

CAMBRIDGE

SECOND EDITION

Chris Redston & Gillie Cunningham

face2face



B2 English Profile

Upper Intermediate
Student's Book

DVD-ROM



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QUICK REVIEW Introductions

Talk to three other students. Introduce yourself and tell them one thing about: your family, your job/studies and something you enjoy doing in your free time.

Vocabulary and Speaking
Language ability

- 1 a** Choose the correct words in these phrases. Check in

VOCABULARY 1.1 ▶ p127.

- 1 (my) first / last language (is) ...
- 2 be bilingual *in/at* ...
- 3 be fluent *at/in* ...
- 4 be reasonably good *on/at* ...
- 5 can get *to/by* in ...
- 6 know a *little/few* words of ...
- 7 can't speak a word *of/with* ...
- 8 can *have/make* a conversation in ...
- 9 speak some ... , but it's a *lot/bit* rusty
- 10 pick *up/off* a bit of ... on holiday

b Choose five phrases from **1a**. Use them to make sentences about yourself or people you know.

My first language is Russian.

c Work in groups. Take turns to tell each other your sentences. Ask follow-up questions if possible.

Reading and Speaking

- 2** Read the article about learning English around the world. Match headings a–e to paragraphs 1–4. There is one extra heading.
- a English seven days a week
 - b A changing language
 - c People's attitude to English
 - d An English-speaking world
 - e A passport to employment

**Where's English going?**

1 More people **speak** English than any other language. However, non-native speakers now greatly outnumber native speakers. A recent report suggested that the number of non-native speakers **had** already **reached** 2 billion, whereas there are around 350 million native speakers of English. The British Council predicts within five years about half the world's population – over 3.5 billion people – will speak English.

2 Why such enthusiasm for English? In a word, jobs. English **has become** the dominant language of international business, academic conferences, science and technology and, of course, tourism. Also, about 75% of the world's correspondence **is written** in English and 80% of all electronic information is stored in English. According to Dr Jurgen Beneke of the University of Hildesheim in Germany, by far the majority of interactions in English now take place between non-native speakers. For example, at a Toyota factory in the Czech Republic, English **was chosen** as the working language of the Japanese, French and Czech staff.

3 The way that people study English **is** also **changing**. In South Korea, for example, the national government **has been building** English immersion schools all over the country, where teenagers live in an all-English environment for up to four

weeks at a time. In these 'English villages', students check in to their accommodation, go shopping, order food, go to the bank, take cooking classes or acting lessons – all in English. And they appear to enjoy the experience – when we **visited** one acting class, a student **was pretending** to be the film star Orlando Bloom to the obvious amusement of his classmates.

4 So what happens to a language when it becomes a world language? It **seems** that the answer is difficult to predict because this phenomenon has never happened before. However, what is already evident is that these new speakers of English **aren't** just **using** the language – they're **changing** it. Jean Paul Nerrière, a former French IBM executive, **believes** that the future of English belongs to non-native speakers. For the international business community, he always recommends a version of the language which he calls "Globish" – a combination of 'global' and 'English'. He describes it as English without its cultural associations. It's a simpler version of the language. So, for example, speakers of Globish don't use idioms and they definitely don't try to tell jokes. It has a limited vocabulary of about 1,500 words and the speakers use accurate but uncomplicated sentence structures. In fact, Nerrière suggests that native speakers will need to use Globish or they may well feel left out of the conversation!



- 3 a** Read the article again. What does it say about these numbers, people and things?

350 million 3.5 billion Dr Beneke 75%
Toyota immersion schools Jean Paul Nerrière

- b** Work in pairs. Discuss these questions.

- Do you think Globish will become more important than standard English? Why?/Why not?
- How important is English for employment opportunities in your country? Give examples.

HELP WITH GRAMMAR

Review of the English verb system

- 4 a** Look at the article again. Match the words/phrases in **blue** to these verb forms.

Present Simple <i>speaks</i>	Present Continuous
Past Simple	Past Continuous
Present Perfect Simple	Present Perfect Continuous
Past Perfect Simple	Present Simple Passive
	Past Simple Passive

- b** Fill in the gaps in these rules with *continuous*, *perfect*, *simple* or *passive*.

- We usually use _____ verb forms to talk about things that are repeated, permanent or completed.
- We usually use _____ verb forms to talk about things that are in progress, temporary or unfinished.
- We usually use _____ verb forms to talk about things that connect two different time periods (the past and the present, etc.).
- We usually use _____ verb forms when we focus on what happens to someone or something rather than who or what does the action.

- c** Look at the verb forms in **pink** in the article. Which are activity verbs? Which are state verbs? Then choose the correct word in this rule.

- We don't usually use *activity/state* verbs in continuous verb forms.

- d** Check in **GRAMMAR 1.1** p128.

- 5** Work in pairs. Name the verb forms in **bold** in these pairs of sentences. Discuss the difference in meaning between a and b in each pair.

- a They **studied** Portuguese for three years.

b They've **studied** Portuguese for three years.
- a Kemal often **watches** DVDs.

b Kemal's **watching** a DVD at the moment.
- a Jo **did** her homework when I got home.

b Jo **was doing** her homework when I got home.
- a She **teaches** English.

b She's **teaching** English while she's in Berlin.
- a When we got there, the class **started**.

b When we got there, the class **had started**.
- a Antonio **repaired** his car last week.

b Antonio's car **was repaired** last week.

- 6 a** Choose the correct verb forms.

I ¹**started**/I've *started* studying Spanish after I ²*went/was going* to Argentina on holiday last year. I ³*'d never been/never went* to South America before and I couldn't speak a word of Spanish. While I ⁴*had travelled/was travelling* around the country, I ⁵*picked up/was picking up* enough words and phrases to get by.

I ⁶*told/was told* that my pronunciation ⁷*was/was being* quite good, so when I got home I ⁸*decided/was deciding* to learn Spanish properly. A friend ⁹*recommended/was recommended* a school and I ¹⁰*go/'ve been going* there for about six months.

I ¹¹*always enjoy/'m always enjoying* the lessons and the language ¹²*teaches/is taught* in an interesting way. I ¹³*think/thought* that I ¹⁴*'m learning/'ve learned* a lot since I started. It's not all fun, though – at the moment I ¹⁵*study/'m studying* for my first exam!

- b** **CD1** 1 Listen and check.

Get ready ... Get it right!

- 7** Turn to p110.

QUICK REVIEW Verb forms Think of something you: did last weekend, have done recently, have been doing for a long time, do every week, were doing at nine o'clock last night. Work in pairs. Take turns to tell each other about these things. Ask follow-up questions.

Vocabulary and Speaking Education

1 a Work in pairs. What is the difference between these words/phrases? Check new words/phrases in **VOCABULARY 1.2** p127.

- 1 an undergráduate, a gráduate, a postgráduate
- 2 a súbject, a módule, a course
- 3 an essay, an assígnment, a dissertátion
- 4 a mark, continuous asséssment, a prógress report
- 5 a tútor, a lécturer, a prófessor
- 6 a tútoríal, a séminar, a lécture
- 7 fees, a student lóan, a schólarship
- 8 a degrée, a Máster's, a PhD

TIP • We only show the main stress (•) in words/phrases.

b Choose six words/phrases in **1a** that are connected to you or people you know. Then work in pairs. Tell each other why you chose those words. Ask follow-up questions.

I chose 'postgraduate' because my sister's doing a postgraduate course.

Oh, what's she studying?

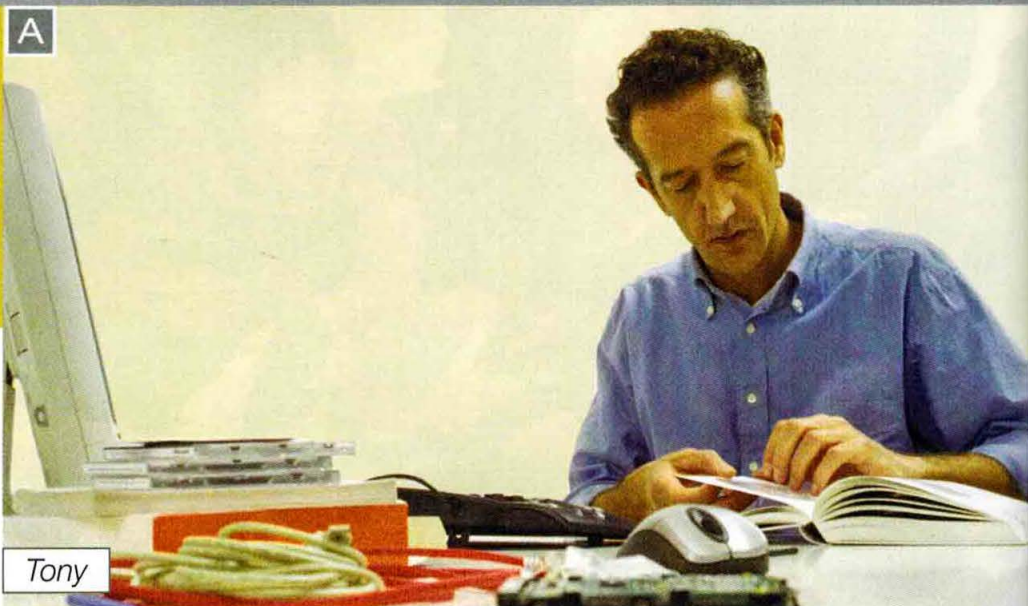
Speaking and Listening

2 a Work in groups. Do you agree with these statements? Why?/Why not?

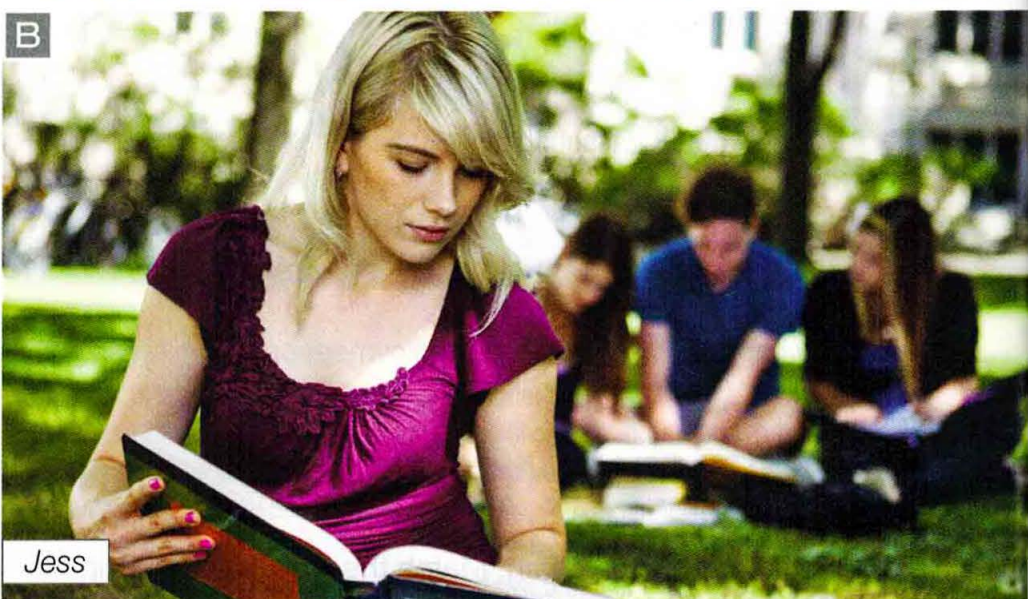
- 1 You can't get a good job without a degree.
- 2 Universities don't necessarily prepare you for employment.
- 3 Online universities have more advantages than traditional universities.

b **CD1** 2 Look at the photos of Tony and his niece Jess. Listen to their conversation. Who talks about:

- their business degree?
- their computer and IT course?
- commitments other than studying?
- online support from tutors?
- time spent with friends?
- flexible study programmes?
- their student loan?
- how long their course is?



Tony



Jess

3 Listen again. Fill in gaps a–f with one word.

- 1 JESS You're doing an Open University course, **aren't you**?
TONY Yes, I am – at long last. It's something I've **wanted** to do for ^a _____.
- 2 J What course **are you doing**?
T I'm doing a ^b _____ in computing and IT.
- 3 J Oh, I **was told** you're really enjoying it.
T I am, but I have to say I **found** the first few ^c _____ a bit scary.
J **So does everyone** at the beginning. Don't worry, it **does get** easier.
- 4 J How **do** you **manage** to do ^d _____?
T Sometimes I **don't**.
J **Nor do I**.
- 5 T Your Aunt Gayle **was hoping** to do her first ^e _____ in four years – it actually took eight.
J **Did it**?
- 6 J **Do you think** you'll have finished your degree by the end of next year?
T **No, I don't**. But I'm quite optimistic – I **think** at the rate I'm going, I should finish before my ^f _____ birthday!

HELP WITH GRAMMAR

Uses of auxiliaries

4 AUXILIARIES IN VERB FORMS

a Look again at Tony and Jess's sentences in **3**. Name the verb forms in **blue**.

've wanted — Present Perfect

b Which of the verb forms in **blue** in **3** have auxiliaries? Which two verb forms don't have auxiliaries?

c Complete these rules with *be*, *do* or *have*.

- We make continuous verb forms with:
_____ + verb+*ing*.
- We make perfect verb forms with:
_____ + past participle.
- We make passive verb forms with:
_____ + past participle.
- In the Present Simple and Past Simple we use a form of _____ to make questions and negatives.

TIP • We also use modal verbs (*will*, *would*, *can*, *could*, etc.) as auxiliaries:

I'll (= will) have finished my degree by next year.

d Check in **GRAMMAR 1.2** p129.

5 OTHER USES OF AUXILIARIES

a Look at these other uses of auxiliaries. Match the phrases in **pink** in **3** to a–f.

- a a question tag *aren't you?*
- b to add emphasis
- c a short answer to a *yes/no* question
- d to say it's the same for you or other people with *so* or *nor*
- e to avoid repeating a verb or phrase
- f an echo question to show interest

b Check in **GRAMMAR 1.3** p129.

HELP WITH LISTENING Contractions

- In spoken English we often contract the auxiliaries *am*, *are*, *is*, *have*, *has*, *had*, *will* and *would*. We also contract negatives (*don't*, *wasn't*, *won't*, etc.).

6 a **CD1** → **3** Listen to these pairs of sentences. Which do you hear first?

- | | |
|-----------------------|---------------------|
| 1 a She's made it. | b She made it. |
| 2 a He'd started it. | b He started it. |
| 3 a You're taught it. | b You taught it. |
| 4 a I've lost it. | b I lost it. |
| 5 a We'll watch it. | b We watch it. |
| 6 a I won't buy it. | b I want to buy it. |

b **CD1** → **4** Listen and write five sentences. You will hear each sentence twice.

c Work in pairs. Compare sentences. Which auxiliaries are contracted in each sentence?

7 a Jess phoned her uncle Tony last night. Fill in the gaps in their conversation with the correct positive or negative auxiliaries. Use contractions where possible.

- TONY Hello, Jess. Your aunt and I ¹ _____ just talking about you a minute ago.
- JESS How ² _____ everything going? ³ _____ you finished your essay yet?
- T Yes, I ⁴ _____. I finally handed it in yesterday, but it really ⁵ _____ take ages to write!
- J You worked really hard on that, ⁶ _____ you?
- T Yes, I ⁷ _____. By the way, I hear you ⁸ _____ met someone new. A guy called Tim. ⁹ _____ that right?
- J Yes, it ¹⁰ _____. I ¹¹ _____ going to tell anyone. I ¹² _____ trying to keep it a secret. Honestly, this family! ¹³ _____ Aunt Gayle tell you?
- T No, she ¹⁴ _____. It was your mum.
- J You haven't told anyone else, ¹⁵ _____ you?
- T No, I ¹⁶ _____ ... well, only your cousin Nicky.
- J Oh no, not Nicky! I ¹⁷ _____ hope she doesn't find out who it is. That's a disaster!
- T ¹⁸ _____ it? Why? ¹⁹ _____ she know this guy? ²⁰ _____ he a student too?
- J No, he ²¹ _____. But she ²² _____ know him, he's Nicky's ex-boyfriend!

b **CD1** → **5** Listen and check.

8 Change these sentences to avoid repeating verbs or phrases.

- 1 I don't speak German, but my younger brother ~~speaks German~~. **does**
- 2 Ian didn't go to college, but his sister went to college.
- 3 My parents haven't been there, but we've been there.
- 4 Penny doesn't like golf, but her brothers like golf.
- 5 We're not going out tonight, but they're going out tonight.
- 6 Tom enjoyed the play, but I didn't enjoy the play.

Get ready ... Get it right!

9 a Work in pairs. Choose one of these situations or invent your own. Then write a one-minute conversation between the people. Include at least five different uses of auxiliaries from **4c** and **5a**.

- two students who are sharing a house
- two friends who are lost on their way to a party
- a couple trying to decide where to go on holiday
- two students talking about their school, college or university

b Practise the conversation with your partner.

10 Work in groups of four with another pair. Take turns to role-play your conversations. Guess the relationship between the people.

QUICK REVIEW Auxiliaries Write four interesting things about yourself or people you know. Work in pairs. Take turns to say your sentences. Respond with an echo question and a follow-up question. **A** *I've been scuba diving a few times.* **B** *Have you? Where did you go?*

Speaking, Reading and Vocabulary

- 1 a** Work in groups. Make a list of positive and negative things about exams.
- b** Read the magazine article. Choose the best title A–C. Which, if any, of the things on your list in **1a** are mentioned in the article?
- A All exams are a necessary evil
 - B Exams discourage creativity
 - C Exams are no longer necessary

- 2 a** Read the article again. Tick the true sentences. Correct the false ones.
- The writer thinks that:
- 1 children are tested at too young an age. **T**
 - 2 parents should make their children study harder for exams. **F**
 - 3 there is no value in exams. **F**
 - 4 our educational system encourages original thinking. **F**
 - 5 schools can't ever prepare students for the future. **T**
 - 6 exams aren't the only way to evaluate ability. **T**
 - 7 some talented children go unnoticed. **T**
- b** Work in pairs. Compare answers. Do you agree with the arguments in the article? Why?/Why not?



Monica Bolton looks at the relationship between testing and creativity

Have you ever **stopped** to consider how stressful school life is becoming because of tests and exams? Why on earth do we **make** kids do tests in their second year of primary school? This just **encourages** parents to pile on the pressure. I know seven-year-olds who have private tuition to **help** them pass their maths test! And there are parents who coach their three-year-olds so they **can** perform well in their interview for the 'right nursery school'. How do you interview a three-year-old? "I see from your CV, young Tom, you didn't do very much in the first six months of your life. Why was that?!" I also know parents who don't **allow** their children to go out near exam time. They **expect** them to stay in and study every night and they **refuse** to let them play sport, watch TV or listen to music. No wonder kids **resent** having to do exams.

I **remember** spending hours in exam rooms pouring out facts that I had squeezed into my brain the night before. That is what exams **force** us to do. It's an input-output model and there is generally only a right or a wrong answer. However, according to educationalist Ken Robinson, 'If you're not prepared to be wrong, you **will** never come up with anything original ... and we are running national educational systems where mistakes are the

worst thing you can make." He says we have to **stop** thinking this way. We are, after all, supposed to be educating children for the future, but we have no idea what today's kids will **need** to do in their working lives. To prepare them, Robinson believes we should **try** to develop learning environments where they are encouraged to be creative and discover things for themselves. We should also **remember** to see them as individuals. Just

because a child fails an exam doesn't mean they are a failure. They **might** be a brilliant inventor or computer programmer, a wonderful singer or comedian. Still, most of us **continue** to believe we can only achieve success through passing more and more exams when there are so many who **manage** to succeed without them. **Try** googling the biographies of young entrepreneurs such as Adam Hildreth, who started a social networking site called Dubit Limited when he was fourteen and **ended up** being worth millions. Obviously, he believed he **could** achieve his goals without passing the right exams. His motivation came from doing something he **wanted** to do, he **enjoyed** being creative. Of course, no one wants to fly with a pilot or be treated by a doctor who hasn't proved their ability by passing exams. However, how many more Adam Hildreths are sitting in classrooms around the world just being tested and tested instead of being discovered? Surely education should encourage, not discourage creativity? ■



HELP WITH VOCABULARY

Verb patterns (1)

- 3 a** Look at the verbs in **blue** in the article. Write the infinitive forms of these verbs in the table.

1	make help,	+ object + infinitive
2	encourage allow, expect, force, ask,	+ object + infinitive with to
3	can will, might, could, would rather, let, should,	+ infinitive
4	refuse need, continue, manage, want start, seem, plan, prefer, hope, regret	+ infinitive with to
5	resent end up, enjoy, avoid, keep, start, regret, love, like,	+ verb+ing

- b** Write these verbs in the table in **3a**. Some verbs can go in more than one place.

avoid would rather prefer keep let start
seem should plan ask hope regret
don't mind finish forget love like pay
hate begin convince miss persuade
decide had better teach pretend continue

- c** Look at the verbs in **pink** in the article. Match the verb forms to the meanings.

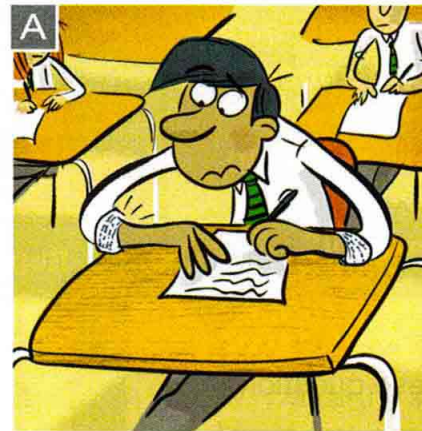
- 1 stop + verb+ing
- 2 stop + infinitive with to
- a stop something that you were doing
- b stop doing one thing in order to do something else
- 3 remember + verb+ing
- 4 remember + infinitive with to
- c make a mental note to do something in the future
- d remember something that you did before
- 5 try + verb+ing
- 6 try + infinitive with to
- e make an effort to do something difficult
- f experiment or do something in order to solve a problem

- d** Check in **VOCABULARY 1.3** p127.

- 4** Work in pairs.
Student A p104. Student B p107.

Listening and Speaking

- 5** **CD1** **6** Work in pairs. Look at pictures A and B. What do you think is happening in each one? Listen and check your answers.



- 6 a** Listen again. Write six words/phrases to help you remember each story.
- b** Work in pairs. Write five questions about each story.
What exam did Henry take?
- c** Work in new pairs. Choose one story each. Take turns to ask and answer each other's questions from **6b**.

HELP WITH LISTENING

Sentence stress and rhythm

- In spoken English we usually only stress the words that give the main information. This gives English its natural rhythm.

- 7 a** **CD1** **7** Listen to the beginning of the first exam story. Notice the stressed words.

*My **w**orst **e**xam **m**oment **h**appened **w**hen I was **c**aught **c**heating **b**y my **m**um **a**fter a **h**istory **e**xam. I **r**eally **l**iked **h**istory **c**lasses, **b**ut I **d**idn't **h**ave a **v**ery **g**ood **m**emory.*

- b** Work in pairs. Look again at **7a**. Which parts of speech are usually stressed?

adjectives

- c** Look at the next part of the story. Which words do you think are stressed?

*S**o** on the **m**orning of the exam I wrote loads of important facts and figures on the insides of my shirt cuffs. I made sure that I got to the exam room really early so I could sit at the back.*

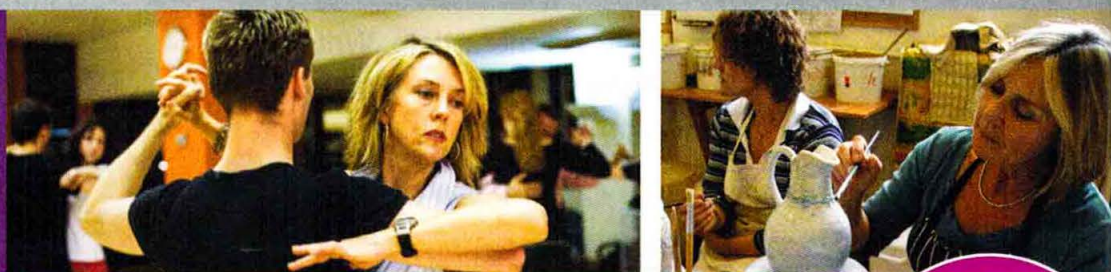
- d** **CD1** **8** Listen and check.

- e** Look at Audio Script **CD1** **6** p157. Listen to Henry's story again. Notice the sentence stress and rhythm.

- 8** Work in groups. Discuss these questions.

- 1 What was the last exam you did? How did you feel before, during and after it?
- 2 What was the hardest exam you've ever taken?
- 3 Have you ever done an oral exam? What was it like?
- 4 Do you know any other interesting or funny stories about exams? If so, tell the group.

QUICK REVIEW Verb patterns (1) Choose four of these verbs and write sentences about yourself: *stop, start, encourage, avoid, hope, prefer, persuade, help, remember, refuse, try, forget*. Work in pairs. Take turns to say your sentences. Ask follow-up questions. **A** *I stopped smoking last year.* **B** *Well done. How did you manage it?*



Evening classes January 10th – March 28th

Register online or call us on **020 79460333**

ALL CLASSES ARE 6.00 P.M. – 8.00 P.M.

DAY	CLASS	Level
Monday	Ballroom dancing	Level 2
	Digital photography	Level 1
	Zumba	Level 2
Tuesday	Jewellery making	Suitable for all
	Ceramics	Level 2
	Web design	Level 1
Wednesday	Carpentry	Level 1
	Creative writing	Suitable for all
	Yoga	Level 3

1 Work in groups. Discuss these questions.

- Can you do evening classes in your town/city? If so, where?
- Have you, or has anyone you know, ever done any evening classes? If so, which ones? Did you/they enjoy them? Why?/Why not?
- Look at the advert. Would you like to do any of these evening classes?

2 a **VIDEO** 1 **CD1** 9 Watch or listen to a conversation between two friends, Chloe and Sophie. Then tick the evening classes that Chloe is doing.

b Watch or listen again. Then answer these questions.

- How long ago did Chloe and Sophie last meet up?
- What did Chloe have to do in her last creative writing class?
- Why did she decide to do a photography course?
- Why does she find the evening classes helpful?
- What does Sophie do on a Friday evening?
- How long is Sophie going to be in the US?



REAL WORLD

Keeping a conversation going

- We often use short questions to keep a conversation going and to show interest.

3 a Fill in the gaps in short questions 1–10 with these words.

what mean going come as sort else way that like

- | | |
|------------------------------------|-----------------------------------|
| 1 How's it <u>going</u> ? | 6 What <u>else</u> are you doing? |
| 2 Why's <u>that</u> ? | 7 Such <u>as</u> ? |
| 3 Like <u>what</u> , exactly? | 8 How <u>come</u> ? |
| 4 How do you <u>mean</u> ? | 9 In what <u>way</u> ? |
| 5 What's the teacher <u>like</u> ? | 10 What <u>sort</u> of dancing? |

b Fill in the gaps in these parts of the conversation with a preposition.

SOPHIE I go every Friday night.
CHLOE Really? Who with ?

SOPHIE I'm off to the US on Sunday.
CHLOE Are you? How long for ?

TIP • We also use echo questions (Chloe *It's even more difficult than creative writing*. Sophie *Is it?*) and questions with question tags (*It's been ages, hasn't it?*) to keep a conversation going.

c Check in **REAL WORLD 1.1** p129.



4 a **CD1** → **10** Listen to eight sentences. For each sentence you hear, complete these short questions with a preposition.

- | | |
|-----------------|--------------------|
| 1 Who _____ ? | 5 Who _____ ? |
| 2 Where _____ ? | 6 Who _____ ? |
| 3 Who _____ ? | 7 How long _____ ? |
| 4 What _____ ? | 8 What _____ ? |

b **CD1** → **11** Listen and check. Are prepositions in short questions stressed or unstressed?

5 a Read the next part of Sophie and Chloe's conversation. Fill in the gaps with one word.

SOPHIE First, I'm going to my cousin's wedding in New York.

CHLOE ¹ _____ you? Who ² _____ ?

S My brother, Dave. I'm rather nervous about the whole thing, though.

C Really? How ³ _____ ?

S Dave and I don't really get on particularly well.

C How do you ⁴ _____ ?

S Er, we tend to argue quite a lot.

C Yes, families can be difficult, ⁵ _____ they? What ⁶ _____ are you doing?

S After the wedding I'm going on a trip that my friend Mike's organised.

C ⁷ _____ you? What ⁸ _____ of trip?

S We're going walking in the Rockies.

C How long ⁹ _____ ?

S Five days. Oh, I can't wait! And you? Got any holiday plans?

C No, no holidays this year, I'm afraid.

S Why's ¹⁰ _____ ?

C I've put in an offer on a flat and I'm saving up.

S Wow! What's it ¹¹ _____ ?

C Well, it needs a lot of work doing to it.

S Such ¹² _____ ?

C Oh, er ... everything!

b Work in pairs. Compare answers.

6 a Choose a topic and decide what you want to say.

- something you are/aren't looking forward to
- your work or studies
- a place you love going to
- something interesting you've done lately
- your plans for next weekend

b Work in pairs. Take turns to start a conversation with the topics from **6a**. Ask each other questions to keep the conversation going. Use language from **3**.

HELP WITH PRONUNCIATION

Sounds (1): final letters se

1 a Work in pairs. How do you say the final letters se in these words, /s/ or /z/?

1 promise / / house / / purse / /
purpose / / sense / /

2 advertise / / noise / / vase / /

3 close v. / / close adj. / / use v. / / use n. / /

b **CD1** → **12** Listen and check. Then practise.

c Look at the words in **1a** again. Complete rules a–c with /s/ or /z/.

a -se = / / after the sounds /ɪ/ /aʊ/ /ɜ:/ /ə/ /n/

b -se = / / after the sounds /aɪ/ /ɔɪ/ /a:/

c When a verb has the same form as a noun or adjective
-se = / / in verbs and / / in nouns and adjectives

2 a **CD1** → **13** Look at the final se in pink. Which sound is different? Listen and check.

1 advise excuse v. realise license close v.

2 close adj. exercise practise excuse n. purchase

3 use v. organise use n. refuse v. noise

b Work in pairs and take turns to say these sentences.

1 I apologise. I didn't realise I had to practise this exercise.

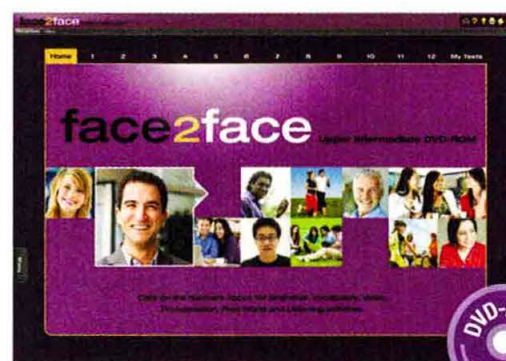
2 Excuse me, but there's no excuse for parking so close to my house.

3 It doesn't make sense to refuse the use of the vase.

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 1 and Progress Portfolio 1** p115
- **Language Summary 1** p127
- **1A–D Workbook** p5
- **Self-study DVD-ROM 1** with Review Video



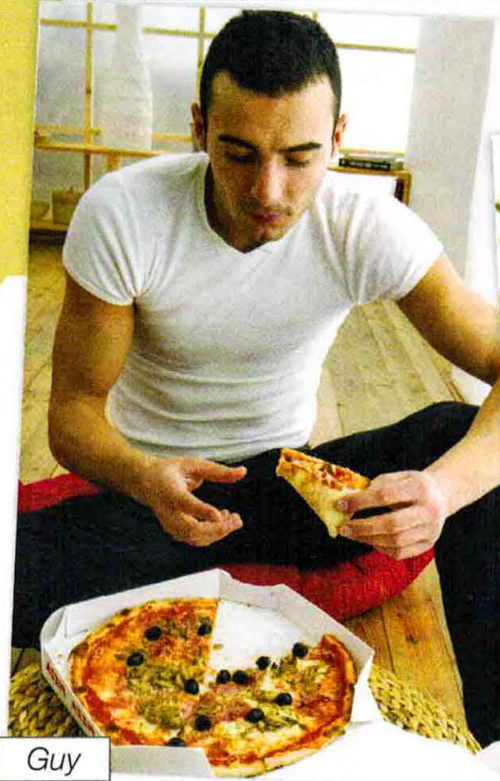
Reading and Writing

- **Portfolio 1** Planning and drafting Workbook p64
- **Reading** an article about learning languages
- **Writing** planning and drafting an article

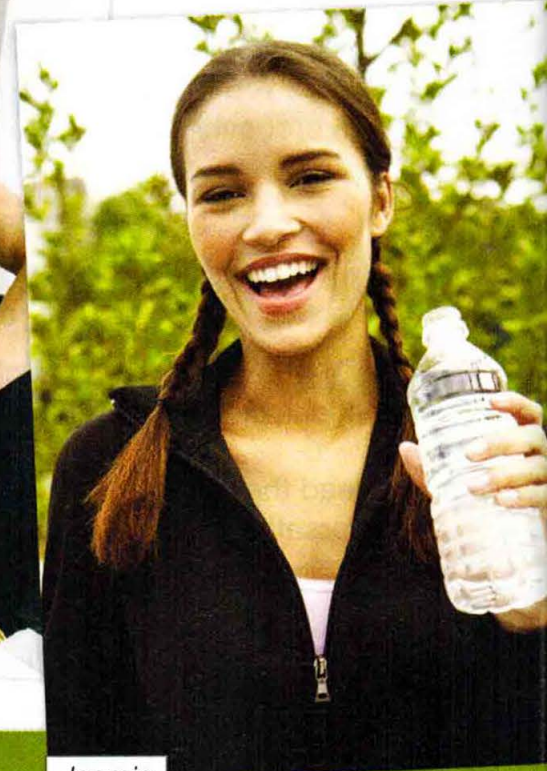
QUICK REVIEW Keeping a conversation going
Work in pairs. Take turns to tell each other what you did last weekend. Ask each other short questions and try to keep each conversation going for a minute.
A I went camping. **B** Did you? Who with?

Speaking, Reading and Listening

- 1 a** Write a list of six types of food that are good for you and six that aren't. Then work in pairs and compare lists.
- b** Answer these questions.
- Why do you think your items of food are good or bad for you?
 - In your opinion, is your national diet generally healthy? Give reasons.
 - Do you think governments should give nutritional advice? Why?/Why not?
- 2** Read the introduction to an article about nutritional advice. Answer these questions.
- Why are people confused about which types of food are and aren't good for them?
 - Why do you think the writer mentions organically grown food?
- 3 a** Look at the photos of Guy and Jasmin, two people who took part in a survey about eating habits. Who do you think says sentences 1–3 and who do you think says sentences 4–6?
- I **think** I'm pretty healthy and I just **eat** what I like.
 - Most mornings I'll **have** toast with a lot of peanut butter and jam.
 - My mom's **always complaining** about my diet.
 - But I **used to be** so unfit and I **used to eat** burgers and fries all the time.
 - And I'd **get** an ice cream or something on the way home from school every day.
 - And then I **read** a lot of stuff about healthy eating and I **knew** my diet had to change.
- b** **CD1** 14 Listen and check.
- c** Listen again. Answer these questions.
- What does Guy think of government advice on food?
 - Has Guy's attitude to food ever changed?
 - Who is healthier, Guy or his mother?
 - Does Jasmin ever eat things that are unhealthy?
 - Why did she decide to get fit?
 - What does she say about Japanese and American eating habits?
- d** Work in pairs. Compare answers. Whose attitude to food is most like yours, Guy's or Jasmin's?



Guy



Jasmin

Should I eat it or not?

Eating should be one of life's pleasures, but we are constantly bombarded with contradictory information about which foods are healthy and which aren't. It can be difficult to know what a nutritious meal consists of these days. One minute milk and red meat are good for us, the next they're not! And when you have sorted that out, then comes the question of whether we should only eat organically grown food or whether industrially farmed food is just as healthy. Government agencies are quick to advise us about what and what not to eat, but how much notice do we really take?

