.
Student: What other activities are there?
Receptionist: There are (j) _____ (k) _____ and sports activities, including (l) _____.
Student: Oh, that sounds interesting. Can you send a registration form?
Receptionist: Yes, of course. Can you give me your name and address?
Student: Yes, it's ...

5 **SPK** Practise the dialogue in 4 with your partner.

PRACTICE MAKES PERFECT

6a **SPK** Work with a partner. Do this role-play using the questions in 4 and the Speaking bank to help you.

You want to find out the following information about summer courses at a language school:

- the starting date for the course
- the length of the course
- if accommodation is organised or not
- the price
- other activities on the course

Student A: You are the receptionist at the Sydney English Centre. Look at page 147.
Student B: You want information about the Sydney English Centre.

6b **Now change roles.**

Student B: You are the receptionist at the San Francisco English Centre. Look at page 147.
Student A: You want information about the San Francisco English Centre.

✓ EXAM SUCCESS

What do you need to do to get a good mark in a speaking exam?

➔ EXAM SUCCESS page 144

Students are given extensive practice of the language they have learnt in the **Practice makes perfect** activity.

Model texts give students genuine examples of genres of written texts.

Developing writing

A language biography

1 **SPK** Work with a partner. Look at the pictures. How can each one help you to learn English?

2 A language biography is a text where you describe your experiences of learning a different language. Read this language biography written by a student of English. What similarities are there between her experiences and yours?
We both started learning English at primary school.

My name is Celia Rojas and I'm 16 years old. I'm Mexican and my mother-tongue is Spanish. Apart from Spanish, I can speak English. I started learning English when I was at primary school. I was five years old. Primary school was where we listened to, and sang, a lot of songs in English. We also played games and read some stories. We didn't study a lot of grammar in primary school but we learned a lot of vocabulary and we practised speaking. At the moment I'm studying English at secondary school. We study a lot of grammar and vocabulary, and we do a little speaking. We study vocabulary using an interactive wordlist. From time to time we do vocabulary tests. We don't do many translations in lessons, but we do lots of grammar exercises, sometimes on the computer. Outside school I don't really speak much English. For homework, we often read special English readers which our teacher gives us. When we finish them, we usually write summaries. I listen to a lot of English because I love English and American pop music and I also watch films in English, like *The Hunger Games*. That's my favourite. When I was thirteen I went to Canterbury to do a summer course. When I was there I met some great people. I'd like to go somewhere else in the UK, to London for example. I like learning English by doing activities and games in pairs. I make a few mistakes when I speak English, but I write the corrections down and revise them from time to time.

3 The text in 2 is not divided into paragraphs. Read it again and divide it into five paragraphs. Use the plan below to help you. When you finish, read the information in the Writing bank.

Paragraph 1: Basic personal information at primary school
Paragraph 3: Language-learning experiences at secondary school
Paragraph 4: Language-learning experiences outside school, including trips
Paragraph 5: How you prefer to learn a language

4 Make notes for the paragraphs in 3 with information about yourself and your experiences of learning English.

✓ WRITING BANK

Paragraphs

We use paragraphs to group similar ideas and information together and express them more clearly. When you write a text in English, brainstorm your ideas and then group those ideas into logical paragraphs.

WRITING BANK ➔ PAGE 150

5 **PRACTICE MAKES PERFECT** Write your own language biography using your notes in 4. Organise your information into five clear paragraphs.

The **Writing bank** highlights and analyses the key language of the writing task and gives help in planning and organising the information they need to include.

There are two **Exam success** boxes in each unit. They ask students to reflect on the best way to do a specific exam task.

Take a Tour – Level B1

Each unit has a **Language checkpoint** with tables and explanations for quick reference or deeper reflection. Students can revise for progress tests by referring to these reference pages throughout the book.

Language checkpoint: Unit 3

Grammar reference

Countable and uncountable nouns

Book, mistake, shop, euro are countable nouns. There is a singular and plural form. Milk, money and bread are uncountable nouns. There is no plural form. Many nouns can be both countable and uncountable. It depends on the context. Coffee is bad for you. (uncountable = in general) Bring me two coffees. (countable = two cups of coffee) I haven't got much time. (uncountable = in general) I've been there three times. (countable = on three occasions)

We can often make uncountable nouns countable by adding a piece of advice, furniture, information (uncountable) a piece of advice, a piece of furniture, a piece of information (countable)

some, any, much, many, a lot (of), a few, a little

USE

- We use **some** with uncountable nouns and with plural, countable nouns, in affirmative sentences. I've got some books. We've got some free time.
- We use **any** with uncountable nouns and with plural, countable nouns, in negative sentences and questions. I haven't got any money. He hasn't got any friends. Have you got any free time? Are there any books?
- We use **much, many, a lot (of)** to talk about big quantities. I haven't got much time. Have you got much water?
- We often use **many** in negative sentences and questions, with plural, countable nouns. I haven't got many books. Have you got many books?
- We use **a lot of** in affirmative and negative sentences and in questions, with countable and uncountable nouns. I've got/I haven't got a lot of time/books. Have you got a lot of time/books?
- We use **when a lot** comes before a noun. But when there is no noun after a lot we do not use **of**. Have you got any water? Yes, I've got a lot. Are there any dictionaries? Yes, there are a lot. A lot of and lots of are the same. I've got a lot of time. I've got lots of time.
- We use **a few and a little** to talk about small quantities. There are only a few problems.
- We use **a few** with plural, countable nouns. We've only got a little time.

Relative pronouns

USE

- We use relative pronouns to give information about the person, thing, place or time in the first half of the sentence. JRR Tolkien is the person **who/that** wrote The Hobbit. That's the book **which/that** he translated. That's the actor **whose** film I saw yesterday.
- We use **who** and **that** for people, **which** and **that** for things, **whose** for possessions, **where** for places, and **when** for times. We can omit **who, which, or that** when a noun or pronoun comes immediately after. That's the film **that** I saw. = That's the film I saw. BUT That's the film **that** was popular.

Vocabulary

1 Countries, nationalities, languages Countries: Argentina • Austria • Brazil • Bulgaria • Egypt • Japan • Mexico • Poland • Russia • Switzerland • Thailand • Turkey Nationalities: Argentinian • Austrian • Brazilian • Bulgarian • Egyptian • Japanese • Mexican • Polish • Russian • Swiss • Thai • Turkish Languages: Arabic • Bulgarian • German • Japanese • Polish • Portuguese • Russian • Spanish • Thai • Turkish

2 Learning a language do an exercise • do homework • do/study English • do/take an exam • do/write an essay make a mistake • memorise • memorisation • practice (n) • practise (v) • revise • revision • student • study translate • translation

3 Negative prefixes **in-, im-, il-, un-** illegal • incorrect • impossible • informal • irregular • invisible unhappy • unusual

4 Other words and phrases > page 138

Grammar revision at the end of each unit enables students to revise for tests more easily, and consolidates understanding of what they have studied.

The revision section includes marking points to help track where more work may be needed.

There is also a Vocabulary revision section. The revision sections can be used for self study as well as in class.

Grammar revision / 8 points

some, any, much, many, a lot (of), a few, a little

- Complete the sentences with **some, any, much, many, a lot (of), a few, a little**.
 - I haven't got many magazines, only _____.
 - We haven't got _____ information about this country – nothing at all.
 - There was only _____ milk in the fridge.
 - I haven't got _____ money, just five euros.
 - Were there _____ people at the concert?
 - We haven't got _____ time before the train leaves, only five minutes.
 - He gave me _____ good advice.
 - There are only _____ people in the library.

Relative pronouns / 8 points

- Join the two sentences to make one sentence. Use **who, which, that, whose, where, when**.
 - Claudia is a linguist. She teaches German. Claudia is a linguist who teaches German.
 - David Silva is a football player. He speaks Spanish.
 - The park is a beautiful place. You can go there at the weekend.
 - Last year was a special year. A lot of important things happened that year.
 - That's the teacher. Her classes are brilliant.
 - This is a great book. They want to translate it into English.
 - Piraha is an unusual language. Only around 400 people speak it.
 - George R.R. Martin is an American author. He writes fantasy novels.
 - We go to the cinema on Wednesdays. There's a special price on Wednesdays.

Vocabulary revision / 8 points

LEARNING A LANGUAGE / 8 points

- Complete the sentences with the words in the box. Use one word twice.

do • exercise • make • practice
practise • revision • translation

 - Yesterday we read an English _____ of a Russian poem.
 - Before the exam, he did some _____.
 - You need to _____ to speak English well.
 - Anybody can _____ a mistake.
 - Yesterday's exam was just a _____ it wasn't the real one.
 - Did you _____ the exercises yesterday?
 - This is the fourth _____ on this page.
 - At our school we _____ German.

COUNTRIES, NATIONALITIES AND LANGUAGES / 8 points

- Complete the sentences with the correct country, nationality or language.
 - Thai people are from _____.
 - In Brazil they speak _____.
 - People from Turkey are _____.
 - Austrians speak _____.
 - _____ people are from Poland.
 - People from Argentina are _____.
 - People from Egypt speak _____.
 - People from Egypt are _____.

NEGATIVE PREFIXES UN-, IN-, IM-, IL-, IR-, IL- / 8 points

- Complete the words.
 - sad = un _____
 - criminal = il _____
 - wrong = in _____
 - strange = un _____
 - you can't do it = _____
 - you can't see it = _____
 - in _____
 - relaxed and friendly = in _____
 - not follow the usual rules = ir _____

Total: / 40 points

Unit 3 43