

**IES SIMÓN BOLÍVAR**



# **Profesorado de Inglés**

**Seminario de Alfabetización Académica**

**2018**

Te damos la bienvenida al profesorado de inglés del IES Simón Bolívar.

Para comenzar, te acercamos este material para que te vayas familiarizando con el idioma inglés y en especial con el ingreso a la carrera.

Como habrás notado en la vida diaria cuando escuchás una canción de tu artista preferido o mirás una película o serie televisiva, el inglés y el español son lenguas que tienen muchas diferencias. Si bien utilizamos algunas palabras en nuestra vida diaria que provienen del inglés, muchas veces no sabemos muy bien de dónde provienen.

¿Alguna vez te preguntaste de dónde surgió la lengua inglesa? Te invitamos a ver este vídeo para que comiences a familiarizarte con el idioma que vas a estudiar en este profesorado. El mismo tiene subtítulos en español, y si te animás, después podés verlo con los subtítulos en inglés.

<https://www.youtube.com/watch?v=YEaSxhcns7Y>

Muy interesante, ¿verdad?

Ahora es tiempo de que le des una chance a tus conocimientos, y por qué no, a aprender un poco más de este idioma.

Te recomendamos que realices los ejercicios de esta cartilla de manera pausada y a conciencia. Sabemos que son muchas cosas nuevas, así que te dejamos algunos recursos para que trabajes a tu tiempo.

Primero, te dejamos enlaces para distintos diccionarios en línea. Son de uso gratuito, y te van a servir durante toda la carrera, y serán tus aliados en tu vida profesional. También podés encontrar algunos de estos diccionarios en formato papel en las librerías de Córdoba.

Diccionarios bilingües y multilingües:

WordReference: <http://www.wordreference.com/>

Cambridge: <http://dictionary.cambridge.org/es/diccionario/espanol-ingles/>

Oxford: <https://es.oxforddictionaries.com/>

Larousse: <http://www.larousse.com/es/diccionarios/bilingues>

Cuando te sientas más cómodo, podés comenzar a utilizar los diccionarios monolingües, donde podés acceder a las definiciones en inglés. Este tipo de diccionario te ayudará no sólo a mejorar tu capacidad de comprensión de la lengua meta, sino también a expandir tu vocabulario y el uso de la lengua.

Longman: <http://www.ldoceonline.com/>

Merriam-Webster: <https://www.merriam-webster.com/>

Oxford: <https://www.oxforddictionaries.com/>

The Free Dictionary: <http://www.thefreedictionary.com/>

Cambridge: <http://dictionary.cambridge.org/>

Algunos de estos diccionarios contienen modos de usar una palabra, sinónimo y antónimos. Son recursos que te enseñaremos a utilizar durante la carrera, pero siempre podés darle rienda suelta a tu curiosidad y explorarlos cuando prefieras.

Ahora sí, manos a la obra, y te esperamos para comenzar con tu nueva carrera.

¡Muchos éxitos!

## Test your Knowledge of the English Culture

### 1<sup>st</sup> Quiz

1. What's the largest city in UK?

- A. Glasgow
- B. New York
- C. London
- D. Los Angeles

2. What's the plural of 'woman'?

- A. Women
- B. Womans
- C. Worms
- D. Womens

3. What's celebrated on the 5th of November?

- A. Saint Andrew
- B. Bonfire Night
- C. Saint Nicholas
- D. Halloween

4. How said the next words: "To be or not to be"?

- A. Romeo
- B. Hamlet
- C. Orion
- D. Henry the VIII

5. The native people in Wales speak the ..... language.

- A. English
- B. Irish
- C. Welsh
- D. Celtic

6. Halloween is celebrated on .....

- A. The 30th of November
- B. The 1st of April
- C. The 1st of December
- D. The 31st of October

7. When is the national day of U.S.A?

- A. The 4th of July
- B. The 14th of July
- C. The 24th of June
- D. The 4th of June



8. My friend is ....and..... after a meeting with a wild animal.

- A. Safe and good
- B. Safe and sound
- C. Salt and pepper
- D. Good and OK

9. What's Heathrow?

- A. A town in UK
- B. A seaport in USA
- C. The most important airport in London
- D. An important neighbourhood in London

10. Where does the queen of U.K live?

- A. Buckingham Palace
- B. Kensington Palace
- C. St. James 's Palace
- D. Clarence House

11. What's the capital of Scotland?

- A. Glasgow
- B. Aberdeen
- C. Edinburgh
- D. Liverpool

12. Is Northern Ireland part of Great Britain?

- A. Yes
- B. No

13. The father of Elisabeth the II is:

- A. Edward the VIII
- B. George the V
- C. Charles the I
- D. George VI

1. When is Halloween celebrated?
  - a. 5 November
  - b. 2 November
  - c. 1 November
  - d. 31 October
  
2. When is April Fools Day?
  - a. 20 April
  - b. 2 April
  - c. 1 April
  - d. 14 April
  
3. When is Valentine's Day celebrated?
  - a. 14 April
  - b. 14 February
  - c. 14 March
  - d. 14 May
  
4. Where is Notting Hill Carnival held?
  - a. Manchester
  - b. Edinburgh
  - c. London
  - d. Nottingham
  
5. In which part of the UK do people speak with a Scouse accent?
  - a. Newcastle
  - b. London
  - c. Liverpool
  - d. Glasgow
  
6. In which part of the UK do people speak with a Geordie accent?
  - a. Birmingham
  - b. Liverpool
  - c. London
  - d. Newcastle
  
7. In which part of the UK do people speak with a Cockney accent?
  - a. London
  - b. Liverpool
  - c. Manchester
  - d. Wales
  
8. When is Saint Patrick's Day?
  - a. 23 April
  - b. 17 March
  - c. 1 March
  - d. 30 November

9. Who is the patron saint of England?

- a. Saint Bernard
- b. Saint George
- c. Saint David
- d. Saint Michael

10. When is Remembrance Day?

- a. 1 November
- b. 10 November
- c. 5 November
- d. 11 November

11. What do many people wear on Remembrance Day in memory of people who died?

- a. Poppies
- b. Roses
- c. Carnations
- d. Daffodils

12. What is the Tube?

- a. The London double-decker
- b. The London cab
- c. The London pipeline system
- d. The London underground

# Personal introduction

## 1 LISTENING & SPEAKING

a 1 2) Look at the pictures. Listen and number them 1-4.



b Listen again and complete the gaps.

- 1 A Hi, I'm Mike. What's your <sup>1</sup> \_\_\_\_\_?  
B Hannah.  
A <sup>2</sup> \_\_\_\_\_?  
B Hannah!
- 2 A What's your phone <sup>3</sup> \_\_\_\_\_?  
B It's 7894 132 456.  
A <sup>4</sup> \_\_\_\_\_. See you on Saturday. Bye.  
B Goodbye.
- 3 A <sup>5</sup> \_\_\_\_\_, Mum. This is Hannah.  
B <sup>6</sup> \_\_\_\_\_. Nice to meet you.  
C Nice to <sup>7</sup> \_\_\_\_\_ you, Anna.  
B <sup>8</sup> \_\_\_\_\_ name's Hannah.  
C Sorry, Hannah.
- 4 A Hi, <sup>9</sup> \_\_\_\_\_. You're early!  
B Hello, Mrs Archer. How are <sup>10</sup> \_\_\_\_\_?  
C I'm very well, <sup>11</sup> \_\_\_\_\_ you, Anna. And you?  
B <sup>12</sup> \_\_\_\_\_, thanks.  
A It's Hannah, Mum.

a Complete the sentences with *are*, *is*, or *am*.

- I'm Mike. = I \_\_\_\_\_ Mike.  
My name's Hannah. = My name \_\_\_\_\_ Hannah.  
You're early. = You \_\_\_\_\_ early.  
It's 7894 132 456. = It \_\_\_\_\_ 7894 132 456.

See Grammar Reference 1

# The world

See Vocabulary Reference 1

Write sentences with the words in the box.

~~Brazil~~ Egypt Italy Japan Russia the USA



1 I'm from Brazil.



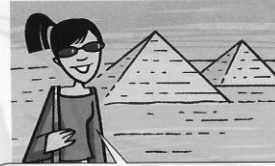
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

Complete sentences 1-4 for you and write sentences 5-8 for a friend. Use *He* and *She*.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1 I'm _____ . (name)              | 5 _____ . (name)              |
| 2 I'm from _____ . (country)      | 6 _____ . (country)           |
| 3 I'm _____ . (age)               | 7 _____ . (age)               |
| 4 I'm _____ . (married or single) | 8 _____ . (married or single) |

**Put the words in order. Use contractions.**

- |    |                     |                     |
|----|---------------------|---------------------|
| 1  | are from Spain they | They're from Spain. |
| 2  | are married we      | _____               |
| 3  | am I from Russia    | _____               |
| 4  | is single he        | _____               |
| 5  | are twenty-one you  | _____               |
| 6  | am I single         | _____               |
| 7  | are from Japan they | _____               |
| 8  | is from she the UK  | _____               |
| 9  | are from Poland we  | _____               |
| 10 | are China from you  | _____               |

See  
Vocabulary  
Reference 2

Classroom Language

a Look at the picture of a classroom. Match the words and pictures.

- board /bɔ:d/
- chair /tʃeə/
- computer /kəm'pjʊtə/
- desk /desk/
- door /dɔ:/
- picture /'pɪktʃə/
- 8 table /'teɪbl/
- wall /wɔ:l/
- window /'wɪndəʊ/



a (139)) A student goes to London to study English. Listen to the interview and complete her form.

First name	D _____
Surname	B _____ rr _
Country	_____
City	_____
Age	_____

Address	Avenida Princesa Isabel
Postcode	_____
Email	dbezerra@mail.com
Phone number	55 _____
Mobile phone	_____





Woman: Have you got your ticket?  
 Man: Yes, I have.  
 Woman: And your credit card?  
 Man: Yes, of course.  
 Woman: And your mobile?  
 Man: Yes, yes, I've got my mobile and I've got my keys and ...  
 Woman: What about your passport?  
 Man: Oh, no!

**GRAMMAR** possessive adjectives: *my, your*, etc.

See Grammar Reference 2

**a** Complete the gaps with *I, you, my*, or *your*.

- 1 Where are \_\_\_\_\_ from?  
 \_\_\_\_\_'m from Rio.
- 2 What's \_\_\_\_\_ name?  
 \_\_\_\_\_ name's Daryl.

**Choose the correct words.**

- |   |   |
|---|---|
| 1 Jane hasn't got <i>she / her</i> passport.  | 7 What's <i>it's / its</i> name?                                  |
| 2 <i>We / Our</i> new motorbike is fantastic. | 8 <i>They / Their</i> son has got an apartment opposite the park. |
| 3 <i>She / Her</i> is a doctor.               | 9 Have you got <i>I / my</i> phone?                               |
| 4 <i>I / My</i> haven't got a fast car.       | 10 <i>We / Our</i> have got a house near here.                    |
| 5 Where are <i>you / your</i> glasses?        | 11 <i>He / His</i> mobile is on the table.                        |
| 6 <i>He / His</i> father is from the USA.     | 12 <i>I / My</i> mother is from Madrid.                           |

**1.15** Complete the text with *his, her, their* or *its*. Then listen and check.



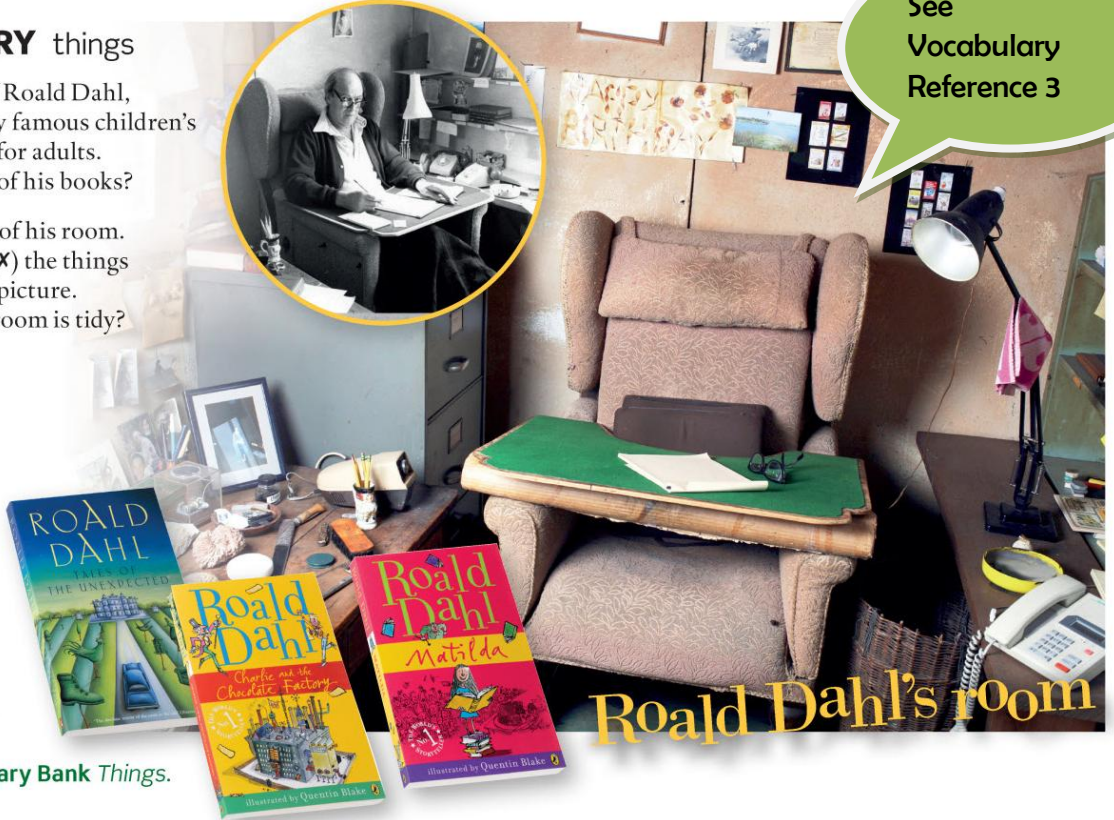
Ana's Argentinian but <sup>1</sup> \_\_\_\_\_ husband, Jacob, isn't from Argentina. <sup>2</sup> \_\_\_\_\_ father's Nigerian and <sup>3</sup> \_\_\_\_\_ mother's Scottish. Ana's got a sister and a brother. <sup>4</sup> \_\_\_\_\_ sister's a teacher and <sup>5</sup> \_\_\_\_\_ brother's a doctor. He's married. <sup>6</sup> \_\_\_\_\_ wife's Italian. They've got two children: a son and a daughter. <sup>7</sup> \_\_\_\_\_ daughter's ten and <sup>8</sup> \_\_\_\_\_ son's six. They've also got a dog. <sup>9</sup> \_\_\_\_\_ name is Rex.

**1 VOCABULARY** things

a Look at a photo of Roald Dahl, the author of many famous children's books and stories for adults. Do you know any of his books?

b Look at the photo of his room. Tick (✓) or cross (✗) the things you can see in the picture. Do you think the room is tidy?

- a table
- a lamp
- a computer
- a chair
- pencils
- photos
- a window
- a printer
- a phone
- pieces of paper











c ➤ p.151 Vocabulary Bank Things.

See Vocabulary Reference 3

**2 GRAMMAR** a / an, plurals

a Complete the chart.

Singular	Plural
 a pen	 pens
 ___ umbrella	 _____
 _____	 watches
 _____	 diaries

See Grammar Reference 3

**5 GRAMMAR**

*this / that / these / those*

a (156)) Look at pictures 1–4 and complete the dialogues. Listen and check. Practise the dialogues.

b Read the dialogues again. What's the difference between...?

- 1 *this* and *these*
- 2 *this* and *that*
- 3 *these* and *those*

1 What's this?  
It's \_\_\_\_\_.

2 What are these?  
They're \_\_\_\_\_.

3 What's that?  
It's \_\_\_\_\_.

4 What are those?  
They're \_\_\_\_\_.



3

Look at the objects in the table. In pairs, ask and answer what you, your parents and your brother/sister have/has got or haven't/hasn't got as in the example.

e.g. SA: Have you got a calculator?  
 SB: Yes, I have.  
 SA: Have your parents got a jeep?  
 SB: No, they haven't.



See Grammar Reference 4

4

Put the words in the correct order to make sentences and write them out using the full form of the verbs as in the example.

- she's/hair/blonde/got  
*She has got blonde hair.*
- a / got / Tony's / red / ball  
 .....
- goldfish / seven / got / he's  
 .....
- a / it's / kite / yellow  
 .....
- a / got / they've / car / new  
 .....
- big / a / it's / house  
 .....

- b 155)) Listen to three people say what things they have on the table or desk where they work. Are their tables tidy?
- c Listen again and tick (✓) the things they have.

	1	2	3
a computer / a laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a printer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a lamp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a diary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pieces of paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tissues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- d Talk to a partner about the table where you work or study. Say what things you have. Say if the table is tidy or not.
- I have a laptop and a printer. I have... It isn't tidy.*
- e Play *What is it?* with your partner. **A** close your eyes. **B** give things to your partner and ask *What is it? What are they?*





See  
Vocabulary  
Reference 4

a What are they? Label the pictures in the USA quiz using an adjective and a noun from each circle.

**Adjectives**  
nice yellow  
American New  
fast White  
blue high

**Nouns**  
food House  
school Airlines  
taxis jeans  
day York

b 1 62))) Listen and check. Circle the correct rule.

- Adjectives go *before* / *after* a noun.
- Adjectives *change* / *don't change* before a plural noun.

a Read the descriptions and look at the photos.  
Who are the two people?

# HOLLYWOOD STARS

## Who are they?

He's a **famous** American actor. He's quite tall and he's very attractive. He **has** long **hair** and brown **eyes**. I think he's **about** 50.

She's a very beautiful actress. She's quite short and slim, **and** she has long dark hair. She's a Hollywood star, **but** she isn't American, she's Spanish.

**Complete the text with *is* or *has got*.**

Penelope Cruz <sup>1</sup> \_\_\_\_\_ *is* \_\_\_\_\_ an actress. She <sup>2</sup> \_\_\_\_\_  
 1m 68. She <sup>3</sup> \_\_\_\_\_ dark hair and brown eyes. She  
<sup>4</sup> \_\_\_\_\_ a nice smile. She <sup>5</sup> \_\_\_\_\_ from Spain.  
 She <sup>6</sup> \_\_\_\_\_ a brother, Eduardo, and a sister, Monica.



**1.14 Write about Johnny Depp. Then listen and check.**

- 1 an actor \_\_\_\_\_
- 2 1m 79 \_\_\_\_\_
- 3 brown hair, brown eyes \_\_\_\_\_
- 4 thirteen tattoos \_\_\_\_\_
- 5 from the USA \_\_\_\_\_
- 6 a brother and two sisters \_\_\_\_\_



**What about you? Write about yourself and other people you know. Write positive and negative sentences for each person.**

I ve got long hair.  
 I haven't got a bike.

My mother/father \_\_\_\_\_

Our neighbours \_\_\_\_\_

My teacher \_\_\_\_\_

My best friend \_\_\_\_\_

**Complete the description of Ruth with *has got* ('s got) / *hasn't got* or *have got* ('ve got) / *haven't got*.**

Ruth is 21. She (1) 's got fair hair and blue eyes. She (2) \_\_\_\_\_ two brothers, Will and Carl, but she (3) \_\_\_\_\_ any sisters. Her brothers (4) \_\_\_\_\_ brown hair and brown eyes. One of her brothers, Will, is married. He (5) \_\_\_\_\_ two children, so Ruth is an aunt. She lives with her parents in a house. It (6) \_\_\_\_\_ five rooms, but it (7) \_\_\_\_\_ a garden. She (8) \_\_\_\_\_ a small room in the house. In it she (9) \_\_\_\_\_ her computer and a TV. She (10) \_\_\_\_\_ a car, but her parents (11) \_\_\_\_\_ one because they can't drive.

**WRITING & SPEAKING**

**a** Think of a famous person from any country in the world. Use the jobs in the box to help you.

- actor / actress musician politician  
 singer sportsman / sportswoman TV presenter

**b** Write a short description of the person. Give it to your partner. Can he / she guess who it is?

**c** Play *Guess the famous person*.

**A** think of a famous actor / actress.

**B** ask ten questions using *Is...?* Try to guess the actor / actress.

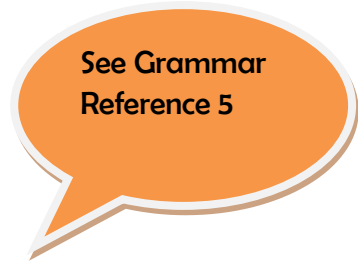
*Is it a man or a woman?* A woman.

*Is she American?* Yes, she is.

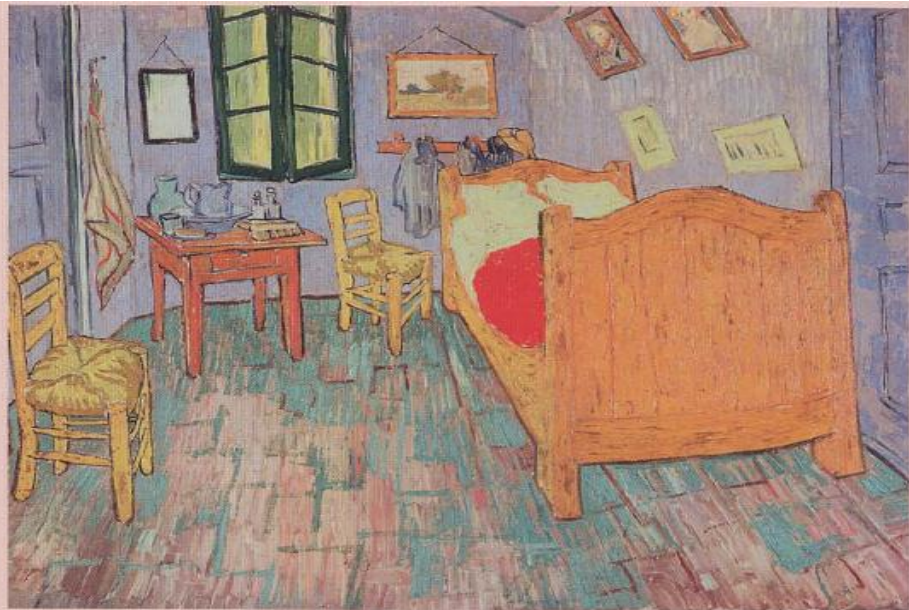


Complete the sentence with *is* or *are*.

- a There are 25 students in the class.
- b There ..... a hospital in the city centre.
- c There ..... a big supermarket near my house.
- d There ..... two teachers in the room.
- e There ..... 12 songs on this CD.
- f There ..... a good film on TV tonight.
- g There ..... his friends.



Complete the text with *there is / are / isn't / aren't, it is / isn't, and they are / aren't*.



**Vincent's Bedroom at Arles**

a *There is* ..... a picture next to this text. b ..... a famous painting by Van Gogh of his bedroom at Arles. c ..... a small room. d ..... some furniture in the room. For example, there is a bed on the right of the picture. e ..... a bed for one person. Above the bed f ..... some pictures on the wall. Next to the door, on the left, g ..... a chair. h ..... another chair between the table and the bed. The table and chair are below the window. On the table i ..... some objects – a jug, a glass and a bowl. Next to the door on the right j ..... a towel on a peg. Behind the bed k ..... some more things on the wall but l ..... easy to see. Of course, m ..... any modern things in the room and n ..... very comfortable.



**SPEAKING**

Look at the picture and describe what you see using "there is/are."



**Now, in pairs, ask and answer questions using the prompts, as in the example.**

a bus / a restaurant / trees / a lamppost / office blocks

SA: *Is there a bus?* SB: *No, there isn't.*

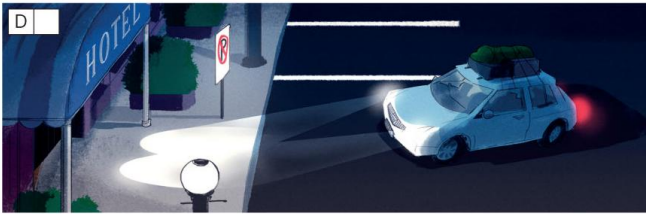
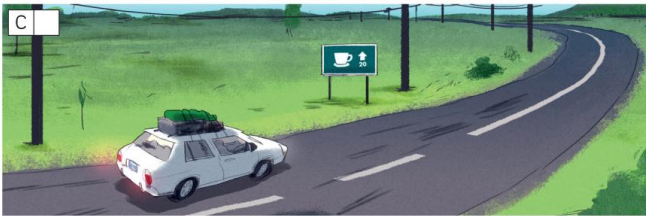
See  
Vocabulary  
Reference 5

Look at the pictures and describe how the people are feeling:

*I think the boy is hot/cold/hungry because...*

**LISTENING & READING**

a 169)) The Carter family are on holiday in Ireland. Look at the pictures. Listen and number them 1–5.



c 170)) Listen to the end of the story. What are the two problems the family have?



b Listen again and read. Try to guess what the highlighted phrases mean.

- 1 **Satnav** After 100 metres **turn right**.  
Turn right.  
**Mum** Please **slow down!** This road is very dangerous.  
**Dad** **Don't worry**. You know I'm a good driver.  
**Mum** **Be careful!**
- 2 **Suzy** Dad, this music is terrible. Can you turn it off?  
**Dad** OK.  
**Tim** Dad, I'm very hot. **Turn the air conditioning on**, please.  
**Dad** Are you hot, Suzy?  
**Suzy** No, I'm cold.  
**Mum** **Open your window**, Tim.
- 3 **Suzy** I'm thirsty. Where's the water?  
**Mum** Here you are.  
**Tim** I'm hungry. Can we stop soon?  
**Mum** **Let's stop at that service station**.  
**Dad** OK.
- 4 **Tim** **Give me my iPod**.  
**Suzy** This is my iPod!  
**Dad** **Be quiet!**  
**Tim** Are we there yet? I'm bored.  
**Dad** It's not far now. Only 80 kilometres.  
**Tim** Can you turn the radio on please, Mum?  
**Mum** OK.  
**Dad** Oh no!
- 5 **Suzy** Where are we?  
**Dad** We're here. At the hotel.  
**Tim** Great!  
**Mum** **Don't park here**. Look at that sign. No parking.  
**Dad** Don't worry. It's OK. **Come on**. **Let's go**.



See Grammar Reference 6

a Look at the highlighted phrases in 2b. Then complete the chart.

Imperatives		
<input checked="" type="checkbox"/>	Turn right!	_____ here!
<input type="checkbox"/>	_____ right!	Don't park here!
Suggestions		
_____ stop at that service station.		
Come on. Let's _____.		

d What do the signs mean? Use a verb phrase from the list in a  or  imperative.

- |            |                      |                   |
|------------|----------------------|-------------------|
| be careful | cross the road now   | go in here        |
| smoke here | listen to music here | take photos       |
| turn left  | turn off your mobile | eat or drink here |



e Cover the list and look at the pictures. Can you remember the phrases?

States and actions

a Complete the phrases with a verb from the list.

go read work have listen

- |                      |                       |
|----------------------|-----------------------|
| 1 _____ a newspaper  | 4 _____ to the cinema |
| 2 _____ to the radio | 5 _____ in an office  |
| 3 _____ children     |                       |

See Vocabulary Reference 6

a Look at four things people say about Britain and the British. Do you think they are true or not true? Then read the text and check your answers.



**Four foreigners who live in Britain talk about the things people say about the British...**

**British people drink tea at 5.00.** Kati from Hungary  
It's true that British people **drink** a lot of tea (and coffee) but they **don't drink** tea at a special time. I work for a British company here and my boss **drinks** tea all the time.

**It rains a lot.** Nicolai from Russia  
It **rains** a lot, but it **doesn't rain** every day. Be careful because the weather **changes** quickly. I always **take** an umbrella when I **go** out.

**British people like animals.** Norma from Mexico  
I have a lot of friends here and they all **have** a dog or a cat. One family that I know **has** two dogs and five cats. British people **love** animals!

**The food in Britain isn't very good.** Hasan from Turkey  
The restaurants are quite expensive but they are great, and the food is good in a lot of pubs, too. I share a flat with a Scottish boy, and he **cooks** every night. He **watches** all the cooking programmes on TV and he **makes** great curries!

Answer the questions with a partner.

- 1 Look at the **highlighted** verbs. Why do some verbs end in -s?
- 2 Write the *he / she / it* form of these verbs.  
change \_\_\_\_\_ have \_\_\_\_\_  
cook \_\_\_\_\_ go \_\_\_\_\_  
make \_\_\_\_\_ watch \_\_\_\_\_
- 3 Find two negative  $\ominus$  verbs. How are they different from positive  $\oplus$  verbs a) for *he / she / it* b) for all other persons?

## READING & SPEAKING

a Look at the photos. In which one can you see...?

- |   |  |                                       |
|---|--|---------------------------------------|
| <input type="checkbox"/> a cash machine (ATM in American English) | <input type="checkbox"/> a chemist /'kemist/   | <input type="checkbox"/> a waiter     |
| <input type="checkbox"/> a cup of coffee                          | <input type="checkbox"/> a cyclist /'sarklɪst/ | <input type="checkbox"/> a pedestrian |
| <input type="checkbox"/> a zebra crossing                         | <input type="checkbox"/> a driver              |                                       |



1



2



3



4

# Starbucks, ☀️ summer, and other things I ♥ love about Britain

**M**ark Vanhoenacker, an American journalist who lives in London, says the UK's not just OK – it's paradise. **These are some of his reasons...**

### Walking

Britain isn't a good place for cyclists. But for pedestrians it is wonderful. When you walk on a zebra crossing, all the drivers stop.

### Banks

British banks are great – you do everything online, and you don't pay when you take money out of an ATM. And if you want to change banks, the banks do all the work, not you.

### Drivers

The British are very polite when they drive. They don't hoot, and they are patient with other drivers. They always say thank you when you let them pass.

### Boots the Chemist

Chemists in the UK are wonderful, friendly shops and completely different from US pharmacies. Boots sells everything you want, not just medicine, and the shop assistants give you good advice.

### No ID Cards

Britain is one of the only places in the world where people don't have ID cards. In the US you need ID when you buy a drink, go to a club, use a credit card, or take an intercity train.

### Summers

I love British summers! A good summer day in Britain is dry and warm, but not very hot.

### Starbucks

Starbucks isn't British, of course, but I prefer the Starbucks in Britain. They are nice, friendly places where people read the newspaper and drink good coffee. And the waiters don't write your name on the cups – I feel stupid in America when the waiter calls 'Mark, your tall cappuccino with extra chocolate!'



5



6

b (2/7) Read and listen to the article. Mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.

- 1 Britain is a good country for cyclists and pedestrians.
- 2 It's expensive to use ATMs in Britain.
- 3 British drivers are nice to other drivers.
- 4 Boots the Chemist only has medicine.
- 5 In Britain people don't have ID cards.
- 6 Summers in Britain are very hot.
- 7 In Starbucks in Britain waiters don't use your first name.

Look at each paragraph again. Say if it's the same or different in your country or city.



**a** Change the sentences.

- |                                     |                           |
|-------------------------------------|---------------------------|
| My mum drinks tea.                  | <i>I drink tea.</i>       |
| 1 I go to the cinema.               | She _____.                |
| 2 We live in a flat.                | He _____.                 |
| 3 She has two children.             | They _____.               |
| 4 My dad doesn't like cats.         | I _____.                  |
| 5 The shops close at 5.30.          | The supermarket _____.    |
| 6 We don't study French.            | My sister _____.          |
| 7 I do housework.                   | My husband _____.         |
| 8 I want a guitar.                  | My son _____.             |
| 9 I don't work on Saturdays.        | My friend _____.          |
| 10 Our lessons finish at 5 o'clock. | Our English lesson _____. |

**b** Complete the sentences with a  or  verb.

eat have listen play read  
speak study wear work

- They *study* economics.
- 1  Pedro \_\_\_\_\_ in an office.
- 2  Eva \_\_\_\_\_ books in English.
- 3  You \_\_\_\_\_ Arabic very well.
- 4  I \_\_\_\_\_ games on my phone.
- 5  Paolo \_\_\_\_\_ glasses.
- 6  We \_\_\_\_\_ to music on the bus.
- 7  They \_\_\_\_\_ fast food.
- 8  Julia \_\_\_\_\_ two children.

# His job, her job

## VOCABULARY jobs

**a** Order the letters to make words for jobs.

- |                |                 |
|----------------|-----------------|
| 1 ACTEHRE      | T _____         |
| 2 ROCAT        | A _____         |
| 3 TRIEWA       | W _____         |
| 4 AXTI RREDIV  | T _____ D _____ |
| 5 PTIREONICEST | R _____         |

## LISTENING

- a** (2 10, 11)) Listen to a game show called *His job, her job*. A team of three people ask Wayne questions about his job and his wife Tanya's job. Write **W** next to the questions they ask Wayne about his job, and **T** next to the questions they ask about Tanya's job.
- b** Listen again. What are Wayne's answers? Write **✓** (yes), **✗** (no), or **D** (it depends) after each question.
- c** Look at the answers. What do you think his job is? What do you think her job is?
- d** (2 12)) Listen to the end of the programme. What do Wayne and his wife do?

See  
Vocabulary  
Reference 7

**Where?** work outside   
in the street   
inside   
in an office

**When?** work in the evening   
at night   
at the weekend

**How?** work with computers   
with other people   
long hours

have special qualifications   
speak foreign languages   
travel   
drive   
make things   
wear a uniform or special clothes   
earn a lot of money

**SPEAKING**

a Complete the phrases with a verb from the list.

do (x3) eat go listen read use walk watch

**In the week**

- walk to work / school
- \_\_\_\_\_ a computer at work / school
- \_\_\_\_\_ in English
- \_\_\_\_\_ in a café or restaurant
- \_\_\_\_\_ housework

**At the weekend**

- \_\_\_\_\_ TV in the morning
- \_\_\_\_\_ to music
- \_\_\_\_\_ sport or exercise
- \_\_\_\_\_ homework
- \_\_\_\_\_ to the cinema

b Work in pairs. Ask and answer questions, then change roles.

A Ask B the questions.

B Answer the questions. Give more information if you can.

A *Do you walk to school?* B *No, I don't. I go by bus.*

c Change pairs. Ask your new partner about his / her old partner.

C *Does Akito walk to school?* A *No, he doesn't. He goes by bus.*

**READING**

a Read the article. Match each text to a photo. What do the three people do?

# UNIFORMS

## – FOR OR AGAINST?



**Three people say what they think...**

- 1 Our uniform is OK. I like the colours, grey and red. The only things I don't like are the **tie**, because it's difficult to put on, and the **skirt**, because I prefer trousers. I think uniforms are a good idea. Everybody looks the same, and it's easy to **get dressed** in the morning – I don't need to think about what to wear.
- 2 Our uniform is dark **trousers** and a white **nylon top**, a bit like a nurse's uniform. We can't wear anything over the uniform, so it's quite cold in the winter, and it gets dirty very easily because it's white. I'm not against uniforms, but my uniform just isn't practical!
- 3 Our uniform is very simple – a dark blue **jacket** and trousers and a white **shirt and tie**. I like it, it's nice and **comfortable**, so I'm happy to wear it. And I think it's important that people can see where we are when they need help.

c Read the article again. Who...?

- 1 thinks uniforms are a good idea, but doesn't like his / her uniform?
- 2 likes his / her uniform, but doesn't say anything about uniforms in general?
- 3 thinks uniforms are a good idea and quite likes his / her uniform?

d Do you wear a uniform at work / school? Do you like it? Why (not)? Do you think uniforms are a good idea?



**LISTENING**

- a Kevin and Samantha want to meet a partner on the internet. Read their profiles and look at their photos. Then cover them and say what you can remember. Do you think they are a good match?

Kevin is 28. He lives in South London...

- b (217)) Kevin and Samantha meet in a restaurant for lunch. Cover the conversation and listen. What does Kevin say about...?

1 where he lives 2 his job 3 films he likes

- c Listen again. Complete the missing verbs.

S Hi. Are you Kevin?  
 K Yes. Are you Samantha?  
 S Yes I am, but call me Sam. Nice to \_\_\_\_ you. Sorry I'm late.  
 K No problem. You look different from your photo.  
 S Let's \_\_\_\_ a drink. A beer? Wine?  
 K No, thanks. Water for me. I don't \_\_\_\_ alcohol at lunchtime.

K I \_\_\_\_ this place.  
 S **Me too.** Where do you \_\_\_\_ in South London?  
 K In Bromley. Near the market. I \_\_\_\_ with my mother.  
 S **Really?** What do you \_\_\_\_?  
 K I'm a teacher. I teach chemistry.  
 S Chemistry? **How interesting.**  
 K Yes, it's a very interesting job. **What about you?**  
 S I'm a journalist. You \_\_\_\_ the cinema, Kevin. What kind of films do you \_\_\_\_?  
 K Science-fiction films. I \_\_\_\_ *Star Wars*.  
 S Oh.  
 K Do you \_\_\_\_ *Star Wars*?

Question words

- a (221)) Listen and repeat the question words and phrases. How is *Wh-* pronounced in *Who*? How is it pronounced in the other question words?

How? How many? **What?** What kind?  
 When? Where? Which? Who? Why?

- b Complete the questions with a question word or phrase from the list in a.

- What* \_\_\_\_ phone do you have?  
I have an iPhone.
- \_\_\_\_ old are you?  
22.
- \_\_\_\_ brothers and sisters do you have?  
I have two sisters.
- \_\_\_\_ do you prefer, Saturdays or Sundays?  
Saturdays.
- \_\_\_\_ do you have English classes?  
On Mondays and Wednesdays.
- \_\_\_\_ of films do you like?  
I like old British films.
- \_\_\_\_ do you live?  
In the city centre.
- \_\_\_\_'s your favourite actor?  
Colin Firth.
- \_\_\_\_ do you like him?  
Because he's very good-looking!

**Search**

I am a

Looking for

Age

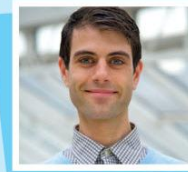
to

In

---

**Log in**

Log in to edit your details and access messages.



**Kevin**

**Age:** 28  
**Lives in:** South London  
**Likes:** films, music  
**Doesn't like:** football



**Samantha**

**Age:** 26  
**Lives in:** South London  
**Likes:** the cinema, good food  
**Doesn't like:** sport

- e (219)) Listen to the second part of the conversation. Do you think they want to meet again?
- f Listen again and mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.
- Samantha likes science fiction films.
  - They like the same kind of music.
  - Their weekends are very different.
  - Samantha pays for their lunch.
- g Do you think the internet is a good place to make friends or meet a partner? Why (not)?

**SPEAKING**

- a Imagine you meet a new friend online, and you go out for coffee together. Look at the prompts and write eight questions.

Where do you work?  
 Who is your favourite singer?

**Where**

**What** sports  
 magazines  
 TV programmes  
 languages  
 car

**What kind of** music  
 films  
 food

work  
 like  
 watch  
 read  
 do  
 speak  
 study  
 play  
 have

?

**Who**  
**What** your favourite

TV programme  
 restaurant  
 singer  
 actor

?

- b Work in pairs with a student you don't know very well.
- A** Ask **B** your first question.  
**B** Answer the question. Give more information if you can.  
**A** React to **B**'s answer.  
**B** Ask **A** your first question.
- A** *What kind of music do you like?*  
**B** *I like classical music, especially Mozart.*
- A** *Really? Me too.*

## QUESTIONS AND ANSWERS FOR DAILY CONVERSATION

In this English lesson you will learn asking over 100 basic questions and how to answer them. You would learn asking questions related to, Personal information, Introducing yourself and saying hello, Shopping related questions, Questions with the word like and asking for someone's opinion and suggestion.

These questions would help you to keep the conversation going. So, let's begin.

- Personal information questions
- Introducing yourself and saying hello
- Shopping questions
- Asking something specific questions
- Questions using the word 'Like'
- Asking for an opinion & Suggestions

Each of these topics have several examples of questions and sometimes shows how to ask for other things with the same question.

Personal Information questions

What's your name?  
My name's Jacob.

Where are you from?  
I'm from London.

Where do you come from?  
I come from London.

That's another way of asking the question, where are you from?

What is your surname?  
Brown.

What is your family name?  
My family name is Brown.

This is another way of asking someone's surname. Family name and surname mean the same thing.

What's your first name?  
My first name is John.

What's your address?  
I stay at 13 United Street.

Where do you live?  
I live in England.

What's your telephone number?

My number is 845 676.

What's your email address?

You can email me at john@gmail.com

How old are you?

Thirty-eight.

I'm Thirty-eight years old.

When and where were you born?

I was born in 1974 in London.

Are you married?

No, I am single.

Yes, I am married.

What's your marital status?

I'm married.

What do you do? or What's your job?

I'm an English teacher.

I teach English at the High School.

Where did you go?

I went shopping with a friend.

What did you buy?

We bought some new clothes on sale.

Where were you?

I was in London for the weekend.

Have you got a car / job / house / etc.?

Yes, I've got a hatch back.

Yes, I drive a sedan.

A hatch back car has a full width door at the back end, that opens upwards to provide easy access for loading.

A sedan car is a four-door vehicle that often seats four to five people and has characteristics such as a closed roof.

Have you got a house?

No, I live in a flat.

Have you got any children?

Yes, I've got three children – two boys and a daughter.

No, not yet.

Can you play tennis?  
Yes, I can play Tennis.

No, I play football.

Can you speak English?  
No, I can't speak Chinese.

Yes, I can. But I am not fluent, I am learning to speak English.

Could you speak English when you were five years old?  
Yes, I could speak English when I was five years old.

No, I couldn't. English is not my native language.

Introducing Yourself and Saying Hello

How do you do?  
How do you do? Pleased to meet you.

How are you?  
Fine, thanks. And you?

Shopping questions

How can I help you?

May I help you?  
Yes. I'm looking for a sweater.

No thanks, I am just looking around.

Can I try it on?  
Sure, the changing rooms are over there.

Have you got something bigger?  
Certainly, we've got larger sizes as well.

How much does it cost? How much is it?  
This shirt is for 50\$.

How would you like to pay?  
I would like to pay by cash.

Can I pay by credit card?  
Certainly. We accept all the major cards.

Asking Something Specific questions

What's that?

It's a smart watch.

What time is it?

It's one o'clock.

May I open the window?

Certainly. It's very hot in the office today!

Is there a bakery near here?

Yes. There is a bakery nearby, take the next corner and it's next to the bank.

Where is the nearest bank?

The nearest bank is on united street.

Who wrote this article?

Michelle wrote this article "The Sun Also Rises".

Is there any rice?

Yes, there's a lot of rice left.

Are there any sandwiches?

No, there aren't any sandwiches left.

Is this your book?

No, I think it's his book.

Whose is that?

It's Henry. My sister's fiancé.

Questions using the word 'Like'

What do you like to do on weekends?

I like playing cricket, reading and listening to pop music.

What does she look like?

She's tall and slim with blonde hair.

What would you like to eat?

I'd like a burger, chips and soda.

What is it like?

It's an interesting country many things to see and do.

What's the weather like?

It's raining heavily at the moment.

Would you like some coffee?  
Yes, thank you. I'd like some coffee.

Would you like something to drink?  
Thank you. Could I have a cup of coffee and some cake?

Asking for an Opinion

What's it about?  
It's about a young girl who has many adventures.

What do you think about this book?  
I think the book is very interesting.

Is it difficult to prepare for IELTS?  
It's not if your practice well.

What are your views on Donald Trump as the America's President?

That's a good question, well I am speechless.

How was the movie?  
It was very interesting. You should watch it.

How do you feel about Clara?  
Clara is quite friendly and helpful.

Suggestions

How about I pick you up at eight o'clock on my way to the airport?  
Great. I'll see you then.  
how about some lunch?  
Yeah! Sure, I am hungry.  
Why don't you take some time out and rest?  
That's a good idea.  
What shall we do this evening?  
Let's go see a movie.

Why don't we go out visit some old friends this afternoon?  
Yes, that sounds like a great idea.

I have nothing to wear to the party.  
You could wear your Blue jacket and black shoes.



VERB *BE*

FORM				
<b>affirmative</b>				
I	<b>am</b>	happy.		
You				
We	<b>are</b>			
They				
He				
She	<b>is</b>			
It				
<b>negative</b>				
I	<b>am not</b>	(I'm not)		
You		(You're not / You aren't)		
We	<b>are not</b>	(We're not / We aren't)		
They		(They're not / They aren't) interested.		
He		(He's not / He isn't)		
She	<b>is not</b>	(She's not / She isn't)		
It		(It's not / It isn't)		
<b>questions</b>				
<b>Am</b>	I			
	you			
<b>Are</b>	we	late?		
	they			
	he			
<b>Is</b>	she			
	it			
<b>short answers</b>				
Yes,	I	am.	No,	I'm not.
	you			you're not / you aren't.
Yes,	we	are.	No,	we're not / we aren't.
	they			they're not / they aren't.
	he			he's not / he isn't.
Yes,	she	is.	No,	she's not / she isn't.
	it			it's not / it isn't.

POSSESSIVE ADJECTIVES

Use possessive adjectives to talk about objects, people and places.

Subject pronouns	Possessive adjectives	
I	my	I've got my ticket.
you	your	Have you got your passport?
he	his	His parents are Italian.
she	her	Her father's from Argentina.
it	its	Venice is famous for its canals.
we	our	Our camera's a Nikon.
they	their	Their daughter's a doctor.

A possessive adjective has got one form for singular and plural: *his brother, his parents.*

## INDEFINITE ARTICLE; PLURALS; DEMONSTRATIVES

*a / an, plurals; this / that / these / those***a / an, plurals**

It's **a** bag. 1 52)))  
 It's **an** umbrella.  
 They're **books**.  
 They're **watches**.

**a / an (indefinite article)**

It's	a	bag. pen.
	an	identity card. umbrella.

- Use *a / an* with singular nouns.
- Use *an* with a noun beginning with a vowel (*a, e, i, o, u*).
- Use *a* with nouns beginning *u* when *u* = /ju:/, e.g. *university*.

**regular plurals**

Singular	Plural	Spelling
a book a key	books keys	add -s
a watch a box	watches boxes	add -es after <i>ch, sh, s, x</i>
a country a dictionary	countries dictionaries	consonant + <i>y</i> > <i>ies</i>

- Add *-s* (or *-es* or *-ies*) to make plural nouns:  
*It's a pen. They're pens.*
- Don't use *a / an* with plural nouns:  
*They're keys. NOT They're a keys.*

**irregular plurals**

Singular	Plural
a man /mæn/	men /men/
a woman /'wʊmən/	women /'wɪmɪn/
a child /tʃaɪld/	children /'tʃɪldrən/
a person /'pɜːsn/	people /'piːpl/

**this / that / these / those**

- 1 What's **this**? It's a ticket. 1 57)))  
**These** watches are Japanese.  
 2 **That** car is Italian.  
 What are **those**? They're headphones.




- 1 Use *this / these* for things near you (*here*).
- 2 Use *that / those* for things which aren't near you (*there*).
  - *this / that* = singular; *these / those* = plural.
  - *this, that, these, and those* can be adjectives (**this** watch) or pronouns (*What's this?*).




HAVE (GOT)


**"Have (got)"**




What **have** they got?  
They've **got** roller blades.  
They **haven't got** skateboards.



A bird **has got** a beak, a tail and wings.



Has she **got** long hair?  
No, she **hasn't**.  
She's **got** short hair.



She **has got** a headache.

We use the verb **have (got)**:

a) to show that something belongs to somebody e.g. He's got a ball.  
b) to describe people, animals or things e.g. She's got blue eyes.  
c) with the following expressions: I've got a headache, I've got a temperature, I've got a cough, I've got toothache, I've got a cold, I've got a problem.

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I have (got)	I've (got)	I have not (got)	I haven't (got)	Have I (got)?
You have (got)	You've (got)	You have not (got)	You haven't (got)	Have you (got)?
He has (got)	He's (got)	He has not (got)	He hasn't (got)	Has he (got)?
She has (got)	She's (got)	She has not (got)	She hasn't (got)	Has she (got)?
It has (got)	It's (got)	It has not (got)	It hasn't (got)	Has it (got)?
We have (got)	We've (got)	We have not (got)	We haven't (got)	Have we (got)?
You have (got)	You've (got)	You have not (got)	You haven't (got)	Have you (got)?
They have (got)	They've (got)	They have not (got)	They haven't (got)	Have they (got)?

THERE IS/ARE

**FORM**

**affirmative**

**There is** (There's) a book on the table.  
**There are** three students in the room.

**negative**

**There is not** (There's not / There isn't) a laboratory in the school.  
**There are not** (There aren't) any plants in the classroom.

**questions**

**Is there** an Internet connection in the room?  
**Are there** any notes in your book?

**short answers**

Yes, there is. / No, there isn't. / No, there's not.  
Yes, there are. / No, there aren't.

**USE**

We use *there is / are* to say something exists.

**There is** a mistake in this exercise.  
NOT *A mistake is in the exercise.* or *It's a mistake in the exercise.*

**There are** 109 elements in the Periodic Table.  
NOT *109 elements are in the Periodic Table.* or *They are 109 elements in the Periodic Table.*

## ORDERS/INSTRUCTIONS; SUGGESTIONS

imperatives, *let's*

- 1 **Open** the door. **Turn** right. **Don't worry. Don't stop. Be quiet**, please. Please **sit down**. (1 71))
- 2 **Let's go** home. **Let's wait**.

- Use imperatives to give orders or instructions.
  - [+] imperatives = verb (infinitive). [-] imperatives = *don't* + verb (infinitive).
  - Add *please* to be polite: *Open the door, please*.
  - We often use *be* + adjective in imperatives: *Be quiet, Be careful*, etc.
  - Don't use a pronoun with imperatives: *Be quiet*.
- Use *Let's* + verb (infinitive) to make suggestions.  
Use *Let's not* + verb to make a negative suggestion: *Let's not wait*.

## Grammar Reference 7

30

## PRESENT SIMPLE

## present simple ⊕ and ⊖

British people **like** animals. (2 4))  
They **live** in houses with gardens.  
My husband **works** from 9.00 to 5.00.  
Ann **has** three children.

⊕	⊖
I <b>work</b> .	I <b>don't work</b> .
You <b>work</b> .	You <b>don't work</b> .
He / She / It <b>works</b> .	He / She / It <b>doesn't work</b> .
We <b>work</b> .	We <b>don't work</b> .
You <b>work</b> .	You <b>don't work</b> .
They <b>work</b> .	They <b>don't work</b> .

- Contractions: *don't* = *do not*, *doesn't* = *does not*.
- To make negatives use *don't* / *doesn't* + verb (infinitive):  
*He doesn't work. NOT He doesn't works.*

spelling rules for *he / she / it*

I work / play / live.	He works / plays / lives.
I watch / finish / go / do.	She watches / finishes / goes / does.
I study.	She studies.

- The spelling rules for the *he / she / it* forms are the same as for the plurals (see **Grammar Bank 2A p.126**).

Be careful with some *he / she / it* forms

I have	He has	NOT	He has
I go	He goes	/gəʊz/	
I do	He does	/dʌz/	
I say	He says	/sez/	

- We use the present simple for things that are generally true or that habitually happen.

## present simple ?

**Do** you work in an office? No, I **don't**. (2 14))  
**Does** she work outside? Yes, she **does**.

?	✓	✗
Do I work?		I <b>do</b> .
Do you work?	Yes,	you <b>do</b> .
Does he / she / it work?		he / she / it <b>does</b> .
Do we work?		we <b>do</b> .
Do you work?		you <b>do</b> .
Do they work?		they <b>do</b> .
	No,	I <b>don't</b> .
		you <b>don't</b> .
		he / she / it <b>doesn't</b> .
		we <b>don't</b> .
		you <b>don't</b> .
		they <b>don't</b> .

## do and does

*do* = /dʊ/, *does* = /dʌz/

*Do* and *does* can be:

- the auxiliary verb to make present simple questions. **Do** you speak English? **Does** she live here?
- a normal verb. I **do** my homework in the evening. He **does** exercise every day.

- The word order for present simple questions is **ASI** = **A**uxiliary verb (*do, does*), **S**ubject (*I, you, he, she, etc.*), **I**nfinite (*work, live, etc.*).

- Use *do* (or *does* with *he, she, it*) to make questions.

## adverbs and expressions of frequency

- 1 I **always** have toast for breakfast. (2 49))  
Do you **usually** go to work by bus?  
She **doesn't often** go to the cinema.  
They're **sometimes** late.  
She **hardly ever** watches TV.  
He is **never** stressed.
- 2 I have English classes **twice a week**.  
She **doesn't work every day**.

- We use adverbs of frequency to say how often you do something.
  - Adverbs of frequency go before all main verbs (except *be*).  
after *be*.
  - Use a [+] verb with *never* and *hardly ever*. He **never smokes**.  
**NOT** *He doesn't never smoke*.
  - In negative sentences the adverb of frequency goes between *don't / doesn't* and the verb.
- Expressions of frequency usually go at the end of a sentence or verb phrase.



THE WORLD

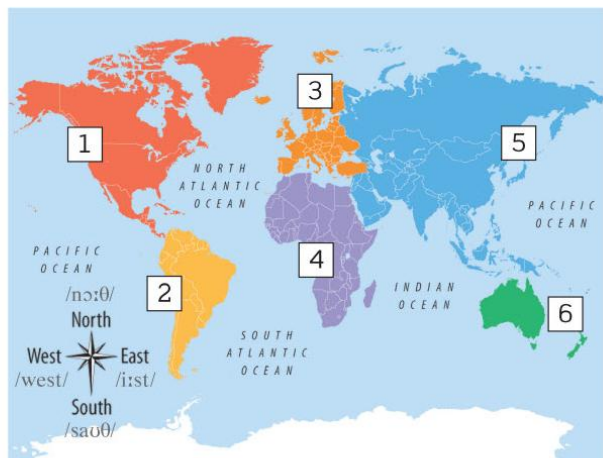
**1 CONTINENTS**

a Match the words and continents.

Continent	Adjective
Africa /'æfrɪkə/	African /'æfrɪkən/
Asia /'eɪzə/	Asian /'eɪzən/
Australia /ə'streɪliə/	Australian /ə'streɪliən/
Europe /'jʊərəp/	European /'jʊərə'pi:ən/
1 North America	North American
South America	South American

b **1 15**) Listen and check.

c Cover the words and look at the map. Can you remember the continents and their adjectives?



**2 COUNTRIES AND NATIONALITIES**

a **1 16**) Match the words and countries. Then listen and check.

Country /'kʌntɪ/	Nationality adjective
England /'ɪŋɡlənd/	<b>-ish</b> English /'ɪŋɡlɪʃ/
Ireland /'aɪələnd/	Irish /'aɪrɪʃ/
Poland /'pəʊlənd/	Polish /'pəʊlɪʃ/
Scotland /'skɒtlənd/	Scottish /'skɒtɪʃ/
Spain /speɪn/	Spanish /'spæɪnɪʃ/
Turkey /'tʊ:ki/	Turkish /'tʊ:kiʃ/
Germany /'dʒɜ:məni/	<b>-an</b> German /'dʒɜ:mən/
Mexico /'meksɪkəʊ/	Mexican /'meksɪkən/
1 the (United) States / the US(A)	American /ə'merɪkən/
Argentina /ɑ:dʒən'tɪ:nə/	<b>-ian</b> Argentinian /ɑ:dʒən'tɪniən/
Brazil /brə'zɪl/	Brazilian /brə'zɪliən/
Egypt /'i:dʒɪpt/	Egyptian /'i:dʒɪptɪn/
Hungary /'hʌŋɡəri/	Hungarian /'hʌŋ'ɡeəriən/
Italy /'ɪtəli/	Italian /'ɪtæliən/
Russia /'rʌʃə/	Russian /'rʌʃɪn/
China /'tʃaɪnə/	<b>-ese</b> Chinese /tʃaɪ'nɪ:z/
Japan /dʒə'pæn/	Japanese /dʒə'pæni:z/
the Czech Republic /tʃek rɪ'pʌblɪk/	Czech /tʃek/
France /frɑ:ns/	French /frentʃ/
Switzerland /'swɪtsələnd/	Swiss /swɪs/

b Cover the words and look at the maps. Can you remember the countries and nationalities?



**Capital letters**

Use CAPITAL letters for countries, continents, nationalities, and languages, e.g. Japan NOT japan; Spanish NOT spanish.

CLASSROOM LANGUAGE

The teacher says

a Match the phrases and pictures 1–13.

- Open your books, please.
- Go to page 84.
- Do exercise a.
- Read the text.
- Look at the board.
- Close the door.
- 1 Work in pairs / groups.
- Answer the questions.
- Listen and repeat.
- Stand up.
- Sit down.
- Turn off your mobile.
- Please stop talking!

b 1 32))) Listen and check.

You say

a Match the phrases and pictures 14–22.

- Sorry, can you repeat that, please?
- 14 Sorry I'm late.
- I don't understand.
- Can I have a copy, please?
- How do you spell it?
- I don't know.
- Excuse me, what's \_\_\_\_\_ in English?
- Can you help me, please?
- What page is it?

b 1 33))) Listen and check.

c Cover the sentences and look at the pictures. Say the sentences.

**the**  
 Look at **the** board.  
 Answer **the** questions.

- Use *the* when we know which (board, questions, etc.).  
 Look at *the* board. NOT Look at *a* board.
- Use *the* with singular and plural nouns (the board, the questions).

◀ p.8





THINGS

a Match the words and pictures.

- a book /bʊk/
- a coin /kɔɪn/
- a credit card /'kredɪt kɑ:d/
- a diary /'daɪəri/
- a dictionary /'dɪkʃənri/
- a file /faɪl/
- glasses /'glɑ:sɪz/
- headphones /'hedfəʊnz/
- an identity card /aɪ'dentəti kɑ:d/
- an iPod /'aɪpɒd/
- a key /ki:/
- a laptop /'læptɒp/
- a magazine /mægə'zi:n/
- a mobile (phone) /'məʊbaɪl/
- a newspaper /'nju:zpeɪpə/
- a pen /pen/
- a pencil /'pensl/
- a photo /'fəʊtəʊ/
- a piece of paper /pi:əs əv 'peɪpə/
- a purse /pɜ:s/
- scissors /'sɪzəz/
- a stamp /stæmp/
- sunglasses /'sʌŋglɑ:sɪz/
- a ticket /'tɪkɪt/
- a tissue /'tɪʃu:/
- an umbrella /ʌm'brelə/
- a wallet /'wɒlɪt/
- a watch /wɒtʃ/



b 151 Listen and check.

**Plural nouns**  
 Some words for things are plural, e.g. *glasses, headphones, trousers*.  
 Don't use *a / an* with plural nouns.  
 NOT *a glasses, a headphones*.

c Cover the words and look at the pictures. In pairs, ask and answer.

What is it? It's a watch.

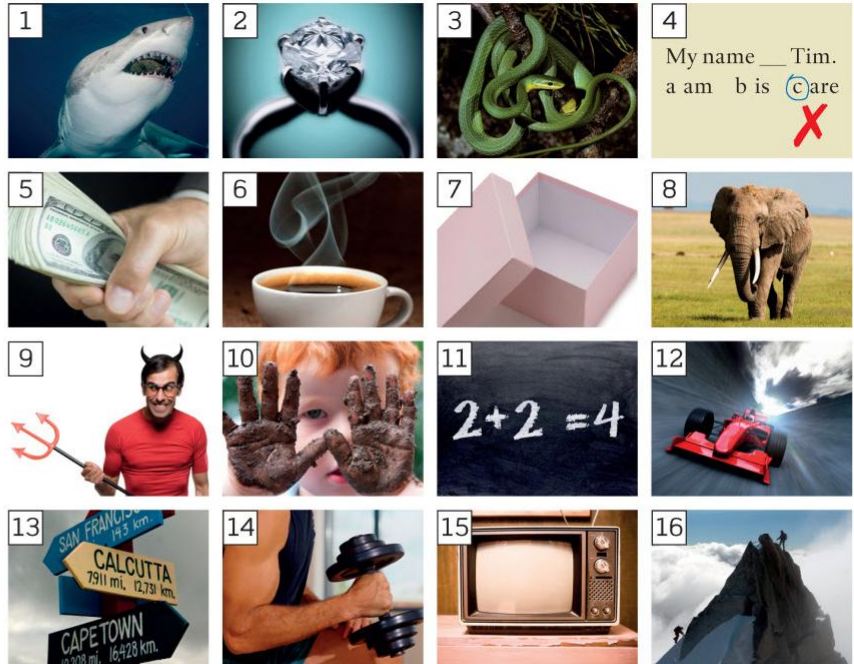
What are they? They're glasses.

ADJECTIVES

1 COMMON ADJECTIVES

a Match the words and pictures 1–16.

- bad /bæd/ \_\_\_\_\_
- big /bɪg/ \_\_\_\_\_
- 1 dangerous /'deɪndʒərəs/ safe \_\_\_\_\_
- dirty /dɜːti/ \_\_\_\_\_
- easy /'iːzi/ \_\_\_\_\_
- empty /'empti/ \_\_\_\_\_
- expensive /ɪk'spensɪv/ \_\_\_\_\_
- far /fɑː/ \_\_\_\_\_
- fast /fɑːst/ \_\_\_\_\_
- high /haɪ/ \_\_\_\_\_
- hot /hɒt/ \_\_\_\_\_
- long /lɒŋ/ \_\_\_\_\_
- old /əʊld/ \_\_\_\_\_
- rich /rɪtʃ/ \_\_\_\_\_
- strong /strɒŋ/ \_\_\_\_\_
- wrong /rɒŋ/ \_\_\_\_\_



b 1 60)) Listen and check.

c Match these adjectives with their opposites in a.

- |                      |              |               |
|----------------------|--------------|---------------|
| cheap /tʃi:p/        | low /ləʊ/    | short /ʃɔ:t/  |
| clean /kli:n/        | near /nɪə/   | slow /sləʊ/   |
| cold /kəʊld/         | new /nju:/   | small /smɔ:l/ |
| difficult /'dɪfɪkəl/ | poor /pɔː/   | weak /wi:k/   |
| full /fʊl/           | right /raɪt/ |               |
| good /gʊd/           | safe /seɪf/  |               |

d 1 61)) Listen and check. Then test your partner. A say an adjective and B say the opposite.

**Modifiers: very / really, quite**  
 We often use these words before adjectives.  
 A Ferrari is **very / really fast**.  
 It's **quite cold** today. (= It's cold, but not very cold)

e Look at the things in the list. Say two adjectives for each one. Use modifiers.

- A Ferrari
- Mount Everest
- Bill Gates
- The Pyramids
- Africa
- Your town / city

A Ferrari – It's really fast and very expensive.

◀ p.14

2 APPEARANCE

a Match the opposite adjectives and the pictures.

- blonde /blɒnd/ dark /dɑ:k/
- old /əʊld/ young /jʌŋ/
- beautiful /'bju:tɪfl/ ugly /'ʌgli/
- tall /tɔ:l/ short /ʃɔ:t/
- fat /fæt/ thin /θɪn/

b 1 67)) Listen and check.

c Cover the adjectives and look at the pictures. Test yourself or a partner.

**Positive adjectives for appearance**  
 Beautiful, good-looking, pretty, and attractive can all be used for women, but for men we only use **good-looking** or **attractive**.



◀ p.15



FEELINGS

a Match the words and pictures.



- |                                 |   |                                   |
|---------------------------------|---|-----------------------------------|
| <input type="checkbox"/> hungry | <input type="checkbox"/> sad                | <input type="checkbox"/> bored    |
| <input type="checkbox"/> hot    | <input type="checkbox"/> thirsty            | <input type="checkbox"/> happy    |
| <input type="checkbox"/> angry  | <input type="checkbox"/> cold               | <input type="checkbox"/> stressed |
| <input type="checkbox"/> tired  | <input checked="" type="checkbox"/> worried |                                   |



**Collocation**

Use *be + hungry, thirsty, hot, etc.*,  
e.g. *I'm very hungry.*  
NOT *I have very hungry.*

STATES AND ACTIONS

a Match the verbs and pictures.

- cook /kʊk/
- do /duː/
- drink /drɪŋk/
- eat /iːt/
- go /gəʊ/
- have /hæv/
- like /laɪk/
- listen /ˈlɪsn/
- live /lɪv/
- play /pleɪ/
- read /riːd/
- say /seɪ/
- speak /spiːk/
- study /ˈstʌdi/
- take /teɪk/
- want /wɒnt/
- watch /wɒtʃ/
- wear /weə/
- work /wɜːk/

b 2 2)) Listen and check.

**work**  
 Work has two meanings.  
 1 She works in a museum.  
 = it's her job  
 2 The phone doesn't work.  
 = it's broken

**have or eat?**  
 Have can be used with both food and drink, and is common with meals, e.g. *have a sandwich, have a coffee, have lunch.*  
 Eat can only be used with food, e.g. *eat fast food.*

c Cover the verbs and look at the pictures. Test yourself or a partner.

◀ p.20



1 in a flat



2 in an office



3 children



4 economics



5 German



6 a new car



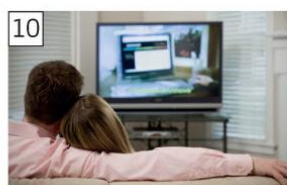
7 a newspaper



8 animals



9 to the cinema



10 TV



11 to music



12 tennis



13 an umbrella



14 homework / housework



15 the guitar



16 sorry



17 mineral water



18 fast food



19 dinner



20 exercise



21 glasses



JOB

a Match the words and pictures.

- an **admin**istrator /əd'mɪnɪstreɪtə/
- an **arch**itect /'ɑ:kɪtekt/
- a **bu**ilder /'bɪldə/
- a **chef** / a **cook** /ʃef/ /kʊk/
- a **dent**ist /'dentɪst/
- a **do**ctor /'dɒktə/
- an **engine**er /endʒɪ'nɪə/
- a **factory worker** /'fæktəri wɜ:kə/
- a **flight attendant** /'flaɪt ətəndənt /
- a **foot**baller /'fʊtbɔ:lə/
- a **hair**dresser /'heədresə/
- a **journal**ist /'dʒɜ:nəlɪst/
- a **law**yer /'lɔ:jə/
- a (bank) **man**ager /('bæŋk) mənɪdʒə/
- a **model** /'mɒdl/
- a **music**ian /mju'zɪʃn/
- a **nurse** /nɜ:s/
- a **pilot** /'paɪlət/
- a **police**man / a **police**woman /pə'li:smən/ /pə'li:swʊmən/
- a **reception**ist /rɪ'sepʃənɪst/
- a **shop assistant** /'ʃɒp əsɪstənt/
- a **sold**ier /'səʊldʒə/
- a **teach**er /'ti:tʃə/
- a **vet** /vet/
- a **wait**er / a **wait**ress /'weɪtə/ /'weɪtrəs/



**Pronunciation**  
 In multisyllable words, final *-er/ -or* is pronounced /ə/, e.g. *doctor, teacher*.  
 Final *-ian* is pronounced /ɪn/, e.g. *musician*.  
**a / an + jobs**  
 We use *a / an* + job words.  
*She's a model.* NOT *She's model.*

b (28)) Listen and check.

c Cover the jobs. In pairs, say what the people do.

She's a vet. He's an engineer.

d (29)) Listen and repeat the sentences. What do you do?



EXTRA PRACTICE

Personal Pronouns; Verb *BE*; The World

Complete sentences 1–4 for you and write sentences 5–8 for a friend. Use *He* and *She*.

- |                                 |         |
|---------------------------------|---------|
| 1 I'm ..... (name)              | 5 ..... |
| 2 I'm from ..... (country)      | 6 ..... |
| 3 I'm ..... (age)               | 7 ..... |
| 4 I'm ..... (married or single) | 8 ..... |

1.02 Write sentences. Then listen and check.

- Andrea / Poland / 21 + single  
Hi. I'm Andrea. I'm from Poland. I'm twenty-one and I'm single.
- Bruno / Germany / 32 + married  
.....
- Marisol / Mexico / 18 + single  
.....

10

Look at the pictures and fill in *is/ isn't*, *are/ aren't* and the correct personal pronoun *he, she, it* or *they*.



- Alice is a teacher. Is she old?  
No, she isn't. She is young.



- Greg and Bob ..... naval officers. .... at home now?  
No, ..... at work.



- George ..... a businessman. .... poor?  
No, ..... rich.



- This ..... a musical instrument. .... a trumpet?  
No, ..... a saxophone.

Write negative sentences.

- She's a doctor, not a nurse.
- I'm a student, not a teacher.
- You're an engineer, not an artist.
- They're Polish, not Russian.
- We're musicians, not engineers.
- She's Japanese, not Chinese.
- He's single, not married.
- I'm twenty, not twenty-one.
- She's an artist, not a musician.

She isn't a nurse.

.....

.....

.....

.....

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.....



Complete the sentence with *is, is not, are, are not, am* or *am not*.

- a I am not Spanish, I'm Greek.
- b Peter \_\_\_\_\_ a good student. He's a bad one!
- c Our eyes \_\_\_\_\_ blue. They're brown.
- d My sister \_\_\_\_\_ a police officer, she's a journalist.
- e \_\_\_\_\_ his brother tall?
- f The bus \_\_\_\_\_ late, it's here now.

Write short answers to the questions.

- a Are you a good student? Yes, I am. / No, I'm not.
- b Are your parents at home now? \_\_\_\_\_
- c Is it Monday today? \_\_\_\_\_
- d Are you hungry? \_\_\_\_\_
- e Are your friends with you now? \_\_\_\_\_
- f Is your school in a large city? \_\_\_\_\_
- g Is it cold outside? \_\_\_\_\_
- h Are you young? \_\_\_\_\_
- i Is English easy? \_\_\_\_\_
- j Are these exercises difficult? \_\_\_\_\_

Answer for you with short answers.

- |                              |                            |
|------------------------------|----------------------------|
| 1 Are you a student? _____   | 4 Are you American? _____  |
| 2 Are you single? _____      | 5 Is it six o'clock? _____ |
| 3 Are you twenty-five? _____ | 6 Are you Polish? _____    |

**1.03 Write the conversations. Then listen and check.**

- |  |  |
|--|--|
| 1 you + Italian? → no: Spanish.<br>A: Are you Italian?<br>B: No, I'm not. I'm Spanish. | 6 they + married? → yes<br>A: _____<br>B: _____                  |
| 2 he + Japanese? → yes<br>A: Is he Japanese?<br>B: Yes, he is.                         | 7 you and Jack + American? → no: British<br>A: _____<br>B: _____ |
| 3 she + Brazilian? → yes<br>A: _____<br>B: _____                                       | 8 it + six o'clock? → no: half past five<br>A: _____<br>B: _____ |
| 4 he + Polish? → no: Russian<br>A: _____<br>B: _____                                   | 9 she + single? → no: married<br>A: _____<br>B: _____            |
| 5 they + doctors? → no: teachers<br>A: _____<br>B: _____                               | 10 he + musician? → no: engineer<br>A: _____<br>B: _____         |

**Write questions and answers.**

- Madonna – from the USA? → yes  
Is Madonna from the USA?  
Yes, she is.
- Tom Cruise – tall? → no  
\_\_\_\_\_
- Bill Gates – rich? → yes  
\_\_\_\_\_
- Julia Roberts – a musician? → no  
\_\_\_\_\_

- the Rolling Stones – American? → no  
\_\_\_\_\_

- Ferraris – expensive? → yes  
\_\_\_\_\_

**Write negative sentences. Use contractions.**

- Tom Cruise – tall  
Tom Cruise isn't tall.
- Bill Gates – poor  
\_\_\_\_\_
- The Rolling Stones – American  
\_\_\_\_\_
- Madonna – from Italy  
\_\_\_\_\_

- Ferraris – cheap  
\_\_\_\_\_

- Julia Roberts – a musician  
\_\_\_\_\_

### Exercises

#### 1 Write sentences.

- |   |                    |                              |
|---|--------------------|------------------------------|
| 1 | my keys ✓          | I've got my keys.            |
| 2 | your laptop ✗      | You haven't got your laptop. |
| 3 | our passports ✓    | _____                        |
| 4 | his glasses ✗      | _____                        |
| 5 | her camera ✓       | _____                        |
| 6 | our credit cards ✗ | _____                        |
| 7 | my mobile ✓        | _____                        |
| 8 | their tickets ✓    | _____                        |

#### Write sentences.

- |   |  |                        |
|---|--|------------------------|
| 1 | I've got a Nikon camera. It's fantastic!   | My camera's fantastic! |
| 2 | She's got a new motorbike. It's great!     | _____                  |
| 3 | He's got a Dell laptop. It's brilliant!    | _____                  |
| 4 | We've got an old car. It's terrible!       | _____                  |
| 5 | They've got an old television. It's awful! | _____                  |

#### Complete the sentences about a friend. Use the words in brackets.

- |   |   |                    |
|---|---|--------------------|
| 1 | My friend <u>has got two sisters</u> . Their names are Clare and Penny. | (brothers/sisters) |
|   | My friend _____   | (brothers/sisters) |
| 2 | He/She _____  | (married/single)   |
| 3 | He/She _____  | (children/dog)     |
| 4 | He/She _____  | (car/bike)         |

**1.13 Complete the conversations. Then listen and check.**

**Conversation 1**

A: <sup>1</sup> Have Mark and Anna <sup>2</sup> got any children?

B: Yes, <sup>3</sup> a son and a daughter.

**Conversation 2**

C: What's the matter?

D: <sup>4</sup> a headache. <sup>5</sup> you <sup>6</sup> a paracetamol?

C: No, <sup>7</sup> . Sorry.

**Conversation 3**

E: <sup>8</sup> Lizzie <sup>9</sup> a car?

F: Yes, <sup>10</sup> an Audi TT.

E: Really? <sup>11</sup> a boyfriend?

**Write sentences.**

1 Joe / a nice house Joe's got a nice house.

2 Annika and Ray / not / a car

3 you / a bike?

4 Catherine / a sister?

5 we / not / any children

6 I / not / a cold. I / the flu

Complete the gaps with the expressions below. Make any changes necessary.

**have a rest**    **have a look**    **have a baby**    **have a nice meal**  
**have a chat**    **have a fantastic time**    **have a walk**

a I'm feeling tired, I'm going to have a rest.

b What was the restaurant like? I hope you

c In this country, you can take maternity leave when you

d The director wants to \_\_\_\_\_ with me about my exam results.

e They say it's a good idea to \_\_\_\_\_ every day to keep fit.

f It was a wonderful holiday, we

g Will you let me \_\_\_\_\_ at your revision notes?



Ex. 2 Change into the negative form

- 1. She's got blue eyes and black hair.
- 2. They've got a lot of friends there.
- 3. My father's got a modern car.
- 4. Bob's got a big family.
- 5. We've got a small classroom.
- 6. I've got some cigarettes.
- 7. Nancy's got a computer.
- 8. The house has got a garden.
- 9. My friends have got a telephone.
- 10. The students have got some experience.

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There is/are

Complete the sentence with *there*, *it* or *they*.

- a There are two bottles of water on the table.
- b ..... are nurses, not doctors.
- c There's a cat in the kitchen. .... is black and white.
- d There are 30 people at the party. .... are all my friends.
- e ..... is cold outside. There's snow on the ground.
- f ..... are from London.

Complete the gaps with *there is / isn't* or *there are / aren't*.

- a There are twelve stars on the European flag.
- b ..... any gravity in space.
- c ..... a Rome in every continent of the world.
- d ..... any deserts in Europe.
- e ..... over 40,000 characters in Chinese writing.
- f In Las Vegas casinos ..... any clocks.
- g In over 90 % of plane crashes ..... a survivor.
- h In an average bar of chocolate ..... eight insect legs!

Use the prompts and *There is / are* and *There isn't / aren't* to write sentences.

- a a post office There is a post office.
- b ~~a hospital~~ There isn't a hospital.
- c two banks .....
- d a supermarket .....
- e ~~an airport~~ .....
- f clothes shops .....
- g three schools .....



Complete the questions with *Is there* or *Are there*. Then write short answers.

In your town ...

- a *Is there* a cathedral? *Yes there is. / No, there isn't.*
- b ..... many shops?
- c ..... a shopping centre?
- d ..... a hospital?
- e ..... many things to do and see?
- f ..... a museum?
- g ..... a theatre?
- h ..... good bus and train services?

1

Fill in the gaps with *there is* or *there are* in the correct form.

- 1 ...*There are*... lots of rooms in the Royal Hotel. It is very big.
- 2 ..... twenty-five children in my class.
- 3 "..... any biscuits left?" "No, I'm sorry, I ate them all."

- 4 It is winter now. .... any leaves on the trees.
- 5 "Can we listen to some music?" "No, ..... a radio in this room."
- 6 "Can I have some sugar in my coffee?" "No, I'm afraid ..... any left."

Fill in the blanks with *There is* or *There are*.

- 1 ..... a fence around the bo
- 2 ..... trees along the road.
- 3 ..... a rainbow in the sky.
- 4 ..... lots of parks in our tow
- 5 ..... nothing in the cupbo
- 6 ..... not many bedrooms i
- 7 ..... lots of mistakes on yo
- 8 ..... a wasps' nest in the tr

Orders/instructions and suggestions

2C

a Complete with a verb from the list. Use a  $\oplus$  or a  $\ominus$  imperative.

be go have open park read speak take turn on worry

- A It's hot. B *Open* the window.  
 A I'm very sorry B *Don't worry*. It isn't a problem.  
 1 A I'm bored. B \_\_\_\_\_ the TV.  
 2 A *No entiendo*. B This is an English class. Please \_\_\_\_\_ Spanish.  
 3 A I'm tired. B It's late. \_\_\_\_\_ to bed.  
 4 A Is this book good? B No, it isn't. \_\_\_\_\_ it.  
 5 A I'm hungry. B \_\_\_\_\_ a sandwich.  
 6 A Look at those animals. B \_\_\_\_\_ careful. They're dangerous.  
 7 A It's raining. B \_\_\_\_\_ an umbrella.  
 8 A Where is our hotel? B It's over there. \_\_\_\_\_ here.

b Complete with *Let's* and a verb from the list.

close go open sit down stop turn off

- It's hot. *Let's open* the window.  
 1 Come on. \_\_\_\_\_.  
 2 It's late. \_\_\_\_\_ the TV and go to bed.  
 3 I'm tired. \_\_\_\_\_.  
 4 It's very cold in here. \_\_\_\_\_ the window.  
 5 There's a service station. \_\_\_\_\_ and have a coffee.

◀ p.17

48 Complete the sentences using an imperative. Use the verbs in the box.

eat ~~erose~~ enter turn  
 walk smoke write wash

1 ... *Don't walk* ... on the grass.



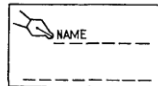
2 ... *Cross* ... the road at the lights.



3 ..... left.



4 ..... your name here.



5 ..... in class.



6 Please ..... this room.



7 Please ..... in this area.



8 Please ..... your hands.



Present Simple; Frequency Adverbs

**13a** Complete the sentences with the verb in the correct form.

- 1 Children *ask* a lot of questions. (ask)
- 2 I *love* classical music. (love)
- 3 You always ..... my birthday. (forget)
- 4 She never ..... to me. (listen)
- 5 They usually ..... coffee after their evening meal. (drink)
- 6 I ..... to work when the weather's cold. (drive)
- 7 My parents usually ..... to our house on Sundays.  
(come)
- 8 They ..... two languages at school. (learn)
- 9 The village shop ..... at 8 o'clock in the morning. (open)
- 10 We ..... her a diary every year. (give)
- 11 He often ..... with his brother. (fight)
- 12 You never ..... me with my homework. (help)
- 13 Big dogs ..... a lot of exercise. (like)
- 14 He ..... Arabic. (understand)
- 15 Lessons ..... at 9 o'clock every morning. (start)

**13b** Complete the sentences with the verb in the correct form.

- 1 She *goes* to college on her bike. (go)
- 2 A lot of birds *fly* south in the winter. (fly)
- 3 She ..... very hard at the weekends. (study)
- 4 My father ..... television most evenings. (watch)
- 5 I often ..... at the cinema. (cry)
- 6 She ..... a lot of homework in the evenings. (do)
- 7 A mother cat ..... her kittens. (wash)
- 8 You ..... language very well. (teach)
- 9 He ..... the shopping for his grandmother. (carry)
- 10 He's very naughty - he ..... other children. (push)

**13c** Write the sentences again, using *she* or *he*.

- 1 I always listen to the radio in the mornings. (She)  
*She always listens to the radio in the mornings.*
- 2 I take the dog for a walk every day. (He)  
*He takes the dog for a walk every day.*
- 3 I usually buy all the food. (She)  
.....
- 4 I teach history and Latin. (She)  
.....
- 5 I walk to the office every day. (He)  
.....

- 6 I never wash the car. (She)  
.....
- 7 I open the building every morning. (He)  
.....
- 8 I occasionally write letters to my old school friends. (He)  
.....  
.....
- 9 I drink a lot of tea with my breakfast. (He)  
.....
- 10 I watch the football on television every Saturday. (She)  
.....  
.....

**14a** Add *do* or *does* to make questions and *do*, *don't*, *does* or *doesn't* to make short answers.

- 1 ' *Does*... she live with her parents?' 'Yes, she *does*..'
- 2 ' *Do*... you like your job?' 'No, I *don't*..'
- 3 '..... I speak Italian well?' 'Yes, you .....
- 4 '..... you drive to work?' 'No, I .....
- 5 '..... they work hard at university?' 'Yes, they .....
- 6 '..... Alan smoke?' 'No, he .....
- 7 '..... your sister visit you very often?' 'Yes, she .....
- 8 '..... we usually give her a birthday present?'  
'No, we .....
- 9 '..... you write to your parents very often?' 'No, I .....
- 10 '..... he help you very much?' 'Yes, he .....

**14c** Write the questions in the present simple.

- 1 Where / you / work?  
*Where do you work?*
- 2 What / she / do?  
*What does she do?*
- 3 Where / he / live?  
.....
- 4 What music / your husband / like?  
.....
- 5 When / she / do her homework?  
.....
- 6 Why / we / learn Latin?  
.....
- 7 Who / she / teach?  
.....
- 8 How / I / turn on the television?  
.....

**15** Change these sentences from the positive to the negative.

- 1 She works very hard.  
*She doesn't work very hard.*
- 2 It usually snows here in the winter.  
.....
- 3 I like a big breakfast every morning.  
.....
- 4 The film starts very early.  
.....
- 5 He swims every morning.  
.....
- 6 They always open the windows at night.  
.....
- 7 We often see our neighbours in the garden.  
.....
- 8 Chris goes on holiday every year.  
.....
- 9 You drive very fast.  
.....
- 10 These young children learn very quickly.  
.....



Para comenzar, debes responder esta pregunta eligiendo una o varias opciones de acuerdo a tu conocimiento sobre el tema. Luego, en clase, analizaremos cada respuesta.

**Para aprender una lengua extranjera se requiere(n):**

- a. Un talento especial?
- b. Habilidades innatas de escucha (tener capacidad para imitar a alguien o algo, por ejemplo)?
- c. Ser niño o adolescente?
- d. Estudio, dedicación y tiempo?
- e. Conocer maneras específicas de aprender otro idioma?
- f. Vivir en el lugar donde se habla esa lengua extranjera?
- g. Facilidad innata para hablar otro idioma?
- h. Ninguna de las antes mencionadas

Cada vez que uno escucha que alguien habla dos o tres o cuatro idiomas, nos decimos en voz baja: “Qué lindo sería poder aprender a hablar francés”, por ejemplo. Hablar otro idioma no es imposible. El siguiente artículo extraído del sitio de la BBC nos da algunas pautas muy útiles sobre cómo podemos potenciar el aprendizaje de otra lengua.

Los secretos de aprender otro idioma en pocas semanas

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*RobBudden BBC Capital*

9 marzo 2015.

Imagínate esto: quieres pedir un trabajo de ensueño en el extranjero, pero hay un problema. Necesitas aprender una lengua que no conoces y tienes poco tiempo.

Puede que parezca imposible pero, según expertos en el tema, puedes aprender habilidades básicas de comunicación en solo unas semanas, y dominar los fundamentos de un idioma extranjero en unos meses.

Aunque no alcances la fluidez que te permita entender los grandes clásicos de la literatura, puedes aprender rápido frases y vocabulario específico para tus necesidades, estés trabajando con el servicio diplomático o con una multinacional tecnológica.

A la mayoría de la gente no le llevará mucho tiempo llegar a poder debatir sobre la actualidad con un hablante nativo de Roma o compartir una charla informal con nuevos colegas de trabajo franceses en París.

Empezar

---

A veces, viajar a lo largo y ancho del mundo por trabajo te obliga a encontrar formas de aprender a mantener conversaciones en distintos idiomas.

Fue el caso de Benny Lewis, de profesión ingeniero, quien llegó a aprender lo suficiente de siete idiomas, entre ellos el español, el francés y el alemán.

"Mucha gente no progresa si no abre la boca. Si no estás dispuesto a poner en riesgo tu identidad, el progreso será más lento", Michael Geisler, vicepresidente de una escuela de idiomas en EE.UU.

También llegó a utilizar con soltura varios otros, incluido el mandarín.

Aprender el español, el primero que se propuso aprender, le llevó más de un año. Pero los siguientes, incluidos los fundamentos del mandarín coloquial, fueron más rápidos.

¿Su secreto?: cuando necesita aprender un idioma, Lewis prepara una especie de guión que le sirve para responder a preguntas sencillas que le hagan extraños.

Los libros de frases y los tutoriales en la red pueden ser útiles al principio, según los expertos, ya que te aportan el vocabulario y la confianza para mantener conversaciones básicas con hablantes nativos, lo cual es el primer paso para aprender un idioma.

"La barrera más grande al principio es la falta de confianza", dice Lewis. "Esto fue mejorando y mejorando para mí (a medida que iba hablando)".

De hecho, atreverse a hablar es necesario si quieres progresar en un idioma extranjero, dicen los expertos.

"Mucha gente no progresa si no abre la boca", dice Michael Geisler, vicepresidente de las escuelas de idiomas del Middlebury College, en Estados Unidos.

"Si no estás dispuesto a poner en riesgo tu identidad, el progreso será más lento", asegura.

Esto significa no tener miedo a asumir riesgos o cometer errores.

Cuando empezó a aprender español, Lewis dijo que hablaba un poco como Tarzán, el hombre de la selva.

"Decía 'yo querer ir al supermercado'. Pero así llegué a una fase avanzada tras empezar como principiante".

Sumérgete

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Geisler cree que la inmersión total es básica para dominar un idioma extranjero rápido.

Cuanto más te sumerges, leyendo, escuchando la radio y hablando con la gente, más rápido progresarás.

Los estudiantes del Middlebury College tienen que hacer todas sus actividades extracurriculares, desde el deporte al teatro, en el idioma que están aprendiendo.

El Instituto para el Servicio Exterior, que entrena a diplomáticos y personal de Exteriores estadounidense en Washington, también promueve este tipo de inmersión en idiomas extranjeros.

La soltura para mantener conversaciones se alcanza en unas pocas semanas, según los expertos, especialmente si se practica con frecuencia.

James North, director asociado en el Instituto para el Servicio Exterior, dice que el centro promueve que los estudiantes entren en contacto con hablantes nativos.

"Tienes que invertir no solo la cabeza, sino también el corazón", dice North.

Puedes, por ejemplo, hacer trabajo voluntario o entrar en contacto con la comunidad local en restaurantes y funciones del vecindario.

Además, en las grandes ciudades hay con frecuencia grupos de Meet-Up (una página de internet para quedar con gente en grupos con alguna temática) de inmersión lingüística.

También hay alternativas en la red.

Conversando con frecuencia con expertos en idiomas o hablantes nativos también se logra contar con alguien que compruebe y corrija tus progresos.

"La práctica es lo que te da la competencia", dice North. "El aprendiz inocente no tiene perspectiva sobre lo que hace. Es fundamental tener a alguien que te diga que vas por el buen camino".

Tienes que pedir a los que hablan contigo que te corrijan y asegurarte de que saben que te parece bien que corrijan tu pronunciación y gramática, aunque los expertos dicen que no debes preocuparte demasiado por la gramática en las primeras fases de aprendizaje.

Primero usa el idioma y luego ya te concentrarás en la gramática, dice Lewis.

"Entonces tendrás mucho contexto. Puedes ver una regla y entender por qué algo se dice de una determinada manera", explica.

"Es fundamental tener a alguien que te diga que vas por el buen camino", James North, Instituto para el Servicio Exterior



A medida que vas aprendiendo, asegúrate de consumir medios de comunicación en el idioma extranjero. Si estás empezando, lee libros de niños o ve películas conocidas en ese idioma, aconsejan los expertos.

Si tienes objetivos específicos, como hablar con tu pareja o utilizar el idioma en el trabajo, esa motivación puede ser todo lo que necesitas para empezar a dominar las conversaciones.

Pero cuídate de albergar ambiciones excesivas. Si quieres dominar el idioma en dos meses, es probable que te sientas decepcionado.

Pero si tu objetivo es alcanzar cierto nivel de dominio de la conversación coloquial, especialmente si es para un encargo laboral, es totalmente posible.

Lea la [historia original en inglés](#) en [BBC Capital](#)

Extraído de: [http://www.bbc.com/mundo/noticias/2015/03/150309\\_vert\\_cap\\_aprender\\_idioma\\_rapido\\_yv](http://www.bbc.com/mundo/noticias/2015/03/150309_vert_cap_aprender_idioma_rapido_yv)

## Estrategias de aprendizaje de una lengua extranjera

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Es entonces indispensable conocer ciertas **estrategias** que nos ayudarán a aprender ese idioma que tanto queremos hablar. En inglés, se llaman LEARNING STRATEGIES y nos orientan a estudiar los diferentes aspectos de idioma extranjero. Estas “Learning Strategies” se pueden clasificar en términos generales, en:

- a. Speaking strategies
- b. Listening strategies
- c. Reading strategies
- d. Writing strategies
- e. Strategies to learn vocabulary
- f. Strategies to learn grammar.

Comenzaremos a analizar las estrategias del **habla - SPEAKING STRATEGIES**.

### 1. Speaking Strategies for EFL Learners



- I want to exchange information and ideas...
- I want to establish and maintain social relations...

O'Malley and Chamot (1990) define learning strategies as “special thoughts or behaviors that individuals use to help them comprehend, learn or retain information.”

## Rubin's (1987) classification of language learning strategies

Rubin (1987) categorized LLS into three main groups: Learning strategies, Communication strategies, and Social strategies. The following is a summary of his classification.

### 1. Learning strategies:

1.1 Cognitive learning strategies

1.2 Metacognitive learning strategies

### 2. Communication strategies

### 3. Social strategies

According to Rubin (1987), learning strategies include all strategies that are directly related to learning (cognitive) or those which indirectly involve the learning process (metacognitive). By **cognitive** he means **clarification, practice, memorizing, and monitoring**, and by **metacognitive** **planning, setting goals and self-management**. Based on what Hismangolu (2000) states, **communication strategies are used to handle communication difficulties** and **Social strategies** are employed in conditions where individuals need to practice their knowledge. Some others include the affective strategies.

## Introduction

According to O'Malley and Chamot (1990) a successful language learner is the one who can take control of and responsibility for his own learning, become less dependent on the teacher and continue to learn the language outside the classroom. These authors think that **speaking strategies** are crucial because they help foreign language learners "in **negotiating meaning** where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language" (p.43).

The following activities are designed to enhance your consciousness about the nature and **process of language learning** and to suggest **effective strategies** to improve your **speaking skills**.

Because language is communication, its first manifestation is oral. In order to interact with other people, we need to speak to them by using our **speaking skills**. These are the hardest to develop.



### Let's analyse why....

Many English students complain that they understand English, but don't feel confident enough to join a conversation. There are a number of reasons for this, including:

- Students try to translate from their native language into English. (interference)
- Production "blocking" occurs due to nervousness, lack of confidence, etc. (affective factors)
- The speaker looks for a specific word, rather than using simple language to describe what is meant. (paraphrasing)
- Students cannot understand every single word of what is being said to them so they cannot respond/continue the conversation. (vocabulary)
- Students cannot process the information due to the fast pace of their interlocutors. (listening problem).
- In unexpected situations students become tongue-tied and are unable to produce an utterance.(lose face)

(The class is divided in three groups – Each group is given one of the following tasks to experience their problems when speaking and elicit the strategies used for solving such problems).

**Task 1.** Talk about yourself, briefly describe your favourite activities and talk about the city/village you live in/come from.

**Task 2.** Describe the house shown in the picture provided by your teacher.

**Task 3.** Using the pictures provided, tell a story to your classmates in English. (picture-cued storytelling)



**Now:**

1. Did you find it difficult to speak in English?
2. What was the most difficult part?



**Can you think of other problems you had?**

1. ....
2. ....
3. ....



**Finding solutions**

1. How did you act in order to solve these problems? (teacher elicits strategies)
2. What do you usually do when you can't say the English word?



(resort to dictionary, ask for the translation of word or phrase, ask a classmate to tell you the word, say it in Spanish).

**3. What do you usually do when you do not understand what the other speaker is saying?**

(ask for repetition, I ask for clarification: definition, I relate it to the rest of the conversation (inference), I paraphrase, I negotiate meaning).

• **Some possible solutions. Tick (✓) the ones you've used:**

1. If I do not know how to say a word or phrase, I ask a classmate or my teacher.
2. I use the dictionary to prepare a role play or communicative activity in class.
3. If I do not know how to say a word, I use a synonym or describe what I want to say.
4. If I do not know how to say a word in English, I say it in Spanish.
5. If I do not know how to say a word or phrase, I use gestures and my hands.
6. I ask my speaking partner to repeat a word or phrase if I do not hear it clearly.
7. If I do not hear a word or phrase clearly, I relate it to the part of the conversation that I understood.
8. I use known words and phrases when I do not know how to say something.
9. I structure some ideas in my mind before speaking.
10. To gain time, I use fillers such as: and, well, etc.
11. I repeat the last word or phrase I said to gain time.
12. I do not think too much before speaking so that ideas can flow in English.
13. I ask my speaking partner to repeat or explain in different words what I did not understand.
14. I tell my speaking partner when I do not understand something.

• **This is a list of strategies used while talking and while preparing to talk. Tick the ones you think you usually use:**

**1) While Talking**

**1.1. Interference of mother tongue**

1. Whenever I want to speak or write in English, first I think in Spanish, then I translate into English.
2. I try to start speaking or writing without preparation so I won't have time to think about it in Spanish.
3. If I have enough time, first I write my sentences, then I translate them and finally I use them in my English speaking.

**1.2. Error correction**

1. If I become aware of my mistakes, I attempt to correct them myself.
2. I am sure that my teacher will correct me so I don't try to correct my mistakes.
3. I don't pay attention to slips of tongue; I just correct obvious grammatical or lexical errors.
4. When others speak, I check them and their possible errors, and then I correct them in my mind.

### 1.3. Accuracy

1. Accuracy is so important to me. Every time that I speak, I pay a lot of attention to grammatical points.
2. I try to communicate with others and express myself even if I cannot use correct grammar.
3. I'm worried about making mistakes all the time especially in mixed classes.

### 1.4. Body language and substitution

1. I think when I use gestures at the time of speaking, I can communicate better.
2. I use gestures only when I am speaking to a person whose English is better or worse than me.
3. When I don't know a word during speaking, I use the Spanish equivalent so that my teacher will help me.
4. If I forget a word, I try to explain it in English or use its synonyms.
5. Whenever my mind blocks when I forget a word, I stop speaking till my teacher or my friends help me.

## 2) While Preparing to Talk

### 2.1. Educational aids methods and materials

1. I watch films or listen to English news
2. I like music; therefore, I prefer to listen to English music.
3. Reading books or magazines in English will help me learn new words and structures.
4. Whatever I hear, I try to repeat irrespective of whether it is from a film, piece of news, song or even live speaking. When I repeat, I learn both the pronunciation and the usage of the word or the structure.
5. I try to use dictionaries or other references to improve my pronunciation and diction.

### 2.2. Memorization and summary

2. First I memorize texts, and then I try to give summaries of the summaries in my own words.
3. I never memorize because everything will be forgotten; I just try to learn and comprehend, and to do so I give summaries all the time.

### 2.3. Sensitivity toward chances

1. After class, if it is possible, I speak English with my teacher and classmates.
2. Whenever I see a foreigner or a person whose English is better than me, I start a conversation in English and talk with them.
3. I look for chances to learn new words and structures. So, when my teachers and those who are proficient in English speak, I care about what they say in order to achieve my goal, which is improving my knowledge of English.

- **Being able to use speaking strategies = having strategic competence**



### Let's read!

Burns (1990) affirms that **strategic competence** is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. It also refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate a conversation, and how to clear up a communication breakdown.

#### Some of the strategies used are:

1. **Paraphrasing:** is the rewording of the message in an alternative, acceptable target language construction, in situations where the appropriate form or construction is not known or yet stable. Three types of paraphrase are:
  - a. **Approximation:** involves “using an alternative term which expresses the meaning of the target words as closely as possible” (Dörnyei&Thurrell 1994: 44).
  - b. **Circumlocution:** is a strategy used to describe or explain the meaning of the target expression, for example, through description of its characteristics such as shape, colour, size or function.
  - c. **Word coinage:** is defined by Brown (2000: 128) as “creating a nonexisting L2 word based on a supposed rule”, for example, using the past form (ed) to create the verb ‘goed’ instead of ‘went’. Learners may also make up a word to substitute an unknown word; for example, they may use ‘animals garden’ for the unknown word ‘zoo’.

Example:

<http://www.youtube.com/watch?v=CLuqf8oO6Yg> (repair strategies)

<http://www.youtube.com/watch?v=D99Ix9-1S60> (communication breakdowns)

<http://www.youtube.com/watch?v=0rdkORNJMnE>

<http://www.youtube.com/watch?v=vjh48-zoIS8>(Italian man who goes to Malta)

<http://www.youtube.com/watch?v=YRf9ooQ7qq8> (think –sink)

[http://www.youtube.com/watch?v=NjTtFvLD\\_bE](http://www.youtube.com/watch?v=NjTtFvLD_bE) (situational misunderstandings – fun)

<http://www.youtube.com/watch?v=GOHvMz7dI2A> (commercial)

### 2. Self-Correction

is a strategy used when the speaker realises they have made a mistake and try to correct their utterance by rephrasing and reformulating it. Cook (1996: 90) describes self correction as when “the speaker has another attempt at the same sentence”.

### 3. Use of Fillers/Hesitation

Also called “time-stalling devices” (Graham 1997: 78), fillers and hesitation give speakers time to think. During a conversation, using fillers (e.g. ‘er’, ‘um’) is often preferable to silence because this may cause embarrassment or a breakdown in communication.

Example:



<http://www.youtube.com/watch?v=swZ3nJo1QaE>

#### 4. Repetition

Although I did not find references in the literature to repetition as a speaking strategy, my experience suggests that learners often repeat an utterance they have already said without changing it at all. They may do this as a way of getting more time to think about what to say next and in this sense repetition may be another time-stalling device.

Example:

<http://www.youtube.com/watch?v=FZMxKf-xAs>

#### 5. Borrowing

Borrowing occurs when learners use L1 knowledge to help them solve L2 communication problems. Bygate (1987) identifies four types of borrowing:

- a. **asking for clarification:** L2 speakers can ask for clarification or help from their conversation partners. For example, the learner may use the L1 to ask for an English translation of a mother tongue word.
- b. **non-linguistic signals:** such as miming and gesturing, are another borrowing strategy learners use to overcome communication problems.
- c. **literal translation:** is when learners transfer L1 word order and rules to the L2 in order to construct unfamiliar or complex structures.
- d. **language switch:** it occurs when, while using the L2, the speaker momentarily switches to the L1. Code switching of this kind normally occurs when the speaker knows that the listener shares the same L1.

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Canale, M., and M. Swain. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. *Applied Linguistics*, 1, pp. 1-47.

Chamot, A. U., & J. M. O'Malley. (1990) *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Rowley: Newbury House.



Let's put some of these strategies into practice!

#### Activity 1: Making small talk

- ✓ You start a conversation with an adjacent passenger during a plane flight (remember this is a polite conversation that does not seek to develop the basis for future social contexts). Pay attention to the strategies you use.
- ✓ You chat to a school friend over coffee (this is a casual conversation that serves to mark an ongoing friendship).

- ✓ A student is chatting to his/her professor while waiting for the elevator (this is a polite conversation they reflects unequal power between the 2 participants).
- ✓ You tell a friend about an amusing weekend experience, and hear him/her recount a similar experience he/she once had.



## Let's begin with the English sounds!

**I) First**, read the following questions, and with the knowledge of the language that you have, think of the possible answers:

1. What's the difference between "sounds" and "letters" in English?
2. Is this similar in Spanish?
3. Why is this distinction important?

**II) Second**, watch the following videos several times so that you can produce an answer to the questions in I) and to this one:

4. What do the speakers say about "pronunciation"?

<http://www.bbc.co.uk/skillswise/topic/the-sounds-of-english>

<http://www.bbc.co.uk/skillswise/topic/recognising-letters-and-words>

<https://www.youtube.com/watch?v=7mahmMmnSx4> (video on sounds)

<https://www.youtube.com/watch?v=OT68P7fO6BA> (video on sounds)