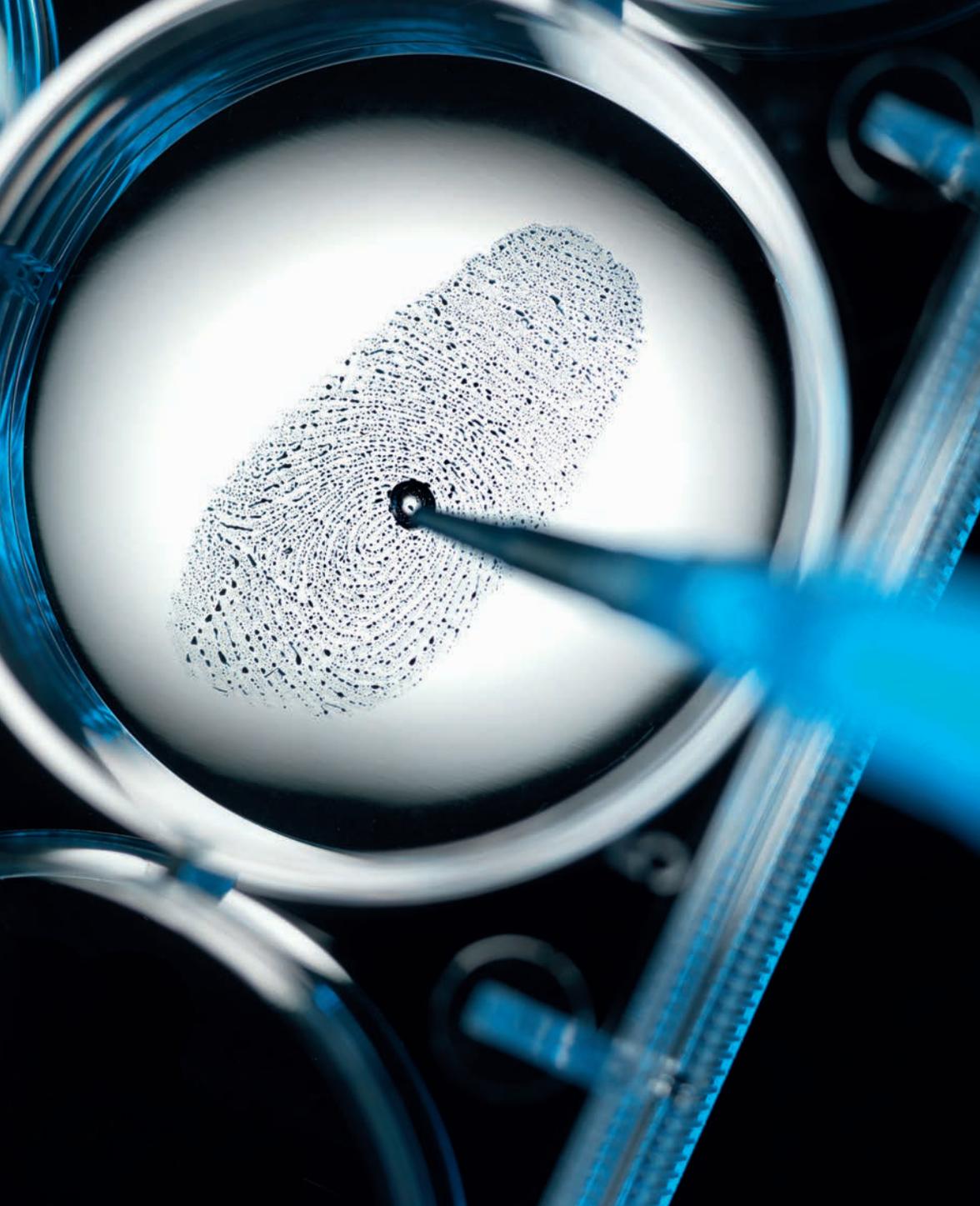


identity



ME AND MY LANGUAGES p8



SAME OR DIFFERENT p11



TELL ME ABOUT YOURSELF p14



THE BLIND PAINTER p16

SPEAKING 1.1 Talk about important dates in your life 1.2 Talk about the differences between men and women 1.3 Role-play an interview 1.4 Speak about yourself for 60 seconds

LISTENING 1.2 Listen to a set of instructions and do a test 1.3 Listen to three interviews 1.4 Watch a BBC documentary about a blind artist

READING 1.1 Read about bilingualism 1.3 Read tips on doing successful interviews

WRITING 1.1 Write an email of introduction 1.4 Write a personal description

BBC INTERVIEWS

 What does family mean to you?



VOCABULARY

LANGUAGE

- 1 A** Read questions 1–10. What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.
- Why are you learning English? For work, exams, travel, etc.?
 - Do you speak any languages apart from your **mother tongue** and English?
 - Who is the best language learner in your family?
 - Did you use any **learning strategies** when studying your second language? Which?
 - When was the first time you used a **foreign** language outside the classroom?
 - Do you have the chance to speak/write to **native speakers** regularly?
 - Is it important for you to learn **slang** or **jargon** in English, or do you only want to learn standard English?
 - Which is more important to you when you learn to speak a language: **fluency** or **accuracy**?
 - Which **skill** is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?
 - Do you know anyone who is **bilingual**? What advantages might they have in life?

B Work in groups. Discuss your answers to questions 1–10.

2 Answer the questions.

- Which words in bold in questions 1–10 have silent letters?
- What are the silent letters in these words: *science, talk, listen, know, right, wrong, hours, guess*?
- Which statement (a or b) do you think is true?
 - Most words in English are spelt differently to how they are pronounced.
 - Under twenty percent of words in English are spelt differently to how they are pronounced.

speakout TIP

Around fourteen percent of English words have irregular spelling; they are spelt differently to how they are pronounced. When you learn new words, try to hear them. Watch out for silent letters!



BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?

by Johan Acosta



Grandpa shouts, “Dinner’s ready” in Danish. My mother asks me in English to lay the table. As I do so, I catch the theme tune of the Brazilian soap opera on TV in the living room, where my sister is relaxing. She speaks perfect Portuguese. My father asks her to record the programme in his native Spanish, and we take our places at the table. And what’s on the menu? Italian meatballs.

We know we aren’t a normal family. At any moment, you might hear conversations in four different languages, and almost everyone understands almost everything. But what is normal these days? My mother is half-Danish, half-English, and my father, who is from Bolivia, speaks Spanish and Guarani. Because of my mother’s work (she’s now retired), we lived in Brazil, Italy and Germany, so we picked up three more languages. Now as adults, my sister and I both speak six languages.

READING

3 A Read the title of the text. What do you think it will discuss? Read to find out.

B Read the text again and answer the questions.

- What six languages do you think the writer and his sister speak?
- How do you think the writer learnt each of his languages?
- How many of the world’s people are thought to be bilingual?
- What are those who learn their second language as children better at compared to those who learn a second language as adults?
- What health benefit of being bilingual is mentioned in the text?

Being bilingual, or in our case multilingual, has so many advantages. All the recent research suggests we benefit in many ways: social, cultural, economic, academic, and intellectual. The research has also destroyed some of those persistent myths.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds. The truth is that around fifty percent of the world's inhabitants are bilingual. The continents with the most linguistic diversity are Asia and Africa. In Nigeria alone, 500 languages are spoken, in India 400.

Some people believe that you have to learn both languages as a child to be truly bilingual. My sister and I are fortunate in this respect, but we know countless people who have mastered a second language as adults. They may not have such perfect pronunciation as those who acquire their second language as children, but they are still completely fluent and accurate.

Another myth about bilinguals concerns identity. Some people think we have split personalities. As kids, my sister and I were often asked "But where are you really from? Don't you get confused?" Not at all. I am me, the product of many cultures. I can switch languages easily, according to where I am and who I'm with, and this seems completely natural to me.

As for the benefits, bilinguals do better on certain tests, are better protected against mental illnesses such as Alzheimer's, gain insights into other cultures, have access to more of the world's information, and are in some contexts more employable. Being bilingual has made me who I am, and for that I'm grateful.

One of the myths is that bilingualism is uncommon, as if we bilinguals are like rare, exotic birds.



C Underline words or phrases in the text that match meanings 1–6 below.

- 1 relating to the language you grew up speaking (paragraph 1)
- 2 learnt by listening/watching other people (paragraph 2)
- 3 speaking many languages (paragraph 3)
- 4 false ideas that people continue to believe and repeat (paragraph 3)
- 5 learn without needing to try hard, e.g. a language (paragraph 5)
- 6 understand important truths about a subject (paragraph 7)

D Discuss the questions with other students.

- 1 Do you agree with the writer's list of the advantages to being bilingual?
- 2 Do you think there any disadvantages to being bilingual?
- 3 Do you know any families that are bilingual or multilingual? Are they similar to the family in the text?

GRAMMAR

QUESTION FORMS

4 A Read sentences 1–6 and answer questions a)–e).

- 1 Do you speak other languages?
 - 2 Did you use any learning strategies?
 - 3 Who did you talk to?
 - 4 What happened?
 - 5 What did you talk about?
 - 6 Who is the best language learner in your family?
- a) Underline the main verb in each question. (The first has been done for you.)
 - b) Circle the auxiliary verbs. Which auxiliary refers to the past? Which refers to the present?
 - c) Which two questions are yes/no questions?
 - d) Which two questions end in a preposition: *of, by, etc.*?
 - e) Which two questions use *wh-* words to refer to the subject (the person who does the action, or the action itself) and don't use an auxiliary verb?

▷ page 128 **LANGUAGEBANK**

B **1.1 INTONATION: *wh-* questions** Listen to the questions in Exercise 4A. Are the question words (*wh-* words) in 3–6 said in a higher or a lower voice?

C Listen and say the questions at the same time.

5 A Put the words in the correct order to make questions.

- 1 do / every / you / day / study ?
- 2 your / any / did / languages / teach / parents / you / other ?
- 3 is / learner / who / the / best / you / language / know ?
- 4 was / teacher / your / English / first / who ?
- 5 do / do / you / remember / what / English / to / words / in ?
- 6 languages / you / what / do / to / like / listening ?
- 7 do / what / watch / you / English / in / TV / programmes?
- 8 foreign / did / speak / first / when / language / a / you ?

B Choose three of the questions to ask other students.

SPEAKING

6 A Write four dates, four names and four places that are important to you.

Dates: *7 May 2008 – My son was born.*

Names:

Places:

B Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

WRITING

EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

7 A When would you write a letter or email to introduce yourself?

B Read the emails. Why are the people writing? Which sentences tell us?

To: ramirez@languagestar.nett Subject: Spanish conversation class

Hi Hernan,

My name's Julia Brown. I heard from my friend Nichola Lazarus that you're running a Spanish conversation class. She said you'd be happy to accept a few more people. My mother tongue is English but I picked up some Spanish years ago when I was travelling in Latin America. I really want to develop my fluency and accuracy, so I'd love to join the class. Hope to hear from you soon.

All the best,

Julia 😊

To: GND staff Subject: Greetings

Dear Colleagues,

As you probably know, next month I will start work as the new director of the Language Teaching Education Programme. For those of you who don't know me, I would like to take this opportunity to introduce myself. Since 2010, I have worked at the School of Education at Borodiv University. I have been involved in a number of language teacher education projects across Europe and I worked extensively on the Star Placement Initiative that placed six thousand native speakers in language classrooms in eight countries. I am married with two children and my family is bilingual in English and Turkish.

I look forward to working with you.

Yours sincerely,
Talya Osman

8 Read the five steps for good email writing. Do you think the emails in Exercise 7B follow steps 1–3?

- 1** **Aim** for your **audience**: think about who you are writing to. Is the email formal or informal?
- 2** **Be brief**: try not to use too many words. Emails shouldn't go on for pages.
- 3** **Communicate clearly**: use simple, clear language and simple sentence structure.
- 4** **Do two drafts**: write a first version and then rewrite.
- 5** **Edit everything**: check grammar, vocabulary, spelling and punctuation before sending.

9 A Look at the emails in Exercise 7B again. Which one is formal and which is informal? How do you know?

B Answer questions 1–4 with formal (F) or informal (I).

- 1 Which email uses full forms of verbs (*I will, I would*) instead of contractions (*you're, I'd*)?
- 2 Which email leaves out words (e.g. *Hope to ...* instead of *I hope to ...*)?
- 3 Which email sounds more like spoken English?
- 4 Which email uses longer, more complex sentences?

C Complete the notes with phrases from the email.

Greeting

(formal): 1 _____.

(informal): Hi/Hello.

Introduction

(formal): I would like to take this 2 _____.

(informal): My name's ...

Final message

(formal): I look forward to ...

(informal): 3 _____.

Goodbye

(formal): 4 _____.

(informal): All the best.

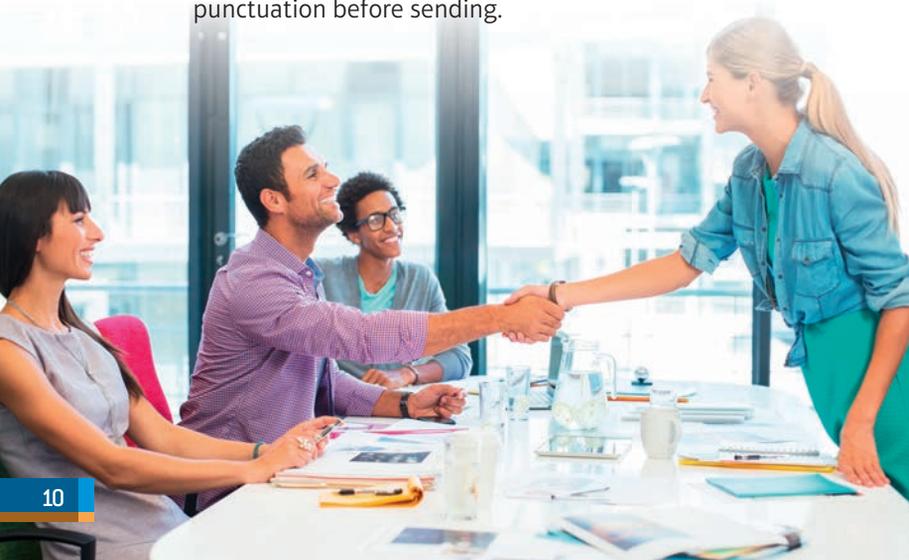
10 Choose a situation below and write an email. Think about who you are writing to, the reason for writing and the style: formal or informal.

Situation 1

You are going to join an English conversation class. Write an email introducing yourself to the teacher and the class. Mention your experience of learning and speaking English and say why you want to join the class.

Situation 2

Next week you start a new job in a multinational company. Your colleagues speak over twenty languages, and all of them read English. Write to introduce yourself. Mention your previous work experience and the languages you know, and add something personal.



VOCABULARY

RELATIONSHIPS

1 A Work in pairs. Think of all the people you have talked to in the last 24 hours. What relationship do they have to you?

B Look at the words in the box and answer the questions.

boss and employee classmates
partner team-mates member
godfather and godmother
mentor and pupil fiancée and fiancé

- Which pair works together? *boss and employee*
- Which pair promises to help guide a child through life?
- Which pair is going to get married?
- Which pair involves one person learning from the other?
- Which word describes people who play in the same sports team?
- Which word describes people who go to the same class?
- Which word describes a person who is part of a club?
- Which word is a general word for 'someone who you do something with'?

C **1.2** Listen to six sentences. Tick the words in the box in Exercise 1B which you hear.

D WORD STRESS Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

page 148 **VOCABULARYBANK**

speakout TIP

Remember: most two-syllable words in English have the stress on the first syllable. Hold a hand under your chin. Say the word slowly. The jaw (the bottom part of your chin) drops more on the stressed syllable.

2 Work in groups. Discuss the questions.

- Can you think about one man and one woman who have played important roles in your life? Who were they? Why was the relationship important?
- Do you think men and women are different in these roles? How?

LISTENING

3 A Read the text. Discuss. Do you think male and female brains are different? How? What are the stereotypes of men and women in your country?



Are men's and women's brains wired differently?

Is it true that men are from Venus and women are from Mars? Some researchers think that male and female brains are wired differently, with male brains wired from back to front, and female brains wired from side to side. This might explain why men are good at performing a single task, like cycling or navigating, whereas women might be better at multi-tasking. Other researchers disagree, however. What do YOU think? Try the bike test to find out if your brain is male or female.

B **1.3** Take a piece of paper. Listen to Part 1 and 2 and follow the bike test instructions.

C **1.4** Listen to the explanation in Part 3. Turn to page 158 and check your picture. How many parts did your bike have? Could it work? Does it have a person on it? Compare your picture with other students'.

D Discuss the questions.

- Was the explanation correct for you?
- Do you agree with the presenter's views about men and women?

“Women think people are important. Men, on the other hand, are more interested in getting the machine right.”

SPEAKING

- 4 A** Read the information. Which comments do you agree/disagree with? Can you think of any opinions to add?

Are men & women really different?

We asked for comments and this is what you said.

“Absolutely! Men can’t watch sport on TV **and** talk to their girlfriend at the same time.”



“WOMEN DON’T KNOW

HOW TO

READ MAPS.”

“Women remember **every outfit they’ve worn** for the past twenty years. Men **can’t remember** what they were wearing yesterday without looking on the floor.”



“Men can buy a pair of shoes on the internet in **90 seconds**. Women like to take **three weeks**.”



“A baby is crying, a dog is barking, a doorbell is ringing, but the man of the house is sleeping. **Men can sleep through anything**. Women can’t.”

“Men speak in sentences. Women speak in **paragraphs**.”

- B** Do the men and women in your life conform to the normal stereotypes? Why?/Why not?

GRAMMAR

REVIEW OF VERB TENSES

- 5 A** Match the underlined verbs below with the tenses a)–d).

- We asked for comments and this is what you said.
 - Men can’t remember what they were wearing yesterday.
 - Women remember every outfit they’ve worn for the past twenty years.
 - A baby is crying.
- a) present simple
b) present continuous
c) past simple
d) past continuous

- B** Complete the rules with the correct tenses a)–d).

RULES

- We use _____ for actions, events or situations that are finished.
- We use _____ for things that are going on at a particular moment in the present.
- We use _____ for habits, routines and things that are always true.
- We use _____ when someone was in the middle of an action at a particular moment in the past.

- C** Read about state verbs. Underline three examples in the text above.

RULES

Some verbs are not usually used in the continuous, e.g. want, like, remember, understand, know. These are called ‘state verbs’.

▷ page 128 **LANGUAGEBANK**

- 6 A** Read the text below and put the words in brackets into the correct tense.

My name is Matsuko Tamazuri. I am twenty-three and I ¹_____ (be) a student. I study French and Spanish at university in Osaka, where I ²_____ (grow up), but at the moment I ³_____ (learn) English in New York. When I first ⁴_____ (get) here, everything ⁵_____ (seem) different: the food, the clothes and the weather. Now I ⁶_____ (enjoy) it and it feels like home! I have a boyfriend called Josh. I ⁷_____ (meet) him three weeks ago when I ⁸_____ (look) for an internet café! My hobbies ⁹_____ (be) surfing the net and singing. I ¹⁰_____ (sing) every day, usually in the bathroom!

- B** Work in pairs. Ask questions and write your partner’s personal profile. Use the profile above to help.

VOCABULARY PLUS

COLLOCATIONS

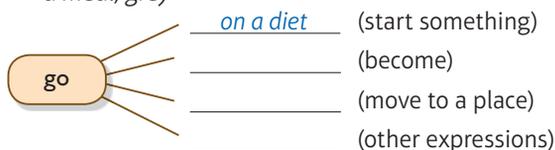
7 A Work in pairs and do the quiz.

B Turn to page 158 and read the text to check your answers.

8 A Look at the quiz again. Find and circle five expressions using *take*, *get*, *do* and *go*.

B Write the expressions in italics in the correct places in the word webs below.

1 *on a diet, home, off something, for a drink/a walk/a meal, grey*



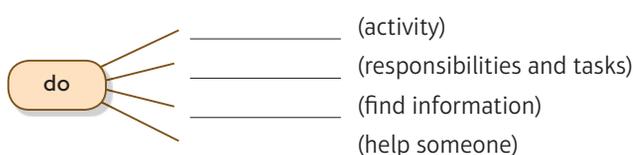
2 *responsibility for, after someone, part in something, a taxi*



3 *married, a job/degree, on with someone, here*



4 *exercise, research, housework, someone a favour*



▶ page 148 **VOCABULARY BANK**

SPEAKING

9 A Think about your classmates. Write down the name of someone who:

- never gets angry.
- does research for his/her job.
- took a test in the last six months.
- went for a meal last weekend.
- took up a new hobby recently.
- always gets here early.
- went for a walk today.
- got a new job recently.

B Work in groups. Ask the other students to check if they agree with your ideas.

What women really think

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about everything from their eating habits to their relationships and family values, to find out what they really think.

How do you think they responded?

1 How many women in the UK would prefer to have a male boss?

- a) less than 30% b) about 50% c) over 70%

2 How many women spend more than seven hours a week doing exercise?

- a) 4% b) 15% c) 30%

3 What is the biggest challenge for women today?

- a) staying healthy b) making enough money
c) balancing home and work life

4 What do women think is the best age to get married?

- a) between 21 and 24 b) between 25 and 29
c) over 30

5 What do 59% of women think fathers should take more responsibility for?

- a) their children b) doing the housework
c) organising holidays

6 According to women, how much housework do they do?

- a) more than 50% b) over 75% c) nearly all of it

7 How many women aged 45–54 met their husbands through the internet?

- a) 1% b) 9% c) 16%

8 How many women have gone on a diet in the past?

- a) 20% b) between 35% and 45% c) over 50%

1.3 TELL ME ABOUT YOURSELF

- F** talking about yourself
- P** intonation: sounding polite
- V** interview advice



5 Tips to help you do well at interviews

How do you get into the university or the job of your dreams? Even before the interview, you might need to catch someone's attention. The Dean of Admissions at Harvard University says he often receives flowers and chocolates from potential students. One student sent references every day for three months. Eventually, he even sent a letter from his dentist saying how nice his teeth were. He didn't get an interview.

For those of you who do make the interview stage, here are five top tips:

- 1** Be prepared. Do some research about the university or company so you know what questions to ask.
- 2** Dress appropriately. You don't have to dress smartly but you should look clean. And don't wear 'bling' (large pieces of jewellery).
- 3** Arrive on time. Fifteen minutes early is OK.
- 4** Shake hands firmly and make eye contact. First impressions are important.
- 5** Speak clearly and try to offer full answers rather than short responses. This shows your enthusiasm.

SPEAKING

1 A Look at the photos. What types of interview could this be? Choose from the list below.

- job interview
- interview for a place at university
- newspaper/magazine interview
- interview for a talk show/radio programme
- placement interview for a language course

B Look at the list of interview types above. Answer questions 1–3.

- 1** Which types of interview above have you experienced?
- 2** Which will you experience in the future?
- 3** Do you think it is possible to show 'the real you' in a short interview? Why?/Why not?

VOCABULARY

INTERVIEW ADVICE

2 A Work in pairs. What should/shouldn't you do in an interview? Think of as many things as you can in two minutes.

You should try to ask questions.

B Look at topics 1–3 below and match them to the expressions in the box.

dress smartly **3** speak clearly answer briefly
shake hands firmly send references
arrive on time avoid eye contact be prepared
do some research show enthusiasm

- 1** Should do during an interview
- 2** Shouldn't do during an interview
- 3** Might do before an interview

3 Read the text and answer the questions.

- 1** What type of things do some people do to get an interview at Harvard University?
- 2** According to the text, what should you do before and during an interview? Do you agree with the advice?

FUNCTION

TALKING ABOUT YOURSELF

4 A  **1.5** Listen to three extracts from interviews and answer the questions.

- 1 What types of interview are they?
- 2 Which interviewee doesn't follow the five tips? What does he/she do wrong?

B Answer questions 1–6. Listen again to check.

Interview 1

- 1 What does the student want to practise?
- 2 What types of classes are in the afternoons?

Interview 2

- 3 What did the girl organise on the summer camp?
- 4 What 'can be difficult' according to the interviewer?

Interview 3

- 5 What does the man want to know?
- 6 Why are online courses more difficult than face-to-face courses, according to the interviewer?

5 A Read the extracts from the interviews. Underline the expressions that introduce a question.

Extract 1

T: OK ... Is there anything else?

S: Could I ask a question?

Extract 2

I: There are a couple of things I'd like to ask about. Your CV says you have some experience of looking after children?

A: Yes, I was a tutor on a summer camp last year.

I: Can I ask you about that? What type of things did you do?

Extract 3

I: I think that's about it. Do you have any questions? Any queries?

S: Um, yes, actually I do have a query.

B Read the extracts below and underline the expressions that are used to introduce an opinion.

Extract 1

S: I've ... spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh ...

Extract 2

I: OK. And you enjoyed it?

A: Yes.

I: What aspect, what part did you enjoy, would you say?

A: I suppose I'd have to say I liked the games best ...

I: ... We often find that different ages together can be difficult.

A: It depends. In my opinion, you can usually get the older children to help the younger ones.

Extract 3

S: So I wouldn't need to attend classes?

I: Not for the online courses. But ... well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses.

 page 128 **LANGUAGEBANK**

6 Put the words in the correct order to make sentences or questions.

- 1 query / I / a / have / do
- 2 I / a / could / question / ask / ?
- 3 like / couple / of / are / about / I'd / things / to / a / ask / there
- 4 ask / you / I / can / that / about / ?
- 5 true / this / opinion / my / isn't / in
- 6 to / I'd / I / agree / have / say
- 7 thing / that / like / I'd / one / say / is / to / is / course / the / difficult
- 8 is / thing / important / most / for / the / me / to / study

LEARN TO

USE TWO-WORD RESPONSES

7 A Match expressions 1–5 with expressions a)–e).

- | | | |
|-----------------|---|---------------------|
| 1 Of course. | ← | a) Please continue. |
| 2 That's right. | ↘ | b) You're correct. |
| 3 I see. | | c) You're welcome. |
| 4 No problem. | ↘ | d) Yes, definitely. |
| 5 Go ahead. | | e) I understand. |

B Which expressions in Exercise 7A are more formal? Read audio script 1.5 on page 164 to see how the expressions are used.

C  **1.6** **INTONATION: sounding polite** Listen to the expressions in Exercise 7A. Notice how the speaker begins the expression with a high pitch to sound friendly. Listen again and repeat.

SPEAKING

8 Role-play an interview in pairs. Follow instructions 1–5.

- 1 Either choose one of the interview types in Exercise 1A, or Student A: turn to page 158 and Student B: turn to page 162.
- 2 Decide on your roles.
- 3 Interviewer: think of questions. You can make notes if you wish. Interviewee: guess what type of questions the interviewer will ask and prepare answers.
- 4 Practise your role-play.
- 5 Perform it in front of other students.

DVD PREVIEW

1 A Work in pairs and discuss the questions.

- 1 What creative or sporting activities are important to you? How would you feel if you couldn't do them any more?
- 2 Which creative or sporting activities would be particularly difficult if you were blind? What problems do you think a blind person would have?

B Read about the programme. What caused Sargy Mann to go blind? What happened after he went totally blind?

The Blind Painter

BBC

Sargy Mann painted all of his professional life, first as a teacher and later as a professional artist. In his mid-30s he developed cataracts on both eyes, eventually leading to total blindness. He continued to paint. Twenty-five years later, Sargy's work was very popular with art collectors, with paintings regularly selling for more than £50,000 (US\$80,000). He spoke to BBC News about his life and how he continued to work.



DVD VIEW

2 Watch the DVD. What does Sargy use to help him paint? What do you think of his paintings?

3 A Answer the questions.

- 1 What do you know about Sargy Mann after watching the clip?
- 2 Why did Sargy start to paint again after he went blind?
- 3 How does he use Blu-Tack to help him paint?
- 4 Who buys his artwork?

B Look at the quotes from the DVD. Try to complete the phrases using the words in the box.

sensation go edgy coordinates landscape nonsense

- 1 The idea of painting when you were totally blind seemed a _____ to me.
- 2 I wonder what would happen if I give that a _____.
- 3 I had the most extraordinary _____.
- 4 Pre total blindness, I would say I was a _____ painter.
- 5 Now the thing about these bits of Blu-Tack of course is that what they are actually is _____.
- 6 They are _____, dangerous. They tell stories, they're full of impact through colour.

C Watch the DVD again to check your answers.

D Match the words and expressions from Exercise 3B with a)–f) below.

- a) a very strange or unusual feeling
- b) an artist who paints the countryside and scenery
- c) experimental or avant-garde
- d) numbers or information used to indicate a point
- e) looked like a silly idea
- f) (to) try something

4 Discuss the questions.

- 1 Do you think that Sargy Mann would have been such a successful artist if he was not blind?
- 2 Can you think of other people who have achieved great things despite physical disabilities?

speakout 60 seconds about you

- 5 A**  **1.7** Listen to Monica talking about herself. Which questions does she answer from the questionnaire below? What does she say?

Who are you?

- 1 What three words best describe you?
- 2 What is your idea of perfect happiness?
- 3 What possession is most important to you?
- 4 What is your greatest achievement?
- 5 What do you like most/least about your lifestyle?
- 6 What is your favourite sound, smell and taste?
- 7 What do you always carry with you?
- 8 Who would be your perfect dinner date? Why?
- 9 What's your favourite month and why?
- 10 If you could change one thing about the past, what would it be?

- B** Listen again. Complete the phrases Monica uses.

KEYPHRASES

I'm going to tell you _____ about myself.
 I think three words that describe me would be _____, talkative and hard-working.
 One of the things I _____ about my lifestyle ...
 I suppose that's one _____ I don't like.
 In the summer, I love to _____ to the coast ...
 It makes me feel _____.

- C** Prepare to talk about yourself for 60 seconds. Choose two or three questions from the questionnaire in Exercise 5A. Plan your answers. Practise and time your presentation to check you can say it all in just 60 seconds.

- D** Work in pairs and take turns to give your presentation. Take notes on your partner's presentation. What do you have in common?

writeback a personal description

- 6 A** Read the text. What do you think are Stephan's main achievements?

Stephan Wilding in 100 words:

Stephan decided to change his degree from pharmacology to studying Thai at the School of Oriental Studies in London. When he finished university, he spent six months in Thailand teaching English before coming back to the UK. Unsure of his next move, he spent his evenings and weekends teaching himself how to code. He then got together with some friends to start up their own software business. It was a huge adventure and they learnt a lot very quickly. They have recently won a contract to build a computer platform for a design company, so the future is looking good.

- B** Work in pairs. You are going to write a short description of your partner. Check your notes from Exercise 5D and ask your partner questions if you think you need more information. Then use the text in Exercise 6A to help you write your description(100 words).

V LANGUAGE

1 A Read the advice from a 1950's English course book. Complete the sentences with the words in the box.

foreign strategy jargon bilingual
 native speakers fluency slang accuracy
 skill mother tongue

- 1 Using the right method, fluency in the target language is possible after just a few weeks.
- 2 Students should talk with _____ only. Exposure to other learners will result in new errors.
- 3 To improve _____, the student should copy out several pages from the textbook every day.
- 4 The student's biggest problem is translating every word of English into his _____.
- 5 The best _____ is for the student to imitate the recordings for an hour at a time.
- 6 It is unnecessary to learn _____ words unless the learner needs them for a specific job.
- 7 It is impossible to become _____ unless the second language was learnt in childhood.
- 8 Students should avoid _____ because it isn't proper English.
- 9 To improve the listening _____, the student should listen daily to the radio.
- 10 The _____ student needs to be corrected every time he makes a mistake.

B Which advice is still useful? Change any advice you disagree with. Compare your ideas with a partner.

G QUESTION FORMS

2 A Find and correct the mistakes in the questions below. Four of the questions are correct.

- 1 When you started studying English?
- 2 Who did helped you to learn English?
- 3 What annoys you about your job or your studies?
- 4 Did you to learn anything important at school?
- 5 Do you be enjoy learning languages?
- 6 In your job or studies, is there anything you are not happy with?
- 7 When you imagine the perfect career, what do you think of?
- 8 What keeps you awake at night?

B Ask your partner four of the questions.

V RELATIONSHIPS

3 A Put the letters in the correct order to find the names of twelve types of people.

- | | | |
|-------------|-------------|-------------|
| 1 tomdogher | 5 ceanife | 9 sobs |
| 2 niface | 6 breemm | 10 emeyloep |
| 3 ilupp | 7 stamcasel | 11 trenom |
| 4 nraterp | 8 dethagorf | 12 maatteme |

B Work in pairs. Which of these people do you know or have in your life? Which of these are you?

G REVIEW OF VERB TENSES

4 A Find and correct the mistakes. Five of the underlined verbs are incorrect.

12.10.09

I was walking to work this morning when I was seeing Mr Gonzalez, my old Spanish teacher. He was wearing a leather jacket and carrying a guitar. I ask him how he was. He said, 'Fine. I go to my band practice.' I said, 'What band?' He replied, 'I don't teach any more. It wasn't really the best job for me. A few years ago I was starting a band called The Big Easy. We don't make much money, but I 'm liking the lifestyle.' I asked him where he lived and he said, 'I 'm living in my caravan at the moment. I travel a lot. I'm a child of the sixties!'

B Write a short diary entry about an interesting or unusual day.

F TALKING ABOUT YOURSELF

5 A Complete the conversations. Write an expression from the box in the correct place in the sentence.

query about like to to say you about I ask thing I'd

query about

- 1 **A:** I have a ~~the~~ class. Do I have to bring a pen?
B: No, it's a computer class.
 - 2 **A:** Could a question? Where does the tennis class meet?
B: At the tennis courts.
 - 3 **A:** I'd have I'm not sure you're qualified. Why should we employ you for the library position?
B: Because I'm good with children and animals.
 - 4 **A:** There are a couple of things I'd ask. Firstly, can you work on Saturdays?
B: Is that at the weekend?
 - 5 **A:** One like to say is that you look good for your age. How old are you?
B: Thirty.
 - 6 **A:** Can I ask your latest film, *Philadelphia*? Where is it set?
B: In Philadelphia.
- B** Work in pairs. Write an interview (a job, a place on a course, a magazine interview). Use the expressions in Exercises 5 and 7 on page 15 to help.
- C** Work in groups and take turns to role-play your interviews.