

2A

The English language

Talking about language and communication

Speaking and vocabulary



'This is delicious. I'm glad I didn't try to order in Italian.'



'Oops! Silly me. Here's what I should have told you to ask...?'

1 Look at the cartoons and discuss these questions:

- When are phrase books and dictionaries misleading – or even dangerous?
- When have you been misunderstood? What happened?

2 Match these terms to the **words in red** in this story. You can use a term more than once.

- adjective
- adverb
- article
- italics
- modal verb
- noun
- paragraph
- phrasal verb
- phrase
- preposition
- sentence
- verb

Mrs Duncan had done her shopping at the **supermarket**. She **got back** to her car in the car park, and found four **young** men in the car. She screamed **at** them **at the top of her voice**, 'Get out of the car! I have a gun and I know how to use it!' The four men jumped out of the car and ran like mad. She **loaded** her shopping bags into **the** back of the car and got into the driver's seat. But her key wouldn't fit the ignition. This was when she realized that this **couldn't** be her car. **Her** car was parked in the next row. She put her stuff **into** her own car and drove **quickly** to the police station. She felt guilty and wanted to explain her terrible mistake.

She **told her story to the sergeant at the desk**. He pointed to the other end of the counter where four pale young men had just reported that a mad woman had stolen their car.

Mrs Duncan **apologized to them**. They saw the funny side of it – eventually. (She didn't really have a gun.)

3 Fill the gaps in these sentences, using a dictionary if necessary.

- 1 *a, e, i, o* and *u* are all
- 2 All the other letters of the (*b, c, d*, etc.) are
- 3 An English-to-English dictionary doesn't words, it explains them and gives
- 4 People from different regions speak with different
- 5 You can learn more from someone's (a smile, a frown, etc.) than from their words.
- 6 He gave us a thumbs-up to show everything was OK.

4 Discuss these questions:

- What languages would you like to learn? Why?
- Why do you think it's useful to learn foreign languages?
- How many people in the world speak your own language?

Prepositions – 1

Grammar practice

1 First look at the Grammar reference section on page 119.

2 Fill the gaps in this story:

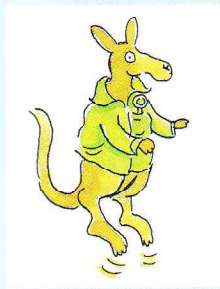
Four American bank managers flew to Australia to take part in a golf tournament. They all had bright green jackets with the name on their bank in large letters on the back. At the tournament they had a day free, so they decided to rent a car and drive into the city. They drove through the country, hoping to see some kangaroos.

But they were without luck. After driving for hours, they didn't see a single kangaroo. So they turned the car around and started to drive back into the city. At that very moment a kangaroo hopped across the road directly in front of them, and they hit the poor animal. It landed with a thud on the road. Dead, they thought.

Then one of the bankers had the bright idea of putting his green jacket on the kangaroo and taking some photos of it with his friends in their green jackets. So they lifted up the kangaroo and dressed it in the jacket. Then they stood around the kangaroo while they took photos of each other.

But the kangaroo wasn't dead. It opened its eyes, jumped up the air, and hopped away into the distance, still wearing the jacket. Soon it was out of sight.

Unfortunately the key to the car was in the pocket of that green jacket. And all of their airline tickets and their passports!



Using a dictionary

Vocabulary development

1 Look at these phrases from the story on page 12. Which of the meanings of **at** are explained in the dictionary? Write the number of each meaning.

- | | | | |
|--------------------------------|--------------------|---------------------------------|--------------------|
| at the supermarket | ¹ | She screamed at them | ³ |
| at the top of her voice | ⁶ | the sergeant at the desk | ¹ |

2 Look at these examples of **about**. Which of the meanings are explained in the dictionary? Write the number of each meaning.

- | | | | |
|---|---------------------------|-------|---------------|
| He told us about his holiday. | about ¹ | ..... | ¹ |
| What about having a drink? | about ¹ | ..... | ^{3a} |
| What about you – did you have a good holiday? | about ¹ | ..... | ^{3b} |
| What was the film about? | about ¹ | ..... | ¹ |
| He walked about the city taking photos. | about ¹ | ..... | ² |
| I was about to phone you when you phoned me. | about ² | ..... | ⁴ |
| We got back about three weeks ago. | about ² | ..... | ¹ |

http://dictionary.cambridge.org
Cambridge Learner's Dictionary

at /æ/ *strong form* /æt/ *weak form* /ət/ **preposition**
1 [PLACE] used to show the place or position of something or someone *We met at the station.*
 • *She was sitting at the table.* • *She's at the library.*
2 [TIME] used to show the time something happens *The meeting starts at three.*
3 [DIRECTION] towards or in the direction of *She threw the ball at him.* • *He's always shouting at the children.*
4 [ABILITY] used after an adjective to show a person's ability to do something *He's good at making friends.* • *I've always been useless at tennis.*
5 [CAUSE] used to show the cause of something, especially a feeling *We were surprised at the news.*
6 [AMOUNT] used to show the price, speed, level, etc of something *He denied driving at 120 miles per hour.*
7 [ACTIVITY] used to show a state or activity *She was hard at work when I arrived.* • *a country at war*
8 [INTERNET] the @ symbol, used in email addresses to separate the name of a person, department, etc from the name of the organization or company
ate /eɪ, et/ *past tense of eat*

about /ə'baʊt/ **preposition**
1 relating to a particular subject or person *a book about the Spanish Civil War* • *What was she talking about?*
2 UK (US **around**) to or in different parts of a place, often without purpose or order *They were creeping about the garden.* • *We heard someone moving about outside.*
3 **what/how about ...?** **a** used to make a suggestion *How about France for a holiday?*
b used to ask for someone's opinion on a particular subject *What about Ann – is she nice?*
about /ə'baʊt/ **adv**
1 [APPROXIMATELY] used before a number or amount to mean approximately *It happened about two months ago.*
2 [DIRECTION] UK (US **around**) to or in different parts of a place, often without purpose or order *She's always leaving her clothes lying about.*
3 [NEAR] UK informal (US **around**) If someone or something is about, they are near to the place where you are now. *Is Kate about?*
4 **be about to do sth** to be going to do something very soon *I stopped her just as she was about to leave.*
above /ə'baʊ/ **adv, preposition**
1 [HIGHER]

2B A better memory?

Can you remember?

Speaking and reading

1 Test your memory! Do you remember . . .

- Your best friend's phone number? And his or her birthday?
- The name of your country's president? The name of the American President?
- The title of the last book you read? The name of the author?
- The title of the last movie you saw? The names of two of the stars?
- What a cinema ticket costs?
- The name of the woman in the story on page 12?
- The name of your first teacher? The name of your first English teacher?

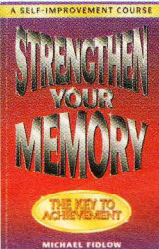
How quickly did you remember all that information?

2 Which of these things do you find easy to remember? Number them in order of difficulty (10 = very difficult, 1 = quite easy).

- | | |
|--|-----------------------------|
| people's names | where you put things |
| the tunes of songs <i>melody</i> | phone numbers |
| addresses | spellings |
| times of appointments or classes | English grammar rules |
| English vocabulary | funny stories |

3 Look at some information about two books. Which book looks better? Why?

A SELF-IMPROVEMENT COURSE
YOU ALREADY KNOW
THAT YOUR MEMORY IS SUSPECT!



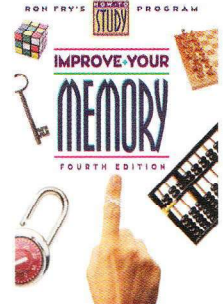
This book will change that. In your hands you hold the key to a new, reliable and dynamic memory.

Here you will learn about your real potential and be taught the classic memory methods which have been used to such good effect by successful men and women around the world.

You will be able to remember numbers, people, jokes, facts, foreign languages and much more information gained from everyday reading.

All you have to do is learn how.

You have two kinds of memory:
Natural and Artificial. You can strengthen both. It's not even difficult – you just have to commit yourself to this book and let it teach you how to re-organize your thinking. Do that and practise the simple exercises and, in a very short time, you won't remember what it was like to forget anything!



Many people believe that they have a poor memory, even more wish they were capable of remembering more. This practical text gives proven tips on how anyone can improve the power of their memory. With advice on improving recollection of names, dates, facts and formulae, this guide even shows how to improve spelling. It also includes simple tests to check that the memory rules are really sinking in.


4 **Highlight** the words in the texts that mean the same as these phrases:

- | | |
|------------------|----------------------|
| can't be trusted | decide to learn from |
| dependable | tested |
| obtained | memory |
| make stronger | being remembered |

Find out more @
www.amazon.co.uk

Punctuation

Grammar practice

- 1 First look at the Grammar reference section on page 120.
- 2  Listen to the recording and add the punctuation marks to this story. Some gaps need more than one punctuation mark.

Two students taking a chemistry class at the university were doing well in class they were sure they would get an 'A' grade in the final exam Because they were so confident they decided to drive to another city the night before the exam to have a party with some friends

Unfortunately they got back too late to take their exam So they found their professor and said to him
... We...re very sorry we missed the exam Our car had a flat tyre
... OK... you can take the exam tomorrow
... Thanks Professor

The next day the professor placed them in separate rooms.... handed each a test booklet and told them to begin Opening the booklets the students found just one question
... Which tyre



- 3  Rewrite this text, adding punctuation and capital letters:

remembering english vocabulary

there are many different ways of helping yourself to remember vocabulary one method is to highlight each new word you see in this book writing words down in a notebook is also a good idea if you do this write a sentence using the new word not just a translation if you have a vocabulary notebook arrange it so that you have a new page for each different topic when using a dictionary make sure you look at the examples not just the definitions

Ideas and reasons

Speaking

- 1   Listen to the recording and say the phrases aloud. Try to copy the intonation.

Bob writes new words in a notebook.

— That sounds like a good idea.

Why do you think so?

— Because...

Oh yes, I see what you mean.


— Susan repeats new words over and over.

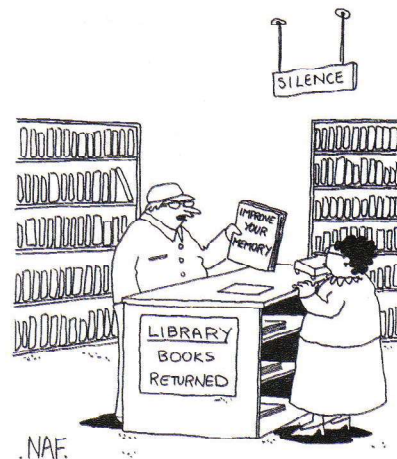
That doesn't sound like a good idea.

— Why not?

Because...

— Well, I see what you mean. But...

- 2  Two of you should look at **Activity 2** on page 131, the other(s) at **Activity 22** on page 137. Follow the instructions there.




.NAF.

'Sorry it's late. I forgot'


Articles and quantifiers – 1

Grammar practice

- 1 First look at the examples in the Grammar reference section on page 120.
- 2  Fill each gap in these stories with: **a each his many much some or the**. Leave the gaps blank where no article is needed.

- 1 _____ man in _____ Florida stopped _____ motorist and said he had _____ gun. He forced her to drive to _____ nearest cash machine. Then _____ man withdrew _____ money from _____ own bank account.
- 2 _____ man walked into _____ shop in _____ Illinois and asked for all _____ money in _____ cash drawer. But there was not very _____ money in _____ drawer, so he tied up _____ assistant and worked at _____ counter himself for three hours until _____ police arrived and caught him.
- 3 Police in _____ Los Angeles had _____ good luck with _____ robbery suspect who just couldn't control himself during _____ line-up. When _____ detective asked _____ man in _____ line-up to repeat _____ words, 'Give me all _____ money or I'll shoot,' he shouted, 'That's not what I said!'
- 4 In _____ California _____ man was arrested for trying to hold up _____ bank without _____ weapon. He used _____ thumb and _____ finger to simulate _____ gun, but unfortunately he forgot to keep _____ hand in _____ pocket.



- 3  Fill the gaps in these sentences:

- 1 'How _____ of the stories really happened?'
'_____ of the stories are true, and _____ are invented.'
- 2 'How _____ time did it take you to finish the exercise?'
'It didn't take me as _____ minutes as I expected.'
- 3 'Which of _____ criminals in _____ stories was _____ most stupid?'

Vowels – 1

Pronunciation


- 1  Listen to the recording and say these words aloud.

feel · fill send · sand ran · run dock · duck ham · harm full · fool
short · shot turn · torn

- 2  Listen to the recording and write down the words you hear:

w _____	s _____	b _____	h _____	m _____	j _____
_____	_____	_____	_____	_____	_____
w _____	s _____	b _____	h _____	m _____	j _____
_____	_____	_____	_____	_____	_____
_____	s _____	b _____	h _____	m _____	j _____
_____	_____	_____	_____	_____	_____

Look at **Activity 43** to see the correct answers. Then say all the words aloud.

- 3  Listen to the recording and fill the gaps. Then take turns to read these sentences aloud.

- 1 **i: I** Does J..... support the same t..... as T..... and J.....?
- 2 **æ A** Isn't H..... a l..... m.....? Yes, but D..... is h.....
- 3 **e æ** F..... and H..... are J.....'s b..... f.....
- 4 **u u:** Don't be s..... a f.....! Don't j..... into the p.....! It isn't f.....!
- 5 **ɔ: ɜ:** Do you w..... to w.....? Or do you pre..... a sh..... bus ride?
- 6 **ɔ: ɒ** G..... loves s..... . J..... likes in..... h.....

Past simple and present perfect

Grammar practice

1 First look at the Grammar reference section on page 121.

2 Spot the mistakes in these sentences and correct them:

- 1 When has she left school? Did she start university already?
- 2 He has started school when he has been five.
- 3 I enjoyed learning English but I didn't finish learning yet.

3 Complete these sentences:

- 1 'What on Saturday?'
'I to town and some shopping.'
- 2 'What so far today?'
'I to class and I doing this exercise.'
- 3 '..... you ever the USA?'
'Yes, I there two years ago. I a wonderful time.'
- 4 When she younger, she the piano. But she playing two years ago and shen't since then.



4 Compare your answers. Then find out what the others did last weekend – and how many times they've done the same things so far this year.

What did you do in the morning?
What else did you do?

What did you do after that?
Have you done that a lot this year?

Collocations – 1

Vocabulary development

1 Which verb is missing from each of these phrases?

- 1 a break an exam a look an interest
- 2 a letter a book your name an essay

Collocations are words that usually go together, like a bad cold or a bad temper.

Which adjective is missing from these phrases?

- 3 a cold traffic rain a suitcase
- 4 a success a idea a many with difficulty
- 5 a portion a child a apartment a car

2 Look at these collocations. Then use them in the sentences below:

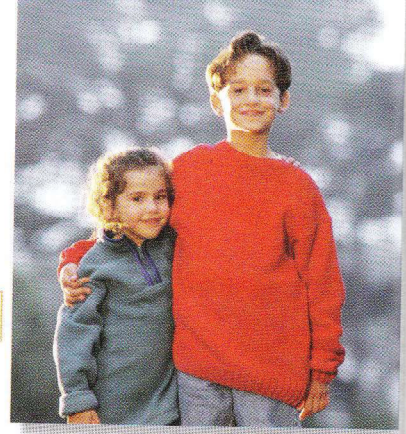
make a living
a mistake
a noise
a promise
a request
a suggestion
an appointment
friends

do 100 kph
a job
someone a favour
the cooking
the washing-up
well in her exam
your homework
the work

a good chance
cook
example
time
day
mood
temper
reason

- 1 'This exercise is really difficult.'
'Can I a? Let's it together.'
- 2 If you want to see the doctor you have to
- 3 'Shall we have a meal at my place? I'm quite a'
'OK. If you, I'll afterwards.'
- 4 'How many did you in the test?'
'Not too many. That's because I plenty of before.'
- 5 It's not easy for some people to new
- 6 There's a that she'll in her exam.
- 7 We all had a at the party and everyone was in a

4B Happy days?



My education

Reading and listening

- 1 We asked David, 19, and his sister Sally, 17, to write about their school-days. Read their stories and then put ticks in the chart below:

My name's David. I started school when I was five years old. I enjoyed my time at primary school, made lots of new friends and learnt to read and write and do arithmetic.

But when I was eleven my family moved to another part of the city and I had to leave all my friends who went to a different secondary school. It was scary being in a new school with hundreds of older and bigger children I didn't know. But my new class teacher was Mrs Green and she was wonderful - she really helped me feel more secure in my new environment. And she made us all work really hard too!

After working hard for the first year with Mrs Green's encouragement, I realized I didn't need to do so much work, so I didn't make much effort in any classes, because I found everything quite easy. I know this was stupid but none of the teachers pushed me to do better so I just did the minimum amount of work necessary.

When I took my GCSEs at the age of sixteen my results were really poor. That taught me a good lesson and since then I haven't been so lazy!

Now I'm studying history at uni.

I'm Sally. Like David, I was eleven when I went to secondary school. At first I had a really hard time because, although I did have two good friends, some of the other children picked on me and teased me because I was quite small for my age. My reaction to this was to be naughty in class and cheeky to the teachers and this got me into trouble - I was in detention a lot.

This went on for a couple of years until I became more confident. I decided to work hard to show the others that I was better than them. The trouble was that despite my hard work I didn't do very well in tests and still got bad reports from the teachers. So I really didn't like school, and I stopped making an effort.

But now I'm in the sixth form, everything is different. I'm interested in the subjects I'm doing, the teachers all treat us like adults and (fingers crossed!) I hope to do well in my exams at the end of the year.

If I get the grades I'm hoping for, I'm going to take a gap year before starting university in two years' time.

	David	Sally
Didn't work hard all the time	<input type="checkbox"/>	<input type="checkbox"/>
Found it hard to make new friends	<input type="checkbox"/>	<input type="checkbox"/>
Was not encouraged by the teachers	<input type="checkbox"/>	<input type="checkbox"/>
Got bad test or exam results	<input type="checkbox"/>	<input type="checkbox"/>
Got into trouble	<input type="checkbox"/>	<input type="checkbox"/>
Was teased	<input type="checkbox"/>	<input type="checkbox"/>
Now works harder	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Now you'll hear two different people (Andy and Rachel) talking about their school-days. Put ticks in the chart with information about them.

	Andy	Rachel
Didn't like maths or science	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyed outdoor activities	<input type="checkbox"/>	<input type="checkbox"/>
Had to make friends at secondary school	<input type="checkbox"/>	<input type="checkbox"/>
Has a twin brother	<input type="checkbox"/>	<input type="checkbox"/>
Liked English, geography and history	<input type="checkbox"/>	<input type="checkbox"/>
Played tricks on people	<input type="checkbox"/>	<input type="checkbox"/>

Modal verbs – 1

Grammar practice

1 First look at the examples in the Grammar reference section on page 122.

2 One of the words or phrases in **red** is wrong for each context – which is it?

It's 7.15, we be late for the train.
 If we're very late we catch it.
 So, we be late.
 No, so we hurry up, then!

can could may
 can't may not
 can't may not mustn't
 have to must can

3 Fill the gaps with a suitable form of **can** **could** **have to** **may** **must** or **should** :

- What time should we arrive if we want a good seat for the show?
- You arrive at the last minute if you like, but I don't think you in case there are no seats left. And you leave home too late in case the traffic is bad.
- Students eat in the library, but they drink and eat in the garden.
- If you have to leave early you ask the teacher's permission.
- '..... I leave early today? I go to the dentist's.'

4 Think of various ways of completing these sentences:

On a plane you can't but you can and you must

On a bus you can't but you can

The driver of a car Students in our school

Un-, in- and im-

Vocabulary development

Is she happy?
 Is he efficient?
 Is it possible?

No she isn't, she's **unhappy**!
 Not at all, he's **inefficient**!
 No way, it's **impossible**!



1 The opposite of most adjectives is formed with **un-**, but **in-** or **im-** are used with some adjectives. Decide which of these adjectives take **un-**, **in-** or **im-**:

..... able	..... efficient	..... likely	..... successful
..... capable	..... expensive	..... lucky	..... sure
..... certain	..... familiar	..... necessary	..... tidy
..... comfortable	..... formal	..... patient	..... true
..... common	..... healthy	..... pleasant	..... usual
..... convenient	..... helpful	..... polite	..... visible
..... direct	..... kind	..... probable	

2 **Highlight** any new words in the lists above.

3 Fill the gaps in these sentences with suitable words from the list above:

- I expected her to help me, but she was very
- I couldn't walk in my new shoes – they were very
- I don't expect it will rain – it's to rain.
- Smoking is bad for your health – it's to smoke.
- You don't need to reserve a ticket – it's to book.
- There aren't many snakes in England – snakes are
- I couldn't do the exercise at all – it was to do it.
- Saying 'Hi!' is more than saying 'Good morning'.

5B

Love and marriage

Falling in love

Reading

1  Read this article and then answer the questions on the next page:

A group of children (ages five to ten) in America were asked about love and marriage.

What is the best age to get married?

“Eighty-four. Because at that age, you don’t have to work anymore, and you can spend all your time loving each other in your bedroom.” — Judy, 8

“Once I’m done with kindergarten, I’m going to find me a wife.” — Tommy, 5

What do most people do on a date?

“On the first date, they just tell each other lies, and that usually gets them interested enough to go for a second date.” — Mike, 10



Is it better to be single or married?

“It’s better for girls to be single, but not for boys. Boys need somebody to clean up after them.”

— Lynette, 9

“It gives me a headache to think about that stuff. I’m just a kid. I don’t need that kind of trouble.”

— Kenny, 7

What is falling in love like?

“Like an avalanche where you have to run for your life.” — Roger, 9

“I think you’re supposed to get shot with an arrow or something, but the rest of it isn’t supposed to be so painful.” — Harlen, 8

“If falling in love is anything like learning to spell, I don’t want to do it. It takes too long a time to learn” — Leo, 7



How important are good looks?

“If you want to be loved by somebody who isn’t already in your family, it doesn’t hurt to be beautiful.”

— Jeanne, 8

“It isn’t always just how you look. Look at me. I’m handsome like anything and I haven’t got anybody to marry me yet.” — Gary, 7

“Beauty is skin deep. But how rich you are can last a long time” — Christine, 9

Why do lovers often hold hands?

“They want to make sure their rings don’t fall off, because they paid good money for them.” — David, 8

How can you make a person fall in love with you?

“One way is to take the girl out to eat. Make sure it’s something she likes to eat. French fries usually works for me.” — Bart, 9



How can you tell if two adults eating dinner at a restaurant are in love?

“Lovers will just be staring at each other and their food will get cold. Other people care more about the food.” — Brad, 8

“Just see if the man picks up the check. That’s how you can tell if he’s in love.” — John, 9

What are most people thinking when they say “I love you”?

“The person is thinking: Yeah, I really do love him, but I hope he showers at least once a day.”

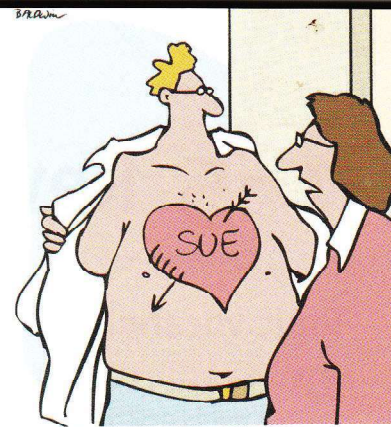
— Michelle, 9

How can people make love last?

“Spend most of your time loving instead of going to work.” — Tom, 7

“Be a good kisser. It might make your wife forget that you never clean your room.” — Randy, 8

“Don’t forget your wife’s name . . . that will mess up the love.” — Roger, 8



'I have a surprise too. Until I really like a guy, I never give out my real name.'

2 Find the answers to these questions:

- 1 How many of the children think money is important?
- 2 How many think food is important?
- 3 How many think that good looks are important?
- 4 How many think that males are less clean than females?
- 5 Which was the oldest child? Which was the youngest?

3 **Highlight** the words or phrases which mean the same as these:

pre-school lots of snow falling from a mountain good-looking (girl)
 good-looking (boy) only on the surface spend a lot
 looking hard at someone pay the bill

4 Discuss these questions:

- Which child sounds most pessimistic?
- Who sounds the sweetest?
- Who sounds the wisest? Is it one of the older ones?
- Whose answers made you smile? Which is your favourite answer?

Short sentences, long sentences

Writing

1 Read these two stories. Choose a suitable title for each story.

- Love at first sight** **A love-hate relationship** **Love is blind** **Absence makes the heart grow fonder**

Anna and Bob went to the same schools from the age of seven and even sat next to each other in most of their classes, but when they left school, Anna went to college in the USA and Bob joined the Navy and they didn't see each other again until a mutual friend's wedding some years later, and soon after that they got married themselves.

John and Mary first met on a blind date. It was a disaster. They had nothing in common. They disliked each other. Four years passed. They met again by chance. They remembered their date. They laughed about it. They had dinner. This time they got on well. They still have big arguments. John asked Mary to marry him. She hasn't said 'Yes' yet.

2 Rewrite the first story in shorter sentences.

3 Rewrite the second story, using some of these words to make longer sentences:

after because before but so when while

How certain are you?

Speaking

1 Listen to the recording and say these phrases aloud:

Do you think...?
When do you think...?
Why do you think...?

Definitely.
Probably.
Possibly.
Maybe (not).
Perhaps (not).

I'm sure that...
I'm almost sure that...
I'm not sure if...
I don't know if...

2 Note down two things that may or may not happen:

- | | |
|--------------|-----------------------|
| today | next month |
| tomorrow | next year |
| next weekend | in the next ten years |

Discuss your ideas, using the phrases above.

6A The best holiday ever!

A great holiday



Speaking and vocabulary



1 Look at the photos and discuss these questions:

- What kind of holiday do you like best?
- What do you like to do on holiday?
- What do you do during your summer holidays?

Match these words to the kind of holiday shown in each photo:

backpack/rucksack book camera fun guide-book phrase-book sandals
seafood sightseeing city tour souvenirs sun-bed sun cream sunglasses
suntan swimsuit towel walking shoes water-sports

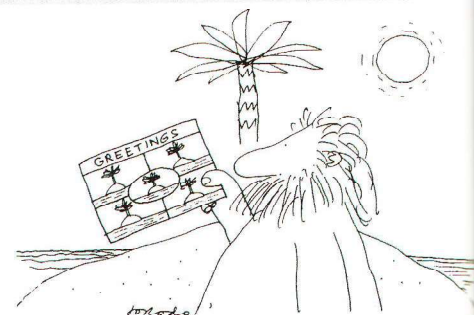
2 Fill each gap with a suitable word or phrase from below:

- 1 Although I checked in for my two hours early, hoping to get a nice window, I could only get an seat. So I couldn't look out as we After we I had to wait an hour at, then another half hour for my I didn't get to my in the city till after midnight.
- 2 In a hotel you can pay for your room only, or for bed and (B&B), or you can pay for (dinner, bed and breakfast) or (all meals). It's much cheaper to rent a apartment and do your own cooking. Some resorts are – you don't even pay for drinks.
- 3 We stayed in a luxurious hotel: I had a small room the car park, while my parents had a with a big double bed, and a with a wonderful of the mountains. It wasn't fair!

accommodation air-conditioning aisle all-inclusive balcony breakfast
checked-in five-star flight full-board half-board landed luggage/suitcase
overlooking passport control seat self-catering single suite took off view

3 Discuss these questions:

- What was your best holiday? Why was it good?
- If you could go anywhere in the world on holiday ...
... where would you go, and why?
... who would you go with, and why?



The future

Grammar practice

- 1 First look at the examples in the Grammar reference section on pages 122 and 123. Then **Highlight** the verbs in this conversation – they all refer to the future:

One of these days, if I have enough money, I'm going to fly to New York. I'll probably stay with my uncle while I'm there.
 — Oh, I'm flying there today on business. My plane takes off at noon.
 Will you get to the airport on time?
 — Oh, I'll take a taxi. It will only take half an hour.
 What if the traffic is bad?

- 2 Fill the gaps in these sentences using the verbs on the right:

- What are you doing / going to do next weekend?
- Do you think the weather is fine tomorrow?
- I won't go out until it is raining.
- If you're feeling cold I will the window.
- When will the next train to London arrive?
- When will you tidy your room?
- The film starts at 7.30, so don't be late!
- I'm nervous because I will the dentist this afternoon.

be
close
leave
see
start
stop
tidy



- 3  Ask each other these questions:

- What are you going to do next weekend?
- What are your plans for this evening?
- What about your next holiday? What are you going to do?

Vowels – 2: diphthongs

Pronunciation


- 1  Listen to the recording and say these words aloud:

eɪ plane · late **əʊ** nose · joke **aɪ** time · climb **aʊ** round · house
ɔɪ join · choice **ɪə** hear · serious **eə** hair · care

- 2  Listen to the recording and write down the words you hear:

1 <u>shape</u>	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

Look at **Activity 45** to see the correct answers. Then say all the words aloud:

- 3  Listen to the recording and fill the gaps with the words you hear. Then take turns to read the complete sentences aloud.


- eɪ** We all had to for for Jane and that made us for the play. I being late.
- ɪə** It's December: we're at the end of the
- əʊ** No-one what's going to happen – until Tony
- aɪ** I tried to a ticket for a daytime, but the price was too, so I decided to fly at
- aʊ** 'How do I get to the centre?'
'Go the next and then the hill.'
- ɔɪ** Don't the boys' while they're playing with their
- eə** 'Where's Claire? Is she?' 'She's washing her

6B

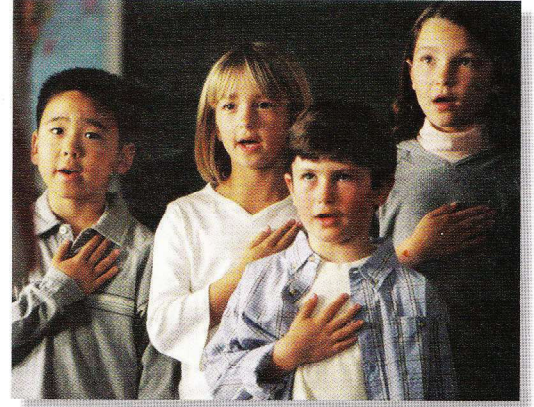
Travelling abroad


Dos and don'ts

Reading and writing

1  Look at the photo and discuss these questions:

- What's happening in the photo?
- When do people in your country salute the national flag?
- When is the national anthem played? Do you know all the words?
- How patriotic are people in your country?



2  Read this text and then answer the questions below:

Visiting the USA: Dos & Don'ts

The USA is a very well-ordered society and, generally speaking, people stand in line, obey the rules and follow the instructions. You should be punctual for any business or social occasion and be appropriately dressed.

Both men and women shake hands. Family and friends may hug and kiss each other. It's usually OK to use first names. Police and other officials call people 'Sir' and 'Ma'am' and prefer to be addressed as 'Officer'.

Self-confidence and a positive outlook are highly valued in the USA, so if someone asks, 'How are you?' the correct answer is 'Fine, thanks,' 'Very well' or something even better. 'Have a nice day' is a common way of saying goodbye and it's also common to say 'You're welcome' after being thanked.

The level of patriotism in the USA is very high, and the visitor should remember this. The national flag, known as 'The Stars and Stripes' or 'Old Glory', flies over every school, library and government office, outside many businesses and in front of many private houses. It's more than a symbol – American schoolchildren swear allegiance to the flag every morning and are taught to never let it touch the ground.

The national anthem is played at public occasions, such as sports events. Everyone stands and many people place a hand on their heart. People in uniform salute, while civilian men remove their hats (this may be the only time some baseball caps are removed). Most people join in the singing.

Underneath all this is a very real sense of national pride, and you should be aware of it when discussing political and social issues. Freedom of speech is one thing, but critical comments about America, especially from a foreigner, can provoke a very negative reaction.

Some other don'ts for foreign visitors are:

- Don't assume that Americans know anything about your country, or even where it is.
- Don't smoke anywhere unless smoking is clearly permitted.
- Don't discard any litter, except in a bin.
- Don't forget to tip your waiter or waitress 15% to 20% in restaurants.

3  Which of these statements are true or false, according to the text?

- 1 In the USA you should arrive a few minutes late for an appointment.
- 2 You should address a male police officer as 'Sir'.
- 3 Americans don't like people to be too modest or pessimistic.
- 4 You should not criticize American politics.
- 5 Most Americans know a lot about other countries.
- 6 Smoking is not allowed in many public places.