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Communicate

Listening & Speaking Skills

Coursebook & DVD

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Kate Pickering


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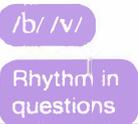
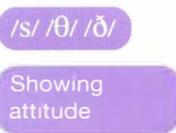
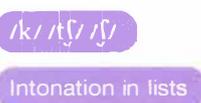
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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

Kate Pickering

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1

Looking good

Phrase bank

casual sporty
scruffy stylish
smart trendy

tight loose
baggy mini
plain spotted
flared wedge
flat sports
checked striped
calf-length
high-heeled
knee-length
three-quarter length

It isn't you.
It fits (well/badly).
It suits you.
X matches Y.

Remember



You can complete descriptions by talking about ...

people's personality:

introvert, outgoing, (un)reliable, messy, hard-working, intense, sporty, fun-loving, strict, depressive, reserved, relaxed, understanding

or the social group they belong to:

goth, skater, heavy, emo

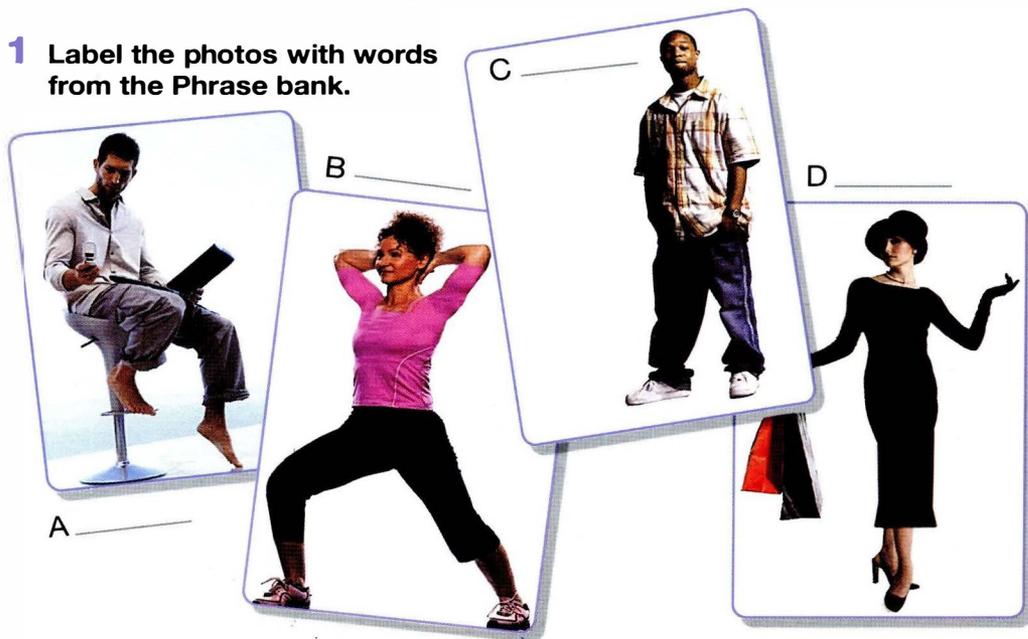
or what they like and dislike:

be (really) into, be (quite) keen on, not really be bothered about, can't stand.

Which of these words could you use to describe people in the photos?

Vocabulary: describing clothes and appearance

1 Label the photos with words from the Phrase bank.



2 Work in pairs. Look at the photos and tell your partner which style you prefer. Think of an occasion when each style would be appropriate.

3 Complete the diagram with words from the Phrase bank.

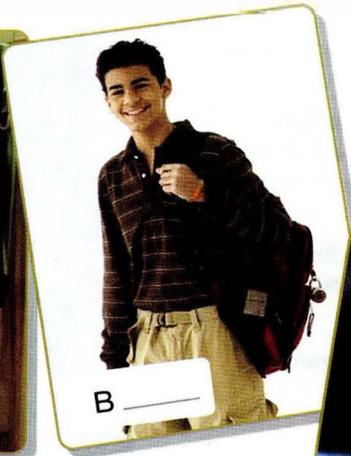
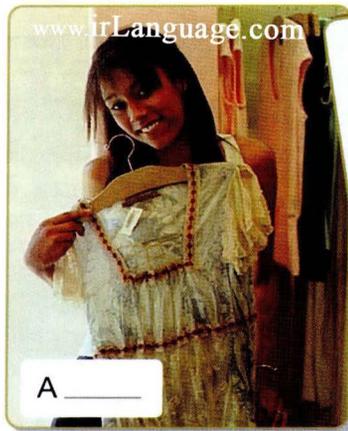


4 Work in groups. Use words from 3 to describe the photos.

5 Match the words in bold to a similar meaning on the right.

- | | |
|---|--|
| 1 This jacket's only a size 10, but it fits me well. | a You don't look good in it. |
| 2 That hat's great! It really suits you . | b It's the right size. |
| 3 Those shoes match your bag perfectly. | c You look good in that style/colour. |
| 4 I'm sorry, that top just isn't you . | d They go well together / are the same colour. |

Speaking: talking about clothes



1 Listen to three dialogues. Number the photos.

2 Listen again. Are the statements true or false?

- 1 Bruno likes to wear colourful clothes. _____
- 2 Bruno's sister thinks he has bad taste in clothes. _____
- 3 The café has strict rule about clothes. _____
- 4 Flat shoes are a good idea in the café. _____
- 5 She thinks the style of the top will not look good on her. _____
- 6 The mother likes the skirt. _____

3 Look at these expressions from dialogue 3 and find a synonym for each one in the Phrase bank.

- 1 You haven't a clue. _____
- 2 I don't have much of a chance. _____
- 3 What's wrong with it? _____
- 4 ridiculously _____
- 5 And? _____

4 Listen again to dialogue 1 and complete the sentences with expressions from 3.

- A Honestly Bruno, _____
- B What?
- A _____ about style. Do you ever look in the mirror?
- B Considering you're in front of it all day long, _____.
- A Just look at that top. It's _____ big on you.
- B _____? _____? I like my clothes loose.
- A It's not loose, it's baggy. There's no shape to it!
- B _____?
- A And nothing you wear has any colour: I mean – a brown top, beige trousers and scruffy brown shoes!
- B So, _____ oh Queen of Fashion?
- A Well I least I care about my appearance.
- B Yeah, the question is, do you care about anything else?

5 Work in pairs. Practise reading the dialogue in 4. Then write a similar dialogue criticizing other aspects of a person's clothes.

Phrase bank

absurdly
I don't have any
opportunity ...
So what?
What's the problem?
You've no idea ...

Useful language



Those shoes are terrible!
That shirt is so scruffy!
really ugly!
You look a state / a mess /
dreadful!

Pronunciation



/æ/ and /ʌ/ sounds

a Listen to the words and note the /æ/ and /ʌ/ sounds.

/æ/ h t /ʌ/ fr nt

b Say the words. Divide them into two groups according to the /æ/ and /ʌ/ sounds.

match black stuff
flat scruffy stomach
jacket colour

c Listen and check.

Phrase bank

gram mile
 inch pint
 litre ounce
 pound kilo
 centimetre
 kilometre
 millilitre

What size are you?
 I'm a size 12 /
 a medium

Culture



Canada, the USA and the UK still use some imperial measurements such as: miles, feet, and inches for distance, pounds and ounces for weight, and pints for liquids.

Language note



When talking about shoes we use the word **size**.

What size do you take?
 What's your shoe size?
 What number are you?

Listening: small, medium or large?

1 Look at the words in the Phrase bank. Do they measure distance, liquids, or weight?

2 Listen to the radio interview and answer the questions.

1 Nina found European sizes ...

- a easy to understand.
- b confusing.
- c similar to British sizes.

2 Nina thinks that the fact that British sizes are different is ...

- a annoying.
- b nice.
- c funny.

3 A British size 12 is a European ...

- a 40.
- b 42.
- c 38.

4 The new system is called ...

- a EN 14302.
- b EN 13402.
- c EN 13482.

5 Most European countries are ...

- a enthusiastic about the new scheme.
- b studying typical national body sizes.
- c being slow to implement the system.

3 Look at the conversion tables for clothes and shoe sizes. What size are you in the UK?

4 Discuss the questions in pairs.

- Is your clothes size the same in different shops?
- Do you think it's good for countries to have the same system of measurements and the same currency or do you think differences are a good thing?
- Have you visited any places with different currency, measurements, etc? Did you find it complicated?



Women's clothing sizes

UK	Europe
4	32
6	34
8	36
10	38
12	40
14	42
16	44
18	46

Men's clothing sizes

UK	Europe
30	40
32	42
34	44
36	46
38	48
40	50
42	52
44	54
46	56

Shoe sizes

UK	Europe
3½	36
4	37
5½	38
6	39
6½	40
7½	41
8	42
9	43
10	44
10½	45
11	46
12	47
13	48

Functional language: trying on clothes

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1 **Work in groups.**
Look at the expressions in the Phrase bank. Who says each expression: the customer, the shop assistant or either?

2 Use the expressions in the Phrase bank to complete the dialogues.

Dialogue 1

- A** Can I help you?
B (rejecting offer politely) _____.

Dialogue 2

- A** (offering assistance) _____.
B Yes. (asking about another size) _____.
A Let's see, yes, here you go.
B _____?
A Sure. The fitting rooms are over there.
B _____.

Dialogue 3

- A** Are those any good?
B The jeans are a bit loose. _____?
A I think so, just a moment. (...) Yes, _____.
B Great, thanks.

Dialogue 4

- A** How did you get on?
B Yes, (explaining decision) _____, but the top's not quite right. I need something a bit smarter.
A _____. Why don't you try there?
B OK, thanks. I'll take a look.

3 **1/06 Listen and check.**

4 **Work in pairs. Write a shopping dialogue. Then practise the dialogue.**

Student A

You want to buy a new outfit for a special occasion.

- Decide what the special occasion is: a party, a wedding ...
- Decide what clothes you want.
- Think about colours, sizes and styles.
- Ask the shop assistant for help.

Student B

You are the shop assistant. Decide if you are going to be

- a** helpful.
- b** unhelpful.

Phrase bank

Can I try these on, please?
Cheers.
Do you need any help?
Have you got this in a medium?
Here you are.
No thanks, I'm just looking.
I'll take the jeans.
Evening wear is on the first floor.
Have you got the next size down/up?

Language note



We use *smart* to describe formal clothes or appearance:

I have to wear smart clothes for work.

We use *elegant* to describe someone who is attractive and graceful in their appearance and behaviour:

You looked very elegant at the party.

Pronunciation



Linking

a **1/07 Listen to the expressions. Notice the linking.**

Can_I try these_on?

Do you need_any help?

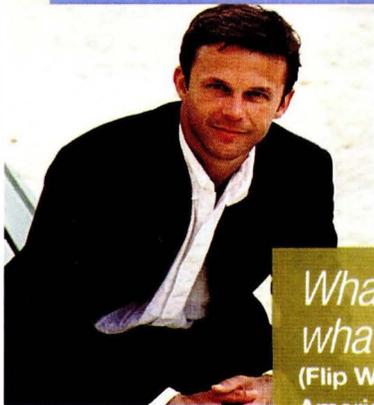
Are those_any good?

b **1/07 Listen again and repeat.**

Final task: for and against

- 1  Work in pairs. Read the quotations and discuss what they mean. Can you translate them?

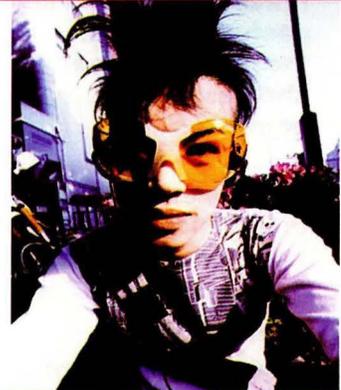
You shouldn't judge a book by its cover.
(American Speech journal, 1944)



What you see is what you get.
(Flip Wilson, American comedian)



You never get a second chance to make a first impression.
(Oscar Wilde, writer)



I don't like that man. I must get to know him better.
(Abraham Lincoln, US president)

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- 2  Listen and check your ideas.

- 3  Listen again. Which two categories does the speaker refer to?

- clothes and the way people dress
- body, hair, eye colour
- personality

- 4  Work in two groups, A and B.

Group A

You're going to speak in favour of the idea of judging people on first impressions, considering all the factors in 3.

- Think of arguments to support this point of view.
- Try to include examples from your own experience.
- Include one of the quotations or another saying to support your view.

Group B

You're going to speak against the idea of judging people on first impressions, considering all the factors in 3.

- Think of arguments to support this point of view.
- Try to include examples from your own experience.
- Include one of the quotations or another saying to support your view.

- 5  Work in groups, two students from Group A and two from Group B. Discuss the pros and cons of judging people on first impressions.

Strategy



When arguing on one side of a discussion, remember to ...

- introduce your reasons.
- give additional reasons.
- give examples.

Useful language



The first thing is ...

One of the most important arguments in favour/against ...

What's more ...

Moreover, ...

For instance ...

Let's say you meet someone new.

... such as ...

Vocabulary

1 Complete the descriptions with the words in the box.

smart sporty trendy scruffy

- He generally wears tracksuits and trainers. He looks pretty _____.
- Her clothes are really _____. She's always wearing the latest fashion.
- He looks a bit of a mess to be honest. His clothes are kind of baggy and I don't think he knows what an iron is! He's really _____.
- I have to wear _____ clothes for work – no jeans, no trainers.

2 Match each adjective on the left to a noun on the right. More than one combination may be possible.

- | | |
|------------------------|------------|
| 1 mini | a trousers |
| 2 high-heeled | b skirt |
| 3 three-quarter length | c shirt |
| 4 checked | d boots |

3 Write another sentence with the same meaning, using an expression from the Phrase bank.

- The bag and the hat are both blue.
The bag _____ the hat.
- That top is too tight.
That top doesn't _____ you.
- You look great in red.
Red really _____ you.
- I'm sorry, you just don't look good in that jacket.
That jacket _____ you.

Pronunciation

4 Write the words in the correct column. Then listen and check.

and up one bag at love cut match

/æ/	/ʌ/

Functional language

5 Make complete sentences to create a dialogue using the prompts below.

- Shop assistant need / help? _____
- Customer got / this / size 10? _____
- Shop assistant here _____ any good? _____
- Customer jacket / big / size / down? _____
- Shop assistant sure _____

6 Work in pairs. Practise the dialogue in 5.

Phrase bank

casual sporty
scruffy stylish
smart trendy

tight loose
baggy mini
plain spotted
flared wedge
flat sports
checked striped
calf-length
high-heeled
knee-length
three-quarter length

It isn't you.
It fits (well/badly).
It suits you.
X matches Y.

absurdly
I don't have any
opportunity ...
So what?
What's the problem?
You've no idea ...

gram mile
inch pint
litre ounce
pound kilo
centimetre
kilometre
millilitre

What size are you?
I'm a size 12 /
a medium.

Can I try these on,
please?
Cheers.
Do you need any help?
Have you got this in a
'medium'?
Here you are.
No thanks, I'm just
looking.
I'll take the jeans.
Evening wear is on the
first floor.
Have you got the next
size down/up?

Get involved!

Phrase bank

volunteer
charity
voluntary work
unpaid

pressure groups
community care
environmental groups
youth work

a feeling of satisfaction
a sense of pride
learn useful life skills
benefit the local
community
give something back to
society
do something worthwhile

Language note



Many acronyms are in a different order in English. Can you recognize these acronyms?

NGO	AIDS	DNA
EU	IOC	UNO

Remember



You can use the following expressions with **make** and **change** to talk about the effects of voluntary work.

make: a difference, a contribution, something count

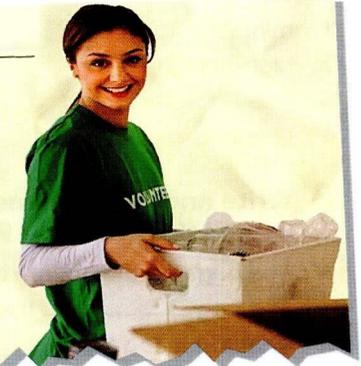
change: your attitude, your view of the world, your perspective on life

Describe an activity from 3 using some of these expressions.

Vocabulary: volunteering

1 Complete the sentences with words from the Phrase bank. You may need to change the form of the words to fit the sentences.

- There are over 180,000 registered (1) _____ in the UK and over half a million informal voluntary organizations.
- People do 90 million hours of (2) _____ each week in the UK.
- 40% of British adults (3) _____ at least once in the past year.
- 30% of 16–25-year-olds do (4) _____ work to help others on a regular basis.



2 Do you think volunteering is more or less popular in your country? Do you volunteer or know anyone who does? What do you/they do?

3 Look at the examples of voluntary work and choose a heading for each group from the Phrase bank.

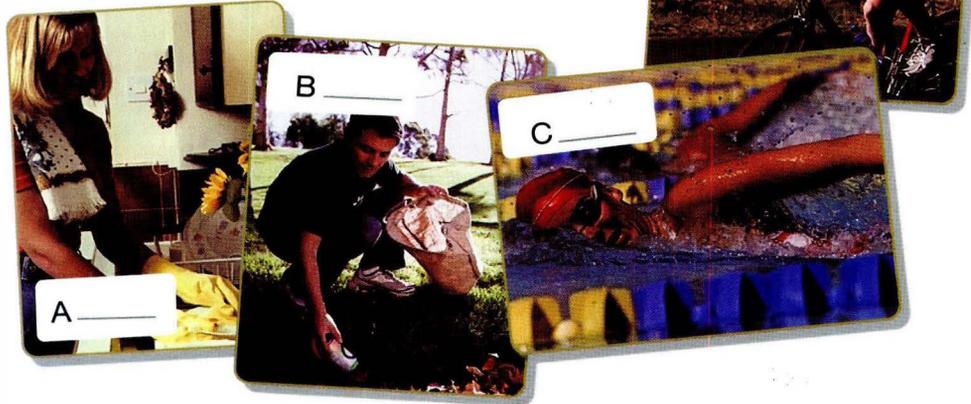
4 Here are some reasons for doing voluntary work. Match 1–3 to a–c.

- 1 I feel a **sense of pride** – I've done something worthwhile.
 - 2 I think it's taught me a lot of **useful things**.
 - 3 It feels good to **give something back to society**.
- a I've learnt some **life skills**.
b It makes me feel good. It gives me a **real feeling of satisfaction**.
c You're doing something which will **benefit the local community**.

- (1) _____
 - helping children at an after-school club
 - running a Scout group
- (2) _____
 - doing conservation work to protect a local forest
 - working at an animal refuge
- (3) _____
 - organizing demonstrations against the privatization of healthcare
 - collecting signatures to try to get cycle lanes in your city
- (4) _____
 - doing shopping for an elderly person
 - working at a shelter for homeless people

Speaking: talking about voluntary work

1 Listen to four people who volunteer. Number the photos.



Phrase bank

patient
generous
organized
creative
interested in ...
active
enthusiastic
a good listener

a type of ...
a sort of ...
a kind of ...

2 Listen again and complete the table.

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	Speaker 1	Speaker 2	Speaker 3	Speaker 4
What does the person do?				
Where do they do it?				
Why do they do it?				

3 Read the dialogue.

- A What type of voluntary work appeals to you?
 B I don't know really. I don't know what I have to offer.
 A Well, you've got a lot of patience and you're used to looking after your sisters.
 B Yeah ...
 A So I think you'd be good at something involving childcare.
 B Yes, you've got a point.

4 Work in pairs. Have a similar conversation with your partner. Think about his/her interests and personal qualities and suggest a suitable area of work.

5 Match the words in 1–4 to definitions a–d.

- | | |
|-----------------|---|
| 1 hire scheme | a a kind of hospital for the terminally ill |
| 2 litter | b a type of medical condition caused by a genetic problem |
| 3 Down syndrome | c a sort of rubbish which people drop on the ground |
| 4 a hospice | d a type of rental system |

6 Work in pairs. Use the expressions in bold in 5 to explain the words to your partner.

- | | | |
|--------------------|----------------|--------------|
| 1 a Scout group | 2 a cycle lane | 3 youth work |
| 4 an animal refuge | 5 a charity | |

Culture



Many young people volunteer as a way to gain valuable life and work experience. Through volunteering they can learn skills, make personal contacts and get references for future work.

Strategy



Expressions like *a kind/type/sort of ...* are very useful when you don't know the exact word in English or want to explain something from your country.

Pronunciation



/b/ and /v/ sounds

a Listen carefully to the pronunciation of the initial sound in these words.

/b/ bike brilliant
/v/ visitor volunteer

b Listen to the words and divide them into two groups according to the /b/ and /v/ sounds.

c Listen and check. Then listen and repeat.

Phrase bank

residential home for
the disabled
animal refuge
old people's home
homeless shelter
charity shop

Culture



Many school-children in Britain do some form of community service as part of the school week.

Language note



Look at these expressions. They all include the word *like*. What does each one mean?

What's it like?

There were, like, three different areas.

I really like it.

Listening: community service



1 Listen to three British teenagers talking about their experiences doing community service. What type of projects do Tania and Liam work on?

- community care
- environmental projects
- youth work

2 Listen again. Are the statements for Tania (T), Liam (L) or both (B)?

- 1 This person already does community service. _____
- 2 This person chose community care. _____
- 3 This person works in a school. _____
- 4 This person feels proud of their contribution. _____
- 5 This person works with an individual. _____
- 6 This person feels their work makes a difference to other people. _____
- 7 This person enjoys their work. _____

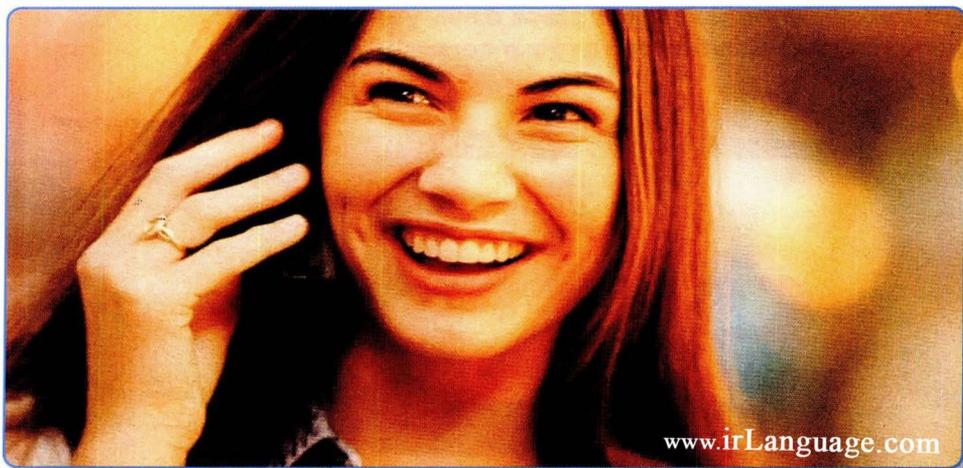
3 Add the word *like* in the correct position in the questions.

- 1 What was the weather yesterday?
- 2 What do you feel doing next weekend?
- 3 What do you doing in your free time?
- 4 Do you to get up early in the holidays?
- 5 Who do you look: your mother or your father?
- 6 Which place in the Phrase bank would you to work in?

4 Listen and check.

5 Work in pairs. Ask and answer the questions in 3.

Functional language: phone enquiries



1 Listen to the phone conversation. Choose the correct answers.

- | | |
|--|--|
| <p>1 The girl is interested in</p> <p>2 The man suggests</p> <p>3 Lynn Marshall will need to know</p> | <p>a doing voluntary work.</p> <p>b taking up horse riding.</p> <p>a helping look after horses.</p> <p>b teaching disabled children.</p> <p>a if the girl is doing well at school.</p> <p>b if the girl is suitable.</p> |
|--|--|

2 Complete the table with expressions from the Phrase bank.

finding out	sequencing activities	mentioning possibilities
<ul style="list-style-type: none"> • <i>How do I get involved? (1)</i> • • • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •
things you have to do	showing enthusiasm	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

3 Listen again and number the expressions in 2 in the order you hear them.

4 Work in pairs. Write a dialogue using expressions from the table.

Student A

You're interested in taking up a new sport or activity which you know Student B has done for some time. Ask for advice.

Student B

Give practical step-by-step advice on how to get started.

Phrase bank

Can you tell me a bit more?
 How do I get involved?
 That sounds right up my street!
 How do I go about it?
 Is there anything else I need to know?
 ... maybe some kind of youth work?
 Once you've contacted Mrs Marshall ...
 Perhaps that would interest you?
 That all sounds great.
 The first step is to ...
 The next thing to do is ...
 Who do I need to speak to?
 You need to contact ...
 You should think about ...

Pronunciation

Rhythm in questions

a Listen to the expressions. Notice the rhythm with stress on the syllable in green.

How do I get involved?
 How do I go about it?
 Who do I need to speak to?

b Practise asking these questions.

What do you think he wants?
 How do I get to London?
 When can I bring it back?

c Listen and check.

Language note

When identifying people on the phone we use *this* and *that* and *speaking*.

Is that Mrs Fraser?
 This is Jasmine Brown.
 Mark Lucas speaking.

Final task: a charity event

- 1 Read about Make a Difference Day which takes place every year in the UK in late October. Does anything like this happen in your country?



CSV Make a Difference Day

Every year tens of thousands of people get together across the UK for CSV Make a Difference Day, the UK's biggest day of volunteering.

Charities, schools, universities, and many more all get involved. Last year an estimated 70,000 people took part! What can you do?

- 2 Work in pairs. Write a list of three different activities you could do to make a difference in your local community.
- 3 Work in groups. Compare your ideas from 2 and choose the best suggestion. Discuss your event and complete the form with relevant information.

Strategy



The audience will find it easier to follow your presentation if you use the correct expressions to order and highlight your ideas.

Event: _____ When/Where: _____
 People involved: _____ Preparations: _____
 Equipment needed (e.g. office/gardening/sports equipment ...)

 We would need to ask permission from (e.g. local council, school, parents ...)

 Raising money (e.g. sponsorship – who?, donation, collection tins ...)

 Publicity ideas (e.g. contact local media, webpage, poster campaign ...)

Useful language



First of all, why we chose this project. Well ...
 Moving on to who it will benefit ...
 In terms of equipment ...
 As far as publicity is concerned, ...
 And finally, ...

- 4 In your group, present your ideas from 3 to the class.

Vocabulary

1 Cover the Phrase bank. Complete the expressions with collocations from the unit. Then check your answers.

- 1 youth _____
- 2 old people's _____
- 3 benefit the local _____
- 4 learn useful life _____
- 5 homeless _____

2 Complete the table with adjectives.

noun	adjective
pride	<i>proud</i>
volunteer	
resident	
environment	

Pronunciation

3  Underline the stressed words in the questions. Then listen and check.

- 1 What's the time?
- 2 What's her name?
- 3 Where did he go?
- 4 What did you give her?
- 5 How did you come here?

Functional language

4 Put the words in the correct order to make sentences.

1 Finding out

- a involved / do / How / get / I / ? _____
- b to / speak / need / Who / I / do / to / ? _____
- c know / anything / Is / need / I / there / else / to / ? _____

2 Sequencing activities

- a step / The / to / is / first / ... _____
- b to / next / thing / The / do / is ... _____

3 Showing enthusiasm

- a street / sounds / That / my / up / right / . _____
- b great / all / That / sounds / . _____

5  Work in pairs. Have a conversation.

Student A
You're taking part in a fun run to raise money for charity.

Student B
You've heard about it and want to get involved.

irLanguage.com

Phrase bank

volunteer voluntary work
charity unpaid

pressure groups
community care
environmental groups
youth work

a feeling of satisfaction
a sense of pride
learn useful life skills
benefit the local community
give something back to society
do something worthwhile

patient interested in ...
generous active
organized enthusiastic
creative a good listener

a type of ... a sort of ...
a kind of ...

residential home for the disabled
animal refuge
old people's home
homeless shelter
charity shop

Can you tell me a bit more?
How do I get involved?
That sounds right up my street!
How do I go about it?
Is there anything else I need to know?
... maybe some kind of youth work?
Once you've contacted Mrs Marshall ...
Perhaps that would interest you?
That all sounds great.
The first step is to ...
The next thing to do is ...
Who do I need to speak to?
You need to contact ...
You should think about ...

Schooldays

Phrase bank

playground
detention room
lab
computer room
dining room
gym
playing field
school hall
performing arts wing
headteacher's office

assembly
break
form teacher
free period
headteacher
homework
line up
roll call

Culture



Assembly is an important part of the school day in Britain and is compulsory in most schools. Sometimes it has a religious content, but often the headteacher will talk about important world issues.

Remember



You can talk about subjects and subject areas when you describe your school day.

Subjects: art, Latin, Greek, citizenship, ICT, PE, maths, biology, physics, chemistry, technical drawing, history, French

Subject areas: sciences, humanities, the arts

Which subject area are you studying and which subjects do you have?

Vocabulary: school – where and when

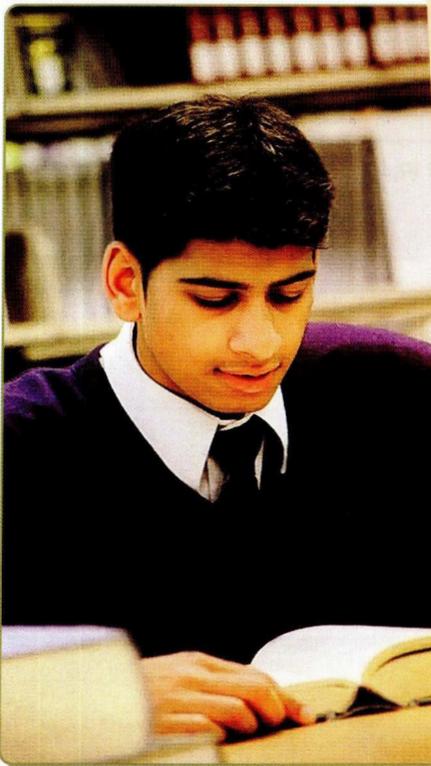
1 Find places in the Phrase bank to match each definition.

- You go here for science lessons. _____
- This is where you have lunch. _____
- PE lessons are held here. _____
- The whole school can meet in this room. _____
- You might have drama or music lessons here. _____
- This is where you have ICT classes. _____
- If you get into trouble, you might have to go here after school. _____
- You spend breaks out here. _____

2 Which of the places in 1 do you have in your school?

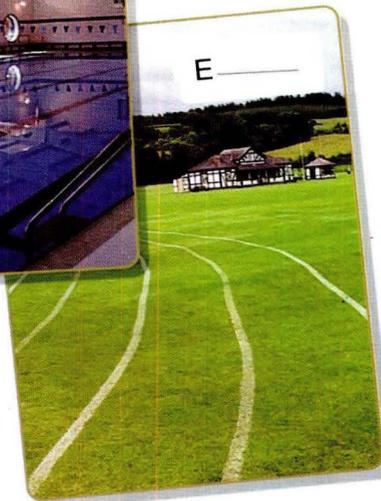
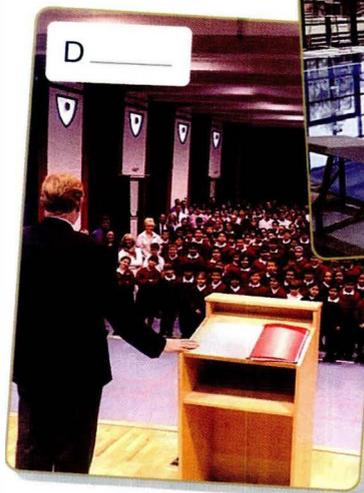
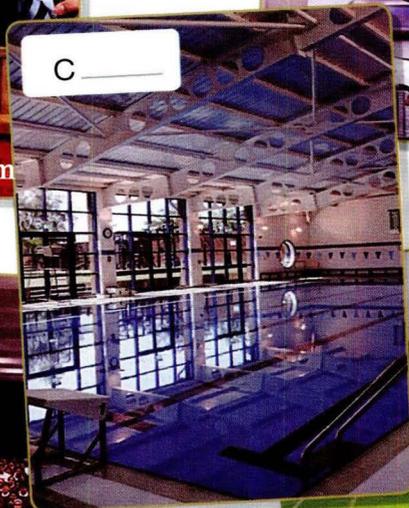
3 Read this student's description of a typical school day. Complete the description with words from the Phrase bank.

4 Listen and check.



A typical Monday at school? Well the first thing we have is (1) _____ at 9am when our (2) _____ checks who's here at the start of the day. Then we have (3) _____: we all go to the main school hall for about 15 minutes. The (4) _____ gives us a talk and reads out notices and information. We have two classes and then it's the first (5) _____ and we all go to the playground. After that we have double physics in the lab with Mr Corder - he's very strict and makes us all (6) _____ in the corridor before we go into the room. Then it's lunch and after that we're free till 2.40pm. Monday afternoons are great because I have art first and then I have a (7) _____, but unfortunately they don't let us go home early. But anyway, I can go to the library and do most of my (8) _____

Speaking: school facilities and resources



Phrase bank

arts centre
interactive whiteboards
computer room
swimming pool
laptops
theatre
school hall
gym
sports facilities
science lab

(not) well-equipped
limited/good facilities
modern
run-down
well-resourced

Language note



break
school dinner
blackboard
timetable



recess
hot lunch
chalkboard
schedule

Pronunciation



/i/ sound

The /i/ sound is not always spelt with the letter 'i'.

- a Look at the words and underline the /i/ sounds. Sometimes there's more than one in the word.

equipped	essential
interactive	facilities
limited	pretty
buildings	

- b Listen and check. Then listen and repeat.

- 1 Label the photos with words from the Phrase bank.

- 2 Listen to three people answering the question 'Is your school well-equipped?' What do they think?

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

- 3 Work in pairs. Look at the expressions in the Phrase bank. Discuss the meanings with a partner.

- 4 Listen to 2 again and number the expressions in the Phrase bank according to the speaker who uses them.

- 5 Work in groups. Discuss the questions.

- Do you think your school is well-resourced? Why/Why not?
- What are its best facilities?
- What is missing?

Phrase bank

specialist subject
the National Curriculum
do an exchange
get work experience
language assistant
conversation classes
extra-curricular activities
funding

Culture



In 2010, out of the 3127 secondary schools in England, 203 were academies.

Language note



The term *community languages* refers to all the different languages used within a community which shares the same official language.

Listening: academies

1 Read the definitions. Find an expression in the Phrase bank for each one.

- 1 Activities which take place outside the normal school day. _____
- 2 Money used to finance a project. _____
- 3 A foreign student comes to stay in your home, then you go to theirs. _____
- 4 An official list of academic contents for school courses. _____
- 5 A native speaker of another language who comes to your school to help students learn. _____

2 Listen to the first part of an interview about a special type of school called an academy. Two of the three statements are correct – which ones?

- 1 Children go to an academy in the evening, after their normal school.
- 2 An academy is a school which specializes in an area of study.
- 3 An academy has a special connection with an outside expert.



3 Listen to the complete interview and decide if the sentences are true or false. Then correct the false sentences.

- 1 There are different types of academy. _____
 - 2 An academy only teaches its specialist subjects. _____
 - 3 Students could only study European languages. _____
 - 4 The school has special resources and equipment. _____
 - 5 Children from the school got jobs at British Airways. _____
 - 6 The academies have all been a great success. _____
- 4 **Would you like to go to this school? Or to another type of specialist academy? Why/Why not?**

Functional language: negotiating

1 Read the two examples below. Is the speaker ...

- a making suggestions?
- b responding to suggestions?
- c explaining requirements?

... if it's a sports academy, then **you need** better than average gyms, ...

... **it's important to have** native language assistants.

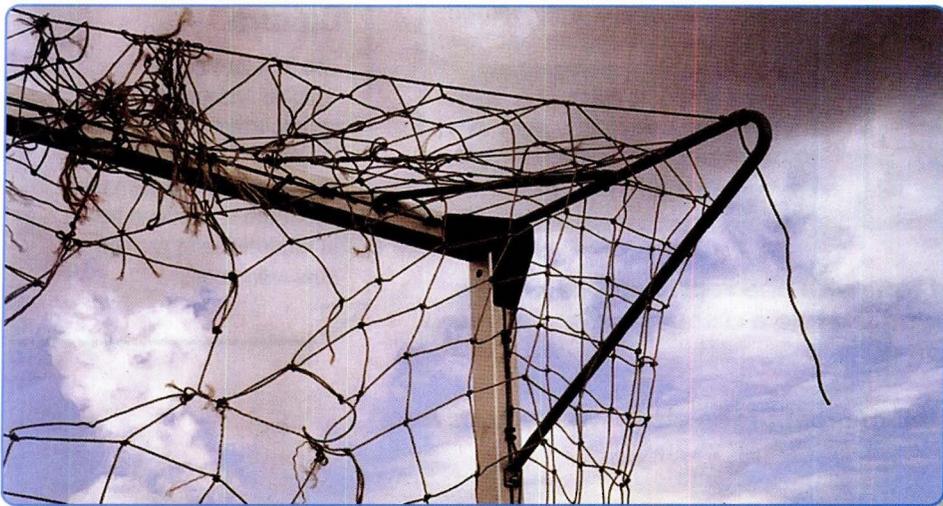
2 Look at the expressions in the Phrase bank and label them a, b or c, as in 1.

3 Read the dialogue and put the verbs in brackets in the correct form. Then listen and check.

- A** The sports equipment in this school is rubbish! Half the badminton racquets are missing strings, there's only one football, the nets are torn and the mats in the gym are disgusting!
- B** OK, we need _____ (think) about the best way of getting more equipment. Why don't we _____ (speak) to the Head? After all, it's important _____ (let) him know about the problem.
- A** I'm not sure that's a good idea. Don't you think we should _____ (talk) to the Head of the PE department first?
- B** Yes, we could try that. And maybe we could _____ (approach) the Student Council.
- A** I don't know – they never seem to achieve anything.
- B** What about _____ (ask) the Parent-Teacher Association? They sometimes buy new equipment for the school.
- A** Yeah, that's a good idea – let's give it a try.

4 Think about a problem with resources or equipment in your school and write a similar dialogue.

5 Work in pairs. Practise your dialogues from 4.



Phrase bank

Don't you think we should
(*infinitive*)?
I don't know, (*argument against*)
I'm not sure that's a good idea.
It's important/necessary to
(*infinitive*)
Let's give it a try.
Maybe we could (*infinitive*)
That's a good idea.
What about (*verb + -ing*)?
Why don't we (*infinitive*)?
Yes, we could try that.
You/We need to (*infinitive*)
(*noun*)

Head of department
Parent-Teacher Association

Language note

People often refer to the headteacher as **the Head**.

I've got to go and see the Head.

Go and wait outside the Head's office.

Pronunciation

Spelling

a  Listen to the pronunciation of the following phrase from 3.

Don't you think we should talk to the Head of PE ...

b In song lyrics you might see words spelt like this: *dontcha, wanna, gonna, cos*.

How do you say these words? What's the usual spelling?

Final task: arts or science?

1 Read the information.

A school has received a donation of €5000 from a former student. This person requested that the money be spent according to the wishes of staff, students, parents and the headteacher. Here is the list of possible options.

Buy new furniture for teachers' lounge	€5000
Equip one classroom with an interactive whiteboard and computer	€1200
Hold a classical music concert with an invited performer	€750
Hold an end-of-term party for sixth-form students	€2000
Buy new computers for the technology room	€500 each
Pay for an additional French language assistant for one term	€2500
Provide funding to enable less wealthy students to go on the end-of-year trip to Paris	€400/person

2 Work in four groups, A, B, C and D. Read your role and then discuss the best way to spend the money.

Group A

You represent science teachers in the school. You want to find a solution which improves the working day for teachers as well as improving school science and technology facilities. You want to invest in something that will last.

Group B

You represent the Parent-Teacher Association. Parents in the school are concerned about the lack of up-to-date technology in the school and also about the poor level of spoken proficiency in foreign languages.

Strategy



You will need to 'give and take' to reach an agreement. Notice how we use conditional phrases to do this:

If you agree to X, I'll agree to Y.

What if we just buy one X and leave some money for Y?

If you're prepared to vote for X, I'll support you on Y.

Group C

You are the representatives of students studying arts and humanities. You want to do something which will benefit arts students in the school both in terms of improvements to equipment and in terms of social activities.

Group D

You are the headteacher. You are interested in things which will improve the image of the school and attract new students to apply to study here. You will be in charge of the discussion. You should be impartial and ensure that everyone gives their opinion.

Culture



The PTA (or Parent-Teacher Association) plays an important role in schools in Britain. Parents are often involved in decision-making about the school and active in fundraising to provide new resources.

3 Work in groups of four with one representative each from Groups A, B, C and D. Hold a discussion and agree how to spend the money.

4 When you finish, tell the rest of the class what you have decided and why.

Vocabulary

1 Find four places and three events in the school day.

assembly break dining room detention
lab performing arts wing playground

2 Using the Phrase bank, add one more word to each group.

3 Match the words to make collocations, then write a definition for each expression.

- | | |
|--------------------|--------------|
| 1 extra-curricular | a period |
| 2 free | b down |
| 3 interactive | c assistant |
| 4 language | d activities |
| 5 run- | e whiteboard |

Pronunciation

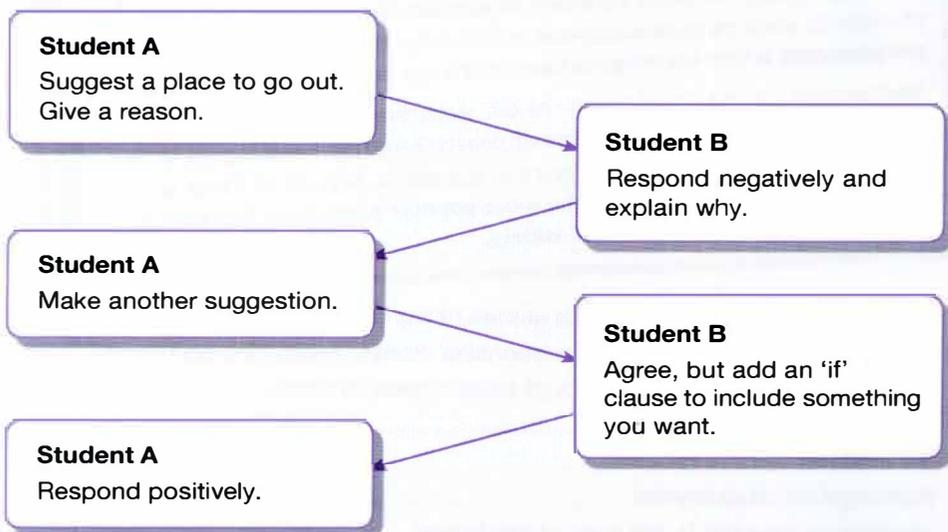
4 Underline the /ɪ/ sounds in the words. There may be more than one.

gym limited specialist exchange facilities interactive

5 Listen and check.

Functional language

6 You and a friend want to go out for the evening, but you can't agree on what to do. Write a dialogue with the following structure using functional language from pages 19–20.



7 Work in pairs. Practise the dialogue in 6.

Phrase bank

- playground assembly
- detention break
- room form teacher
- lab free period
- computer headteacher
- room homework
- dining room line up
- gym roll call
- playing field school hall
- headteacher's office
- performing arts wing

- arts centre
- interactive whiteboards
- swimming pool
- laptops
- theatre
- sports facilities
- science lab
- (not) well-equipped
- limited/good facilities
- modern
- run-down
- well-resourced

- specialist subject
- the National Curriculum
- do an exchange
- get work experience
- language assistant
- conversation classes
- extra-curricular activities
- funding

- Don't you think we should
(*infinitive*)?
- I don't know, (*argument
against*)
- I'm not sure that's a good
idea.
- It's important/necessary to
(*infinitive*)
- Let's give it a try.
- Maybe we could (*infinitive*)
- That's a good idea.
- What about (*verb + -ing*)?
- Why don't we (*infinitive*)?
- Yes, we could try that
- You/We need to (*infinitive*)
(*noun*)
- Head of department
- Parent-Teacher Association

4

In the news

Phrase bank

- caption
- correspondent
- headline
- TV studio
- anchor
- article
- breaking news
- TV channel

- news bulletin
- documentary
- current affairs programme
- investigate
- report
- circulation
- tabloid
- gossip magazine

Vocabulary: newspapers and TV news

1 Look at the photos and put the words from the Phrase bank into the correct column.

Photo A	Photo B
_____	_____



2 Read the description of the British media and match the words in bold to definitions 1-8.

NEWS	UK	EUROPE	WORLD
<p>People in the UK get their news from a variety of different sources: TV, radio, newspapers, magazines and internet websites. You can watch news round the clock on channels like Sky News or BBC News, but most people still choose to watch the main news bulletins at 6pm and 10pm each day. There are some excellent documentaries on a whole range of subjects such as nature, science and history and also current affairs programmes which investigate news stories in more detail.</p> <p>Newspapers are also popular in the UK. According to a recent report the British press has a circulation of nearly 2 million newspapers in the UK every day, the fifth highest figure in the world. Not all of these are quality newspapers however – the most popular papers are the tabloids. Gossip magazines are also read widely.</p>			

Language note



News is an uncountable noun that ends in -s. We use the word **story** to talk about one item of news.

- I heard some interesting news today.
- I read an interesting story in the newspaper.
- I read an interesting news today.

Remember



Look at some different types of advertising you might see in the media.

- a flyer
- a classified ad
- a jingle
- a commercial
- a poster
- a slogan
- a pop-up

Say where you could see/hear each one.

- news programmes with the main stories of the day _____
- newspapers which focus on sensationalist stories, celebrities and sport _____
- programmes which looks at topical news stories in depth _____
- a study _____
- TV stations _____
- investigative programmes _____
- magazines devoted to the lives of celebrities _____
- the number of newspapers sold per day _____

3 Write a similar text about the media in your country.

4 Work in pairs. Compare your text with your partner's text.

Speaking: talking about the news

1  Listen to four dialogues. For each one, choose from the people who are speaking (a–d) and the subject of their dialogue (i–iv).

Dialogue 1 _____

Dialogue 2 _____

Dialogue 3 _____

Dialogue 4 _____

- a** two journalists – a newspaper reporter and an editor
- b** a father and his teenage son
- c** a grandfather and his granddaughter
- d** two friends

- i** an article one of them is writing
- ii** reports in a gossip magazine
- iii** what to watch on TV
- iv** a report one person has read

2  Put the sentences of the second dialogue in the correct order. Then listen and check.

- Aliens? What a load of rubbish. _____
- But it was in the paper! _____
- Did you read that article about the UFO near Manchester? 7
- Don't believe everything you read. _____
- This UFO was spotted near Manchester. They think it was some kind of alien probe ... _____
- What? _____

3  Work in pairs. Write a similar dialogue about something improbable in the news. Then practise the dialogue.

4 Make questions from the prompts.

- 1** you / ever / read / newspaper?

- 2** your parents / normally / read / newspaper?

- 3** which / newspaper / they / read?

- 4** what / you / like and dislike / TV news?

- 5** you / like / work / journalist? Why/Why not?

- 6** you / think / we / have / newspapers / in the future? Why/Why not?



5  Work in groups. Ask and answer the questions in 4.

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Phrase bank

journalist
reporter
editor

What's on TV?
Did you read (that article) about ...?
Did you see (that story) about ...?
What a load of rubbish!
Don't believe everything you read/hear.

Culture



Tabloid newspapers in Britain often include crazy stories about improbable events.

Where would you read this kind of story in your country?

Pronunciation



/s/, /θ/ and /ð/ sounds

a  Listen to the three words. Pay attention to the sounds in blue.

/s/ see /θ/ think /ð/ the

b Say the words and divide them into three groups according to the sounds in blue.

so something
then circulation
there's that
cellulite cinema

c  Listen and check.

Phrase bank

nuclear power plant
terrorist attack
tragic/significant event
tsunami
earthquake
bombing

Culture



In the USA, the terrorist attacks on the Twin Towers are referred to as *9/11*, in Britain *September the 11th*, in Spain *11S*. Note that in English we don't use a number-letter combination (*11S*, *23F*, etc) to refer to important dates.

Language note



remind (+ object pronoun)

remember (verb + -ing)

It reminded me of a similar event in my town.

I remember hearing about it on the news.

Listening: where were you when?

1 Listen to Kate talking about her memories of a significant event. What was it?

2 Listen again and number the events in the correct order.

- Kate celebrated Maya's birthday. _____
- Kate heard sirens. _____
- Kate went on the demonstration. _____
- Kate went home and watched the news. _____
- Kate went swimming. _____
- Kate went to work. _____
- Kate heard the news in the changing rooms. _____

3 Listen again and complete the sentences with a word or short phrase.

- 1 Kate says that people generally remember _____ events.
- 2 On the way to the pool, Kate heard _____.
- 3 She first heard what had happened _____.
- 4 The news was particularly shocking because Kate lived _____.
- 5 They decided to _____ Maya's birthday even though it seemed a bit inappropriate.
- 6 After the birthday party Kate _____.

4 What happened in Japan on 11 March 2011? Read the text and check your answers.

On 11 March 2011 there was an undersea earthquake measuring 8.9 on the Richter scale off the coast of Japan. This led to a tsunami with waves up to 37 metres high causing damage as much as 10 kilometres inland. Thousands of people were killed and significant damage was caused to the Fukushima nuclear power plant with huge risk to public safety.



The clean up begins.

5 Work in groups. Discuss the questions.

- Do you remember where you were when you heard the news about the tragedy in Japan?
- How did you first hear about it?
- Can you remember any images you saw on TV or in the newspapers?

Functional language: expressing interest or indifference

1 Look at the expressions in the Phrase bank. Do they express interest (1) or do they express indifference (2)?



2 Read the dialogue in 3. Which speaker is interested and which is indifferent?

3 Complete the dialogue using the expressions in the Phrase bank. Then listen and check.

- A Did you hear the number of cars is up by 10% on five years ago?
 B Yeah, well what _____?
 A Don't you care about it? It's _____.
 B I dunno. It's not really _____.
 A Well it _____, I mean we all have to breathe the air and we're all being affected by the pollution.
 B Yeah, well I'm not _____. I mean it's not _____.
 A Well there's a demonstration on Thursday to protest against it – you could come along.
 B That's not going to make any difference.
 A Oh well, suit yourself.

4 Work in pairs. Have a conversation.

Student A

Choose one of the headlines below which you think is interesting. Think of reasons why it is important and tell Student B about it. Then change roles.

Student B

Respond with indifference. Then change roles.

15 children die every minute from malnutrition

No jobs for graduates

Children at risk from mobile phones

Share prices plummet on NY Stock Exchange

Phrase bank

- I'm not that bothered really.
- It matters to me.
- It's not like we can change anything.
- It's not really my problem.
- It's really important.
- Yeah, well what can you do?
- Suit yourself.

Language note



We use the expression *suit yourself* when we give up trying to persuade someone to do something. It means *do what you want*.

Pronunciation

Showing attitude

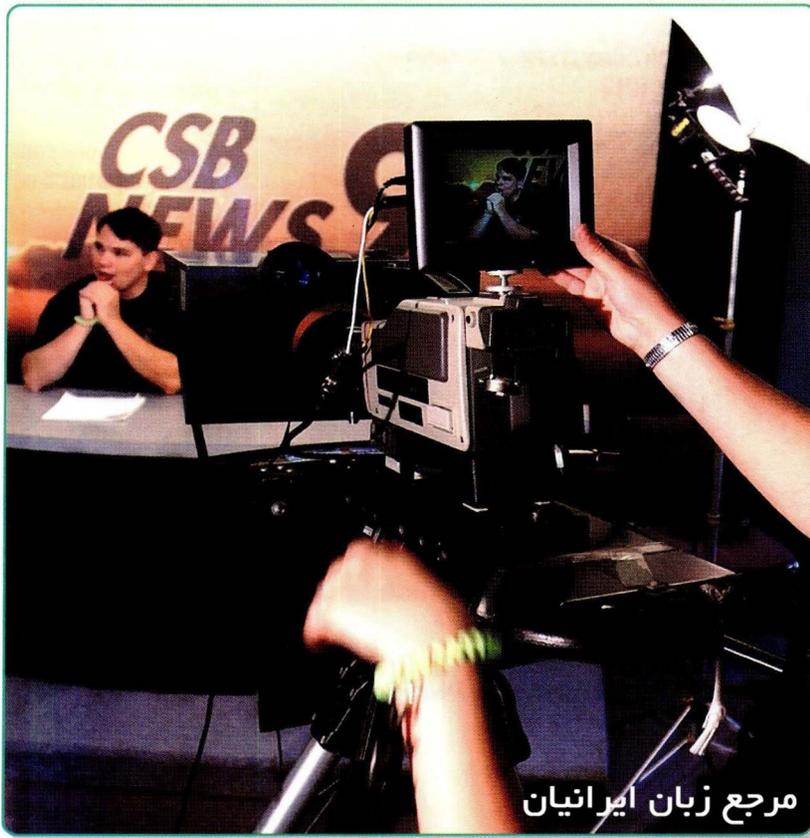
a Listen to the first four lines of the dialogue. The speakers use intonation to show their attitude. Which speaker's voice is ...

1 lower with little variety in the 'music' of the voice?

2 generally higher and with more variation of high and low?

b Work in pairs. Practise the dialogue with a partner.

Final task: news bulletin



1 You are going to prepare a news bulletin to present to the class. It should consist of the following sections. Add two more sections.

- headlines
- national news
- international news
- cultural news
- _____
- _____

2  Work in groups. Do the task.

Decide the stories you are going to cover in each section. You can adapt real news stories or invent your own. One person writes the headlines and acts as the anchor between news items. The others each write and present one section of the news.

3  When you have finished preparing, practise your news bulletin in your group.

Strategy



The anchor indicates the type of story which follows, both by intonation and through language.

Good evening. Today at 11am ... probably introduces a serious story.

And finally ... or Now, on a lighter note ... probably leads to a more amusing story.

Useful language



It's Monday November 21st and here are the headlines.

And now sport.

Back to Bob in the studio.

And now over to Clare with the financial news.

Here's Tyler with the latest about ...

Language note



Headlines are often in the present perfect tense.

Renfe has announced more price rises.

Inflation has risen by 2%.

Vocabulary

1 Change the words in bold so that the definitions are correct.

- 1 **A correspondent** is the person who presents the news in a TV studio.
- 2 **A headline** is the words written under a photo to describe its contents.
- 3 **A tabloid** is a type of magazine with news about celebrities.
- 4 **A reporter** is the person in charge of the content of a newspaper or news bulletin.
- 5 **A news bulletin** is when they interrupt a programme to tell you about an important event that has just happened.

2 Write the names of ...

three types of journalist:	three sections of a newspaper:
_____	_____
_____	_____
_____	_____
three types of factual TV programme:	three types of tragic event:
_____	_____
_____	_____
_____	_____

Pronunciation

3 Practise saying the sentences aloud.

- 1 We go to **the** city on **the** **third** **Thursday** of **the** month.
 - 2 The **g**ynical **s**cientist **th**ought about her **th**esis.
 - 3 She **th**inks she'll **s**ee us at the **c**inema **alth**ough it's not certain.
- 4  Listen and check.

Functional language

5 Complete the dialogue with expressions from the Phrase bank.

- A** Did you _____ that article in the paper about them building another golf course?
- B** Yeah, well it's not really my _____
- A** Well it _____ to me. Spending all that money on something for rich people and just think about all the water it uses.
- B** Yeah, well I'm not that _____ really. It's not like we can _____ anything.
- A** Oh well, _____ yourself.

6 Work in pairs. Practise the dialogue in 5.

Phrase bank

caption
correspondent
headline
TV studio
anchor
article
breaking news
TV channel

news bulletin
documentary
current affairs
programme
investigate
report
circulation
tabloid
gossip magazine

journalist
reporter
editor

turn over (TV)
What's on TV?
Did you read (that article) about ...?
Did you see (that story) about ...?
What a load of rubbish!
Don't believe everything you read/hear.

nuclear power plant
terrorist attack
tragic/significant event
tsunami
earthquake
bombing

I'm not that bothered really.
It matters to me.
It's not like we can change anything.
It's not really my problem.
It's really important.
Yeah, well what can you do?
Suit yourself.

5

Prepare to... describe a photo

Oral exam. Describing photos.



Exam task: Look at the photos. Briefly describe each one. Say what connects the two pictures and why they may be iconic.

1 Which photo do you associate the words in the box with? Write A, B or Both.

20th century commercialized tragic figure icon image
symbol revolutionary stylized interesting contrast

2 Read the exam task. How many things do candidates have to do?

3 Listen to the candidate performing the exam task. Number the phrases as you hear them.

- a So at first sight ... _____
- b In the one on the left (we can see ...) _____
In the photo on the right (there are ...) _____
- c In the foreground and in front of them ... _____
- d Some kind of ... _____
- e It's probably ... _____
It looks like it might be ... _____
- f This is where the two photos have something in common. _____
The thing the two pictures share is ... _____
They're both kind of ... _____

4 Match headings 1–6 to the phrases from 3.

- 1 Clarifying which picture you're referring to. _____
- 2 Describing position in the picture. _____
- 3 Describing what is the same about the two images. _____
- 4 Expressing an initial impression. _____
- 5 Managing when you don't know a word. _____
- 6 Speculating. _____

5  Complete the dictionary definition of the word *icon*. Then listen and check.

icon someone who is very _____ and who people think _____ a particular _____

6  **Work in groups. Discuss the questions.**

- Do the people in the images on page 28 reflect this definition of an icon?
- Who do you consider to be ... **a** a style icon? **b** a sporting icon? **c** a pop icon?
- 'For someone to be considered an icon, they should use their fame to achieve something positive.' Do you agree?

7 **Read the words for talking about someone's contribution to society. Write the words under the correct headings in the table.**

(be) in the public eye creative make a difference (be) in the spotlight
 a public figure be an example to others famous innovative
 put their fame to good use set a good example thinking outside the box

being well-known	doing something positive	having an original idea

Remember 

Here are some phrases you can use when describing a photo.

I think both pictures show us ...

I'm not sure what they're called, but they're like ...

In the centre of the picture I can make out ...

In the first picture we can see ...

It seems to be ...

The main thing we can see is ...

Add one of the phrases to each heading in 4 on page 28.

8  **Work in pairs. Decide who is Student A and Student B, then read your roles. Do the task.**

Task

Student A

Look at the two photos on this page. Briefly describe each one. Say to what extent each type of person is an icon and how they could use their fame to achieve something positive. Then turn to page 90 and change roles.

Student B

Listen to Student A. Does he/she complete the task? Note any good expressions he/she uses.



Prepare to ... speak for or against a topic

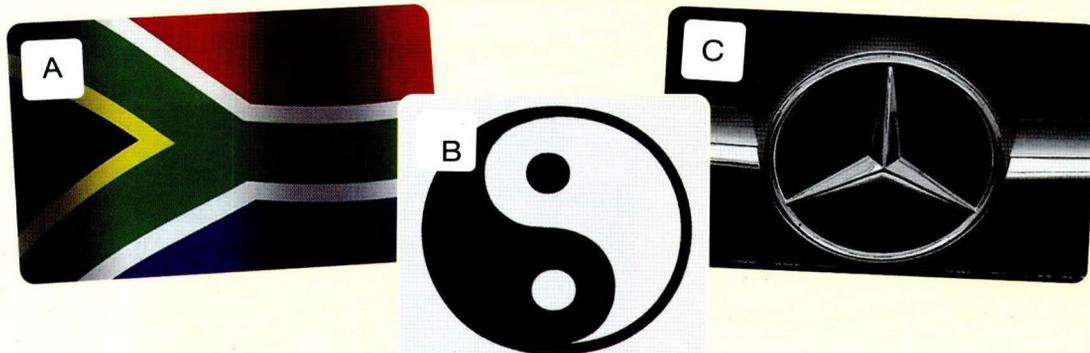


1 Read the words for different symbols. Write them under the correct headings in the table.

a brand name	a coat of arms	a flag	a logo
a slogan	a symbol	a trademark	an icon

a distinctive image we associate with something	an image that represents a national or local identity	an image that represents a company or product identity

2 Look at the icons and symbols below. What do you associate with each one? What do you think they represent?



3 Listen and check. For each symbol, make notes about ...

- when the symbol was first used.
- what it means or represents.
- any other interesting details.

4 Work in groups. Discuss the questions.

- Look at your clothes and personal belongings. How many logos can you see?
- Do you like logos being visible on your clothes and personal items?
- When buying clothing or shoes, which particular brands do you prefer and why?
- Think about the following products. How many logos can you remember?
cars sports shoes computers technology
- Are there any logos you particularly like?
- Given the choice, is it better to buy one product from a well-known brand or two own-brand products at the same price?

- 5  Listen to a student speaking about a topic. Which option represents the structure of his speech?

1 *Introduction*
Arguments for
Arguments against
Conclusion

2 *Introduction*
Reason 1
Reason 2
Reason 3
Conclusion

- 6 Look at the phrases the candidate uses in 5. Match them to headings a–e.

- | | |
|-------------------------------|---------------------------------------|
| a Giving an opinion | 1 Firstly... |
| b Expressing preference | 2 I'd rather (infinitive)... |
| c Expressing a strong opinion | 3 I'm not that bothered about... |
| d Expressing indifference | 4 As a matter of principle... |
| e Structuring your answer | 5 That's more of a priority for me... |
| | 6 I'm really against... |
| | 7 In my opinion... |
| | 8 I'd opt for... |
| | 9 The most important thing is... |
| | 10 Another reason is that... |

Task

Young people today care more about the label and the logo than the product itself. Make a speech for or against this statement.

- 7 Work individually. Prepare your speech for the task. Use expressions from 6.
- 8  Work in pairs. Decide who is Student A and Student B, then read your roles. Do the task.

Student A

Make your speech. Use expressions from 6.
Change roles and repeat the task.

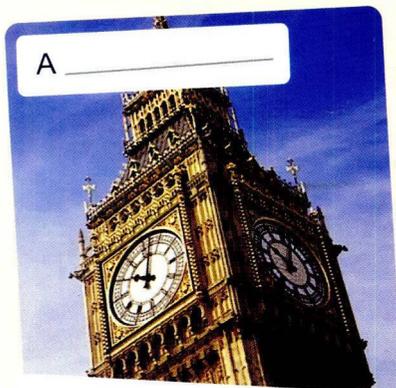
Student B

Listen. Is Student A's opinion clear? Which expression from 6 did he/she use?
Change roles and repeat the task.



Prepare to ... do a project

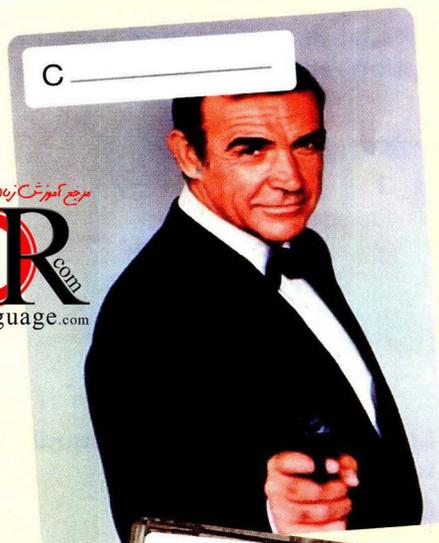
1 Label photos a-i on pages 32-33.



A _____



B _____



C _____



D _____



E _____



F _____

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2 Work in pairs. Look at the photos. What connects them all?

3 Listen to the first part of the talk. Answer the questions.

- 1 Why is England so culturally diverse?
- 2 What connects the photos in 1?
- 3 What was the 'Icons of England' project?
- 4 Why do you think people nominated the icons in the photos?

4 Listen to the second part of the talk. Which three icons are described? Why are they important? Complete the table.

icon	reasons why it's important

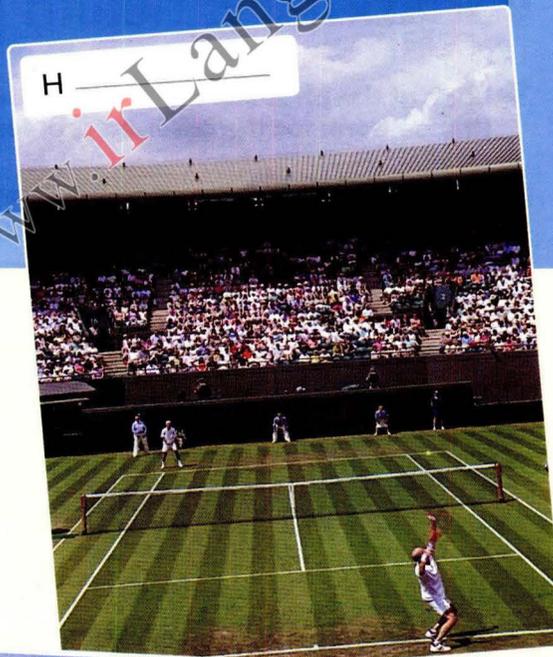
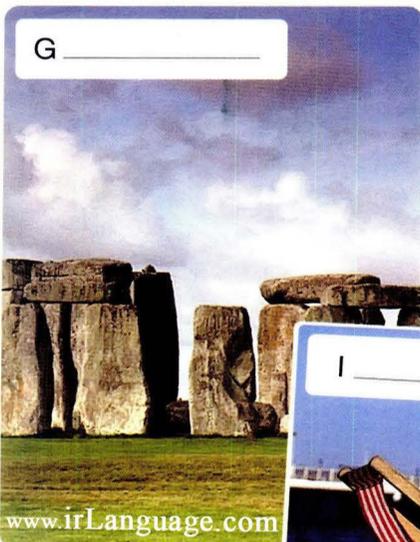
5 Listen again to part two. What is the relevance of each of the numbers?

1959	3	22	1650s	1953	1999
------	---	----	-------	------	------

Project

Create a list of 6 icons for your country or region. Include variety – remember your list can include ...

- places
- objects
- customs or celebrations
- events
- organizations
- food and drink



Useful language



Making suggestions

What do you think about ...?

I think we should include ...

One thing we should definitely have on our list is ...

Agreeing and disagreeing

Yes, that's true.

You're right, that's a good one.

I don't know – do you really think it's that important/special ...

No way!

Negotiating

Well if we put X, we have to put Y.

If you let me include X, then I'll go along with Y.

Presenting your ideas

For us the top three icons are ...

We think X is really important/should be on the list because ...

No list of my country's top icons would be complete without ...

6  Work in groups. Do the project. Use the Useful language to help you.

7  Choose your favourite three icons from 6 and present them to the class.

Before you start, decide who will present each of your icons.

Explain carefully why you consider each icon to be important.

Try to speak naturally from your notes rather than read them aloud.

Use visual support to illustrate your presentation.

6

What's up?

Phrase bank

earache
 a bad back
 a headache
 toothache
 stomache ache
 an upset stomach
 a sprained ankle
 a sore throat
 a runny nose

have a cold
 feel sick
 have a dry cough
 have a temperature
 be off one's food

What's up?
 What's the matter?

Language note



In English we use *constipated* when you have a digestive problem and can't go to the toilet. If you have a cough, a runny nose and can't breathe well, you *have a cold*.

Remember



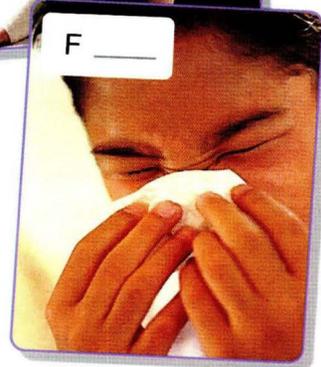
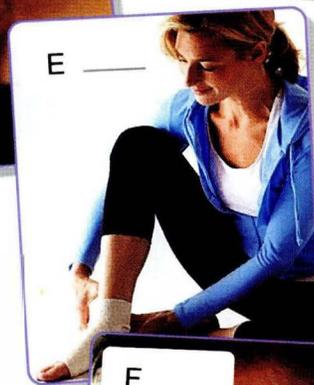
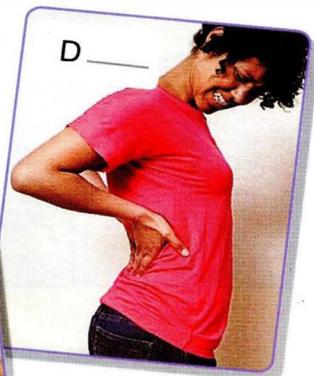
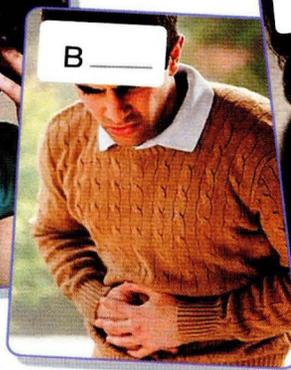
Here are some other expressions you could use when talking about health.

junk food obesity
 weight a healthy diet
 allergies

Work with a partner to say what effects each can have on your health.

Vocabulary: health problems

1 Look at the photos. Find words in the Phrase bank for the different problems.



2 Complete the dialogues with the words in the boxes.

cold nose cough sore

Dialogue 1

A What's the matter?
 B I've got a _____ throat, a runny _____ and a dry _____.
 A You've got a _____.

upset sick temperature food

Dialogue 2

A What's up?
 B I've gone off my _____, I feel _____ and I've got a _____.
 A It sounds like you've got an _____ stomach.

temperature flu throat headache

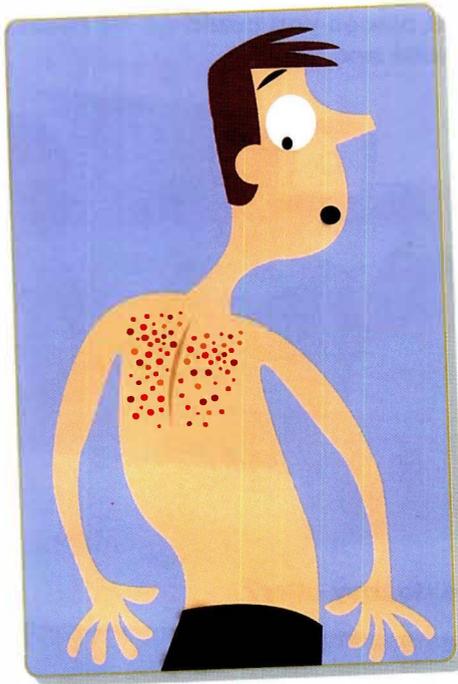
Dialogue 3

A Are you OK?
 B No, I've got a _____, a sore _____ and a high _____.
 A Maybe you've got the _____.

3 **Work in pairs. Answer the questions.**

- How many times have you been to the doctor in the past year?
- Do you normally stay off school when you're ill?
- Say two things you do which are good for your health and two which are bad.

Speaking: cures and remedies



1 Look at the symptoms on the left and match them to the problems on the right.

- | | |
|---|-------------------------|
| 1 a sore, swollen foot | a have the flu |
| 2 feel hot and cold, have a headache | b have a food allergy |
| 3 come out in a rash, have stomach ache | c have a sprained ankle |

2 Listen to three dialogues in which one person doesn't feel well. Does the other speaker sound sympathetic or unsympathetic in each case?

3 What is the relationship between the speakers in 2?

- teacher and student
- foreign student and landlady
- boss and employee

4 Listen again and complete the table. irLanguage.com

	symptoms	problem	action
Dialogue 1			
Dialogue 2			
Dialogue 3			

5 Work in pairs. Discuss cures and remedies for the problems.

- | | |
|--------------------|--------------------|
| • a bad headache | • feeling run-down |
| • an upset stomach | • a bruise |
| • a bad back | • hay fever |

Phrase bank

swollen
 have the flu
 feel hot and cold
 have a food allergy
 come out in a rash
 hay fever

Are you alright/OK?
 What is it this time?
 symptoms
 look pale
 There's a lot going
 around these days

Useful language



Try (verb + -ing)
 You could (infinitive)
 What about (verb + -ing)

Pronunciation



/k/ /tʃ/ and /ʃ/ sounds

a Listen to the three different pronunciations of the letters 'ch'.

- /k/ chamomile
- /tʃ/ chicken
- /ʃ/ moustache

b Listen to the words. Divide them into three groups according to the pronunciation of 'ch'.

- | | |
|-----------|---------|
| stomach | machine |
| ache | Chinese |
| chef | match |
| chemistry | Michael |

c Listen and check.

Phrase bank

accident and emergency (A & E)
health advice
chemist's
doctor's surgery

a cut
long
deep
bleeding

have stitches
have a tetanus injection
raise your leg

Language note



We often use the expressions *a bit* or *a bit of a* as a more indirect way of complaining about something.

I'm feeling a bit under the weather.

He's got a bit of a cut.

I've got a bit of a temperature.

I feel a bit sick.

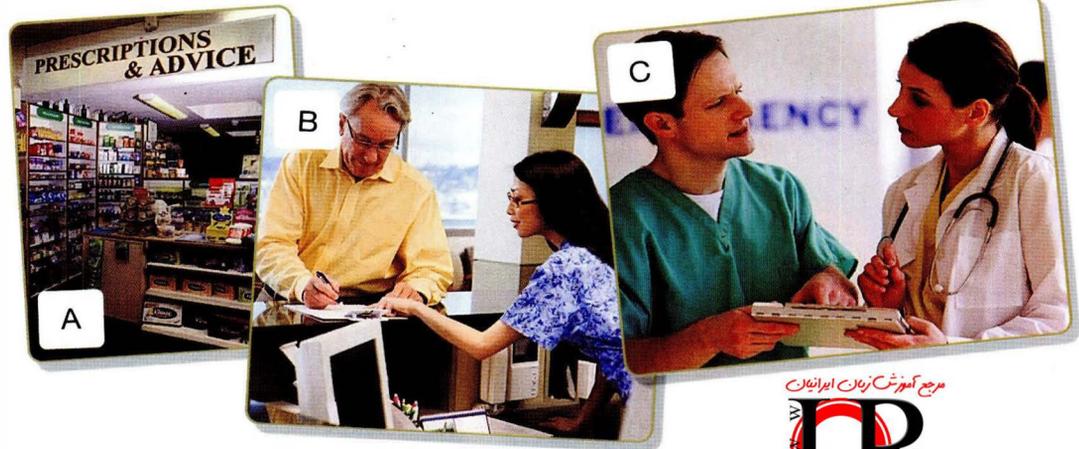
Culture



Most countries have an emergency phone number to contact services like ambulances. In Britain the number is 999, in Canada and the USA, it's 911. In Australia, dial 000 and if you are in New Zealand, the number is 9111.

Listening: under the weather

1 Look at the photos showing different places you could go for medical advice. Which one(s) would you choose and why?



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2 Read the information. What service do they offer?

Health-line Direct

We're here to help 24/7

Whatever your health concern or query, we're here for you 24 hours a day, 365 days a year. For health advice and information just call **0458 1212**.

3 Listen to a phone call from someone with a health problem and complete the form.

Health-line Direct CALL RECORD			
Full name:		Address:	
Telephone number:		Ethnicity:	
Name of family doctor:		Patient (if not caller):	
Nature of the problem:		Advice given:	

4 Work in groups. Discuss the questions.

- Is there a similar service where you live?
- Would you feel happy getting health advice in this way?
- What are the advantages and disadvantages of this type of service?

Functional language: at a chemist's



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1  **Work in pairs. In the UK, you can do all the activities in the first part of the Phrase bank at a chemist's. Can you do all of them at a chemist's in your country?**

2 **Look at the phrases from a dialogue at a chemist's and decide who says each one, the pharmacist (PH) or the patient (PA).**

- PH* Drink lots of liquids – water, fruit juice – and get plenty of rest. _____
- _____ I wonder if you can help me? *1* _____
- _____ I'm feeling a bit under the weather. _____
- _____ I've got a bit of a temperature, a really bad headache and I've gone right off my food. _____
- _____ It sounds like the flu – there's a lot of it going round these days. _____
- _____ OK, is there anything else I can do? _____
- _____ OK, so how much is that? _____
- _____ So, what can I take? _____
- _____ Sure, what seems to be the trouble? _____
- _____ Thanks. _____
- _____ That's £1.20, please. Hope you feel better soon. _____
- _____ The best thing is paracetamol – take one of these tablets every 8 hours. _____
- _____ What are your symptoms? _____

3  **Put the dialogue in 2 in the correct order. Then listen and check.**

4  **Work in pairs. Choose one of these situations. Write a dialogue and include some advice from the Phrase bank. Then practise the dialogue.**

- You have a bad cough and can't sleep.
- You've burnt your hand.
- You've cut your foot on some glass.

Phrase bank

buy gifts
buy make-up
buy medicine over-the-counter
buy homeopathic medicines
buy sandwiches
check your blood pressure
collect a prescription
weigh your baby

I wonder if you can help me.
Sure, what seems to be the trouble?

What are your symptoms?
What can I take?
Is there anything else I can do?
How much is that?

Drink lots of liquids.
Take this medicine three times a day.
Get plenty of rest.
Cover the cut/burn.
Clean the cut with antiseptic.
Put a plaster/bandage on it.

Culture



In England prescriptions are free for children and retired people. For other people there is a fixed prescription charge of £7.40 (approximately €9) per item.

Pronunciation



Intonation in lists

When listing items, we finish with falling intonation.

a  **Listen to the example.**

I've got a bit of a
temperature, a really bad
headache and I've gone
right off my food.

b  **Say the example. Then listen and check.**

Take this medicine, drink plenty of liquids and get lots of rest.

Final task: survival discussion game

1 Match the expressions on the left to the definitions on the right.

- | | |
|-------------|--|
| 1 a plaster | a to attack with a knife |
| 2 bleeding | b a small piece of adhesive plastic or material which covers a cut |
| 3 suck | c something which can kill you if you eat or drink it |
| 4 stab | d a situation in which blood flows from your body |
| 5 poison | e to pull liquid into the mouth |

2 Do you think you could survive well in dangerous situations when your health is at risk?

3 Work in groups. Read each situation and discuss which is the best course of action. Note your reasons.

1 You've cut your finger and the bleeding won't stop. Should you:

- a) hold your hand above your head?
- b) put a plaster on it?
- c) tie a cord round your arm?

2 You've broken your leg. While waiting for the doctor should you:

- a) try to stand up?
- b) lie flat on your back?
- c) sit up with your legs in front of you?

3 You've been stabbed. The knife is still in you. Should you:

- a) pull it out slowly?
- b) pull it out quickly?
- c) leave it in position?

4 You've burnt your hand while cooking. Should you:

- a) put it under cold water?
- b) put butter on it?
- c) put a plaster on it?

5 You think someone has poisoned you. Should you:

- a) drink water with salt?
- b) drink a little tea and eat burnt toast?
- c) drink a glass of milk?

Strategy 

Weigh up the different alternatives and discuss the consequences of each action before coming to your conclusion.

6 You've been bitten by a snake. While waiting for help should you:

- a) hold your hand above your head?
- b) suck out the poison?
- c) put your arm by your side?

7 You stand on a scorpion and it stings you. Should you:

- a) suck out the poison?
- b) put alcohol on the sting?
- c) put ice on the sting?

Useful language 

OK, so what do you think about the first/second/last one?

If you put a plaster on it, that will protect it from ...

Yes, but ...

I think we should do X because ...

4 Listen to the answers to 3. Score one point for each one you got right and an additional point if you gave the right reason. Which group has the best survival instincts?

Vocabulary

1 Match the two parts of each expression to make a medical problem.

- | | |
|--------------|-----------|
| 1 an upset | a ankle |
| 2 a sprained | b down |
| 3 be run- | c stomach |
| 4 a sore | d sick |
| 5 feel | e throat |

2 Correct the prepositions in the expressions on the left. Then match each one to a definition on the right.

- | | |
|-----------------------|---|
| 1 be over the weather | a have spots on the skin because of an illness or allergy |
| 2 be on one's food | b feel unwell |
| 3 come out on a rash | c lose one's appetite |
| 4 put a plaster in it | d cover a cut with a small piece of adhesive plastic |

Pronunciation

3  Work in pairs. List items to buy at the chemist's, adding one item each time. Remember to use the correct list intonation.

- A I want some plasters and a thermometer.
- B I want some plasters, a thermometer and some medicine.
- A I want ...
- B I want ...

Functional language

4  Put the dialogue in the correct order. Then listen and check.

- I wonder if you can help me? 1
- Is there anything else I can do? _____
- It sounds like hay fever – there's a lot of it going round these days. _____
- My eyes are sore and I can't stop sneezing. _____
- OK, thanks. _____
- So, what can I take? _____
- Sure, what are your symptoms? _____
- The best thing is antihistamine – take one of these tablets twice a day. _____
- Wear sunglasses and try to avoid parks and gardens for the next month. _____

5  Work in pairs. Practise the dialogue in 4.

Phrase bank

earache a headache
a bad back toothache
have a cold feel sick
stomach ache
an upset stomach
a sprained ankle
a sore throat
have a runny nose
have a dry cough
have a temperature
be off one's food

swollen
feel hot and cold
have a food allergy
have the flu
come out in a rash
hay fever
Are you alright/OK?
What is it this time?
symptoms

health advice a cut
bleeding long
have stitches deep
have a tetanus injection
raise your leg

buy gifts
buy make-up
buy medicine over-
the-counter
buy homeopathic medicines
buy sandwiches
check your blood pressure
collect a prescription
weigh your baby
I wonder if you can help me.
Sure, what seems to be the
trouble?
What are your symptoms?
What can I take?
Is there anything else I can
do?
How much is that?
Drink lots of liquids.
Take this medicine three
times a day.
Get plenty of rest.
Cover the cut/burn.
Clean the cut with antiseptic.
Put a plaster/bandage on it.

Jobs today

Phrase bank

(get) work experience
a job for life
a low-paid/well-paid job
a part-time/full-time job
the world of work

a temporary job
a skilled/unskilled job
on-the-job training
work hard

an academic qualification
skills
get a promotion
trade
tuition fees
work your way up

Language note



In some situations the nouns **job** and **work** are interchangeable:

Do you find your **job/work** interesting?

But, remember that **job** is a countable noun and needs an article. **Work** is an uncountable noun and a verb.

He's looking for a job.
She's looking for work.
They work in a bank.

Remember



You can use these expressions to talk about further education.

apprenticeship
enrol on a vocational training course
do a placement

Think of a job. Which of the above is the best way to train for it?

Vocabulary: work and training

1 Cover the Phrase bank. Complete the sentences with **job** or **work**. Then check your answers.

- Mothers should only have a part-time _____.
- All sixth-formers should have the opportunity to get some _____ experience.
- No one these days has a _____ for life.
- It's better to _____ in a small family business than for a big company.

2 **Work in pairs. Do you agree or disagree with the statements in 1? Why/Why not?**

3 Read this leaflet. Do you know of any similar qualifications in your country?

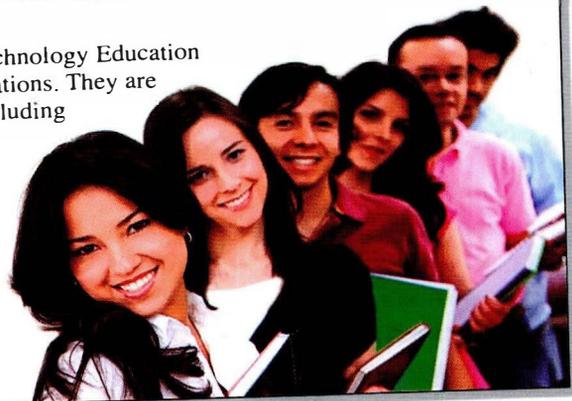
Increasingly high university **tuition fees** are leading British school-leavers to consider vocational training, rather than **academic qualifications**, in their search for a good job. Those in work also take these courses to **get a promotion** and **work their way up** in their chosen profession or trade.

National Vocational Qualifications, or NVQs, come in five levels, from Level 1 focusing on basic work activities to Level 5 which is at the level of a Master's degree.

BTECs, from the Business and Technology Education Council, are work-related qualifications. They are available in a range of subjects including business, health and social care, IT and engineering.

City & Guilds Certificates offer a mix of practical **skills** and theoretical knowledge.

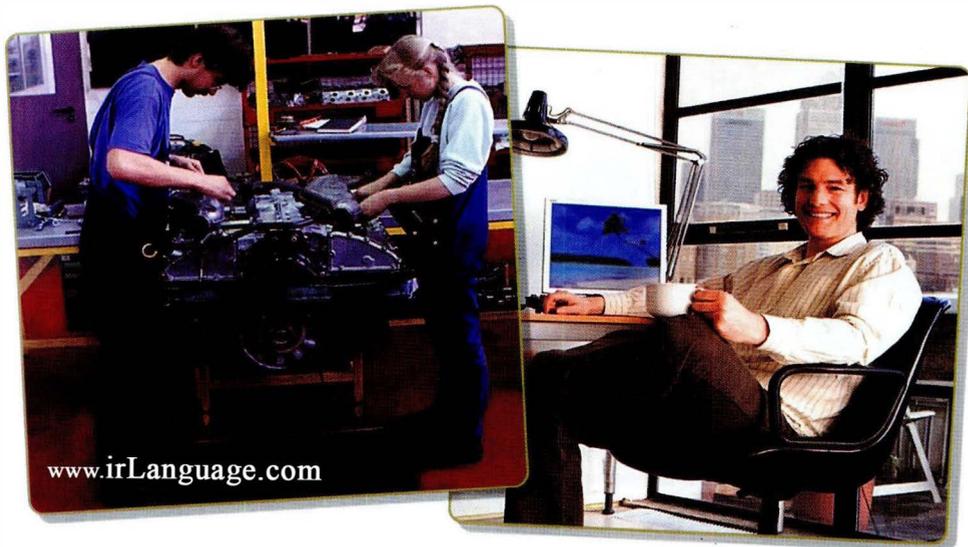
Courses are offered at colleges across the UK in over 500 subjects from hairdressing to conservation.



4 Match the definitions to the words in bold in the text.

- degrees or certificates not related to work
- a practical job, e.g. a plumber, an electrician
- abilities
- the cost of an educational course
- start with a basic job and finish in a senior position
- apply for and get a better job

Speaking: a job for life?



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1 Look at the Phrase bank. Which expressions do you associate with ...

- a having a job for life?
- b changing your job frequently?

2 Work in pairs. Discuss the advantages and disadvantages of options a and b in 1.

3 Listen to Mitchell talking to his father. Choose the correct summary of their conversation.

- a In the past people used to stay with one company for most of their working life and gradually get promoted.
- b In the past it was common for people to change companies frequently.

4 Look at the Phrase bank on page 40. Listen again and tick the words you hear.

5 Write the corresponding verb for each of the nouns in the table.

noun	verb	noun	verb
qualification		promotion	
sales		manager	
product		education	
employee/employer		retirement	

6 Work in pairs. Tell your partner about the working life of someone in your family. Use words from 5.

Phrase bank

variety
 job security
 broaden your skills
 in-depth knowledge
 meet different people
 work in a range of
 fields
 widen your circle of
 friends

qualification promotion
 sales manager
 product education
 employee retirement
 employer

Pronunciation

Word stress

a Listen to the two sentences and notice the stress on the word **contract**.

My **contract** ends next month.
 (*contract* is a noun: stress the first syllable)

In bright light our pupils **contract**.
 (*contract* is a verb: stress the second syllable)

b Listen to the sentences containing these words and mark the stress.

imports record
 refuse convicts
 exports

Culture

In most English-speaking countries, people employed by the state are called *civil servants* who normally work in government or public-administration and *public sector employees* who work as teachers, medical staff and members of the security forces.

Phrase bank

energy
organization
initiative
critical thinking
ability to analyze
information
effective
communication

Useful language



Agreeing

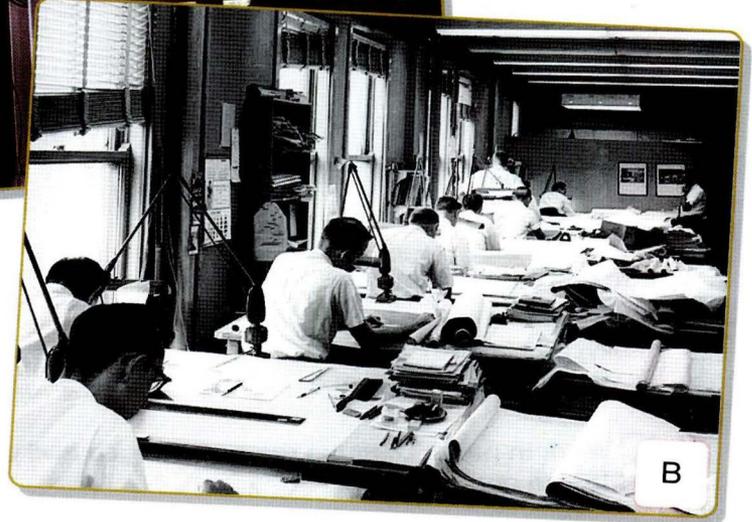
Absolutely.
Exactly.
Right.
OK.
That makes sense.

Strategy



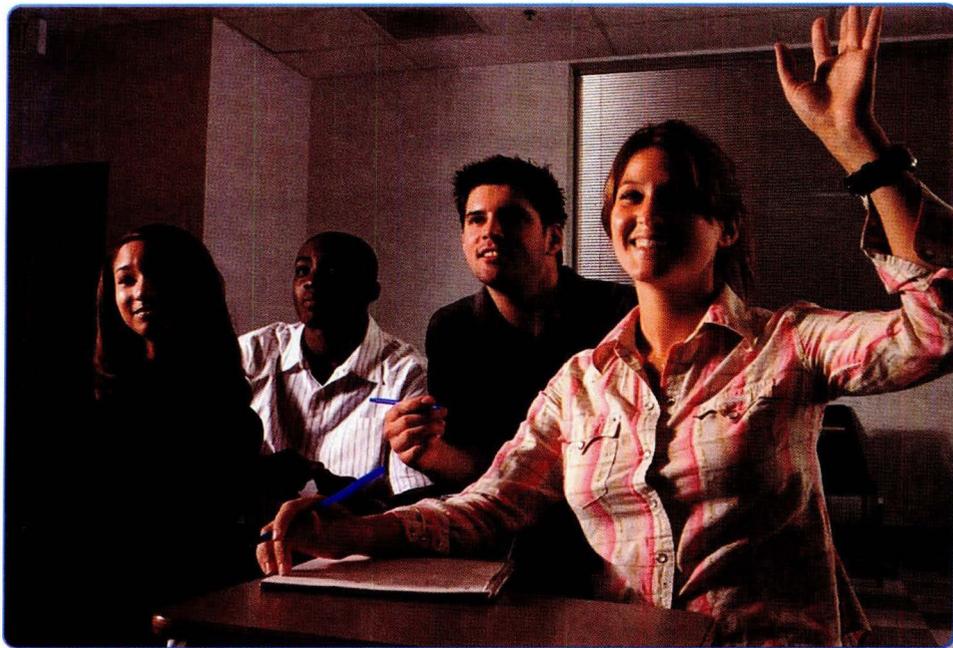
Note-taking is a useful skill in academic and professional life. Noting key words or the main points of a discussion can also help you when listening in an exam. Use bullet points to organize your notes and don't panic if you miss some information; try to forget about it and carry on.

Listening: skills for today



- 1** **Work in pairs.** Look at the photos of two offices. Discuss the advantages and disadvantages of each working environment.
- 2** Look at the list of important skills for the working world today in the Phrase bank. Choose which three you think are the most important.
- 3** **Work in pairs.** Compare your list with your partner's. Explain your reasons.
- 4** **Listen to a radio interview.** Which four skills does the speaker mention?
- 5** **All the sentences are false.** Listen to the interview again and correct them.
 - 1 The study is the result of interviews over the past 15–20 years.
 - 2 The only thing that matters in writing is spelling and grammar.
 - 3 It's important to have a tidy desk.
 - 4 New employees need to get the answers right.
 - 5 Knowing how to access a lot of information is the key skill.
- 6** **Make notes while listening.** Try to remember what the speaker said in as much detail as possible. Compare your notes with the audioscript on page 89.

Functional language: asking for clarification



1 Listen again to the interview from page 42 and complete the questions the interviewer asked.

- 1 Could you _____ ?
- 2 Can you _____ ?
- 3 What _____ ?
- 4 What exactly _____ ?
- 5 OK, what does _____ ?
- 6 Can you explain _____ ?

2 Work in pairs. Decide who is Student A and Student B. Then read the roles. Carry out a radio interview about new skills for the world of work.

Student A

Use the questions in 1 to interview your partner about new skills for the world of work.

Student B

Refer to your notes from page 42 to answer your partner's questions in detail. Use expressions from the Phrase bank to introduce your answers.

3 Work in groups of four. One person is the speaker; the others are going to ask questions.

Speaker

Tell the group about an activity you do or a hobby you have.

Group

Listen to the speaker, but interrupt as often as possible asking for clarification.

Phrase bank

Sure!
Of course.
No problem.
Certainly.
What I mean is ...
I think an example will help ...

Strategy



It is important to interrupt politely in English. Try these techniques:

Use an expression like *Excuse me* to apologize before you interrupt.

Wait for a natural break in the speech and then interrupt.

Signal to the speaker that you would like to talk by smiling at him/her.

Cough quietly to catch the speaker's attention.

Pronunciation



Sentence stress

a Listen to this sentence from the interview. Notice how the speaker uses stress to highlight important information.

Well one of the most important skills is effective communication.

b Look at the sentences. Underline the words you think will be stressed. Then listen and check.

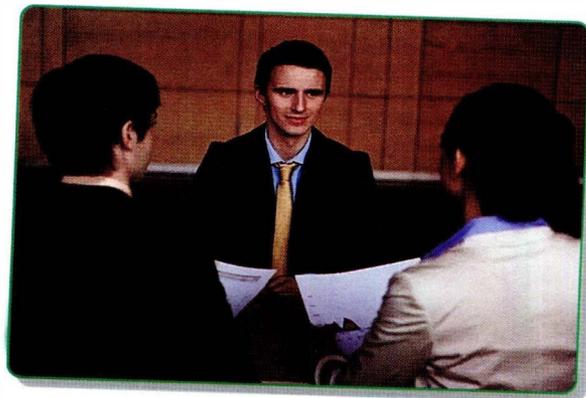
The next skill is a little more complex: critical thinking.

That brings us to our final skill for the new world of work ...

Final task: an interview

1 Here are some typical questions you could be asked in a job interview. Add two more questions of your own.

- 1 What do you do in your free time?
- 2 Can you tell me about an occasion when you had to take responsibility?
- 3 How organized are you when preparing for exams?
- 4 Do you prioritize well?
- 5 Do you consider yourself to be an energetic person?
- 6 Do you think you're a good communicator?
- 7 Tell me about your IT skills.
- 8 Can you speak any foreign languages?
- 9 Have you done any courses outside school?
- 10 Are you good at keeping deadlines?
- 11 _____
- 12 _____



2 Imagine you have to answer the questions in 1 in an interview. You have five minutes. Make a brief note of your answers to each question.

3  Work in pairs. Decide who is Student A and Student B, then read your roles. Do the task.

Student A

You are the interviewer. After welcoming the candidate and asking a couple of general questions, use questions from 1 to find out more about the candidate. You do not need to use all the questions. The important thing is to use the opportunity to find out about the candidate and his/her skills so use questions from page 43 to get detailed information.

Change roles and repeat the activity.

Student B

You are the candidate. Try to answer the questions in as much detail as possible – remember you want to give a positive impression and get the job! Change roles and repeat the activity.

Strategy



It's important to give examples from your experience to illustrate what you are saying.

Useful language



One situation when I had to take responsibility ...

I think I'm an organized person. An example of this is ...

A good example of my ability to communicate is ...

4  Work in groups. What else can you do to come across well in an interview, apart from giving informed answers? Write five pieces of advice and compare them with a partner.

Vocabulary

1 What's the difference between these expressions?

- | | | |
|------------------------------|-----|---------------------------|
| 1 a vocational qualification | and | an academic qualification |
| 2 an employer | and | an employee |
| 3 a trade | and | a profession |
| 4 work | and | a job |
| 5 job security | and | a job for life |

2 Work in pairs. Write definitions for four of these expressions. Can your partner tell you the words?

a part-time job	a well-paid job	in-depth knowledge	initiative
retirement	tuition fees	variety	work your way up

Pronunciation

3 Look at these sentences and mark the stress on the words in bold. Then listen and check.

- 1a I bought my mother a birthday **present**.
- 1b The plan **presents** some difficulties.
- 2a I **object** to what you're saying!
- 2b That's not the subject of the sentence, it's the **object**.
- 3a His **conduct** is inappropriate for the classroom.
- 3b Metal **conducts** heat.

Functional language

4 Read the dialogue and put the words in bold in the correct order. Then listen and check.

- A** What does your Mum do?
- B** She's an occupational therapist.
- A** **does / So / what / entail / that / ?** _____
- B** Well she's a domiciliary social worker.
- A** **that / ? / What / do / exactly / mean / you / by** _____
- B** She visits elderly or disabled people in their homes and tries to help with their mobility.
- A** **tell / Can / more / you / a / me / little / ?** _____
- B** Sure, she gets them wheelchairs and other aids and decides if any modifications are needed.
- 5**  **Work in pairs. Tell your partner about a job someone in your family does. Ask questions and find out more detail.**

Phrase bank

(get) work experience
 a job for life
 a low-paid/well-paid job
 a part-time/full-time job
 the world of work
 a temporary job,
 a skilled/unskilled job
 on-the-job training
 work hard
 an academic qualification
 skills
 get a promotion
 trade
 tuition fees
 work your way up

variety
 job security
 broaden your skills
 in-depth knowledge
 meet different people
 work in a range of fields
 widen your circle of friends

qualification	promotion
sales	manager
product	education
employee	retirement
employer	

energy
 organization
 initiative
 critical thinking
 ability to analyze information
 effective communication

Sure!	No problem.
Of course.	Certainly.
What I mean is ...	
I think an example will help ...	
Could you tell us what it's about?	
Can you tell us a little more?	
What else?	
What exactly do they mean by that?	
OK, what does that entail?	
Can you explain what you mean?	

Happy days

Phrase bank

dinner lady
headteacher
prefect
caretaker
head of department

be someone's favourite
have it in for someone
tell someone off

bully
teacher's pet
creep
class clown
tell-tale
swot

Language note



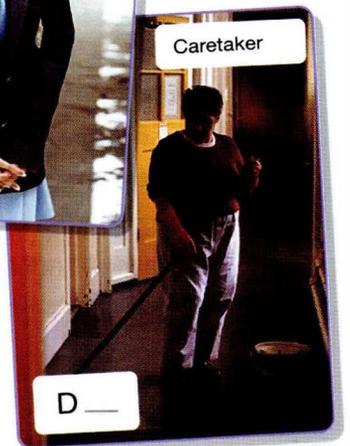
headteacher
caretaker



principal
janitor

Vocabulary: who's who at school

1 Listen to the people talking about their jobs in a school and number the photos.



2 Do you have the people and positions in 1 in your school?

3 Match 1-3 to a-c.

2 Mrs Bloxam's got it in for me.

1 Kelly is Miss Stewart's favourite.

3 Mr Lee's always telling me off.

- a The teacher shows a preference for a particular student.
- b The teacher frequently disciplines the student verbally.
- c The teacher shows a generalized dislike for a student.

4 Look at the expressions in the Phrase bank for ways students describe other students. Then find one word for each definition.

- 1 This person often reports other people to the teachers. _____
- 2 This person receives favours from a teacher. _____
- 3 This person victimizes other students. _____
- 4 This person makes everyone laugh. _____
- 5 This person always studies very hard. _____
- 6 This person tries very hard to please the teachers. _____

Remember



Here are some other people you might meet at school:

a classmate
a director of studies
a sixth former
a careers advisor

Which words describe students and which words describe members of staff?

Speaking: types of school



- 1 **Work in groups. What can you remember about academies in Unit 3? Use expressions from the Phrase bank to help you.**
- 2 **Look at the descriptions of different types of school in the UK and match them to a type of school in the Phrase bank. Then listen and check.**
 - 1 A school which receives funding from the state and follows the National Curriculum.
 - 2 A state-funded school which is connected to a specific religious group.
 - 3 A state secondary school with a strong academic focus. Students do an entrance test and are selected according to ability.
 - 4 Parents must pay tuition fees at this type of school. It has its own curriculum.
 - 5 Students both study and live in this school.
 - 6 Students do not attend school and are educated at home by their parents.
- 3 **Listen again and decide if the statements are true or false.**
 - 1 The majority of British pupils go to a state school.
 - 2 Parents have to pay for academies, grammar schools and faith schools.
 - 3 Any pupil can go to a grammar school.
 - 4 Not all faith schools are Christian.
 - 5 Independent schools are independent of the state in terms of finance and curriculum.
 - 6 Public schools and state schools are the same.
 - 7 You need to be a teacher if you want to home school your child.
- 4 **Work in pairs. Prepare similar presentations on the different types of school in your country. Include information about ...**
 - how the schools are funded.
 - if they tend to be single-sex or co-ed.
 - the importance of religion in the school.
 - if the schools are selective or open to all students.

Phrase bank

specialize in
funding
sponsorship
advice
work experience
a type/kind/sort of ...

boarding school
co-ed school
faith school
grammar school
private school
public school
single sex school
state school
independent school
home education

Culture



In British state schools, parents have to pay for school uniform and basic stationery, but all school books are provided free of charge.

Pronunciation



Initial /s/

a Listen to the pronunciation of these words. There is no initial /e/ sound in English:

state school

b Listen and repeat these sentences, being careful about the initial /s/.

The students go to state school.

The sportsmen visited a stadium in the United States.

They studied some statistics about Spanish TV stations.

For a starter we had spaghetti with spinach.

Phrase bank

call someone names
suffer depression
follow someone
gang up against someone
hit someone
kick someone
schoolwork/grades go downhill
self-harm
skip (school)
spread rumours about someone
steal or damage property
suffer eating disorders
tease someone

Language note



Mobbing comes from the English word *mob*, meaning an angry crowd. In English, the word *mobbing* is strictly used for harassment in the workplace in which a group of people victimize someone. However in many European languages, 'mobbing' is used as a synonym for 'bullying'.

Useful language

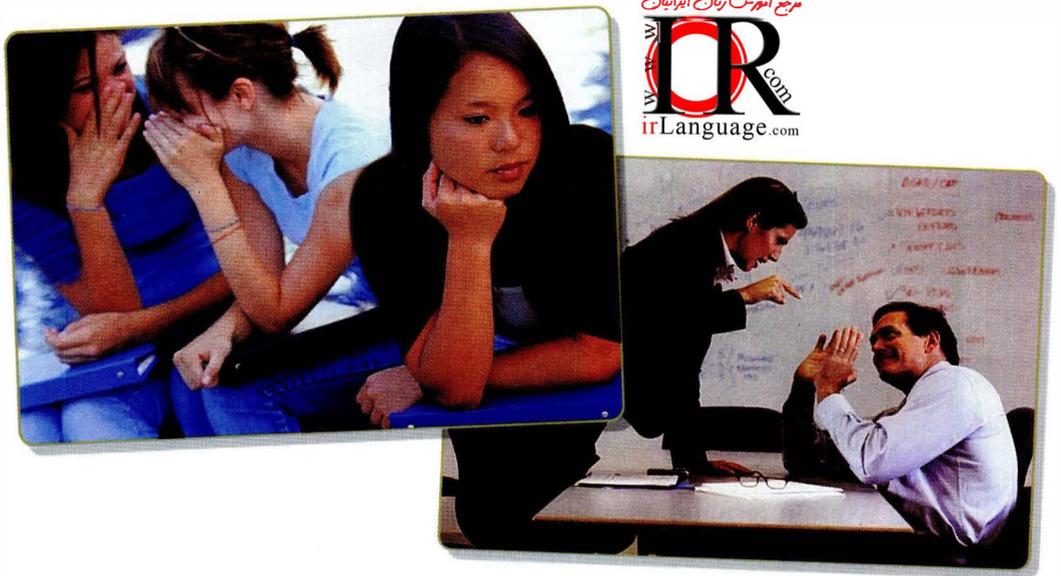


Sequencing

At the start ...
Then ...
That's when ...
In the end ...

Listening: bullying and harassment

- 1 Look at the Phrase bank. Label the actions of bullies (A) and the reactions of their victims (R).



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- 2 Listen to the first part of a radio programme in which Kim, a victim of harassment in school, describes what happened to her. Tick the expressions in the Phrase bank that you hear.

- 3 Listen to the complete radio programme and answer the questions.

- Are all forms of bullying officially recorded?
- Which is one of the most common reasons for bullying?
- How does the UK compare to other countries?

- 4 Listen again to the second part of the radio programme and complete the statistics.

Between (1) _____ and (2) _____ British teenagers commit suicide annually. A recent survey studied (3) _____ children from (4) _____ British schools. The study found that (5) _____ % were bullied because of their religion and (6) _____ % because of the way they dressed.

The European survey studied (7) _____ children from across Europe.

The percentage of children who thought bullying was a problem in their school was (8) _____ % in the UK, (9) _____ in Spain and (10) _____ % in Holland.

- 5 Work in groups. Discuss the questions.

- Bullying is what happens in school, but how does harassment takes place in other areas of our lives? Consider the following:
 - at university
 - among neighbours
 - at work
- What type of action could you take in each case?
- If you realized someone you know was a victim of harassment, what would you do?

Functional language: discussing obligation

1 Listen to a headteacher speaking about bullying during school assembly and number the bullet points in the correct order.

2 Write the expressions in bold under the correct heading in the table.

- all schools **have to have** an anti-bullying policy
- **you should take** this seriously
- **you have an obligation** to report it
- **we might also ask you** to write down what has happened
- **it's important that you** tell someone
- **you need to tell** someone
- we also have a telephone number **you can use**

obligation	advice	possibility

3 Look at the example of a school's policy on absence and complete it with the correct form of the verbs in brackets.

All students in Years 7–11 have (1) _____ (remain) in the school throughout the school day. Sixth formers can (2) _____ (leave) the school without parental permission but it's important that you (3) _____ (tell) your form tutor.

If you feel ill and want to go home, you should (4) _____ (speak) to the school nurse.

If you need to leave school early (e.g. for a doctor's appointment), you need (5) _____ (bring) written authorization from your parents and we might (6) _____ (ask) for official confirmation (e.g. a doctor's note).

If you are absent, your parents have an obligation (7) _____ (send) a note the following day.

4 Work in pairs. Decide who is Student A and who is Student B, then read your roles. Use the Phrase bank to help you do the task.

Student A

You are a form tutor. One of the students in your class has been absent recently and you have not received a note. Phone the student's parent to explain the situation and clarify the school's absence policy.

Student B

You are a parent. Your child has recently moved to this school. You have not received any information about what to do in the event of absence.

- _____ • Consequences for bullies
- _____ • A legal obligation?
- _____ • Advice to victims
- _____ • Everyone is responsible
- _____ • What the school does

Phrase bank

- have to (*infinitive*)
- should (*infinitive*)
- have an obligation to (*infinitive*)
- It's important that you (*infinitive*)
- You need to (*infinitive*)
- You can (*infinitive*)
- We might (*infinitive*)

Language note



If you miss school without permission, you *play truant*.



bunk off school
skive off school



cut class

Pronunciation



Using intonation in pairs

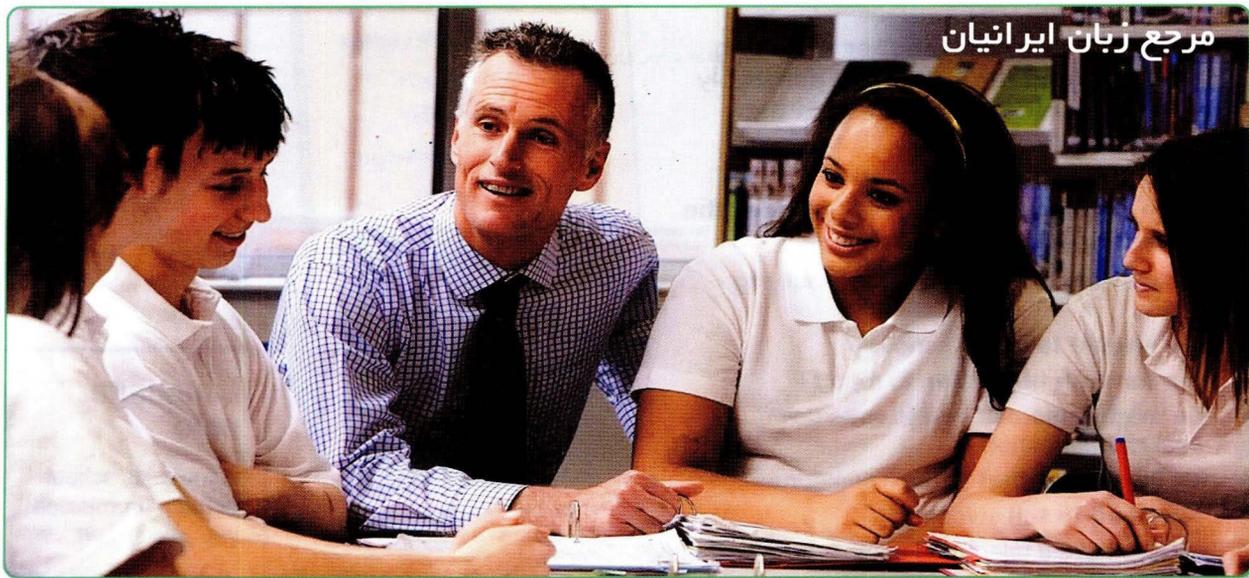
a Listen and repeat these examples from 1. Notice the intonation.

your parents or
grandparents,
another pupil or a teacher

b Try saying the following pairs. Listen and check.

- Is she a tell-tale or a swot?
- Do you go to a state school or an independent school?
- Is your school co-ed or single-sex?

Final task: a happy school?



1 Look at the different ways a school can promote good relationships. Work individually and think of the advantages and disadvantages of each idea.

- social events where students and staff can mix
- having a staff-student council
- outings and school trips
- rules and policies on issues like co-existence
- having older students mentor new students
- sport and social activities across different age-groups
- advice and talks from experts (e.g. counsellors, psychologists)
- discussing problems in class tutorials
- have a system of prefects or senior students with special responsibilities

2 Work in pairs. Do the task.

Compare your arguments for and against each idea in 1. Then agree on the five ideas you think would be most effective in your school. You must justify your decision and include practical examples.

3 Join with another pair to work in a group of four. Do the task.

Compare your top five ideas and work together to agree on the three you think would be most effective in your school. Be prepared to explain the reasons for your choice.

4 In your group, present your ideas to the class. Did you all choose the same ideas?

Useful language

Persuading and convincing

But don't you think ...

But surely if ...

What about X? Isn't that important too?

I guess you're right.

You've got a point there.

I hadn't thought about it like that.

Strategy

In this kind of conversation it's as important to listen to other people's opinions as it is to state your own. Try these ideas for active listening:

- Avoid distraction: try to put other things out of your mind and focus.
- Focus on what the speaker is saying: try not to plan what you're going to say next.
- Use body language to show the speaker they have your attention.

Vocabulary

1 Which word is the odd one out in each group and why?

- 1 swot headteacher prefect bully
- 2 grammar school state school public school faith school
- 3 kick someone gang up against someone spread rumours
suffer depression

2 Listen to definitions 1–4 and choose the correct person in the Phrase bank.

3 Match the two parts of the collocations.

- | | |
|----------------|-------------|
| 1 tell someone | a school |
| 2 teacher's | b tale |
| 3 home | c pet |
| 4 skip | d off |
| 5 tell- | e education |

4 Match the collocations to the definitions in 3. Then listen and check.

- 1 To stay away from classes without permission _____
- 2 Somebody who reports another person's bad behaviour _____
- 3 To tell somebody that they have done something wrong _____
- 4 To be educated, usually by a parent or tutor, outside of school _____
- 5 A teacher's favourite student _____

Pronunciation

5 Work in pairs. Ask and answer the questions. Pronounce the initial sound of the words in bold carefully.

- Would you prefer to **ski**, **skate**, or **skateboard**?
- What's your **strategy** for managing **stress**?
- Do you think **spelling** is an important **skill** today?
- What do you think about **smoking** in public **spaces**?
- If you saw a film **star**, would you **stop** them and **speak** to them?

Functional language

6 Choose one of the following topics and write about obligations in your school.

- school uniform
- books and materials
- moving around the different parts of the school
- starting and finishing times (school day and individual lessons)

7 Work in groups. Tell your group about your obligations at home.

Phrase bank

bully dinner lady
 creep prefect
 tell-tale caretaker
 swot class clown
 headteacher
 teacher's pet
 head of department
 be someone's favourite
 have it in for someone
 tell someone off

specialize in advice
 sponsorship funding
 work experience
 boarding school
 co-ed school
 faith school
 grammar school
 private school
 public school
 single-sex school
 state school
 independent school
 home education
 a type/kind/sort of ...

call someone names
 suffer depression
 follow someone
 gang up against someone
 hit someone
 kick someone
 schoolwork/grades go
 downhill
 self-harm
 skip (school)
 spread rumours about
 someone
 steal or damage property
 suffer eating disorders
 tease someone

have to (*infinitive*)
 should (*infinitive*)
 have an obligation to
 (*infinitive*)
 It's important that you
 (*infinitive*)
 You need to (*infinitive*)
 You can (*infinitive*)
 We might (*infinitive*)

Cash flow

Phrase bank

debit card
 bank statement
 branch
 PIN number
 cashpoint

open a bank account
 pay in money
 be in the red
 have an overdraft
 withdraw cash from
 your account

Language note



cashpoint



ATM
 (Automated
 Teller
 Machine)

current
 account

checking
 account

bank clerk

teller

Remember



You can use the following expressions to talk about money and payments:

pay a deposit

pay the balance

a price tag

a receipt

a pound

a pound shop

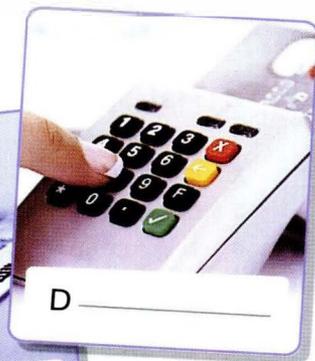
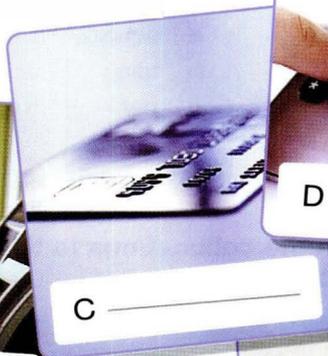
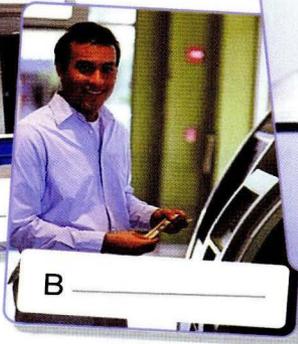
pay in cash

get a cash refund

In pairs, explain the difference between each pair of words.

Vocabulary: money matters

1 Label the photos with expressions from the Phrase bank.



2 Cover the Phrase bank. Match the two parts of each expression. Then check your answers.

- | | |
|------------|--------------------------|
| 1 open | a money in |
| 2 pay | b in the red |
| 3 be | c cash from your account |
| 4 have an | d a bank account |
| 5 withdraw | e overdraft |

3 Read this advertisement for a student bank account. Then answer the questions.

The Stanford Bank student account offers you:

Three easy ways to bank:

- ★ at our university campus branch
- ★ online at www.stanfordbank.co.uk
- ★ with your mobile phone

Easy payments and withdrawal:

- ★ Use your free debit card for payment in shops and to withdraw money from cashpoint machines.
- ★ No bank charges unless you exceed the overdraft limit.
- ★ Paper-free e-statements.

- 1 Do I have to visit the branch to do my banking?
- 2 Where can I take money out of my account?
- 3 How much does the account cost to operate?
- 4 What cards will I get?
- 5 How can I pay in shops?
- 6 How can I keep track of the money in my account?

Speaking: in the red



1 **2/22 Listen to three dialogues and identify the relationship between the speakers.**

- mother and son
- two friends
- customer and bank clerk

2 **2/22 In each dialogue in 1 one of the speakers has a money problem. Listen again and answer the questions about each dialogue.**

- 1 What is the person's problem?
- 2 Do they get a satisfactory solution?

3 **2/23 Look at the words in bold and find a near synonym in the Phrase bank. Then listen and check.**

- 1 I've gone into the **red**.
- 2 I'm completely **skint**.
- 3 You can **pay me back** on Monday.
- 4 **pocket money**

4 **Work in groups. Discuss the questions.**

- Do you get pocket money? How often is it paid?
- Do you get the same amount as your brothers or sisters, or your friends? Do you think this is fair?
- Which of the following things is your pocket money expected to cover: going out, personal shopping, snacks at school, birthday presents for friends and family, clothes, transport ...
- Do you have to do anything to 'earn' your pocket money?
- Do you think you get an appropriate amount of money?

Phrase bank

refund the money
my account is
overdrawn
allowance
I'm broke.

Pronunciation

Final consonants

a **2/24 It is important to pronounce final consonants. Listen to the example:**

red She's in the red.

b **2/25 Listen and repeat these words.**

bad bag pub good
had flag club

Language note

We use the verb *spend* to talk about time and money.

How much do you spend every week?

How long did you spend at the beach yesterday?

Phrase bank

save up for something
piggy bank
budget
spending habits
put money aside
have financial
responsibilities
depend on someone
financially
planned/spontaneous
spending
money box

Language note



We use lots of phrasal verbs to talk about money and spending.

get by (= have enough money)

cut back (= reduce spending)

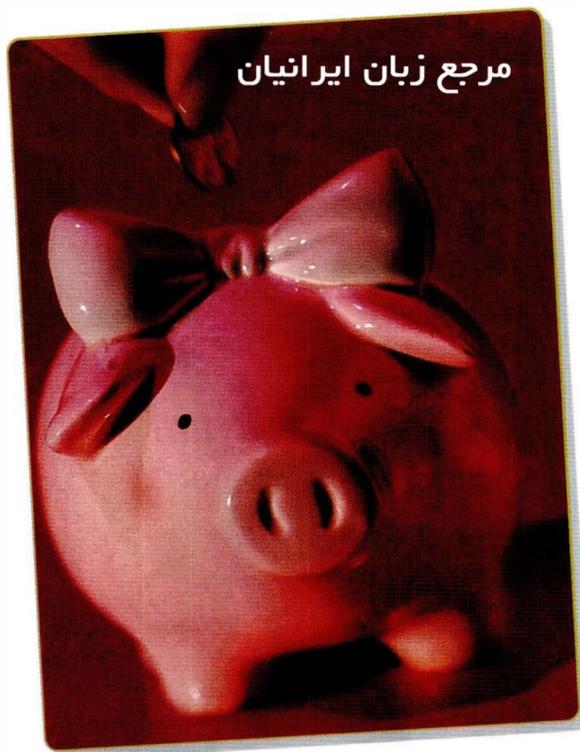
splash out (= spend a lot of money on something special)

Culture



In the UK 46% of 16–19-year-olds earn money regularly, either through a part-time job or by doing chores at home. 96% of British 17-year-olds have their own bank account.

Listening: live now, save later?



1 Choose expressions from the Phrase bank that match the definitions.

- 1 a container which children use for saving money (x2) _____
- 2 the way people typically spend their money _____
- 3 need someone's economic support _____
- 4 organize your money to pay for the different things you need _____
- 5 regularly put money in a bank or safe place so that you can spend it later _____

2 Work in pairs. Discuss the meaning of the other expressions in the Phrase bank.

3 You are going to listen to parents discussing their teenage son's attitude to money. Do you think they will say ...

- a he organizes his money well?
- b he doesn't budget and spends it immediately?
- c no young people manage their money well?
- d young people with a specific goal are good at saving?

4 Listen and check your answers.

5 Listen again and decide if the statements are true or false. Correct the false statements.

- 1 The mother is more worried than the father. _____
- 2 The survey studied spending among 18–21-year-olds. _____
- 3 The survey found that spending was dominated by socializing and buying consumer goods. _____
- 4 The mother thinks that saving as a child helped her as an adult. _____
- 5 Future plans have little effect on saving habits. _____

6 Work in groups. Discuss the questions.

- Do you have a bank account?
- Do you save money regularly?
- Do you budget, e.g. do you put money aside each week towards holidays, presents, etc?
- If you want to buy something, are you organized about saving up for it?
- Imagine someone gave you €100; what would you do?
- In conclusion, are you part of the 'Live Now, Save Later' generation?

Functional language: changing money

- 1 Look at the photos and label them with expressions from the Phrase bank.

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	GBP EUR		1.1478
	GBP USD		1.6003
	GBP JPY		121.46
	GBP CAD		1.6235
	GBP ZAR		12.742
	GBP INR		79.179
	GBP AUD		1.5436
	GBP AUD		2.009
	GBP AED		5.8688

- 2 Put the dialogue at a *bureau de change* in the correct order. Then listen and check.

Part 1

- A Hi. I'd like to change these euros into pounds. 1
 A And do I have to pay commission? _____
 A 500 euros. _____
 A Great. _____
 B No, that's included in the rate. _____
 B OK, sure, how much would you like to change? _____
 B OK, let's see, at today's exchange rate that's 438 pounds and 49 pence. _____

Part 2

- B Could I see your passport please? 1
 B Sure. So that's 50, 100, 150, 200, 250, 300 pounds; and 20, 40, 60, 80, 100, that's 400 pounds; and 10, 20, 30, and the rest in change. _____
 B You're welcome sir. _____
 B How would you like your money – 50 pound notes? 20 pound notes? _____
 B And how would you like your money? _____
 A OK great, thanks. _____
 A Sorry? _____
 A Sure, here you are. _____
 A Um, let's see, can I have 300 pounds in 50s and the rest in 20s and 10s? _____

- 3 Work in pairs. Write a similar dialogue using currencies from the exchange rate chart at the top of the page. Then practise the dialogue.

Phrase bank

currency
 travellers' cheques
bureau de change
 coins
 exchange rate
 notes
 commission

Pronunciation

would you like

- a Listen to the pronunciation of the expression in green:
 How **would you like** your money?
 b Listen and repeat the questions.
Would you like a cup of coffee?
 How **would you like** it – black or white?
Would you like a seat?
 Where **would you like** to sit?

Culture

Paper currency was first invented in China. Since then the currencies of the world have taken many different forms. Australian notes aren't even made of paper. Instead they use a kind of plastic. American dollars, like many other currencies, are made of cotton paper.

Final task: life skills

1 Listen to some information about a new subject in British schools and answer the questions.

- 1 What is PSHE?
- 2 What areas does it include?
- 3 Do students get specific PSHE classes?
- 4 What are the aims of PSHE?

2 Do you have any similar subjects in your school?

3 In a recent survey people listed things they feel should have been taught at school, but weren't. Read their ideas.

Basic money management – how to operate a bank account, all about credit, what I need to know about tax.

How to manage my finances – like most people of my generation, I got an allowance but my parents used to buy all the essentials. I have no idea how to balance my accounts and budget for all the things I need.



First aid – I think everyone should have some basic idea about what to do in a medical emergency and know how to give CPR (cardiopulmonary resuscitation).

Study skills – how to organize your time, research effectively, make decent notes, how to prepare effectively for exams. They should spend less time on 'what' and more on 'how'.

How to drive – that's what they should teach you at school – and the basics of car mechanics so you don't have to spend a fortune on everyday maintenance.



Strategy

Preparing to give feedback

Write down your key points in note form, using bullet points.

When giving feedback on several points, make it clear when you are moving on to the next.

However, try not to make it sound just like a list of answers!

4 Work in groups. Answer the questions.

- Discuss each of the ideas above. Do you think they would be good additions to the school curriculum? Why?
- Can you think of any other unconventional subjects that schools should teach?
- If schools included these subjects, they would probably have to drop others. Are there any subjects you think are unnecessary? Think of arguments for and against dropping them.

5 Compare your ideas with the rest of the class.

Vocabulary

1 Listen and choose a correct word for dialogues 1–3.

exchange rate branch bank statement pocket money PIN number

2 Match the words on the left with a similar meaning on the right. Then explain any difference between them.

- | | |
|-------------------|-----------------|
| 1 a piggy bank | a refund |
| 2 go into the red | b be overdrawn |
| 3 a debit card | c a credit card |
| 4 pay back | d a money box |
| 5 be skint | e be broke |

Pronunciation

3 Order the words to make questions.

- like / to / you / country / live / Would / another / in / ?

- when / would / you / school / like / to / leave / do / What / you / ?

- to / you / an / animal / animal, / were / would / If / you / like / be / what / ?

- if / you / like / to / Where / be / you / now / here / would / weren't / ?

4 Listen and check.

5 Work in pairs. Ask and answer the questions in 3. Pronounce *would* carefully.

Functional language

6 Read the information and write a dialogue at a *bureau de change*.

John wants to change \$800 into euros.
At today's exchange rate that will give him €560.
He wants a mix of notes.

Cashier: Good morning. How can I help you?
John: Hi, I'd like to ...

7 Work in pairs. Practise the dialogues in 6.

Phrase bank

debit card
bank statement
branch
PIN number
cashpoint

open a bank account
pay in money
be in the red
have an overdraft
withdraw cash from your account

can refund the money
my account is
overdrawn
allowance
I'm broke.

save up for something
piggy bank
budget
spending habits
put money aside
have financial
responsibilities
depend on someone
financially
planned/spontaneous
spending
money box

currency
travellers' cheques
bureau de change
coins
exchange rate
notes
commission

Prepare to ... describe a photo

Oral exam. Describing photos.



Exam task: Work in pairs. Look at the different devices we use to communicate with. Talk together about the advantages and disadvantages of each device. Then decide which one is the most useful and why.

1 With which photo do you associate the words in the box? Write the names of the devices.

battery	bill	charger	contract	hand-held	internet connection	landline	laptop
lens	memory card	pay-as-you-go	ringtone	SIM card	webcam	wi-fi	zoom

2  Work in groups. Look at the photos and discuss the questions.

- Which of the devices do you have or use regularly?
- Which one do you think is the most useful?
- Which one do you think will change the most in the next five years?
- Do you think any of the devices will disappear in the near future?

3 Read the exam task. What are the two stages of the task?

4  Listen to the candidates performing the exam task. Do they complete the two stages?

5 Look at some phrases the candidates use in 4. Match them to headings a–c.

- a Organizing your response.
- b Talking about advantages and disadvantages.
- c Asking for, giving and responding to an opinion.

- 1 ... and of course there's another big advantage ...
- 2 I think it depends on ...
- 3 OK, so where shall we start?
- 4 One important advantage is that ...
- 5 OK, so now we have to decide which is the most useful device and why.
- 6 So, what do you think about the computer?
- 7 That's true.
- 8 There are lots of advantages. Any problems?
- 9 What about the mobile phone? What do you think about that?

6 Which photos in the task below do you associate with the words in the box? Choose two words for each photo.

vandalism body language keep in touch chat multi-functional
social networking traditional high visibility face-to-face send texts

7  **Work in groups of four. Decide who is Student A, Student B, Student C, and Student D, and read your roles. Then do the task.**

Remember 

Here are some phrases you can use when making suggestions.

Why don't we ...?
What about ...?
We could/should ...

Use these questions to introduce each photo in the task.

Task

Look at the photos of different ways in which people communicate. Talk together about the advantages and disadvantages of each one. Then decide which is your favourite and why.



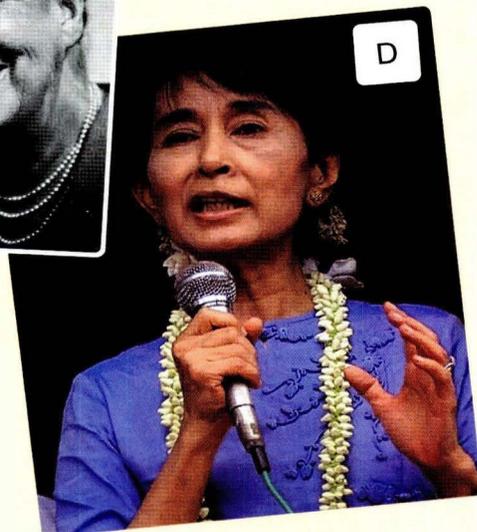
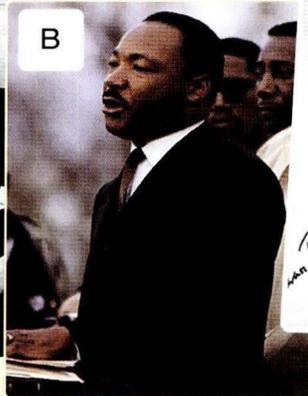
Student A and Student B
Do the task.
Then swap roles with Student C and Student D.

Student C
Listen and note the expressions from 5 that Student A and Student B use.
Then swap roles with Student A.

Student D
Listen and note relevant vocabulary that Student A and Student B use.
Then swap roles with Student B.

Prepare to ... make a speech

1 Look at the photos. Do you recognize the people? What do they have in common?



2  Work in groups. Discuss the questions.

- Have you ever seen a great speaker in public?
- Do you think the politicians in your country are good speakers?
- Can you think of other people who are good communicators?
- What makes good communicators effective?

3 Work individually. Look at the list of techniques a good public speaker might use. Choose three which you think are very important and three which you think are unimportant.

“ A good public speaker ...

- starts with a joke or anecdote.
- uses short sentences.
- has good body language and eye contact.
- uses familiar quotations.
- uses simple language.
- speaks slowly and clearly.
- uses stories and feelings to connect with the audience.
- repeats key words or ideas.
- includes humour.
- includes a repeated 'mantra' e.g. 'I have a dream'.
- includes a memorable, lasting conclusion.
- thinks carefully about the design of his/her speech.

”

4  Work in pairs. Compare your choices in 3 with a partner.

5  Listen to an expert talking about great speakers. Tick the techniques in 3 that he mentions.

6  Listen again and decide if the statements are true or false.

- 1 World leaders today tend to write their own speeches. _____
- 2 Churchill inspired the British people by only talking about positive things. _____
- 3 Body language can be used to achieve different effects. _____
- 4 King chose to give an improvised speech. _____
- 5 His speech was well-constructed in terms of language. _____
- 6 The speech has been an example for many public speakers. _____

7  Work in groups. Discuss the questions.

- In what situations do you have to speak in front of a group of other people?
- How does this make you feel?
- Which of the techniques from 3 are relevant in these situations?
- Are there any other techniques you can use?

8  Work in groups of six to eight students. Each student needs a piece of A4 paper. Follow the instructions and do the task.

Task

Make a speech.

Stage 1

- Think of a subject about which you are 'an expert'.
- Write your subject at the top of your paper.
- Pass your paper to your right and receive a paper from your left.
- Look at the subject and write a question you would like to ask the expert.
- Pass this paper to the person on your right and receive a new paper.
- Repeat until you receive your original paper.

Stage 2

- Make a speech about your specialist subject. Include answers to all the questions on your paper as well as any other information you consider important.
- Make sure you organize your speech in a logical order.
- Think about techniques from 3 or 6 that you could use when you give your speech.

Stage 3

- Each person gives his/her speech to the group.
- The other students listen for the answers to their question.
- At the end of each speech the audience has time to ask the expert more questions.



Subject: Smartphones

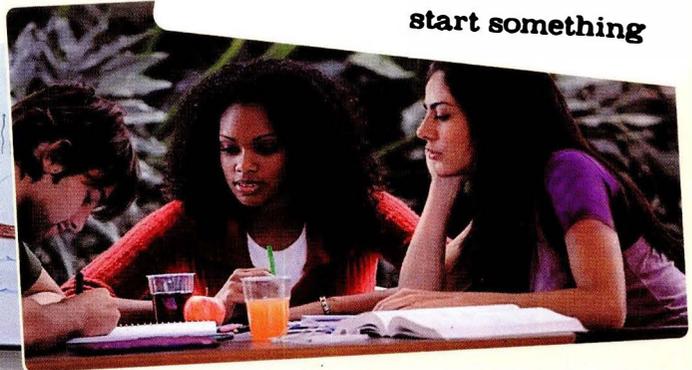
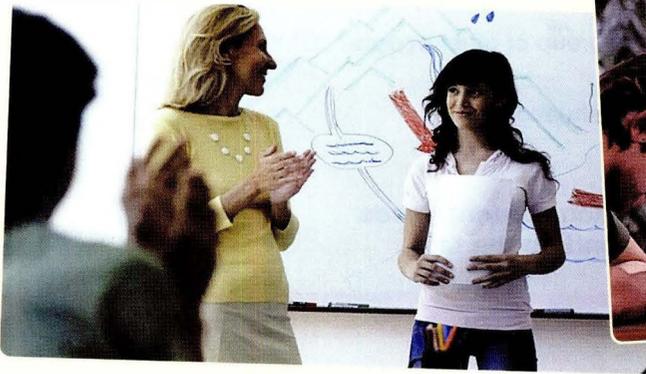
- 1 *What makes your Smartphone?*
- 2 *Do you think it's better than a normal mobile phone? Why?*
- 3 *Are there any bad things about the phone?*

Prepare to ... do a project

young 
enterprise

start something

- 1 Look at the photos. What connects them? What are the young people in each photo doing?



- 2  Listen to someone describing a project in which many schools in Britain participate. Choose the correct answers.

- | | |
|--|---|
| 1 Young Enterprise | a gets young people doing charity work. |
| | b helps young people develop business skills. |
| 2 In total | a over 500,000 schools take part. |
| | b over 5000 schools take part. |
| 3 The activity takes place | a during school hours or after school. |
| | b outside school hours. |
| 4 Teams | a run an existing business. |
| | b design and then run their own business. |
| 5 As well as getting useful experience the scheme is | a a good way to earn money as a student. |
| | b a good way to impress an employer. |

- 3 Match the words in bold to the definitions.

About Us	Programmes	Get Involved	Case Studies	Contact Us	Log In
<h2>Steps in creating a business...</h2> <ol style="list-style-type: none"> ▶ 1. produce a business plan ▶ 2. find start-up capital ▶ 3. manage a balance sheet ▶ 4. establish your communication and promotion strategy ▶ 5. organize an advertising campaign ▶ 6. come up with a brand name, logo and slogan <div style="text-align: right;">  <p>مرجع زبان ایرانیان</p> <p>Learn more ▶▶</p> </div>					

- | | |
|---|--|
| a | name, associated symbol and associated phrase |
| b | a document which details how you're going to make your business work |
| c | combination of actions in different media to promote your product |
| d | details of the money coming into and going out of your company |
| e | how you will tell people about your product |
| f | initial investment to help you launch your business |

Project

A Design a product or service

Think about your school, local community or town. What's missing? Think of a product or service which would fill this gap? Consider ...

- what the product or service is.
- who it is aimed at.
- why you think it will be successful.

B Practicalities

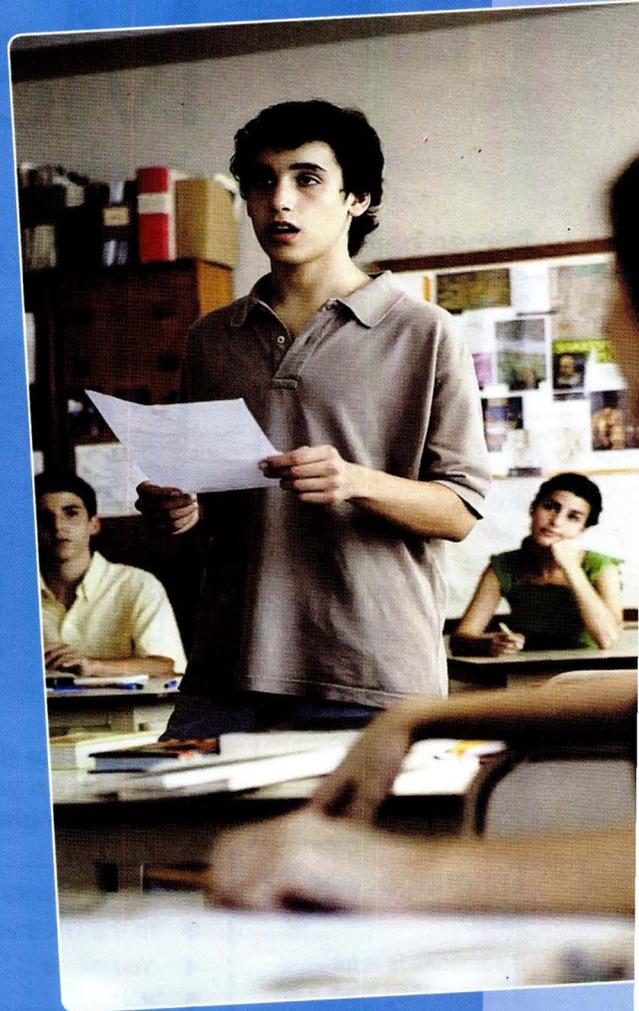
Think about money and production. Consider ...

- how much your product or service will cost to develop.
- how much you can charge for it.
- how much money you need to generate in order to start.
- who you could approach for financial help.
- who is going to produce your product or service.

C Advertising

Think about the most appropriate way to communicate with your consumers. Consider ...

- a catchy name for your product.
- a logo and a slogan.
- a poster to use in an advertising campaign.
- a 30-second commercial for your product or service.



4  **Work in groups. Read the project instructions. Design your product or service and prepare your presentation.**

5  **Give a presentation to the class about your product. Remember the key is good communication.**

- Describe your product or service.
- Demonstrate your advertising campaign.
- Answer questions from the audience about your project.

Remember

From this list, find three people, four types of advertisement and three things which help customers identify a product.

advertiser	brand name
commercial	consumer
flyer	hoarding
logo	poster
slogan	sponsor

Manners

Phrase bank

spit
 stretch
 burp
 yawn
 give a thumbs up

hug
 shake hands (with someone)
 slap someone on the back
 kiss on the cheek/both cheeks
 bow
 greeting

table manners
 side plate
 cutlery

Language note



If someone is *educated* it means they have a lot of cultural or academic knowledge.

He's a very polite person.
 He has good manners.

He's an educated person.

Remember



Look at these polite questions. In which context(s) might you hear each one?

How can I help you?

Could we make it a little later?

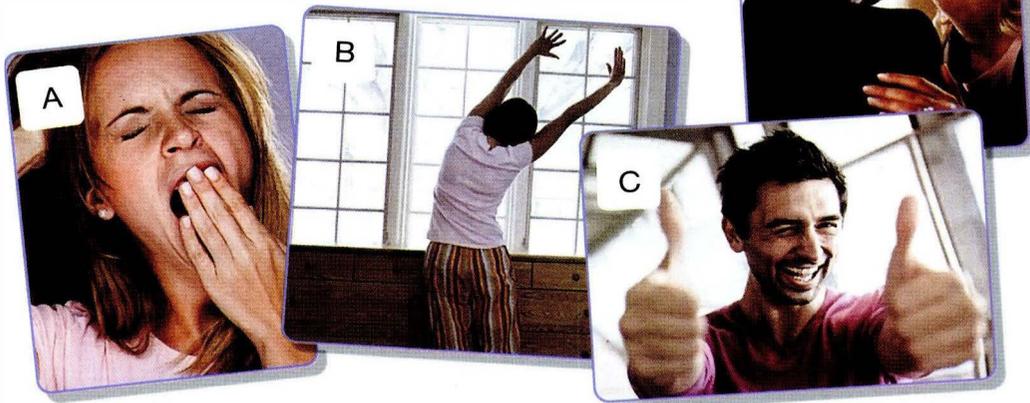
Excuse me, how do I get to Manvers Street?

Anything else with that?

What kind of skills are you looking for?

Could you tell me where it leaves from?

Vocabulary: social norms



1 Complete the sentences with a verb from the Phrase bank. Which do you think are impolite? Match three sentences with the photos.

- 1 People _____ when they are tired or bored.
- 2 Some people _____ after eating or after drinking a fizzy drink.
- 3 In the UK if you _____ it means something is good.
- 4 You might _____ if you are tired or if you have been sitting for a long time.
- 5 If you _____, you eject saliva from your mouth onto the ground.

2 Read the tips on how to behave in a smart restaurant in the UK. Complete the tips with words from the box.

left start text elbows cut left knife finished mouth cutlery

Table Manners – Top Ten Tips



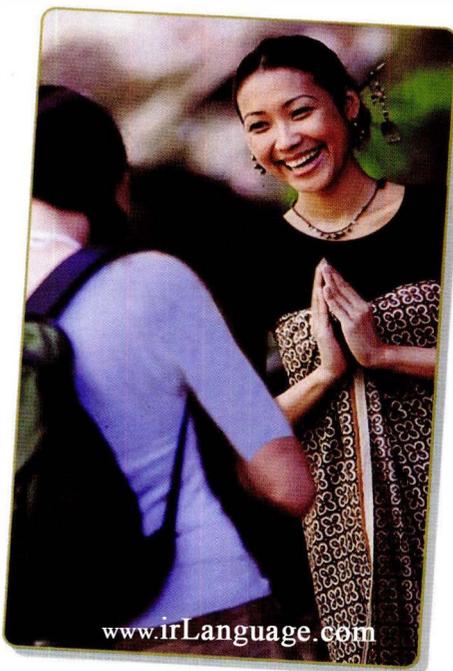
- Don't put your (1) _____ on the table. Keep them by your side.
 Your bread should go on the side plate to the (2) _____ of your place.
 Your glass is to the right.
 Put your knife and fork together to show you have (3) _____ eating.
 (4) _____ with the cutlery furthest away from your plate.
 Break your bread roll, don't (5) _____ it with a knife.
 Never eat food from your (6) _____
 Use your knife in your right hand, even if you are (7) _____-handed.
 Don't talk with your (8) _____ full. It's very unpleasant!
 Don't use make phone calls or (9) _____ at the table.
 Don't point or gesticulate with your (10) _____.

3 Which tips are the same for eating in your country?

Speaking: cross-cultural customs

1 Before you listen to an expert on international culture, decide if the following statements are true or false.

- 1 People can lose important business contracts if they don't observe local customs. _____
- 2 Americans are generally more formal than other cultures. _____
- 3 There are differences when it comes to norms about kissing. _____
- 4 There are strict table manners in Japan. _____
- 5 The thumbs up is a universal gesture for good or OK. _____
- 6 Everyone considers burping impolite. _____
- 7 If you're generally polite it's not necessary to learn about local behaviour and customs. _____



2 Listen and check.

3 Cover the Phrase bank. Match the two parts of the expressions. Then check.

- | | |
|----------------|-------------------------|
| 1 commit a | a foot in it |
| 2 put one's | b and outs of something |
| 3 look an | c faux pas |
| 4 know the ins | d don'ts |
| 5 dos and | e idiot |

4 Match the expressions in 3 with these meanings.

- a know all the details of something
- b appear stupid
- c do something which is socially unacceptable (x2)
- d things you should and shouldn't do

5 Work in pairs. Think of one of the following situations. Tell your partner about it.

A situation in which you or someone you know did something embarrassing or socially unacceptable either in your country or in a different culture.

A situation when you were abroad and didn't know how to behave.

A film in which one of the characters did something really embarrassing.

Phrase bank

commit a *faux pas*
 put one's foot in it
 look an idiot
 know the ins and outs
 of something
 dos and don'ts

Culture



In English there is a saying 'Manners maketh man'.

What do you think it means?

Is there a similar saying in your language?

Pronunciation



/ə/ sound

/ə/ is the most common sound in the English language. Many words have an alternative pronunciation using /ə/ when they are not stressed.

a Listen and repeat the strong and weak pronunciations of the words.

are of were the a

b Practise saying the extract. The blue sounds are all /ə/. Then listen and check.

There are countless stories of people who were on the point of signing a big contract.

Phrase bank

publish a study
excessive noise levels
unacceptable
put up with (a problem)
established limit
the source of
(the noise)
construction and
roadworks
hearing loss
quality of life

Strategy



We can present statistical data in different ways. It's important to be able to interpret data when listening and to present data in varied ways when speaking.

20% = a fifth = one in five

25% = a quarter = one in four

35% = around a third

48% = nearly/just under half

>50% = the majority of

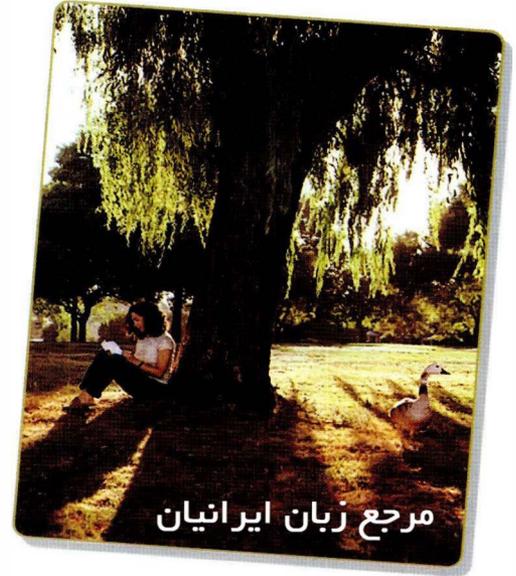
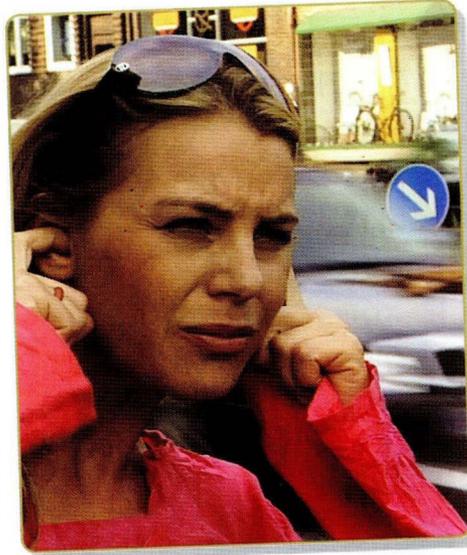
95% = almost all

Culture



Sound is measured in decibels (dB). A normal conversation is about 60–70dB. A loud concert can go up to about 120dB. In 2009, the American band KISS was measured playing at an ear-splitting 136dB, making theirs the loudest concert on record.

Listening: quiet please!



1 Work in pairs. Answer the questions.

- Is it rude for people to speak loudly in restaurants and bars?
- Do you find it annoying when people talk loudly on their mobile phones in public places?
- What causes noise near where you live? Do you think this noise is excessive?
- Do you think the government in your country could or should do anything to deal with noise?

2 Listen to a news story. What does it say about ...

- Japan?
- Madrid?
- cars?
- Spanish bars?
- effects on health?

3 Listen again and complete the statistics.

4 Cover the text in 3. Using the expressions in the Phrase bank, describe the problem of noise in your own words.

Spain is the (1) _____ noisiest country in the world and around (2) _____ worldwide live in environments with excessive noise levels. According to the World Health Organization (3) _____% of Spanish people suffer because of noise over the EU's established limit which is (4) _____ decibels. Tests at (5) _____ different locations in Madrid showed that in the daytime (6) _____% of districts suffered excessive noise. Traffic causes about (7) _____% of the noise and construction is responsible for around (8) _____%. A fifth of the population of Europe, about (9) _____ million people live in environments with excessive noise.

Functional language: apologizing



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1 Work in groups. Discuss the questions

- When was the last time you apologized to someone? To whom and why?
- When was the last time someone apologized to you? Who and why?
- Do you find it easy to say sorry or admit to being wrong?

2 Listen to three situations in which someone apologizes and answer the questions.

- Who are they?
- Where are they?
- What does the person apologize for?
- Is their apology genuine?

3 Look at the expressions in the Phrase bank and write them in the correct column according to who says them.

the person who is apologizing	the person receiving the apology

4 Work in pairs. Choose one of the following situations and write a dialogue in which someone apologizes. Use expressions from 3.

You borrowed your friend's T-shirt recently. Something happened to it (decide what).

You'd arranged to go out with a friend to celebrate her birthday. Now you can't go (decide why).

Your friend lent you a memory stick in your ICT class the other day. Something happened to it (decide what).

Phrase bank

Don't be silly.
I feel terrible.
I'll make it up to you.
I'm really sorry.
I'm so sorry.
It's only a ...
It's really not that important.
Let me (buy you a new one).
Oh dear.
It doesn't matter.
I feel so embarrassed.

Language note



Remember **embarrassed** is how you feel when you do something stupid. Don't confuse it with **being pregnant!**

I spilt coffee down my boss's trousers – I felt so embarrassed!

Pronunciation

Intonation in single words

a Listen to the three examples. Which one is ...

- a genuine apology?
- a request to repeat something?
- a sarcastic response?

b Say each word twice, using intonation to change the meaning. Listen and check.

Really?!
(= that's amazing)
(= I don't believe you)

Thanks.
(= I love what you've given me)
(= I don't like it, but am being polite)

Alright.
(= I'll do something, but I don't want to)
(= I'm happy to do it)

Final task: dos and don'ts in your country

- 1 Read the extract from a tourist guide for people visiting the UK. Which things are true for your country?

Dos	Don'ts
<ul style="list-style-type: none"> • Queue! British people don't ask whose turn it is, they always form a queue. You are expected to take your turn and queue-jumping is very unpopular! • Say 'please' and 'thank you'. British people are very polite and use these words all the time. If you don't use them, they'll think you are rude. • Pay when you order. In cafés and pubs you have to pay when you place your order. If you just walk away with your drink without paying they will call you back! 	<ul style="list-style-type: none"> • Don't be late! British people are generally very punctual. If they say 'come at half past seven' that's what they mean. If they say 'come at half seven for eight' it means you'll be eating at eight o'clock and it would be polite to arrive between 7.30 and 7.45. • Don't ask personal questions. British people are quite sensitive to questions about their personal life, how much they earn and so on. If in doubt – don't ask! • Don't forget to tip! A 10% tip is normal in British restaurants, hairdressers and taxis. People will think it very mean if you don't tip or tip only a very small amount.



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- 2  Work in groups to prepare a similar list of dos and don'ts for visitors to your country. Then decide who is going to write each one. Choose from the following areas or include ideas of your own.

- greeting people
- physical contact
- tipping
- table manners
- being a visitor in someone's house
- women and men
- punctuality
- paying for things when out in a group

- 3  In your group, present your ideas to the class.

Strategy



Use *if* to give examples. Notice how we use *if* to show what you should and shouldn't do.

If you don't use them, they'll think you are rude.

If you just walk away, they'll call you back.

If they say 'come at half past seven' that's what they mean.

If in doubt – don't ask!

Vocabulary

1 Correct the sentences by changing the verbs in bold.

- 1 People from Asia often **kiss** when they meet.
- 2 People often **burp** when they are tired.
- 3 In a formal situation, British people **hug** when they meet.
- 4 When something is good or correct, people in Britain **stretch**.

2 Write correct sentences which include the words in bold from 1.

3 Match the two parts of the collocations.

- | | |
|---------------|------------------|
| 1 table | a limit |
| 2 put one's | b manners |
| 3 put up | c loss |
| 4 established | d with a problem |
| 5 hearing | e foot in it |

4 Listen and choose the correct collocations from 3.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

Pronunciation

5 In one sentence from each pair, the word is pronounced in the strong form; in the other, it's pronounced in the weak form. Predict the pronunciation then listen and check.

- | | |
|--------------------------------|----------------------------------|
| 1a I'm going to school. | b Who did you give it to? |
| 2a Where do you live? | b What does he do? |
| 3a It's in your bag, not mine. | b I gave it to your mother. |
| 4a Are you 17? | b They're not coming but we are. |

Functional language

6 Cover the Phrase bank. Order the words and then check.

- 1 terrible / feel / I / .

- 2 you / buy / a / Let / new / one / me / .

- 3 feel / embarrassed / I / so / .

- 4 sorry / I'm / really / .

- 5 make / you / I'll / up / it / to / .

- 6 really / not / It's / important / that / .

7 Which expressions in 6 do we use to apologize and which one do we use to accept an apology?

Phrase bank

spit
stretch
burp
yawn
give a thumbs up

hug
shake hands (with someone)
slap someone on the back
kiss on the cheek/both cheeks
bow
greeting

table manners
side plate
cutlery

commit a *faux pas*
put one's foot in it
look an idiot
know the ins and outs of something
dos and don'ts

publish a study
excessive noise levels
unacceptable
put up with (a problem)
established limit
the source of (the noise)
construction and roadworks
hearing loss
quality of life

Don't be silly.
I feel terrible.
I'll make it up to you.
I'm really sorry.
I'm so sorry.
It's only a ...
It's really not that important.
Let me (buy you a new one).
Oh dear.
It doesn't matter.
I feel so embarrassed.

Politics

Phrase bank

politics
economist
electoral
protest
voting
demonstration

Culture



The biggest demonstration on record took place in the run-up to the Iraq war in 2003. Between 6 and 10 million people took to the streets worldwide. In London over a million people took part in the demonstration against the war.

Remember



Here are some more words you might use in the context of politics.

supporters debate
judge speaker
speech candidate

seat of central government

In pairs, discuss what the words mean. Which three words do not describe people?

Vocabulary: protests

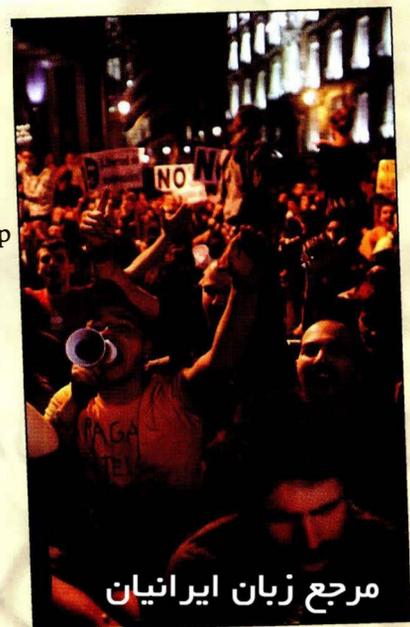
1 Complete the table.

noun (thing)	noun (person)	adjective	verb
politics			—
	economist		—
		electoral	
		—	protest
		voting	
demonstration		—	

2 Listen and check. Mark the stress.

3 Complete the text using the correct form of the words in brackets. Then listen and check.

On 22 May 2011, municipal and regional (1) _____ (elect) were held across Spain against a background of (2) _____ (economist) crisis and widespread unemployment. A week before the elections, a (3) _____ (demonstrate) in Madrid by the protest group *Democracia Real Ya* culminated in a group of (4) _____ (protest) occupying the *Puerta del Sol* and setting up a camp. Within days similar (5) _____ (protesting) were organized in major cities across Spain and outside Spanish embassies abroad, attracting the interest of the international press. Despite the decision of the (6) _____ (elect) Committee that the *Puerta del Sol* camp was illegal, the peaceful protest continued during the day of reflection before (7) _____ (voter) took place.

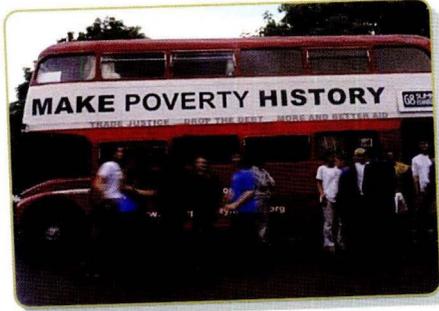


Demonstration in Madrid.

4 Work in pairs. Discuss the questions.

- Have you ever been on a demonstration? What was it about?
- What do you think this type of protest achieves?
- How else can you show your disagreement?

Speaking: polling day



1 Work in groups. Discuss the questions.

- Which are the main political parties in your area and who are their leaders?
- Do you have confidence in the political system? Why/Why not?
- Have you voted in an election yet?
- What's the best way to decide who to vote for?

2 Find words in the Phrase bank to match the definitions. Do the same things exist in your electoral system?

- 1 The place where you go to vote on Election Day.
- 2 A voting paper which has not been completed in the correct way. Some people do this as a form of protest against the political system.
- 3 A large event during the electoral campaign when people meet to listen to the candidates.
- 4 A district or area in an election.
- 5 Visit individual voters in their homes to try and persuade them to vote for a particular candidate.

3 Listen to four extracts. Decide who is speaking, where they are and what the subject of each extract is. Write the numbers.

Who?	Where?	Subject?
___ a voter and an electoral official	___ at someone's front door	___ checking a voter's identification
<u>7</u> a politician	___ at a political rally	___ trying to persuade someone to vote for a particular party
___ two friends	___ at home	___ talking about how someone voted
___ a political activist and a member of the public	___ at a polling station	___ making electoral promises

4 Listen again and answer the questions.

irLanguage.com

Extract 1: What is the party and when are the elections?

Extract 2: Why is this an important day for Christopher?

Extract 3: Why isn't the woman interested in Tristan Gove?

Extract 4: Why does the boy think it's important to vote?

5 Work in groups. Discuss the questions.

- Do you agree with the boy in extract 4? Why/Why not?

Phrase bank

photo ID
 canvass
 constituency
 candidate
 a spoilt vote
 a protest vote
 a political rally
 a polling station

Language note



We use the word **rally** to describe a large gathering of hundreds of supporters of a political party.

The Democracy Party held a rally on Saturday in Hyde Park.

~~The Democracy Party held a meeting on Saturday in Hyde Park.~~

Pronunciation



Consonant clusters

a ^{2/48} Listen to the four words, focusing on the highlighted group of consonants.

employment passport
 constituency demonstratio

b ^{2/49} Practise pronouncing the following words. Then listen and check.

constitution ca aign
 congressman sociali

Phrase bank

Head of State
 House of Commons
 House of Lords
 Prime Minister
 Member of Parliament
 (MP)
 (shadow) Cabinet
 Leader of the
 Opposition
 constitutional
 monarchy
 chamber
 Chancellor of the
 Exchequer
 Foreign Secretary
 Home Secretary

Culture



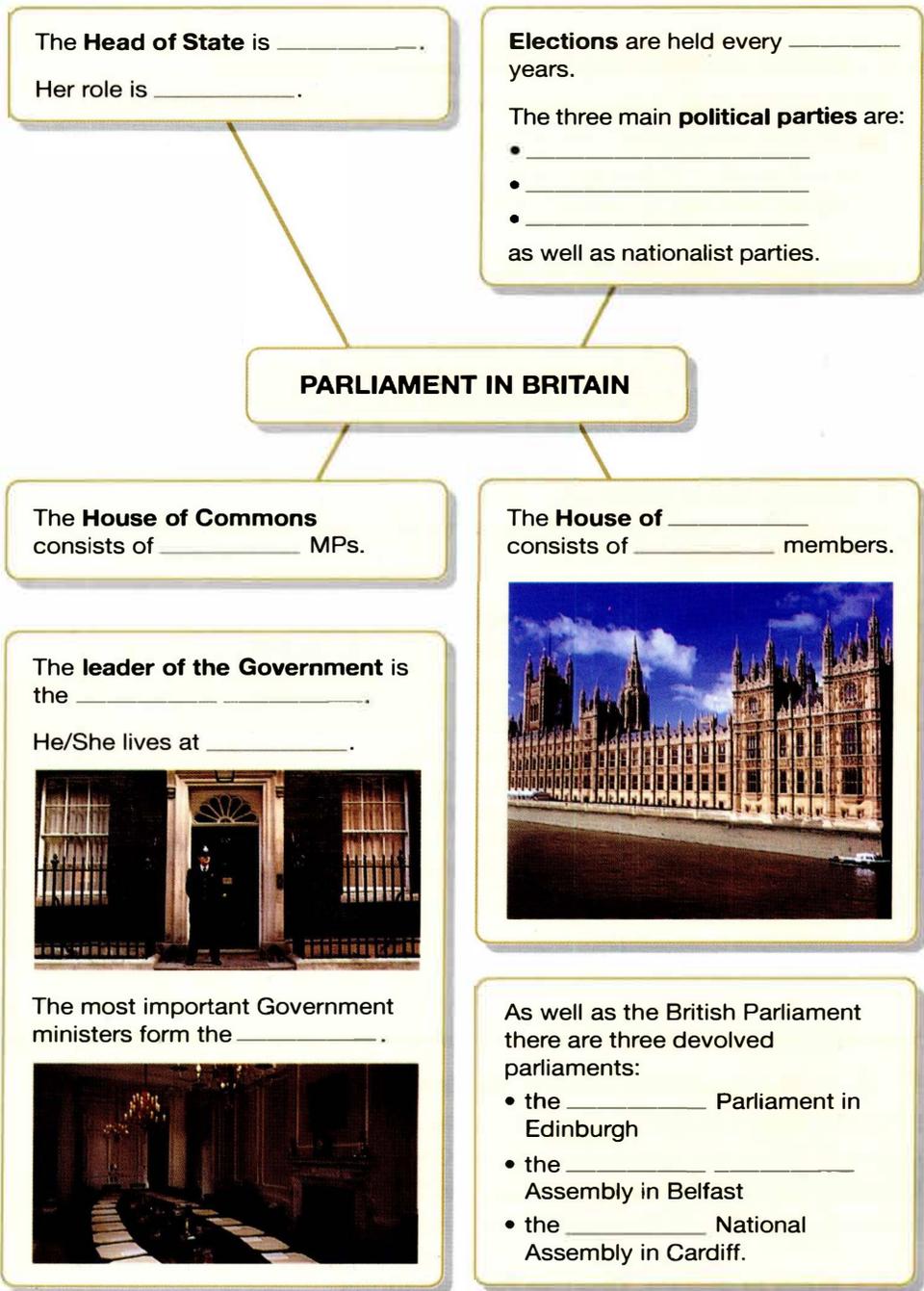
In Britain, MPs are directly accountable to their constituents. They often have a regular meeting, or *surgery*, when local residents can go and talk about their problems and ask for their MP's help.

Listening: parliament

1 Look at the Phrase bank and find ...

- seven individual people.
- three places.
- one group of people.
- one political system.

2 Listen to a description of the British Parliamentary system and complete the diagram.



3 Work in groups. What similarities and differences are there between the British system and the system in your country?

Functional language: asking polite questions

1  Listen to this dialogue outside a polling station and answer the questions.



- 1 Who are the two people?
- 2 What is the man doing?
- 3 Where does the information go?
- 4 Does the woman agree to help?

2  Listen again and complete the questions the man asks. Then answer the questions.

- a ... for the British Exit Report Council. I wonder _____?
- b Well, would _____ this voting paper?

- 1 Why does he use this type of question?
- 2 Can you express the same questions in simpler language?

3 Complete the table with expressions from the Phrase bank.

Asking politely:	
Agreeing:	
Agreeing reluctantly:	
Refusing:	

4 Look at the following 'delicate' questions. Rephrase each one using a polite introduction.

- 1 What party do you support?
- 2 How much do your parents earn?
- 3 How much do you spend on clothes each month?
- 4 Do you have a social friend?
- 5 Do you get on well with your parents?

5  Work in pairs. Choose three questions to ask your partner. Remember you can refuse to answer (politely) if you wish.

Phrase bank

Actually I'd rather not.
 Could you possibly
 (*infinitive*)?
 I don't think so.
 I wonder if you could
 (*infinitive*)?
 I'd be happy to.
 I'd be very grateful if you
 could (*infinitive*)?
 OK, sure. No problem.
 Well I suppose so.
 Would you mind
 (*verb + -ing*)?

Language note



After introducing a polite question the word order is **subject + verb**.

Would you mind telling me where the Post Office is?

~~Would you mind telling me where is the Post Office?~~

Pronunciation



Intonation in polite questions

We can show politeness through polite language and intonation.

a Look at the four questions and underline the two which use polite language.

Could you possibly fill in this form?

Can you fill in this form?

Have you just voted?

Would you mind telling me if you've just voted?

b  Listen to the four questions and mark each one polite (P) or impolite (I) according to the intonation.

Final task: party time!



1 Work in groups. Create a political party. Consider the following:

- The four main issues in your political programme and what you are going to do about them.
- Issues your party considers less important.
- Your election promises to voters.
- The section of society (age-group, social class, geographical area, etc) you think your ideas will appeal to.
- The type of campaign you're going to organize to get your message across (consider publicity, which media to use, rallies and venues for them, public figures you could approach to endorse your party).
- An appropriate name for the party.
- An associated colour and symbol.
- A slogan for the electoral campaign.

2 In your group, prepare to present your ideas at your class hustings.

Design some visual support (poster, leaflet, slideshow presentation, etc) to engage with the audience and make your party and ideas memorable.

3 Work in the same groups. Hold the hustings event.

Each political party presents their ideas. The audience asks questions to clarify issues of policy or to get the views of each candidate on specific issues. Finally, everyone votes to choose the winner – you cannot vote for your own party!

Culture



Hustings is a term for an event during an election campaign at which representatives of different political parties present their ideas to voters.

Strategy



Speeches

Two common features of speeches are rhetorical questions (which get the audience thinking, but do not require an answer) and presenting arguments in groups of three.

Look at this extract from a political speech in exercise 3 on page 71 and notice how the speaker uses these devices:

'For too long now politicians in this country have wasted their time and energy criticizing each other. Is that the way to take this country forward? What we need now is action: action on health, action on education and action on employment.'

Vocabulary

1 Complete the sentences using words from the box.

protest demonstration vote Election economic

- 5000 people took part in a _____ in Edinburgh on Saturday evening.
- The General _____ will be held on 21 February next year.
- Unemployment is up and so is inflation. The _____ situation is going from bad to worse.
- Nurses went on strike today in _____ at their poor working conditions.
- Today we're going to _____ on where to go for the end of school trip.

2 Complete the collocations with words from the Phrase bank.

- a _____ vote
- a _____ vote
- House of _____
- House of _____
- _____ Secretary
- _____ Secretary

Pronunciation

3 Practise pronouncing the green words which contain consonant clusters. Then read the whole text aloud.

In 1893, New Zealand became the first **country** to give women the vote. The first European country to **introduce** women's **suffrage** was Finland. **Interestingly**, women's suffrage was introduced earlier in Turkey (1926) than in Britain (1928). Women got the vote in Spain in 1930, but **incredibly**, **Switzerland** did not allow women to vote until 1971. Women in Saudi Arabia were only given the right to vote in 2011.

Functional language

4 Rewrite the questions using the words in brackets. Then listen and check.

- Can you tell me the time? (could / possibly)

- How much did your shoes cost? (would / mind telling)

- Can you lend me €20 till the weekend? (I'd be very grateful)

- What were you doing last night? (I wonder if / could)

5 Work in pairs. Ask your partner the questions in 4.

Phrase bank

politics	protest
politician	protestor
political	protesting
economics	protest
economist	vote
economic	voter
election	voting
elector	vote
electoral	demonstration
elect	demonstrator
	demonstrate

photo ID	constituency
canvass	candidate

a spoilt vote
a protest vote
a political rally
a polling station

Head of State
House of Commons
House of Lords
Prime Minister
Member of Parliament (MP)
(shadow) Cabinet
Leader of the Opposition
constitutional monarchy
chamber
Chancellor of the Exchequer
Foreign Secretary
Home Secretary

Prime Minister's residence
Cabinet Room
Houses of Parliament

Actually I'd rather not.
Could you possibly (infinitive)?
I don't think so.
I wonder if you could (infinitive)?
I'd be happy to.
I'd be very grateful if you could (infinitive)?
OK, sure. No problem.
Well I suppose so.
Would you mind (verb + -ing)?



Reference section

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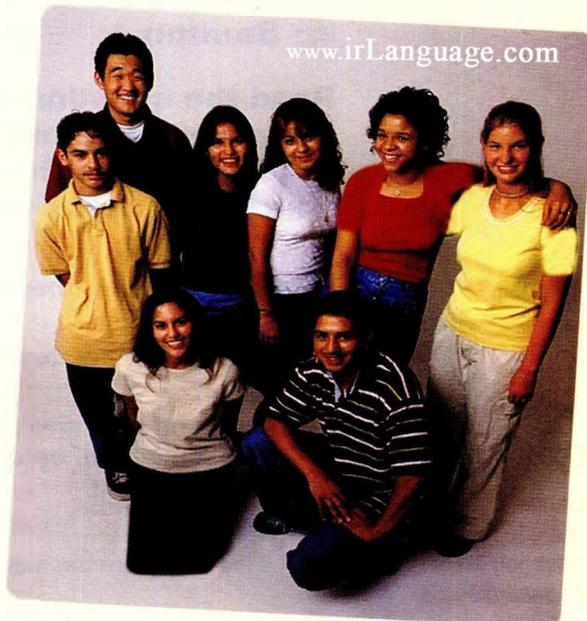


DVD Worksheet: Introducing yourself

Veronica, Andrea, Elena, Maria and Carlos

Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.



1 Veronica talks about different topics. Put the topics in the correct order.

- her home town _____
- her name _____
- why she studies English _____
- her free-time activities _____
- her age _____
- the year of school she is in _____

2 Do the other students mention the same topics?

3 What extra piece of information does Elena give about herself?

4 Complete what Elena says.

Next year I'm going _____ and I'm really _____

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

5 Match 1–3 to a–c. Which sentence is not in the present simple tense?

- | | |
|------------------------------|---------------------------------------|
| 1 I've been living in Getafe | a in a small flat in the town centre. |
| 2 I live in Getafe | b all my life. |
| 3 I live in the outskirts | c of Getafe |

6 List adjectives that describe English. Make a note of the adjectives the candidates use.

interesting, ...

7 Choose the correct word in bold in each sentence.

- 1 I'm **at/in** my last year of secondary school.
- 2 I think it can be useful **for/at** my future.
- 3 I like listening **at/to** music to relax.

8 Say the words. Underline the /ɪ/ or /i:/ sound. One word contains both sounds.

is meet live city English think free read with sixteen

Strategy



Tell me about questions give you the opportunity to decide what you want to say.

Talk about topics you can discuss confidently.

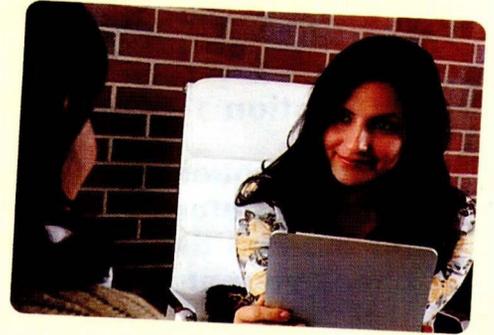
Useful language



- I really like ... because ...
- In my free time, I enjoy ...
- My favourite ... is ...
- I've been living/playing/studying ... since I was ... years old.
- I'd love to ...
- I'm really looking forward to ...

DVD Worksheet: Interviews

Elena and Edu



Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.

- 1 What topics do they talk about in the interview?
- 2 What questions does the examiner ask?
- 3 Elena and Edu give extra information in their answers. Listen to how they use *which*, *because* and *so*. Then complete these sentences about yourself.
 - 1 I live in _____, which ...
 - 2 I like living there because ...
 - 3 I want to be a _____, so I like ...
- 4 Edu listens to his partner in the exam. Complete what he says.
I live here in Getafe _____. It's close to Madrid, _____ said.

Strategy



Answer simple personal questions fully to show what you know. Use *which*, *because* and *so* to extend your answers.

Pronunciation



/s/, /z/ and /ɪz/ sounds

Say the clothes words. Write the phonemes /s/, /z/ or /ɪz/ next to each word.

jeans	skirts
trousers	socks
shoes	blouses
shirts	dresses

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

- 5 Complete sentences 1–3 and match them to tenses a–c.
 - 1 Well, on my last holidays, I _____ to Valencia.
 - 2 I _____ English since I was five years old.
 - 3 I _____ wearing almost every kind of clothes.
 - a present simple
 - b past simple
 - c present perfect continuous
- 6 Make a note of more examples of each tense used in 5.
- 7 Choose the correct word in bold in each sentence.
 - 1 you can **improve/improvise** your knowledge.
 - 2 I like English. It's a nice **idiom/language**.
 - 3 My **preferred/favourite** subject is biology.
- 8 Listen to Elena talking about her town. Underline the stressed words.
I live in Getafe, which is near Madrid, and I like living there because I can go to the cinema or stay with my friends and do a lot of things.

Section 3

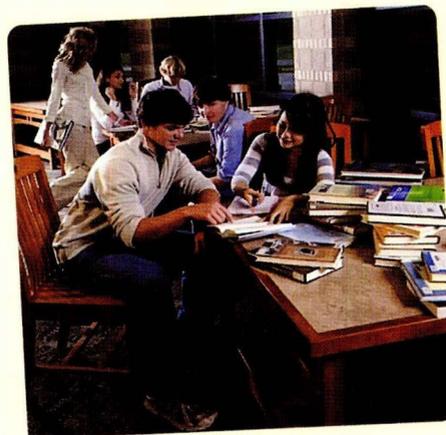
Watch the interview with Veronica and Andrea.

DVD Worksheet: Describing a photo

Elena and Edu

Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.



1 Elena and Edu describe pictures of people. What topics do they talk about?

2 Make a note of all the objects Elena and Edu mention.

couch, CD, ...

3 Elena and Edu introduce their pictures. Complete the sentences.

1 Elena: This picture _____ that seem(s) to be friends because they are lying next to each other.

2 Edu: Well, in this picture _____ a library.

4 The candidates speculate about the people in the photos. Complete the sentences.

1 ... or something like that, and they are probably _____

2 ... at the front of the picture. They might _____

3 There is a boy behind them that seems _____

4 ... the windows are pointing to the street so it must _____

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

5 What adjectives do Elena and Edu use to describe these nouns?

1 _____ clothes

3 an _____ exam

2 _____ people

4 a _____ library

6 Which tense do the candidates use more to describe the pictures: present simple or present continuous? Make a note of some examples.

7 Where could the word *probably* go in these sentences?

1 They are talking about music.

3 They have to go to another place.

2 They are smiling so they enjoy it.

8 Mark the stressed syllables in these words.

library important jealous comfortable

Strategy



In a photo description, describe what you can see. You can also speculate about the story behind the picture. Think about *who*, *why*, *when* and *where*.

Language note



If you have to describe a place, use prepositions like *in*, *on*, *behind*, etc.

Which prepositions are used with ...

rooms (e.g. the kitchen, the living room)?

furniture (e.g. the table, the bed)?

parts of a picture (e.g. the left, the background)?

Section 3

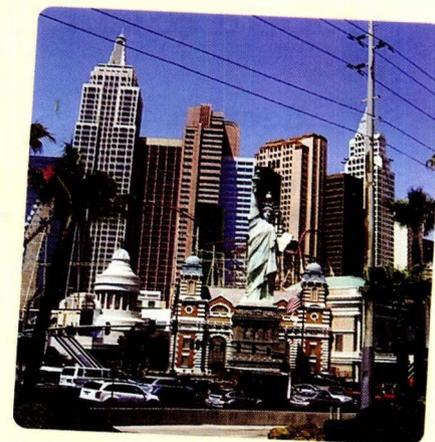
Watch Maria and Carlos describing photos.

DVD Worksheet: Comparing photos

Veronica

Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.



1 The examiner gives Veronica two photos. What two things does he ask her to do?

2 Veronica uses linking words to join sentences. Complete the sentence.

In the first picture there are lots of cars, and maybe it's a traffic jam, _____ in the second one there are just a few cars.

3 What word does Veronica use to avoid repeating *picture* in 2? How does she avoid repeating *cities* in this sentence?

I like cities. There are more things to do _____.

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

4 Write words to describe the city and the country. Add the words Veronica uses.

city	country
<i>high buildings</i>	<i>grass</i>
_____	_____
_____	_____

5 Choose the correct words in bold in each sentence.

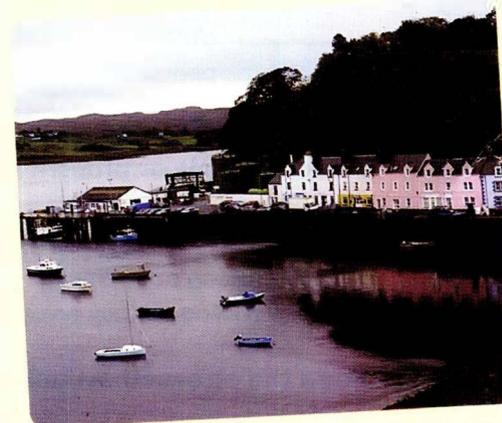
- 1 **There is/There are** a lot of grass there.
- 2 **There is/There are** a few cars there.
- 3 **There is/There are** more noise there.

6 At the end, Veronica uses the second conditional. Complete the sentence.

If _____ choose, maybe I _____ the picture of the big city.

7 Say the phrases. Underline two /ə/ sounds in each phrase.

- 1 in the first photo
- 2 I can see a big city
- 3 the picture of the big city



Strategy



Avoid talking in very short sentences. Use *although, but, whereas, so, like* and *such as* to link your ideas and give examples.

Language note



When describing photos, you often have to talk about how much/many of something you can see. Use these expressions:

very little
just a few
not so many
quite a lot of
lots of
much more
a bit less

Section 3

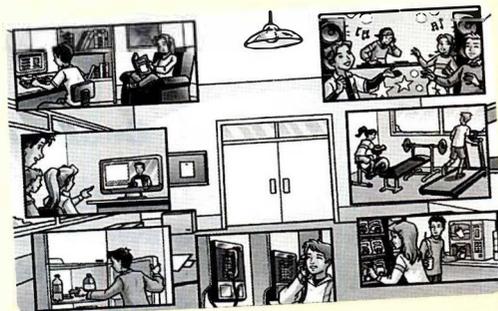
Watch Maria and Edu comparing photos.

DVD Worksheet: Discussing a situation

Maria and Carlos

Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.



1 Maria and Carlos are asked to talk together. What should they do?

2 Maria and Carlos discuss their ideas. Complete the sentences.

1 Carlos: It could _____ because they could get fit, but ...

2 Maria: Well, I think _____ for them because ...

3 Carlos: I think that the TV _____ if they see films.

4 Maria: I think _____ this one with the library and the internet.

3 How do Maria and Carlos express their decision at the end of the discussion? Complete the sentences.

Maria: They can study there and they can relax.

Carlos: I think that _____

Maria: Yeah, _____.

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

4 Match 1–3 to a–c.

- | | |
|-------------------------------------|--|
| 1 Students will spend | a really noisy for the rest of the school. |
| 2 It would be | b something there. |
| 3 This is good because they can eat | c their money calling people. |

5 Maria and Carlos talk about student facilities. Which ones are used?

gym coffee machine fridge microwave oven TV library

6 Which sentences expressing negative opinions are correct?

- I don't think it would be a good idea to ...
- I think it wouldn't be a good idea to ...
- I think it isn't the best thing for them.

7 Does the speaker's intonation go up (↑) or down (↓) when they say these sentences?

- Carlos: Yes, I agree with you.
- Maria: What do you think about the coffee machine?
- Carlos: Yes, it's not really useful.
- Maria: What do you think of the TV?

Strategy



In a discussion task, show that you can engage in natural conversation. Actively involve your partner just like in a real discussion.

Remember:

I agree. I'm agree:

Pronunciation



Intonation patterns

Intonation usually rises on questions and falls on statements. However, you can use rising intonation on statements to ask your partner's opinion.

Section 3

Watch the discussion with Elena and Edu.

DVD Worksheet: Discussing a topic

Maria and Carlos

Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.

1 Maria and Carlos are asked to talk together. What activities do they discuss?

2 What question does the examiner ask to get more information?

3 Maria and Carlos ask each other for more information. Complete the questions.

1 Carlos: In the past, when I was younger, I did sport.

Maria: _____?

2 Maria: I used to go to competitions.

Carlos: _____?

4 Why doesn't Carlos do the activities he did in the past?

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

5 Complete sentences 1–4 and match them to tenses a–d.

1 In the first break we usually _____ or _____ a snack.

2 I've _____ to study and then study flute, but it's quite hard.

3 I played handball, but I _____ it very much.

4 When I was younger I _____ swim.

- a present simple
- b past simple
- c present perfect continuous
- d past with *used to*

6 Make a note of more examples of *used to*.

7 Choose the correct word in bold in each sentence.

1 I **play/do/go** activities.

3 I **play/do/go** handball.

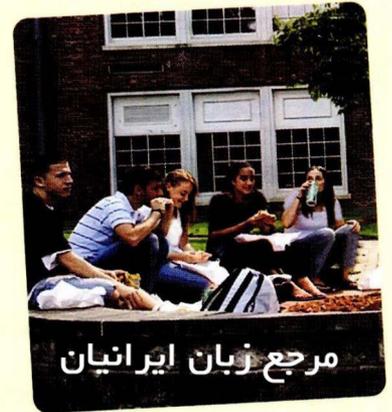
2 I **play/do/go** the flute.

4 I **play/do/go** to lessons.

8 Listen to how Carlos groups his words in sentence 1. Listen and mark the groups of words in sentence 2.

1 At the first break we usually talk or have a snack.

2 And after in the second break, if we have time we can have a bigger thing to eat.



Strategy

Keep talking. Don't wait for the examiner to ask you to continue. He or she will tell you when to stop.



Language note

Use *used to* followed by an infinitive to talk about past habits.

I used to play hockey when I was younger.



Section 3

Watch Elena and Edu discussing a topic.

DVD Worksheet: Having a conversation

Edu

Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.



1 What questions could you ask a person about these topics?

food restaurants musical instruments sports

2 What questions does the examiner ask? Make a note of them.

3 Use filler phrases to give yourself time to think about an answer. Complete Edu's answer.

What's your favourite food?

_____ in fact, because I like every kind of food.

4 Edu uses *in fact* to give more information when he is asked a yes/no question. Complete his answers.

1 Have you ever eaten food from another country?

Yes, yes, a lot of times, in fact _____ a lot of things.

2 Can you play a musical instrument?

Yeah, in fact _____ in a band.

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

5 Listen to how Edu uses *when* and *if*. Then complete the sentences.

1 I go to them (restaurants) when I _____ something like birthdays or graduations or something.

2 If you _____ like it (sport), you _____ it.

3 If you _____ any sport, it's not very healthy.

6 Make a note of the food vocabulary Edu uses. Add the names of foods you like.

hamburgers, ...

7 Complete the sentences with *a*, *the*, or no article (-).

1 Can you play _____ musical instrument?

2 I play _____ guitar.

3 I used to play _____ basketball.

8 Listen to Edu talking about restaurants. Underline the stressed words.

Well, not very often, but I go to them when I want to celebrate something like birthdays or graduations or something.

Strategy



Don't worry if you stop and correct yourself in mid-sentence. Fluent speakers of all languages do this. It's a part of natural spoken language.

Pronunciation



/ʃən/ sound

-tion or -sion at the end of a word is pronounced as /ʃən/.

Say the words.

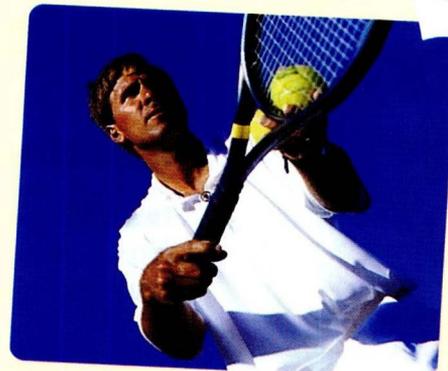
graduation	discussion
celebration	permission
situation	motion

Section 3

Watch the two conversations with Elena and Maria.

DVD Worksheet: Role-plays

Carlos and Veronica



Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.

1 Which weekend activity ideas do Carlos and Veronica have on their task sheets?

homework	sports	a party	museums and galleries
shopping	lunch	cinema	cleaning the house

2 What three things do Carlos and Veronica decide to do?

3 Why doesn't Carlos want to do these activities? Match activities 1–4 to reasons a–d.

- | | |
|-----------------------|---|
| 1 play tennis | a He doesn't like it. |
| 2 go swimming | b It isn't possible near the photo gallery. |
| 3 go to Frank's party | c It will be boring. |
| 4 eat a Chinese meal | d It's too hot. |

4 Carlos and Veronica agree about one activity. Complete what they say.

- 1 Carlos: Frank's parties are always very boring _____
_____ to go.
- 2 Veronica: So, I don't _____.

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

5 Carlos and Veronica use different structures to talk about the future. Match activities 1–3 to structures a–c.

- | | |
|-------------------------------------|-----------------|
| 1 play tennis | a (not) want to |
| 2 go to Frank's party | b would like to |
| 3 have enough time (for the cinema) | c going to |

6 Make a note of what Carlos and Veronica say using the structures in 5.

7 Put the adverbs into the sentences in the correct position.

- 1 Frank's parties are very boring. (always)
- 2 I don't want to go to the science museum. (really)
- 3 I want to go the cinema. (also)

8 Say the words. Underline the /ə/ sound in each word.

another	remember	Saturday	cinema
---------	----------	----------	--------

Strategy



Be brave with vocabulary and grammar. Examiners want to see a variety of language. It is not a disaster if you make a few mistakes.

Pronunciation



Word stress

Don't stress every syllable of a word. Most words with more than one syllable have one stressed syllable and one or more /ə/ sounds.

Section 3

Watch the role-play with Elena and Edu.

DVD Worksheet: Oral exam advice

Section 1

Read the questions and predict the answers before you watch the DVD for the first time. Then watch and check your answers.

Strategy



Use the DVD to become familiar with these tasks: introductions, photo descriptions and comparisons, discussions, conversations, presentation, interaction and role-plays.

1 Match assessment criteria 1–5 to definitions a–e.

- | | |
|--------------------------|---|
| 1 ability to interact | a how well you complete the exam |
| 2 fluency | b the ability to speak a language well |
| 3 pronunciation | c the way you say a word |
| 4 task performance | d the language and words you use |
| 5 grammar and vocabulary | e how you work together with your partner |

2 In which order does Kate talk about the criteria?

Section 2

Try to answer the questions before you watch the DVD for the second time. Then watch and check your answers.

3 Who can you speak English to inside and outside the classroom? Write *inside*, *outside* or *both*.

- | | | | |
|---------------------|-------|----------------------|-------|
| 1 classmates | _____ | 3 language assistant | _____ |
| 2 exchange students | _____ | 4 tourists | _____ |

4 Complete the sentences with examples or reasons. The best ways to prepare for an oral exam are:

- Know the exam well; be familiar with the _____, _____ and the _____.
- Learn useful language, for example to _____ yourself, agree and _____ and to _____.
- Don't learn a prepared speech because they _____ sound _____.

5 What are the three main points that Kate mentions?

Section 3

Think about the day of the exam and answer the questions. Then watch the DVD and check your answers.

6 Are the sentences true or false? Correct the false ones.

- You don't need to practise speaking before the exam.
- Make sure you arrive in plenty of time.
- Don't forget to take your mobile phone with you.

7 What are the most important things to do in the exam? Write three ideas.

Language note



Watch the useful language sections on the DVD and learn all the words and expressions.

Communication activities

Audioscript, exercise 6, page 42

M = Max, interviewer **L** = Lydia, guest

M And my next guest on Business News today is Lydia Marshall of the Human Resources Research Council. Lydia, you're the author of a report called 'New Skills for a New Age', could you tell us what it's about?

L Good morning Max. Well I think we all know that the world of work is a very different place now from, say, 15 or 20 years ago. And as a result the needs and priorities of employers and managers have also changed. Over the past two years we've been interviewing managers of leading companies in Britain and the US to see what skills they look for in a new employee and we've come up with a list of four top skills which you really need if you're going to succeed today.

M OK, so that sounds like a pretty important list for any of our listeners who are looking for work just now.

L Absolutely.

M Right, so what are the top four?

L Well, one of the most important skills is effective communication.

M OK, can you tell us a little more?

L Employers are interested in people who can communicate both in writing and when they speak.

M Right, so obviously they want people who can write clearly, spell, use grammar ...

L Yes, but that's not enough. They also want people who can write with energy and passion or who can motivate and persuade other people when they speak.

M OK, so not just what you say, but how you say it.

L Exactly.

M Right, so communication. What else?

L OK, now again this is going to seem obvious – it's organization.

M Right so what exactly do they mean by that?

L In this case, they don't mean 'do you have a tidy desk'! It's about prioritizing what you have to do and monitoring your progress so that you keep your deadlines.

M That makes sense. What about number 3?

L The next skill is a little more complex: critical thinking.

M OK, what does that entail?

L I think an example will help. One company that employs graduates from some of the world's top business schools said that these new employees were constantly asking what the right answer was. What the company was more interested in was them asking the right questions.

M Can you explain what you mean?

L The idea is that it's important not to just accept the way things have always been, but to look critically at how they could be different. No preconceived ideas – trying to take a fresh look at everything. And then thinking about creative solutions to problems.

M That brings us to our final skill for the new world of work ...

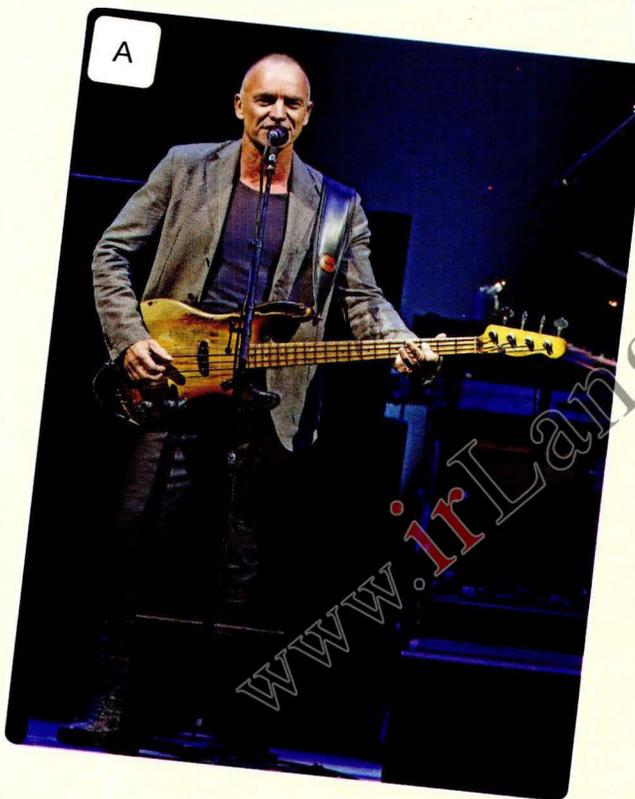
L Right Max, the final skill is the ability to access and analyze information.

M OK, so IT skills then. I'm sure most young people today have plenty of those.

L Yes, but it's more than just knowing how to look for information. That's obviously important and employers want people who can find information from a variety of sources – internet, books, podcasts, surveys and so on. But one of the problems today is that we have too much information, so the ability to be selective, to analyze information and be able to pick out what's really relevant – well that's a very important skill these days ...

Communication activities

Exercise 8, page 29



Task

Student A

Listen to Student B. Does he/she complete the task? Note any good expressions he/she uses.

Student B

Look at the two photos on this page. Briefly describe each one. Say to what extent each type of person is an icon and how they could use their fame to achieve something positive.

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Wordlist

Unit 1

Describing clothes and appearances

absurdly /əb'sɜ:dli/ adv
bad taste (in something) /bæd 'teɪst (ɪn ,sʌmθɪŋ/
baggy /'bægi/ adj
be (quite) keen on /,(bi) ,(kwart) 'ki:n ,ɒn/
be (really) into /,(bi) ('ri:li) ,ɪntə/
calf-length /'kɑ:f ,leŋθ/ adj
can't stand /,kɑ:nt 'stænd/
casual /'kæʒuəl/ adj **
checked /tʃekt/ adj
depressive /dɪ'presɪv/ adj
emo /'i:məʊ/ n
fit /fɪt/ v ***
flared /fleəd/ adj
flat /flæt/ adj ***
fun-loving /'fʌn ,lʌvɪŋ/ adj
goth /gɒθ/ n
hard-working /,hɑ:d 'wɜ:kɪŋ/ adj *
heavy /hevi/ adj ***
high-heeled /,haɪ 'hi:lɪd/ adj
I don't have any /,aɪ 'dəʊnt ,hæv ,eni/
intense /ɪn'tens/ adj **
introvert /'ɪntrəvɜ:t/ n
It fits well/badly /,ɪt ,fɪts 'wel, 'bædli/
It isn't you /,ɪt ,ɪznt 'ju:/
It suits you /,ɪt 'su:ts ju:/
knee-length /'ni: ,leŋθ/ adj
length /leŋθ/ n ***
loose /lu:s/ adj **
messy /'mesi/ adj
mini /'mi:ni/ adj
not really be bothered about /,nɒt ,ri:li ,bi 'bɒðəd ə ,baʊt/
opportunity /ɒpə'tju:nəti/ n **
outgoing /aʊt'gəʊɪŋ/ adj
pattern /'pætɪn/ n ***
plain /pleɪn/ adj **
relaxed /rɪ'læksɪd/ adj *
(un)**reliable** /,(ʌn)rɪ'laɪəbl/ adj **
reserved /rɪ'zɜ:vɪd/ adj
scruffy /'skrʌfi/ adj
skater /'skeɪtə/ n
smart /smɑ:t/ adj **
So what? /,səʊ 'wɒt/
sports /spɔ:ts/ n
sporty /'spɔ:ti/ adj
spotted /'spɒtɪd/ adj
strict /strikt/ adj **

striped /straɪpt/ adj
stylish /'stɑɪlɪʃ/ adj *
three-quarter length /θri: 'kwɔ:tə ,leŋθ/ adj
(skin) tight /('skɪn) ,taɪt/ adj
trendy /'trendi/ adj
understanding /ʌndə'stændɪŋ/ adj ***
wedge /wedʒ/ adj
What's the problem? /,wɒts ðə 'prɒbləm/
X matches Y /,eks ,mætʃɪz 'waɪ/
You've no idea /ju:v ,nəʊ aɪ'dɪə/

Measurements

centimetre /'sentɪmi:tə/ n
currency /'kʌrənsi/ n ***
distance /'dɪstəns/ n ***
gram /græm/ n *
inch /ɪntʃ/ n ***
kilo /'ki:ləʊ/ n *
kilometre /'kɪləmi:tə/ n *
liquids /'lɪkwɪdɪz/ n **
litre /'li:tə/ n *
mile /maɪl/ n ***
millilitre /'mɪlɪmi:tə/ n
ounce /aʊns/ n
pint /paɪnt/ n **
pound /paʊnd/ n ***
system of measurement /,sɪstəm əv 'meʒəmənt/ n
weight /weɪt/ n ***

Unit 2

Volunteering

(your) **attitude** /,(jɔ:) 'ætɪtju:d/ n ***
a feeling of satisfaction /ə ,fi:lɪŋ əv sətɪs'fækʃn/
a good listener /ə ,gʊd 'lɪsnə/
a kind of ... /ə 'kaɪnd əv/
a sense of pride /ə ,sens əv 'praɪd/
a sort of ... /ə 'sɔ:t əv/
a type of ... /ə 'taɪp əv/
active /'æktɪv/ adj ***
after-school club /,ɑ:ftə ,sku:l 'klʌb/ n
benefit the local community / ,benəfɪt ðə ,ləʊkl kə'mju:nəti/
charity /'tʃærəti/ n ***
community care /kə,mju:nəti 'keə/ n
conservation work /kɒnsə'veɪʃn ,wɜ:k/ n

irLanguage.com

creative /kri:'eɪtv/ adj **
cycle lane /'saɪkl ,leɪn/ n
demonstrations /demən'streɪʃnz/ n **
do something worthwhile /,du: ,sʌmθɪŋ wɜ:θ'waɪl/
elderly /'eldəli/ adj ***
enthusiastic /ɪnθju:zi'æstɪk/ adj **
environmental groups / ɪnvaɪrən'ment(ə)l ,gru:ps/ n
generous /'dʒenərəs/ adj **
give something back to society / ,gɪv ,sʌmθɪŋ 'bæk tə sə'saɪəti/
hire scheme /'haɪə ,ski:m/ n
hospice /'hɒspɪs/ n
informal /ɪn'fɔ:ml/ adj **
interested in ... /'ɪntrəstɪd ɪn/
learn useful life skills /,lɜ:n ,ju:sfl 'laɪf ,skɪlz/
litter /'lɪtə/ n *
medical condition /'medɪkl kən,dɪʃn/ n
organizations /ɔ:gənaɪ'zeɪʃnz/ n ***
organized /'ɔ:gənaɪzd/ adj *
patience /'peɪʃəns/ n *
patient /'peɪʃənt/ n ***
perspective on life /pə'spektɪv ɒn ,laɪf/
pressure groups /'preʃə ,gru:ps/ n *
regular basis /,regjələ 'beɪsɪs/
scout group /'skaut ,gru:p/ n
signatures /'sɪgnətʃəz/ n **
society /sə'saɪəti/ n ***
terminally ill /,tɜ:mɪnəli 'ɪl/ n
unpaid /ʌn'peɪd/ adj
voluntary work /'vɒlənt(ə)rɪ ,wɜ:k/ n
volunteer /,vɒlən'tɪə(r)/
youth work /'ju:θ ,wɜ:k/ n

Places

animal refuge /,ænɪml 'refju:dʒ/ n
charity shop /'tʃærəti ʃɒp/ n
community service /kə,mju:nəti 'sɜ:vɪs/ n
contribution /kɒntrɪ'bju:ʃn/ n ***
homeless shelter /'həʊmləs ʃeltə/ n
old people's home /,əʊld 'pi:plz ,həʊm/ n
residential home for the disabled / rezɪ'denʃl ,həʊm fə ðə dɪs'eɪblɪd/ n

Unit 3

School

art /ɑ:t/ n **
assembly /ə'sembli/ n ***
biology /baɪ'ɒlədʒi/ n *
break /breɪk/ n ***
chemistry /'kemɪstri/ n **
citizenship /'sɪtɪznʃɪp/ n *
compulsory /kəm'pʌlsəri/ n **
corridor /'kɒrɪdɔ:/ n **
detention room /dɪ'tenʃn 'ru:m/ n
dining room /'daɪnɪŋ 'ru:m/ n *
form teacher /'fɔ:m 'ti:tʃə/ n
free period /,fri: 'pɪəriəd/ n
French /frentʃ/ n
Greek /gri:k/
gym /dʒɪm/ n *
headteacher /hed'ti:tʃə/ n *
headteacher's office / hed'ti:tʃəz
'ɒfɪs/ n
history /'hɪst(ə)ri/ n ***
homework /'həʊmwɜ:k/ n *
humanities /hju:'mænətɪz/ n
ICT /,ɪ'ar 'si: 'ti:/ n
lab /læb/ n *
Latin /'lætɪn/ n
library /'laɪbrəri/ n ***
line up /,laɪn 'ʌp/ v
maths /mæθs/ n *
notices /'nəʊtɪsɪz/ n ***
PE /,pi: 'i:/ n
performing arts wing /pə'fɔ:mɪŋ
'ɑ:ts 'wɪŋ/ n
physics /'fɪzɪks/ n **
playground /'pleɪgraʊnd/ n *
playing field /'pleɪɪŋ 'fi:ld/ n
roll call /'rəʊl 'kɔ:l/ n
school hall /,sku:l 'hɔ:l/ n
sciences /'saɪənsɪz/ n
subjects /'sʌbdʒekts/ n ***
technical drawing /,teknɪkl
'drɔ:ɪŋ/ n
the arts /ði: 'ɑ:ts/ n

School facilities

arts centre /'ɑ:ts 'sentə/ n
blackboard /'blækbɔ:d/ n *
chalkboard (AmE) /'tʃɔ:kbɔ:rd/ n
computer room /kəm'pjʊ:tə
'ru:m/ n
good facilities /,gʊd fə'sɪlətɪz/
hot lunch /hɒt 'lʌntʃ/
interactive whiteboards /
'ɪntəræktɪv 'waɪtbɔ:dz/ n
laptops /'læptɒps/ n
limited facilities /,lɪmɪtɪd fə'sɪlətɪz/
modern /'mɒd(ə)n/ adj ***
recess (AmE) /'ri:ses/ n

resources /rɪ'zɔ:sɪz/ n
run-down /,rʌn 'daʊn/ adj
schedule /'ʃedju:l/ n **
school dinner /,sku:l 'dɪnə/ n
science lab /'saɪəns læb/
sports facilities /spɔ:(r)ts fə'sɪlətɪs/
swimming pool /'swɪmɪŋ 'pu:l/ n
theatre /'θiətə(r)/
timetable /'taɪmteɪbl/ n **
(not) well-equipped /,(nɒt) ,wel
'r'kwɪpt/ adj
well-resourced /,wel rɪ'zɔ:st/ adj

Academies

academy /ə'kædəmi/ n *
community languages /kə'mju:nəti
'læŋgwidʒɪz/ n
conversation classes /kɒnvə'seɪʃn
'klɑ:sɪz/ n
do an exchange /,du: ən
'ɪks'tʃeɪndʒ/
extra-curricular activities /,ekstrə
kə'ɪkjələ æk'tɪvətɪz/ n
funding /'fʌndɪŋ/ n **
get work experience /,get 'wɜ:k
'ɪk'spɪəriəns/
language assistant /'læŋgwidʒ
ə'sɪstənt/ n
specialist subject /'speʃjəlɪst
'sʌbdʒekt/ n
the National Curriculum /ðə
'næʃn(ə)l kə'ɪkjələm/ n

Unit 4

In the news

aliens /'eɪliənz/ n **
anchor /'æŋkə/ n *
article /'ɑ:tɪkl/ n ***
breaking news /'breɪkɪŋ 'nju:z/ n
caption /'kæpʃ(ə)n/
celebrities /sə'leɪbrətɪz/ n *
circulation /sɜ:kjə'leɪʃn/ n **
classified ad /'klæsɪfaɪd 'æd/ n
commercial /kə'mɜ:ʃl/ n *
correspondent /kɒrɪ'spɒndənt/ n **
current affairs programme /,kʌrənt
ə'feəz 'prəʊgræm/ n
Did you read (that article) about
...? /'dɪd ju: 'ri:d (ðæt 'ɑ:tɪkl)
ə,baut/
Did you see (that story) about ...?
'dɪd ju: 'si: (ðæt 'stɔ:ri) ə,baut/
documentary /'dɒkjə'ment(ə)ri/ n *
Don't believe everything you read/
hear /,dəʊnt bɪ'li:v 'evriθɪŋ ju:
'ri:d, hɪə/

editor /'edɪtə/ n ***
flyer /'flaɪə/ n
focus (on) /'fəʊkəs (ɒn)/ v ***
gossip magazine /'gɒsɪp
mægə'zi:n/ n
headline /'hedlɪn/ n **
investigate /ɪn'vestɪgeɪt/ v ***
jingle /'dʒɪŋɡl/ n
journalist /'dʒɜ:nəlɪst/ n **
media /'mi:diə/ n
news bulletin /'nju:z 'bʊlətɪn/ n
pop up /'pɒp 'ʌp/ n
poster /'pəʊstə/ n **
report /rɪ'pɔ:t/ n ***
reporter /rɪ'pɔ:tə/ n *
slogan /'sləʊgən/ n *
sources /'sɔ:sɪz/ n
tabloid /'tæblɔɪd/ n
turn over (TV) /,tɜ:n 'əʊvə (,ti: 'vi:)/
phr v
TV channel /,ti: 'vi: 'tʃænl/ n
TV studio /,ti: 'vi: 'stju:diəʊ/ n
What a load of rubbish! /,wɒt ə
'ləʊd əv 'rʌbɪʃ/
What's on TV? /,wɒts ɒn ,ti: 'vi:/'

Where were you?

bombing /'bɒmɪŋ/ n *
earthquake /'ɜ:θkweɪk/ n *
nuclear power plant /,nju:kliə
'paʊə 'plɑ:nt/ n
remember /rɪ'membə/ v ***
reminded (me) /rɪ'maɪndɪd
(,mi:)/ v
Richter scale /'rɪktə 'skeɪl/ n
significant event /sɪɡ'nɪfɪkənt
ɪ'vent/ n
sirens /'saɪrənz/ n *
terrorist attack /'terərɪst ə'tæk/ n
tragic event /,trædʒɪk ɪ'vent/ n
tsunami /tsu:'nɑ:mi/ n
undersea /'ʌndəsi:/ adj
waves /weɪvz/ n ***

Unit 5

Prepare to ...

20th century /,tɪwentɪəθ 'sentʃəri/ n
anthem /'ænthəm/ n
brand name /'brænd 'neɪm/ n *
celebrations /selə'breɪʃnz/ n**
coat of arms /,kəʊt əv 'ɑ:mz/ n
commercialized /kə'mɜ:(r)ʃəlaɪzd/
culturally /'kʌltʃərəli/ adv
customs /'kʌstəmz/ n *
diverse /daɪ'vɜ:s/ adj **
events /ɪ'vents/ n ***

famous /'feɪməs/ adj ***
flag /flæg/ n **
icon /'aɪkɒn/ n *
image /'ɪmɪdʒ/ n ***
 (be) in the public eye /,(bi:) ,m ðə
 ,pʌblɪk 'aɪ/
 (be) in the spotlight /,(bi:) ,m ðə
 'spɒtlaɪt/
innovative /'ɪnəvətɪv/ adj *
 interesting contrast /'ɪntrəstɪŋ
 'kɒntrə:st/
logo /'ləʊgəʊ/ n *
objects /'ɒbdʒekts/ n ***
 public figure /,pʌblɪk 'fɪgə/ n
revolutionary /revə'lʊ:(ə)nəri/
 adj **
 set a good example /,set ə ,gʊd
 ɪg'zɑ:mpl/
 sex symbol /seks 'sɪmb(ə)l/
slogan /'sləʊgən/ n *
 stylized /'stɑ:ləɪzɪd/ adj
symbol /'sɪmbəl/ n **
 trademark /'treɪd ,mɑ:k/ n
 tragic figure /'trædʒɪk 'fɪgə(r)/

Unit 6

Health problems

allergies /'ælədʒɪz/ n
 bad back /,bæd 'bæk/ n
cold /kəʊld/ n **
 dry cough /,draɪ 'kɒf/ n
 earache /'ɪərəɪk/
 feel sick /,fi:l 'sɪk/
flu /flu:/ n *
headache /'hedək/ n *
health /helθ/ n ***
 healthy diet /,helθi 'daɪət/ n
 junk food /'dʒʌŋk ,fu:d/ n
 obesity /əʊ'bi:səti/ n
 (be) off one's food /,(bi:) ,ɒf ,wʌnz
 'fu:d/
 runny nose /,rʌni 'nəʊz/ n
 sore throat /,sɔ: 'θrəʊt/ n
 sprained ankle /,sprɛnd 'æŋkl/ n
 stomach ache /'stʌmək eɪk/
 symptoms /'sɪmptəmz/ n
 temperature /'tempərətʃə/ n
 toothache /'tu:θeɪk/ n
 upset stomach /,ʌpset 'stʌmək/ n
 What's the matter? /,wɒts ðə
 'mætə/
 What's up? /,wɒts 'ʌp/

Cures and remedies

Are you alright/OK? /,ɑ: ju: ə:l'raɪt,
 əʊ'keɪ/

boss /bɒs/ n ***
bruise /bru:z/ n *
 come out in a rash /,kʌm ,aʊt ,m
 ə 'ræʃ/
cure /kjʊə/ n **
 feel hot and cold /,fi:l ,hɒt ən
 'kəʊld/
 food allergy /'fu:d ,ælədʒi/ n
 have a /hæv eɪ/
 have the flu /,hæv ðə 'flu:/
 hay fever /'heɪfɪ:və/ n
landlady /'lændleɪdi/ n *
 look pale /lʊk peɪl/
remedies /'remədɪz/ n **
swollen /'swɒlən/ adj *
 What is it this time? /,wɒt ,ɪz ɪt
 'ðɪs ,taɪm/

Health advice

accident and emergency (A&E) /
 'æksɪd(ə)nt ənd 'mɜ:(r)dʒ(ə)nsɪ
 (/eɪ ənd 'i:)/
 bleeding /'bli:dɪŋ/ adj
 chemist /'kemɪst/
cut /kʌt/ n ***
deep /di:p/ adj ***
 doctor's surgery /'dɒktə(r)ɪz 'sɜ:(r)
 dʒəri/
 have stitches /,hæv 'stɪtʃɪz/
 health advice /'helθ əd,vaɪs/ n
 health concern /'helθ kən,sɜ:n/ n
 health problems /'helθ
 ,prɒbləmz/ n
long /lɒŋ/ adj ***
 medical advice /'medɪkl əd,vaɪs/ n
query /'kwɪəri/ n *
 raise your leg /,reɪz jɔ: 'leg/
 (have a) tetanus injection /,(hæv ə)
 'tetənəs m,dʒekʃn/

Unit 7

Work and training

academic qualification /
 ækədemɪk kwɒlɪfɪ'keɪʃn/ n
 apprenticeship /ə'prentɪsʃɪp/ n
 full-time job /,fʊl ,taɪm 'dʒɒb/ n
 get a promotion /,get ə prə'məʊʃn/
 (a) job for life /,(ə) ,dʒɒb fə 'laɪf/
 low-paid job /,ləʊ ,peɪd 'dʒɒb/ n
 on-the-job training /,ɒn ðə ,dʒɒb
 'treɪnɪŋ/ n
 part-time job /,pɑ:t ,taɪm 'dʒɒb/ n
 practical job /'præktɪkl ,dʒɒb/ n
 skilled/unskilled job /'skɪld,
 ʌn'skɪld ,dʒɒb/ n
 skills /skɪlz/ n

temporary job /'temp(ə)rəri
 ,dʒɒb/ n
 the world of work /ðə ,wɜ:ld əv
 'wɜ:k/
trade /treɪd/ n ***
 training course /'treɪnɪŋ ,kɔ:s/ n
 tuition fees /'tju:ʃn ,fi:z/ n
 vocational training /vəʊ'keɪʃn(ə)l
 ,treɪnɪŋ/ n
 well-paid job /,wel ,peɪd 'dʒɒb/ n
 (get) work experience /,(get) 'wɜ:k
 ɪk,spɪəriəns/
 work hard /,wɜ:k 'hɑ:d/
 work your way up /,wɜ:k jɔ:
 ,wei 'ʌp/

A job for life

broaden your skills /,brɔ:dən jɔ:
 'skɪlz/
 civil servants /,sɪvl 'sɜ:vənts/ n
company /'kʌmpəni/ n ***
education /edʒu'keɪʃn/ n ***
employee /ɪm'plɔɪi:/ n ***
employer /ɪm'plɔɪə/ n ***
 in-depth knowledge /,ɪm ,depθ
 'nɒlɪdʒ/ n
 job security /'dʒɒb sɪ,kjuərəti/ n
manager /'mænɪdʒə/ n ***
 meet different people /,mi:t
 ,dɪfrənt 'pi:pl/
product /'prɒdʌkt/ n ***
promotion /prə'məʊʃn/ n ***
qualification /kwɒlɪfɪ'keɪʃn/ n ***
retirement /rɪ'taɪəmənt/ n *
 sales /seɪlz/ n
variety /və'raɪəti/ n ***
 widen your circle of friends /
 ,waɪdən jɔ: ,sɜ:kl əv 'frendz/
 work in a range of fields /,wɜ:k ɪn
 ə ,remdʒ əv 'fi:ldz/

Skills for today

ability to analyze information /
 ə,bɪləti tu ,ænləɪz mfə'meɪʃn/
absolutely /'æbsəlu:tli/ adv ***
 critical thinking /,krɪtɪkl 'θɪŋkɪŋ/ n
 effective communication /ɪ,fektɪv
 kəmju:nɪ'keɪʃn/ n
energy /'enədʒi/ n ***
exactly /ɪg'zæktli/ adv ***
initiative /ɪ'nɪʃətɪv/ n ***
organization /ɔ:gə'nəɪ'zeɪʃn/ n ***
 working environment /,wɜ:kɪŋ
 m'vaɪrənmənt/ n

Unit 8

Who's who at school

(be) someone's favourite /,i(bi) ,sʌmwʌnz 'feɪvərɪt/
bully /'bʊli/ n *
careers' advisor /kə'riəz əd,vaɪzə/ n
caretaker /'keətəɪkə/ n
class clown /,klɑ:s 'klaʊn/ n
classmate /'klɑ:smet/ n
creep /kri:p/ n
dinner lady /'dɪnə ,leɪdi/ n
director of studies /də'rektə əv 'stʌdiz/ n
have it in for someone /,hæv ,ɪt 'ɪn fə ,sʌmwʌn/
head of department /,hed əv dɪ'pɑ:tmənt/ n
/hed'tɪtʃə/ n
janitor (AmE) /'dʒænɪtər/ n
prefect /'pri:fekt/ r
(AmE) /'prɪmsɪpl/ n
sixth former /'sɪksθ ,fɔ:mə/ n
/stɑ:f/ n
swot /swɒt/ n
teacher's pet /,ti:tʃəz 'pet/ n
tell someone off /,tel ,sʌmwʌn 'ɒf/ phr v
tell-tale /'tel ,teɪl/ n

Types of school

a type/kind/sort of ... /ə 'taɪp, 'kɑnd. 'sɔ:t əv/
/əd'vaɪs/ n
boarding school /'bɔ:dn̩ ,sku:l/ n
co-ed school /,kəʊ 'ed ,sku:l/ n
faith school /'feɪθ ,sku:l/ n
/'fʌndɪŋ/ n
grammar school /'græmə ,sku:l/ n
home education /'həʊm edʒu,keɪʃn/ n
independent school /ɪndɪ'pendənt ,sku:l/ n
private school /'praɪvət ,sku:l/ n
/'pʌblɪk ,sku:l/ n
single-sex school /'sɪŋgl ,seks ,sku:l/ n
specialize in /'speʃəlaɪz ,ɪn/ v
sponsorship /'spɒnsəʃɪp/ n *
state school /'steɪt ,sku:l/ n
work experience /'wɜ:k ɪk'spɪəriəns/ n

Harassment

call someone names /,kɔ:l ,sʌmwʌn 'neɪmz/
damage property /,dæmɪdʒ 'prɒpəti/ v

follow someone /'fɒləʊ ,sʌmwʌn/ v
gang up against someone /,gæŋ ,ʌp ə'geɪnst ,sʌmwʌn/
hit someone /'hɪt ,sʌmwʌn/ v
kick someone /'kɪk ,sʌmwʌn/ v
schoolwork/grades go downhill / ,sku:lwɜ:k, ,greɪdz ,gəʊ daʊn'hɪl/
self-harm /,self 'hɑ:m/ v
skip (school) /,skɪp '(sku:l)/ v *
spread rumours about someone / ,spreɪd 'ru:məz ə,bəʊt ,sʌmwʌn/
steal /sti:l/ v ***
suffer depression /,sʌfə dɪ'preʃn/ v
suffer eating disorders /,sʌfə 'i:tɪŋ dɪs,ɔ:dəz/ v
tease someone /'ti:z ,sʌmwʌn/ v
/'vɪktɪm/ n

Unit 9

Money matters

/ə'laʊəns/ n **
ATM (AmE) /,eɪ ,ti: 'em/ n
/'bæŋk ə,kɑʊnt/ n *
bank clerk /'bæŋk ,klu:k/ n
bank statement /'bæŋk ,stetmənt/ n
be in the red /,i(bi:) ,ɪn ðə 'red/
/'brɑ:ntʃ/ n *
/'bʌdʒɪt/ v
cashpoint /'kæʃpɔɪnt/ n
checking account (AmE) /'tʃekɪŋ ə,kɑʊnt/ n
debit card /'deɪt ,kɑ:d/ n
depend on someone financially / dɪ'pend ɒn ,sʌmwʌn faɪ'nænʃɪəli/
/'i:kə'nɒmɪk/ adj
have an overdraft /,hæv ən 'əʊvədra:ft/
have financial responsibilities / ,hæv faɪ'nænʃl rɪspɒnsə'bɪlətɪz/
I'm broke /,aɪm 'brəʊk/
mobile phone banking /,məʊbaɪl 'fəʊn ,bæŋkɪŋ/ n
money box /'mʌni ,bɒks/ n
my account is overdrawn /,maɪ ə,kɑʊnt ,ɪz əʊvə'drɔ:n/
open a bank account /,əʊpən ə 'bæŋk ə,kɑʊnt/
overdraft limit /'əʊvədra:ft ,lɪmɪt/ n
pay in money /,peɪ ,ɪn 'mʌni/
piggy bank /'pɪɡi ,bæŋk/ n
PIN number /'pɪn ,nʌmbə/ n
planned spending /'plænd ,spendɪŋ/
pocket money /'pɒkɪt ,mʌni/ n *

pound shop /'paʊnd ʃɒp/ n
price tag /'praɪs ,tæg/ n
put money aside /,pʊt ,mʌni ə'saɪd/
receipt /rɪ'si:t/ n **
refund the money /rɪ'fʌnd ðə 'mʌni/
save up for something /,seɪv 'ʌp fə ,sʌmθɪŋ/
skint /skɪnt/ adj
spending habits /'spendɪŋ ,hæbɪts/ n
spontaneous spending / spɒn'teɪniəs ,spendɪŋ/
teller (AmE) /'telər/ n
withdrawal /wɪð'drɔ:əl/ n **
withdraw cash from your account /wɪð'drɔ: ,kæʃ frəm ,ju: ə'kaʊnt/

Unit 10

Prepare to ...

advertiser /'ædvətaɪzə/ n
balance sheet /'bæləns ʃi:t/ n
battery /'bætəri/ n **
bill /bɪl/ n ***
body language /'bɒdi ,læŋɡwɪdʒ/ n
business plan /'bɪznəs ,plæn/ n
charger /'tʃɑ:dʒə/ n
chat /tʃæt/ v **
communicators /kə'mju:nɪkətəz/ n
consumer /kən'sju:mə/ n ***
contract /'kɒntrækt/ n ***
device /dɪ'vaɪs/ n ***
face-to-face /'feɪs tə ,feɪs/ adv
hand-held /'hænd ,held/ adj
high visibility /'haɪ vɪzə'bɪləti/ adj
hoarding /'hɔ:dn̩/ n
internet connection /'ɪntənət kə,nekʃn/ n
keep in touch /,ki:p ,ɪn 'tʌtʃ/
landline /'lændlaɪn/ n
laptop /'læptɒp/ n
lens /lenz/ n
memory card /'meməri ,kɑ:d/ n
multi-functional /,mʌltɪ 'fʌŋkʃn(ə)l/ adj
pay-as-you-go /,peɪ əz ,ju: 'gəʊ/ n
public speaker /,pʌblɪk 'spi:kə/ n
ringtone /'rɪŋtəʊn/ n
send texts /,send 'teksts/
service /'sɜ:vɪs/ n ***
SIM card /'sɪm ,kɑ:d/ n
social networking /,səʊʃl 'netwɜ:kɪŋ/ n

sponsor /'spɒnsə/ n **
 traditional /trə'dɪʃn(ə)l/ adj ***
 vandalism /'vændəlɪzəm/ n
 webcam /'webkæm/ n
 wi-fi /'waɪfaɪ/ n
 zoom /zu:m/ v

Unit 11

Manners and customs

abroad /ə'brɔ:d/ adv ***
 bow /baʊ/ v *
 burp /bɜ:p/ v
 commit a faux pas /kə'mɪt ə
 ˌfəʊ 'pɑ:/
 culture /'kʌltʃə/ n ***
 cutlery /'kʌtləri/ n
 dos and don'ts /ˌdu:z ən 'dəʊnts/
 elbows /'elbəʊz/ n **
 embarrassing /ɪm'bærəsɪŋ/ adj *
 fork /fɔ:k/ n *
 give a thumbs up /ˌgɪv ə
 ˌθʌmz 'ʌp/
 greeting /'gri:ɪŋ/ n *
 hug /hʌg/ v *
 kiss on the cheek/both cheeks /
 ˌkɪs ɒn ðə 'tʃi:k, ˌbəʊθ 'tʃi:ks/
 knife /naɪf/ n ***
 know the ins and outs of
 something /ˌnəʊ ði: ɪnz ən 'aʊts
 əv ˌsʌmθɪŋ/
 look an idiot /ˌlʊk ən 'ɪdiət/
 put one's foot in it /ˌpʊt ɪˌwʌnz 'fʊt
 ɪn ɪt/
 shake hands (with someone) /ʃeɪk
 'hændz (ɪˌwɪð ˌsʌmwʌn)/
 side plate /'saɪd ˌpleɪt/ n
 slap someone on the back /ˌslæp
 ˌsʌmwʌn ɒn ðə 'bæk/
 spit /spɪt/ v *
 stretch /stretʃ/ v ***
 table manners /'teɪbl ˌmænəz/ n
 yawn /jɔ:n/ v *

Quiet please!

construction and roadworks /
 kənˌstrʌkʃn ən 'rəʊdweɪks/
 districts /'dɪstrɪkts/ n ***
 established limit /ɪˌstæblɪft
 'lɪmɪt/ n
 excessive noise levels /ɪkˌsesɪv
 'nɔɪz ˌlevlz/
 hearing loss /'hiəriŋ ˌlɒs/ n
 publish a study /ˌpʌblɪʃ ə 'stʌdi/
 put up with (a problem) /ˌpʊt ˌʌp
 ˌwɪð (ə 'prɒbləm)/ phr v
 quality of life /ˌkwoʊləti əv 'laɪf/ n

suffer /'sʌfə/ v ***
 the source of (the noise) /ðə ˌsɔ:s
 əv ðə 'nɔɪz/
 unacceptable /ʌnək'septəbl/ adj **

Unit 12

Protests

debate /dɪ'beɪt/ n ***
 demonstration /demən'streɪʃn/ n ***
 economist /i'kɒnəmɪst/ n *
 electoral /ɪ'lektərəl/ adj **
 judge /dʒʌdʒ/ n ***
 politics /'pɒlətɪks/ n ***
 press /pres/ n ***
 protest /'prəʊtest/ n ***
 protesters /prə'testəz/ n *
 seat of central government /ˌsi:t
 əv ˌsentrəl 'gʌvnmənt/
 speaker /'spi:kə/ n ***
 speech /spi:tʃ/ n ***
 supporters /sə'pɔ:təz/ n ***
 unemployment /ʌnɪm'plɔɪmənt/
 n ***
 voter /'vəʊtə/ n **
 voting /'vəʊtɪŋ/ adj

Polling Day

candidate /'kændɪdeɪt/ n ***
 canvass /'kænvəs/ v
 constituency /kən'stɪtjuənsi/ n **
 election /ɪ'leɪʃn/ n ***
 photo ID /ˌfəʊtəʊ ˌaɪ 'di:/ n
 (a) political rally /ðə pəˌlɪtɪkl
 'ræli/ n
 (a) polling station /ðə 'pəʊlɪŋ
 ˌsteɪʃn/ n
 (a) protest vote /ðə 'prəʊtest
 ˌvəʊt/ n
 (a) spoilt vote /ðə ˌspɔɪlt 'vəʊt/ n

Parliament

(shadow) Cabinet /ˌ(ʃædəʊ)
 'kæbɪnət/ n
 Cabinet Room /'kæbɪnət ˌru:m/ n
 chamber /'tʃeɪmbə/ n **
 Chancellor of the Exchequer /
 ˌtʃɑ:nslə əv ði: eks'tʃekə/ n
 constituents /kən'stɪtjuənts/ n **
 constitutional monarchy /
 kɒnstɪ'tju:ʃn(ə)l 'mɒnəki/ n
 Foreign Secretary /ˌfɔrən
 'sekrətri/ n
 Head of State /ˌhed əv 'steɪt/ n
 Home Secretary /ˌhəʊm
 'sekrətri/ n
 House of Commons /ˌhaʊs əv

'kɒmənz/ n
 House of Lords /ˌhaʊs əv 'lɔ:dz/ n
 Houses of Parliament /ˌhaʊzɪz əv
 ˌpɑ:ləmənt/ n
 Leader of the Opposition /ˌli:də əv
 ði: ɒpə'zɪʃn/ n
 Member of Parliament (MP) /
 ˌmembə əv 'pɑ:ləmənt (ˌem 'pi:)/
 n *
 Prime Minister /ˌpraɪm
 'mɪnɪstə/ n ***
 Prime Minister's residence /ˌpraɪm
 ˌmɪnɪstəz ˌrezɪdəns/ n
 irLanguage.com

Communicate

Listening & Speaking Skills

Coursebook

2

B1

Real world communication skills

Communicate builds speaking and listening skills through video-based activities aimed at B1 level students. All the video has been developed to give students practice in the challenges that they'd face in everyday communication in an English-speaking country. The relevant themes link to the situations students will experience in their personal, social, educational and working lives.

All the video and audio materials of the course really capture, in an interactive way, all the cultural aspects of life in the UK.

The videos include tasked-based activities that fit perfectly into any learning programme that focuses on developing communication skills, or specific oral exams.

The vocabulary, speaking and listening sections are carefully staged with a final task that brings all the learning aims together.

The 'prepare for' sections are ideal for exam-based tasks and there is lots of support for students through 'exam tips' and word lists.

The communication activities and DVD quizzes also make it perfect for any extended speaking course.

Communicate is made up of two books which are both based at B1 level. There is a range of components designed for various teaching scenarios:

- Coursebook only
- Coursebook with Class Audio CDs and DVD
- Teacher's Multimedia Pack with Class Audio CDs, DVD and extra teacher extension notes



COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2
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