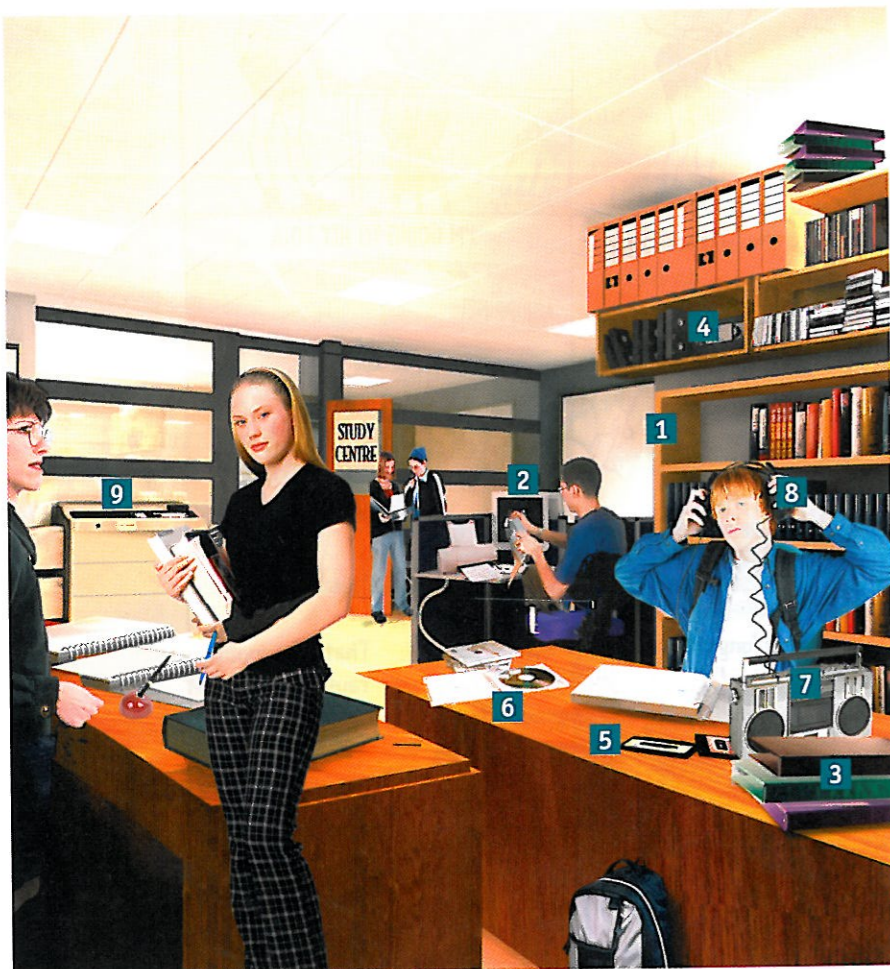


# listening how to ... use a study centre

## vocabulary study centre

1 Look at the picture for a minute. Then shut your book and tell a partner what you can remember.

example There's a computer in the room.



2 Together, label 1-9 in the picture.

3 **5.3** Listen and check your answers.

4 **pronunciation** Underline the stress.

example computer

Listen again to check. Practise saying the words.

5 Tell your partner which things you've got at home. Use the phrases below.

I've got ... (a computer)    I haven't got ...    I'd like to have ...

## listen to this

tune in



1 These students are studying Italian. Their teacher is going to explain how to use the study centre. What do you think she will say? Tell your partner.

example You can use the photocopier.

2 **5.4** Listen. Which part of the study centre does she talk about first?

## listen carefully

3 Read the sentences below, then listen to the whole conversation. Write T (true) or F (false).

- You can use the vocabulary practice books in the study centre.
- You can't take the grammar books home.
- You can take dictionaries home.
- You can borrow three books.
- You can't use the printer.
- Photocopies are free.

## listening challenge

4 **5.5** With a partner, write three more questions about the study centre. Listen. Are your questions the same as the ones on the recording?

listen again with the tapescript, listening booklet p.16

5 Discuss these questions in small groups.

### Do you have a study centre in your school?

#### If yes ...

What do you like about it?

How is it different from the one on p.46?

Do you use it? What do you like doing there?

#### If no ...

What do you like about the study centre on p.46?

What would you like to do in a study centre?

Which of the things can you do at home too?

6 **5.6** **natural English** Listen and repeat – copy the intonation.

### natural English asking for permission

Can we borrow the cassettes?

Yes, of course.

Is it OK if I use the printer?

Yeah, no problem.

Can we take the dictionaries home?

No, I'm sorry, you can't.

7 With your partner, ask and answer about the things in the study centre picture. Use the language in the **natural English** box.

example A Can we use the photocopier?

B Yes, no problem.

## grammar can/can't, have to/don't have to

1 Look at these sentences. Then complete the table.

You can /kən/ borrow most of the books.

You can't /kɑːn(t)/ take the dictionaries home.

You have to /'hæftə/ write your name in the book at the desk.

You don't have to /dɒn(t) 'hæftə/ pay to use the printer.

**Can** often means 'it's possible / it's permitted'.

**Can't** means \_\_\_\_\_.

example You \_\_\_\_\_ (borrow) most of the books, but you \_\_\_\_\_ (not/borrow) the dictionaries.

**Have to** means 'it's necessary / you need to'.

**Don't have to** means \_\_\_\_\_.

example You \_\_\_\_\_ (not/pay) to use the computers, but you \_\_\_\_\_ (pay) for photocopies.

2 **pronunciation** Practise saying the sentences in exercise 1.

3 **Underline** the true answers for your class.

- We can / can't smoke in the classroom.
- We have to / don't have to speak English most of the time in class.
- We can / can't use dictionaries in class.
- We have to / don't have to sit in the same place every lesson.
- We have to / don't have to do homework three times a week.
- We can / can't speak in our own language in class.
- We can / can't bring drinks into the classroom.
- We have to / don't have to do a test every month.

4 **Think!** What do teachers and students **have to** do? Complete the table like this:

✓ = they have to do it  
X = they don't have to do it

### TEACHERS                      STUDENTS

<input checked="" type="checkbox"/>	do homework	<input checked="" type="checkbox"/>
<input type="checkbox"/>	correct homework	<input type="checkbox"/>
<input type="checkbox"/>	prepare lessons	<input type="checkbox"/>
<input type="checkbox"/>	study grammar	<input type="checkbox"/>
<input type="checkbox"/>	answer students' questions	<input type="checkbox"/>
<input type="checkbox"/>	learn vocabulary	<input type="checkbox"/>
<input type="checkbox"/>	listen carefully	<input type="checkbox"/>
<input type="checkbox"/>	explain grammar	<input type="checkbox"/>
<input type="checkbox"/>	teach pronunciation	<input type="checkbox"/>
<input type="checkbox"/>	practise pronunciation	<input type="checkbox"/>

5 **Work in small groups.** Say what you think, like this:

A Teachers don't have to do homework.

B That's true. But students have to do homework.

A Yes, that's right.

**grammar** *had to / didn't have to / did you have to ...?*

1 Complete this table with your partner.

present tense	past tense	examples
<i>have to / has to</i>	_____	We _____ do a lot of homework last night.
<i>don't have to</i>	_____	I _____ go to school last week - I was on holiday.
<i>Do you have to ...?</i>	_____?	_____ go to the meeting yesterday?

2 Correct the errors.

- 1 She have to go to the dentist yesterday.
- 2 Did you had to work on Saturday?
- 3 I hadn't to pay for the book; it was free.
- 4 We didn't had to take an exam before the course.
- 5 Did you have to asked your teacher to help you?

3 Are these sentences true for you? If not, make them true.

*example* When I was twelve, I had to study German. French  
I didn't have to study German.

When I was twelve,

- 1 ... I had to study German.
- 2 ... I didn't have to do homework.
- 3 ... I had to walk to school.
- 4 ... I didn't have to go to school on Friday afternoons.
- 5 ... I had to go to bed before 9.00.
- 6 ... I had to eat with my family.
- 7 ... I didn't have to do sport at school.

4 Find a new partner. Ask them questions, like this:

- A Did you have to study German?  
B Yes, I did. / No, I had to study French.

go to language reference and practice exercises pp.158-159

**don't forget!**

Use these phrases from this lesson in the extended speaking on p.52.

You can't study ... You don't have to learn ... You have to go ...

**speaking** it's your turn!

1 **Think!** Think about these questions. Don't write.

**HOW DO YOU STUDY?**



- 1 At the moment, you're studying English. Are you studying any other subjects? If so, what and where?
- 2 Do you like studying alone? Or do you prefer to study with other people?
- 3 Where do you like studying, and why? (at home? in an office? outside?)
- 4 Do you study a) because you want to? b) because you have to?
- 5 When in your life did you have to study a lot? Why?

2 Compare your answers in small groups.

I had to wear ...

**wordbooster**

verb + noun collocation

Match the verbs on the left with the correct noun on the right. More than one answer may be possible.

**test your partner**

- Join?



- That's right.

- Join a club.

**language reminder**

Remember that we don't say *the* in these expressions:

I'm going to school/university. (= to study) NOT go to the school/university

BUT I'm going to a concert at the school/university. (= at the building)

I left school at 18. (= I finished my studies.)

I met him at school/university. (= when I was a student)

**school and university**

1 Put these places in the order you go to them.

- secondary school      primary school  
college / university      nursery school

2 **pronunciation** Underline the stress in each word. Practise saying the words.

*example* nursery school

3 Correct the errors, using the words in the box. You don't need all the words.

- at      in      on      the      it  
to      old      age      until      are

- 1 In my country, most children go in state schools, which are free.
- 2 You go to secondary school when you have eleven years.
- 3 You go to primary school with the age of five.
- 4 Sometimes you can wear what you like. It depends of the school.
- 5 People don't usually go to university by they are eighteen.
- 6 Most students study English, but depends.

4 Read your corrected sentences to a partner. Are they the same?

5 **5.7 natural English** Listen and complete the sentences.

**natural English**  
*what / when you like*

At university, you \_\_\_\_\_ **what you like** (= wear anything) and you \_\_\_\_\_ **what you like**.

On holiday, you \_\_\_\_\_ **when you like** and you \_\_\_\_\_ **when you like**.

6 **pronunciation** Go to the listening booklet p.18. Practise the sentences, stressing the underlined words.

7 **With your partner, think of five good things about the weekend, using the natural English phrases.**

*example* You can get up when you like.

**don't forget!**

Use the vocabulary from this wordbooster in the extended speaking on p.52.



# reading taking exams

## lead-in

- 1 **Think!** Read the questions.
  - 1 What was the last exam you took?
  - 2 What was it like?
  - 3 Did you pass?
 Tell a partner.

- 2 **5.8 natural English** Listen. Do you hear the words in (brackets)?

### natural English saying if things are true

'Exams are a good thing.'  
 (I think) that's (usually) true. NOT For me is true.  
 I'm not sure (about that). NOT I don't sure.  
 I don't think that's (usually) true.  
 (I'm sure) that's not true.  
 It depends. NOT it's depend

- 3 **pronunciation** Listen again and repeat. Remember the contractions, e.g. *that's*.
- 4 **Think!** Are these statements true or false?  
EXAMS IN YOUR COUNTRY
  - 1 You can write your answers in pencil.
  - 2 You have to take your identity card to the exam.
  - 3 You can use dictionaries in an exam.
  - 4 You have to wait until the end of the exam before you can leave the room.
  - 5 You can take food and drink into the exam room.
  - 6 You can't revise for an oral (= spoken) exam.
- 5 Compare your ideas with a partner. Use the **natural English** phrases.

## read on

- 1 Look at the pictures. What's happening in each one?

### language reminder

Use the present continuous to describe what's happening in a picture.  
*example* I think he's revising for an exam.

- 2 Read the article. In which pictures is the student doing the right things? In the other pictures, what is he doing wrong?



- 3 Cover the article. Match 1 to 6 with a to f.
 

1 It's not a good idea to	a before you go to the exam.
2 Read all the questions	b don't look at the other students.
3 It's a good idea to	c answer a difficult question first.
4 Have a good breakfast	d finish ten minutes before the end.
5 On the day of the exam,	e before you start writing.
6 In the exam room,	f don't arrive too early.
- 4 **Think!** Choose the three most important pieces of advice, and one or two you don't think are important.
- 5 Compare in groups. Agree on the three most important pieces of advice. Do you have any other advice?

## HOW TO DO WELL IN EXAMS



- ✓ Before an exam, revision is very important. The reason is that when you get nearer to the exam, it's easier to remember important information. But don't do too much; sleep, exercise, and relaxation are also very important.
- ✓ A good daily **routine** can help you through an exam period, so in the days before an exam, try to get up quite early and be ready to work by nine o'clock, because that is when exams often start.
- ✓ On the day of the exam, have a good breakfast, and **pack** two of everything you need: two pens, two pencils, two rubbers, etc. Arrive at the exam room in good time, but not too early, because seeing other people looking nervous can make you feel more nervous.
- ✓ In the exam room, sit down, close your eyes, **breathe** deeply, and try to relax.
- ✓ When you look at the test paper, spend a short period reading all the instructions and questions. Decide which questions you want to answer, and how much time to spend on each one.
- ✓ Answer your best question first, because this will give you more **confidence**. Always make a plan of the important points before you write your complete answer.
- ✓ It's a good idea to finish ten minutes before the end of the exam, to give you time to go back and check your answers.
- ✓ Remember to write clearly.
- ✓ Don't look at the people around you, or at the clock. If you need something to look at, choose something in the room, such as the window.
- ✓ When you finish the exam, don't wait around afterwards to talk about it. Go away and have a rest, and then prepare for your next exam.

### don't forget!

Use these phrases from this lesson in the extended speaking on p.52.  
 That's true. I'm not sure. I don't think that's true. It depends.

## writing

- 1 **natural English** Complete the sentences with a word or phrase. Use the article to help you.

### natural English giving instructions / advice

- \_\_\_\_\_ write clearly.
- \_\_\_\_\_ look at the people around you.
- \_\_\_\_\_ make a plan before you write.
- \_\_\_\_\_ finish ten minutes before the end.

- 2 With a partner, write instructions for one of these topics. Use all the phrases you wrote in the **natural English** box.

- |                 |                           |
|-----------------|---------------------------|
| buying clothes  | going for a job interview |
| cooking pasta   | buying a car or bicycle   |
| learning to ski | improving your English    |
| buying a dog    | your own topic            |

### Buying clothes

- Always take your credit card with you.
- It's a good idea to try something on before you buy it.
- Don't spend too much!
- Remember to ...

- 3 Look at another pair's instructions. Add one more instruction to their list.

**routine** (n) /ru:'ti:n/ doing the same things again and again  
**pack** (v) put things into a bag or suitcase  
**breathe** (v) /bri:ð/ You breathe air in through your nose or mouth.  
**confidence** (n) /'kɒnfɪdəns/ If you have confidence, you believe you can do things well.

glossary

# extended speaking education

## you're going to:

**collect ideas**  
read statements about schools in your country

**listen**  
listen to people talking about school

**discussion**  
talk about school

**prepare a survey**  
write true/false statements about school/university

**interview other people**  
use your survey to interview other students

**but first ...**  
Look back at the **don't forget** boxes in this unit. You can use this language in the activity.

## collect ideas

- 1 **Think!** Read these statements. Write answers for your country, using these phrases.  
that's (generally) true / I'm not sure / I don't think that's true / that's not true / it depends

## Education in my country



- 1 You can't go to primary school until you're six.  
That's not true.
- 2 You have to learn English now in most primary schools.
- 3 You don't have to wear a uniform at primary school.
- 4 You can't leave secondary school until you're 16.
- 5 At secondary school you can wear what you like.
- 6 You can't study more than two foreign languages at school.
- 7 You don't have to go to school near your home.
- 8 You have to go to school on Saturday.
- 9 You don't have to go to school. You can learn at home.
- 10 You can call your teachers by their first names.
- 11 You don't have to do final exams when you leave school.
- 12 You have to pass an English exam before you go to university.

## listen

- 2 **5.9** Listen to Julia and Seema talking about schools in Britain. Which statements in the questionnaire are they talking about?



- 3 Listen again. Do they agree with each other about each statement?

## discussion

- 4 Work in small groups. Which of your answers in **exercise 1** are the same? Explain why the others are different.  
*example* A You can't go to primary school until you're six. I think that's true.  
B No, I don't think that's true. My cousin went to primary school when she was four ...
- 5 Choose three true statements. Are they a good thing or a bad thing? Tell your group.

## prepare a survey

- 6 You're going to write a TRUE/FALSE survey. With a partner, write sentences using the ideas below – remember to make some sentences true and some false.

### UNIVERSITIES/SCHOOLS IN OUR COUNTRY

At school/university in our country, you have to ...

You don't have to ...

You can/can't ...

In the past, you had to ...

The best thing about school/university is ...

The worst thing about school/university is ...

## interview other people

- 7 Go around the class and interview at least two other pairs. They must decide if your sentences are true or false.

## test yourself!

How well do you think you did the extended speaking? Mark the line.

0 10

### test your vocabulary

From this unit:

- 1 write down four more things you can find in a study centre, e.g. *computer* ...
- 2 match these verbs and nouns:  
verbs *wear, leave, join, miss, pass*  
nouns *a lesson, a club, an exam, school, a uniform*
- 3 write down the names of schools that children go to at age 3, 5, and 11

score  12

### gap-fill

Fill the gaps with the correct word.

- 1 You can wear \_\_\_\_\_ you like.
- 2 When I was a child, I \_\_\_\_\_ to go to bed very early.
- 3 In an exam, it's a good \_\_\_\_\_ to plan your answers.
- 4 A How do you \_\_\_\_\_ accommodation?  
B A-C-C-O-M-M-O-D-A-T-I-O-N.

score  4

### error correction

Correct the errors.

- 1 I have to work in the evening but I haven't to work at the weekend.
- 2 A Madrid is the capital of Spain.  
B Is true.
- 3 She's going to the university next year.
- 4 A Do you drink a lot of coffee?  
B It's depend.

score  4

total score  20

Look back at the unit contents on p.44. Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.62.

tick ✓ when you know this

**natural English**

- a bit (of)
- guessing
- what sort/kind of ...?
- vague language: around, about, or so

**grammar**

- superlative adjectives
- comparative adjectives
- will, be going to, might for prediction

**vocabulary**

- parts of a country
- weather conditions
- climate and temperature



# listening

## how to ... compare things

### vocabulary parts of a country

1 Look at the map in groups. Can you name the countries around Germany?

2 **Think!** Where / What are places A to I?

*example* A is on the north-west coast.

in the south-west /saʊθˈwest/    in the centre    in the mountains /ˈmaʊntənz/  
 in the south-east    on the north-west coast /kəʊst/    on the north-east coast  
 on the border /ˈbɔːdə/    the capital /ˈkæpɪtəl/    an island /ˈaɪlənd/off the coast

3 Compare with a partner. Practise saying the phrases.

4 Think of a place in your country. Your partner has to guess the place.

*example* A Is it in the west?

B No, it isn't. It's in the north.

A Is it on the coast?

B Yes, it is ...

go to language reference and practice exercises p.160



## grammar superlative adjectives

1 Write the first six superlatives in the table next to the rules below.

Which is		area	in your country?
	the cheapest	town	
	the most expensive	city	
	the wettest	place	
	the driest		
	the most boring		
	the best		
	the _____ (industrial)		
	the _____ (dangerous)		
	the _____ (flat)		
	the _____ (cold)		
	the _____ (cosmopolitan)		
	the _____ (lively)		
	the _____ (agricultural)		

### SUPERLATIVE ADJECTIVES

the + adjective + est	the longest, _____
the + adjective + iest	the busiest (NOT the busyest), _____
the + adjective + double letter + est	the hottest (NOT the hotest) _____
the + most + adjective	the most interesting, the most relaxed, _____, _____
the + irregular adjective	the worst, _____

2 Answer the questions with a partner.

- 1 Why do we say *the cheapest*, and not *the-most-cheap*?
- 2 Why do we say *the most expensive*, and not *the-expensivest*?
- 3 Why do we say *the wettest*, and not *the-wetest*?
- 4 Why do we say *the driest*, and not *the-dryest*?

3 Complete the other superlatives in the table.

4 Using the table to help you, ask your partner about their country.

*example* A Which is the wettest place (in your country)?

B Generally, I think the north-east is the wettest.

go to language reference and practice exercises pp.160–161

## listen to this

tune in

1 **6.1** Trude is talking about Germany. Listen and complete.

... the north is more \_\_\_\_\_ ...

... cities like Hamburg, Berlin ... are more \_\_\_\_\_ ...

The south is more rural and more \_\_\_\_\_ ...



## listen carefully

2 Listen to the whole conversation. Tick ✓ the correct column.

	the south	the north
more agricultural	<input type="checkbox"/>	<input type="checkbox"/>
smaller cities	<input type="checkbox"/>	<input type="checkbox"/>
wetter	<input type="checkbox"/>	<input type="checkbox"/>
hotter in the summer	<input type="checkbox"/>	<input type="checkbox"/>
colder in the winter	<input type="checkbox"/>	<input type="checkbox"/>
flatter	<input type="checkbox"/>	<input type="checkbox"/>
more dramatic countryside	<input type="checkbox"/>	<input type="checkbox"/>
livelier people	<input type="checkbox"/>	<input type="checkbox"/>
more relaxed people	<input type="checkbox"/>	<input type="checkbox"/>

Listen again if necessary.

## listening challenge

3 **6.2** Lynne is talking about England. Listen. What does she say about these things in the north?

- the weather
- the people
- the cost of living



listen again with the tapescript, listening booklet p.20

## grammar comparative adjectives

1 Look at these examples of comparative forms.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
long	longer (than)	the longest
busy	busier (than)	the busiest
hot	hotter (than)	the hottest
interesting	more interesting (than)	the most interesting
bad	worse (than)	the worst

2 With a partner, say the comparative forms of these adjectives. Use the examples in **listen to this**, exercise 2 to help you.

attractive	busy	noisy	good	young	expensive
interesting	boring	smart	thin	friendly	beautiful
peaceful	bad	fast	easy	crowded	dangerous
modern	big	serious	comfortable		

3 With your partner, choose **one** pair of pictures on the right. Write down at least **six** sentences about them. Notice we use **than** in comparative sentences.

*example* Bill is older than Joe. He looks more ...  
Cities are more crowded than villages.

4 Find a new partner who chose the other pictures. They must try to guess your sentences.

go to language reference and practice exercises pp.160-161

## speaking it's your turn!

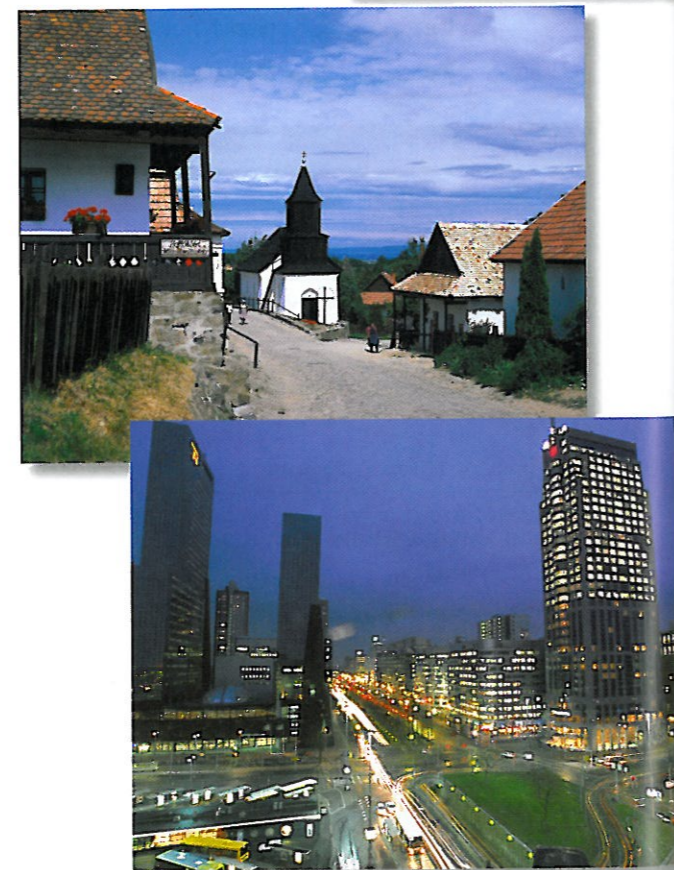
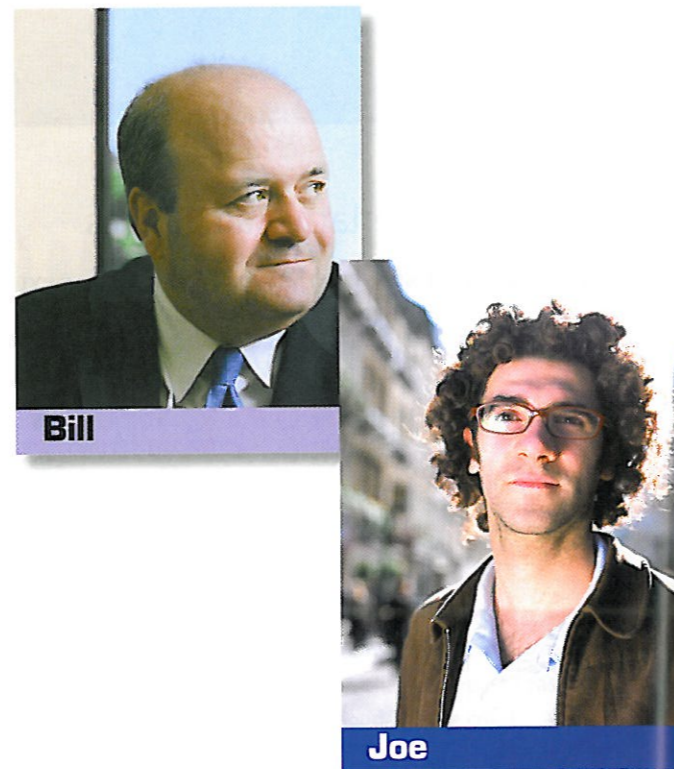
1 Find a new partner. Choose two towns / cities / areas which are very different.

2 **Think!** Alone, think about the differences between the two places. Use the topics in the box.

size	the weather	the cost of living	crime
the people	entertainment	the environment	the food
transport	the buildings		

3 With your partner, talk about the two places using comparatives. Try to find ten differences.

*example* A Prague's bigger than Ostrava.  
B Yes, that's true.



## don't forget!

Use these phrases from this lesson in the extended speaking on p.60.

It's the warmest day this year. In general, ... In the south-west, ... It's drier in the centre of the country.

# wordbooster

## weather conditions

1 Complete the sentences. Use a noun, an adjective, or a verb.



*example*

There'll be some sunshine today.  
It'll be sunny today.



1 There'll be a lot of \_\_\_\_\_ tonight.  
It'll be \_\_\_\_\_ tonight.



2 There'll be some \_\_\_\_\_ tomorrow.  
It'll be \_\_\_\_\_ tomorrow.



3 There might be some \_\_\_\_\_ this evening.  
It might be \_\_\_\_\_ this evening.



4 There'll be some \_\_\_\_\_ tomorrow.  
It'll \_\_\_\_\_ tomorrow.



5 There'll be a lot of \_\_\_\_\_ tonight.  
It'll \_\_\_\_\_ tonight.

2 **6.3** Listen and check your answers. Notice the pronunciation of **there'll** /ðeərl/ and **it'll** /ɪtl/.

3 **pronunciation** Practise saying the sentences with a partner.

## climate and temperature

1 Fill the gaps with words from the box.

temperature /'tempərətʃə/	dry	rise (v) /raɪz/
showers /'ʃaʊəz/	fall (v)	thunder
heavy	icy /'aɪsi/	degrees /dɪ'grɪz/

It might be a bit wet with a few <sup>1</sup> \_\_\_\_\_ tomorrow morning, but the afternoon will be <sup>2</sup> \_\_\_\_\_ and sunny. The <sup>3</sup> \_\_\_\_\_ will rise to 15 degrees, but it will then <sup>4</sup> \_\_\_\_\_ in the evening to about 8 degrees.



There's going to be <sup>6</sup> \_\_\_\_\_ rain in the south.

It was minus five <sup>7</sup> \_\_\_\_\_ last night, so the roads are <sup>8</sup> \_\_\_\_\_, but the temperature will <sup>9</sup> \_\_\_\_\_ this morning.

Some areas might have a bit of <sup>5</sup> \_\_\_\_\_ and lightning in the evening, with more storms later.

2 **natural English** Complete the gaps with these words.

rain time colder cloudy

## natural English a bit (of) ...

In spoken English you can often use **a bit** (= a little):

- before negative adjectives
- before all comparative adjectives

We use **a bit of** before nouns.

It's **a bit** \_\_\_\_\_, but quite warm.

It's sunny, but we might have **a bit of** \_\_\_\_\_ later.

It's a bit \_\_\_\_\_ than yesterday.

We've still got **a bit of** \_\_\_\_\_ before the bank closes.

(NOT It's ~~a bit warm~~ today. SAY It's quite warm today.)

3 **Are these correct? If not, change them.**

- 1 It's a bit nice today.
- 2 It's a bit hot than yesterday.
- 3 There's going to be a bit of sunny later.

## don't forget!

Use the vocabulary in this wordbooster in the extended speaking on p.60.



# reading

## looking ahead

### lead-in

- 1 What animal is this? Tell a partner.



- 2 **6.4 natural English** Listen. How is *might* pronounced?



### natural English guessing

What's this?

I'm not sure. It might be a cat.

(= It's possible it's a cat.)

I've no idea. (= I don't know.)

- 3 **pronunciation** Go to the listening booklet p.20. Repeat the dialogue, stressing the underlined words.

- 4 Work with a partner. Use the language in the **natural English** box to talk about the children's pictures in the article.

### read on

- 1 Read the first paragraph of the article. Tick ✓ the best answer.

The article is about:

- a children's lives in the future.
- b children's ideas about the future.

- 2 Read the article. Match pictures 1 to 7 with the speakers.

- 3 **Think!** For each section, which is the best answer, and why?

*example* In question A, I think (Lucy's) answer is the funniest / the most intelligent / the most interesting.

- 4 Compare your answers in small groups.

glossary

wheel (n) /wi:l/

rock (n)

vet (n) a doctor for animals



## The tomorrow people

Do children have a more positive and imaginative view of the future than adults? We will soon find out in a new TV programme. A large group of seven-year-olds are being interviewed to see what they think the future will be like. What kind of cars will people drive? What kind of hairstyles will they have?

And what kind of future do they want? We asked our own group of seven-year-olds what they thought.

### A Where do you think people will go on holiday?

Sheikha: Somewhere like Greece or the Canary Islands

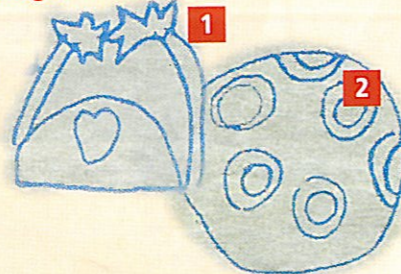
Chloe: Egypt

Lucy: I think they'll go to the moon.

Henry: China, to see the Great Wall

Emily: Chocolate land – that's where I want to go.

Meg: Disneyland



### B Where do you think people will live? What will the house of the future look like?

Chloe: See-through circular house on wheels

Henry: A house under the sea

Molly: I think people will live on the moon.

Carmen: On the grass or in a boat

Ellie: Every house will have a roof terrace.



### C What sort of food will people eat?

George: We will eat rock and blue pizza.

Sheikha: Vegetables and fruit.

Children will eat sweets.

Chloe: Space food

Henry: Cooked food

Amber: Chinese food

Ellie: Bread and vegetables and fruit with a new kind of vitamin



### D What kind of job will you have?

Katie: A gymnast

Chloe: A vet

Sarai: Bank manager

Ewan: I will be a footballer. I will play for Scotland.

Shaaib: I will be a cleaner.

Ellie: A pop star, then I'll be rich and famous.

George: Rocket maker

Emily: Limousine seller

- 5 **6.5 natural English** Listen and complete the questions.



### natural English what sort / kind of ...?

- 1 What sort of \_\_\_\_\_?
- 2 What kind of \_\_\_\_\_?
- 3 What kind of \_\_\_\_\_?
- 4 What sort of \_\_\_\_\_?

- 6 **pronunciation** Listen again and repeat. Notice how *What sort of* /wɒ(t)'sɔ:təv/ and *What kind of* /wɒ(t)'kaɪndəv/ are pronounced.

- 7 Ask a partner what sort / kind of food and drink they like best.

### grammar will, be going to, might for prediction

- 1 Complete the example below each rule.

When you 'predict', you say what you think will happen in the future.

In English, you can use **will** (or 'll) + verb, or **be going to** + verb.

- 1 I think people \_\_\_\_\_ (live) on the moon.  
or I think people \_\_\_\_\_ (live) on the moon.

In the negative, you usually use **won't** + verb.

- 2 She's sure she \_\_\_\_\_ (not pass) her exam.

In the negative, you can also say **I don't think it will happen** (more natural than *I think it won't happen*).

- 3 He doesn't think he \_\_\_\_\_ (be) late.

If you are about 75% sure, you use **will probably** + verb.

- 4 We \_\_\_\_\_ (probably stay) at home this evening.

If something is possible (about 50% sure), you often use **might** /maɪt/ + verb.

- 5 My sister \_\_\_\_\_ (come) and see me this weekend.

- 2 Compare with a partner.

- 3 With a partner, correct any incorrect / unnatural sentences.

- 1 I think Milan will to win the game tomorrow.
- 2 She thinks they're going to pay her more money.
- 3 He'll finish probably soon.
- 4 I think they won't like the film; it's very sad.
- 5 I might pass my exam, but I'm not really sure.

### don't forget!

Use these phrases from this lesson in the extended speaking on p.60.

It will probably ...

It might ...

I don't think it will ...

It won't ...

- 4 Match the sentence halves.

- 1 Twenty years from now, there will be
- 2 I think cars will be
- 3 I don't think the weather will get
- 4 Children will probably learn
- 5 Twenty years from now, everyone will work

- a safer twenty years from now.
- b everything from computers.
- c more bicycles than cars.
- d colder in the next 20 years.
- e until they are 75.

Do you agree with the predictions? Why / Why not? Tell a partner.

go to language reference and practice exercises p.162

### speaking it's your turn!

- 1 **Think!** Choose three questions from the article. Make your own predictions, using *will (probably), be going to, or might*.

*examples* I think we'll probably eat organic food in the future.

I might be a businessman five years from now.

- 2 Compare your answers in small groups.

- 3 **6.6** Listen to adults answering similar questions. Which questions do they talk about?

- 4 Listen again. What do they say about these things?

- home
- glass
- the population
- men and women

- 5 Do you prefer the children's answers, or the adults' answers?



# extended speaking

## a weather forecast

### you're going to:

#### collect ideas

talk about recent weather; listen to a weather forecast

#### plan a weather forecast

decide on the weather for tonight and tomorrow

#### write the forecast

write your forecast together

#### present the forecast

practise with a partner, then present it to another pair

#### but first ...

Look back at the **don't forget** boxes in this unit. You can use this language in the activity.

### collect ideas

#### 1 Think!

- 1 What was the weather like last week?
- 2 What was the weather like yesterday?
- 3 Was it the same in other parts of the country?
- 4 What was the weather like when you got up this morning?

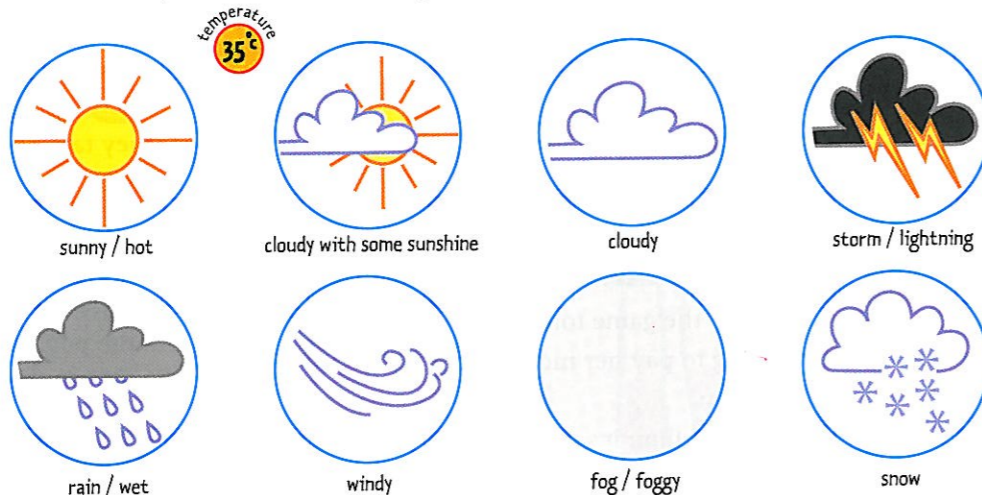
#### 2 Compare in small groups.

#### 3 Listen to the weather forecast. Circle the best answers.

- 1 Tonight, you'll need an umbrella in the north / the south.
- 2 Tonight, it'll be warmer in the north / the south.
- 3 Tomorrow, it's going to be windy in the south / the west.
- 4 Tomorrow, you'll need a coat in the north / the south.
- 5 Tomorrow, there will be some sunshine in the north / the north-east.

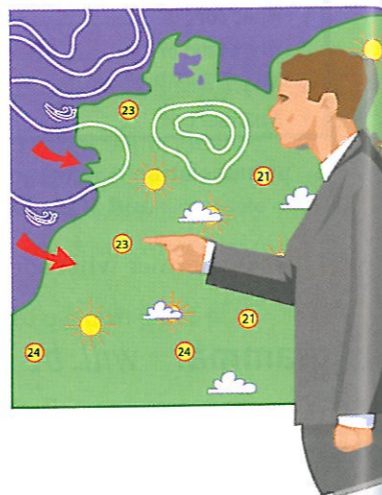
### plan a weather forecast

#### 4 Work with a partner. Draw a large map of your country (example on p.61) and divide it into two or three regions. For each region, decide what the weather will be like tonight and tomorrow, and draw weather symbols on your map, like these:



#### 5 For at least one region, think of one more piece of information or advice.

driving conditions	e.g. <i>The roads will be very icy, so motorists will need to drive carefully.</i>
suggestions for leisure activities	e.g. <i>... so tomorrow afternoon will be the best time for the beach.</i>
weather facts	e.g. <i>This is the coldest April in the north for 20 years.</i>
the next few days	e.g. <i>It's going to stay warm and sunny for the next two or three days.</i>



### write the forecast

#### 6 With your partner, write your forecast. Use the listening booklet p.22 to help you.

#### 7 natural English Can you add these words to your forecast?

### natural English

#### vague language: around, about, or so

You often use *around*, *about*, and *or so* when you want to say a number which is not exact.

It will be **around** 25 degrees in the afternoon.  
 We will probably have **about** five centimetres of snow.  
 It might rain for an hour **or so**, but then it will be sunny.

### present your weather forecast

- 8 Divide the weather forecast between you. Practise reading your part using the map. Try to memorize most of it.
- 9 Practise the forecast with your partner until you are fluent.
- 10 Find another pair. Show them your map and give your weather forecast. Then listen to their forecast and make a note of any differences.

### test yourself!

How well do you think you did the extended speaking? Mark the line.

0  10

#### test your vocabulary

From this unit, write down:

- 1 six more nouns to describe the weather e.g. *rain* ...
- 2 another way of saying each underlined word / phrase:  
 What sort of food do you like?  
 Maybe it's a cat.  
 She's around 50.  
 What's this? I don't know.
- 3 the comparative and superlative forms of: *good, crowded, happy, wet, dangerous, flat, boring*

score  17

#### gap-fill

Fill the gaps with a suitable word.

- 1 A Do you feel better?  
 B No, I feel \_\_\_\_\_ than yesterday.
- 2 Ibiza is an island off the \_\_\_\_\_ of Spain.
- 3 \_\_\_\_\_ will be some rain tomorrow.
- 4 She \_\_\_\_\_ probably be late as usual.

score  4

#### error correction

Correct the errors.

- 1 The most friendliest people live in the south.
- 2 I'm sure our team don't win the match tomorrow.
- 3 It might to rain tomorrow.
- 4 It's sunny this morning, but it's going to be a bit of cloudy later.

score  4

total score  25

Look back at the unit contents on p.54.

Tick ✓ the language you can use confidently.

➔ For more practice, go to the review on p.63



# five review

## grammar can / can't, have to / had to

- 1 Look at the table. Think about the questions you need to ask.  
*example* Do you have to get up early most days? (1)

### FIND SOMEONE WHO ...

- has to get up early most days. \_\_\_\_\_
- doesn't have to use public transport to get to school. \_\_\_\_\_
- has to work/study at weekends. \_\_\_\_\_
- had to look after a brother or sister when they were younger. \_\_\_\_\_
- had to wear a uniform at primary school. \_\_\_\_\_
- didn't have to do any housework when they were younger. \_\_\_\_\_
- can speak three languages. \_\_\_\_\_
- can't drive. \_\_\_\_\_

- 2 Get up and ask the questions. Write names in the table.

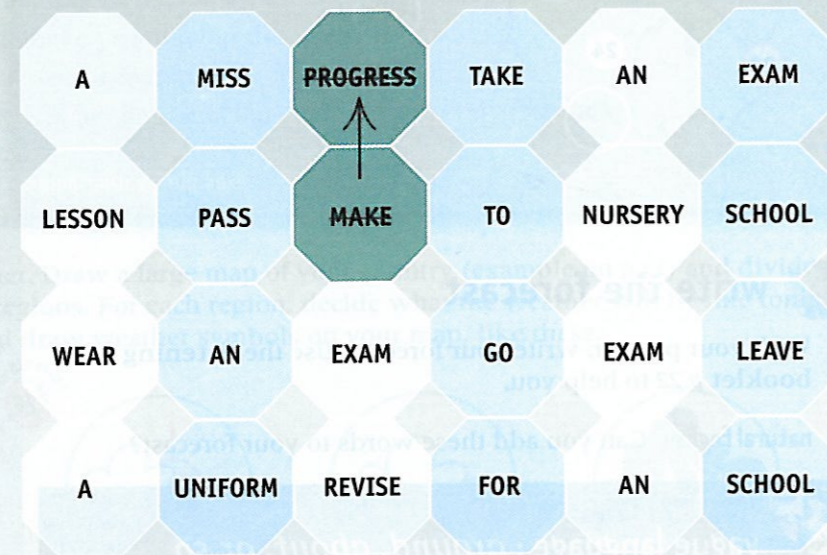
## natural English

- 1 Correct the errors.
- I don't know to spell 'elephant'.
  - A Things are getting more expensive.  
B Yes, is true.
  - A What is it?  
B I don't sure.
  - At university you can wear how you like.
  - It's a good idea make a plan before you write.
  - Anna, is it OK that I borrow your dictionary?
- 2 Check your answers using the natural English boxes in unit five.

## vocabulary collocation

Work with a partner. Find phrases in the grid to fill the gaps. The phrases can run in any direction.

- If you want to make progress, you have to study a lot.
- Children under five often \_\_\_\_\_.
- It's difficult to \_\_\_\_\_ if you don't study.
- A Why did you \_\_\_\_\_ yesterday?  
B I had a doctor's appointment.
- I have to \_\_\_\_\_ tomorrow. I hope I pass!
- We had to \_\_\_\_\_ at school. It was dark blue.
- I can't come out tonight. I have to \_\_\_\_\_.
- Many students \_\_\_\_\_ at eighteen, and then go to university.



## vocabulary & natural English

Work in A groups and B groups.  
 As – look at the exercise below. Bs – go to p.145.

- student A
- 1 Complete the gaps with another A student.
- I don't \_\_\_\_\_ how to spell that word. Do you spell it with one F, or \_\_\_\_\_ F?
  - After \_\_\_\_\_ school, children go to primary school.
  - I left \_\_\_\_\_ and went to university to \_\_\_\_\_ history.
  - I got a bicycle when I \_\_\_\_\_ seven years old.
  - In many countries, you \_\_\_\_\_ drive until you're 18.
  - I'd like to go out, but it \_\_\_\_\_ on the weather.
- 2 Read your sentences to a B student. Are they the same?

# six review

## grammar will / won't, be going to

- 1 With a partner, write six predictions about the rest of today's lesson, using *will / won't* or *be going to*.  
*examples* We'll listen to a cassette.  
 Silvia will lose her pen.  
 We won't speak in Italian.
- 2 At the end of the lesson, look at your predictions again. Which sentences are true? Tell the class.

## grammar comparatives and superlatives

- 1 Work with a partner. You have five minutes. Write as many sentences as possible about the pictures, using comparatives or superlatives.  
*examples* The giraffe is the tallest animal.  
 The tiger is more dangerous than the rabbit.



- 2 Read your sentences to another pair. You get one point for each sentence which is different from theirs.

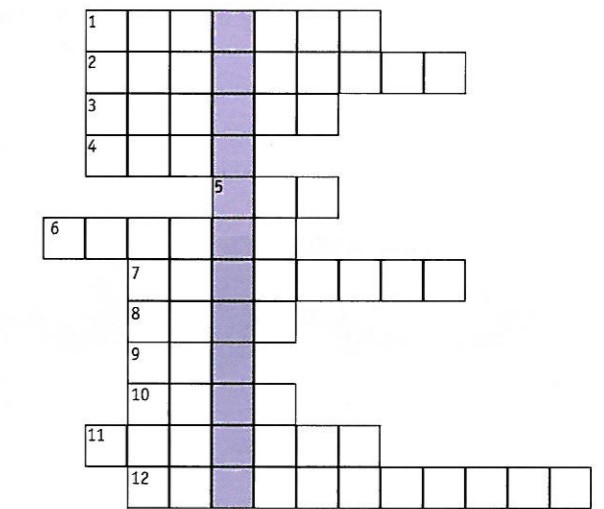
## natural English

- 1 Think of another way of saying the underlined words / phrases.
- What kind of films do you like?
  - Dad's arriving around seven o'clock.
  - A What's the answer?  
B I don't know.
  - I'm not sure, but it's possible he's French.
  - We've still got a little time.
- 2 Check your answers using the natural English boxes in unit six.

## vocabulary weather

- 1 Find a partner.  
 A – think about the crossword clues below.  
 B – think about the crossword clues on p.145.
- student A
- We had terrible \_\_\_\_\_ . It rained every day.
  - It's very grey and \_\_\_\_\_ today.
  - When it doesn't rain, the streets are \_\_\_\_\_ .
  - \_\_\_\_\_ weather on TV or the radio
  - After it rains, the streets are \_\_\_\_\_ .
  - It's 20 \_\_\_\_\_ centigrade today.

- 2 Read your clues to your partner, and complete the crossword together.
- 3 The letters in the green boxes spell a word. What is it?



### tick ✓ when you know this

#### natural English

- anyway, so anyway
- link words and phrases
- have a good / bad time
- uses of get
- asking how to say things

#### grammar

- past simple and past continuous

#### vocabulary

- phrases with go
- irregular verbs
- phrasal verbs (2)

## listening how to ... tell a story

### lead-in

#### 1 Think! Think of:

- two things that might happen on a good day  
*example* you buy some nice new clothes
- two things that might happen on a bad day  
*example* you lose your bag

#### 2 Compare in small groups. Which are the best / worst things?

### listen to this

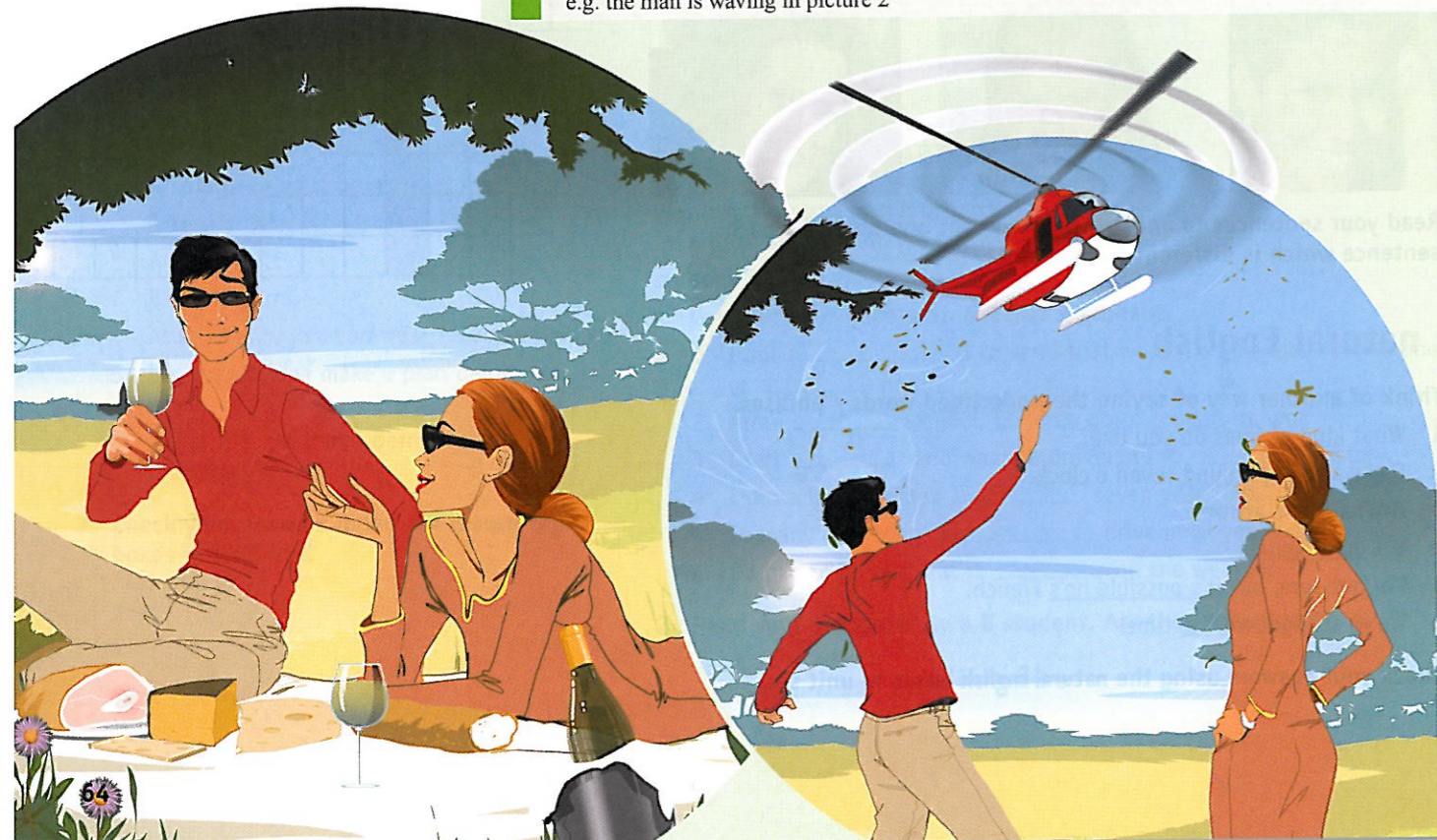
#### tune in

#### 1 With a partner, describe what's happening in the pictures. Use the glossary words.

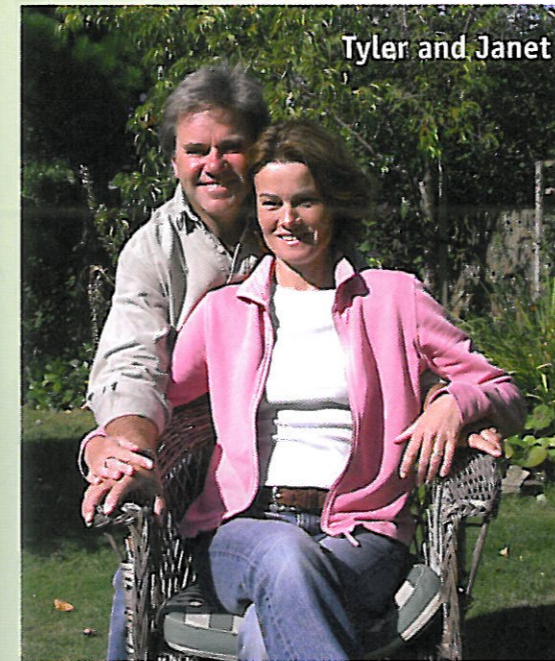
glossary

**field** (n) /fi:ld/ a large area of grass in the countryside  
**picnic** (n) a meal you take and eat outside  
**wave** (v) /weɪv/ move your hand in the air, e.g. the man is waving in picture 2

**helicopter** (n) /'helɪkɒptə/ a type of small aircraft  
**land** (v) if a plane lands, it comes down from the air (opp **take off**)



- 2 **7.1** Listen to the beginning of Tyler's story. Is it the same as your description?
- 3 What do you think is going to happen next? Tell your partner.



### listening challenge

- 6 **7.2** With a partner, write three questions you want to ask Tyler.  
*example* Was it easy to organize?
- 7 Listen. Do you hear your questions? If so, what are the answers?

*listen again with the tapescript, listening booklet p.23*

#### 8 natural English Find an example of *anyway* and *so anyway* in the listening booklet p.23.

### natural English anyway, so anyway

In spoken English, you use *anyway* or *so anyway* when you want to begin the next part of a story, or go back to the main story.

Janet didn't know about it. **So anyway**, we got in the helicopter, and ...  
 We drank the champagne. **Anyway**, we landed and ...

#### 9 How do you say *anyway* / *so anyway* in your language?

### vocabulary phrases with go

#### 1 Put the words in the box in the correct place in the table.

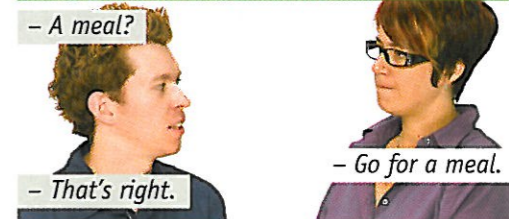
go and ... / 'gəʊ ən/ go for ... / 'gəʊ fə/ go ... go to ...

#### GO phrases

_____	a run	a walk	a picnic	a meal in a restaurant
_____	sightseeing	shopping	skiing	swimming
_____	see a film	watch a match	see a friend	buy something
_____	a wedding	a party	a disco	a meeting

With a partner, practise saying all the phrases in the table.

#### test your partner



### listen carefully

- 4 Listen to the story. Were you right? What happened in the helicopter?
- 5 Try to complete the sentences about the story. Listen again if necessary.
  - 1 The pilot asked Janet to \_\_\_\_\_.
  - 2 The helicopter flew over \_\_\_\_\_.
  - 3 Tyler said to Janet, '\_\_\_\_\_.'
  - 4 Janet said, '\_\_\_\_\_.'
  - 5 The pilot gave them two glasses and \_\_\_\_\_.
  - 6 They landed and finished their \_\_\_\_\_.
  - 7 In fact, Tyler organized it \_\_\_\_\_ before.