

Digital Student's Book

Gateway

2nd Edition



David Spencer
















B1+






+ Student's Resource Centre | Online Workbook

Contents



B1+

	Vocabulary 	Reading 	Grammar 	Life skills 
Unit 1	Personal best p6 Appearance Personality Synonyms and partial synonyms	► Special people! What is self-esteem? An informal email describing people	Present simple and present continuous Adverbs of frequency  State and action verbs	Personal well-being: Building your confidence
Unit 2	Travelogue p18 Transport and travel Accommodation Phrasal verbs connected with travel	► Notes from a Small Island How to be a responsible tourist A blog post	Past simple, past continuous and past perfect  used to <i>would</i>	The world around you: Being a responsible tourist
✓ Gateway to exams: Units 1-2 p30				
Unit 3	City to city p32 Cities and houses Adjectives describing cities Extreme adjectives	► Moving to the megacities! NYC in numbers and statistics An informal email describing a place	Present perfect simple and past simple <i>ever, never, for, since, just, already, yet</i>  Present perfect continuous	Numeracy: Explaining statistics
Unit 4	Feed your mind p44 Food and meals Describing food Prefixes	► The future of food? Teenagers: Time to cook! An email invitation	<i>will, be going to, present continuous and present simple for future</i>  Future continuous and future perfect	Physical well-being: Preparing food
✓ Gateway to exams: Units 3-4 p56				
Unit 5	Lifelong learning p58 School and university subjects Words connected with studying Noun suffixes	► Green school in the city Evaluating web sources Letter of application	Modal verbs of obligation, prohibition, advice and permission  Zero, first and second conditionals	ICT: Get the best from the Web



Listening 	Speaking 	Writing 	 Exam success
<p>▶ Personality test What is self-esteem? Asking for and giving personal information</p>	<p>▶ Asking for and giving personal information Talking about talents Describing people</p>	<p>▶ An informal email describing people A positive-thinking list</p>	<p>Reading: True/false activities Listening: Matching the speaker and information</p>
<p>▶ Travelling around the world Responsible tourism Asking for information</p>	<p>▶ Asking for information Talking about travel Discussing life in the past</p>	<p>▶ A blog post A presentation about responsible tourism</p>	<p>Speaking: Exchanging information Writing: Checking your work</p>
<p>▶ A podcast Explaining statistics Describing photos – 1</p>	<p>▶ Describing photos – 1 Talking about megacities Giving explanations</p>	<p>▶ An informal email describing a place Statistics for a city</p>	<p>Reading: Missing sentence activities Use of English: Multiple-choice cloze activities</p>
<p>▶ Food in the future Teen chef competition Negotiating</p>	<p>▶ Negotiating World food problems Future predictions</p>	<p>▶ Replying to informal invitations A recipe</p>	<p>Speaking: Negotiating Writing: Transactional tasks</p>
<p>▶ Extracurricular activities How to use web sources A presentation</p>	<p>▶ A presentation Talking about school projects Asking about conditions</p>	<p>▶ A formal letter of application An information text</p>	<p>Speaking: Giving a presentation Writing: Thinking about the reader</p>

		Vocabulary 	Reading 	Grammar 	Life skills 
Unit 6	Pure science p70	Everyday inventions Operating technology Prepositional phrases with adjectives	► First laugh, then think! Brainstorming: Principles and procedure A for-and-against essay	The passive  have something done Gerunds and infinitives	Autonomy and enterprise: Brainstorming

✓ **Gateway to exams: Units 5–6** p82

Unit 7	Play on! p84	Sports and sports venues Sports equipment and scores Phrasal verbs connected with sport	► The game before the game Heart issues A magazine article	 Defining relative clauses Non-defining relative clauses	Physical well-being: Looking after your heart
Unit 8	Smart art p96	Art, theatre, music Artists Adjectives ending in <i>-ing</i> and <i>-ed</i>	► Extreme art! Appreciating works of art A film review	Reported speech – statements  Reported speech – questions Reported speech – commands	Art and culture: Appreciating art

✓ **Gateway to exams: Units 7–8** p108

Unit 9	Future leaders p110	Nations State and politics Adjective suffixes	► Queen Elizabeth I and the boy from Bisley UK Youth Parliament A story	Modal verbs of speculation and deduction – present and past  Third conditional	Citizenship: Considering social issues
Unit 10	The material world p122	Shops Shopping Collocations with <i>money</i>	► An article about shopping How smart are you with money? A formal email of complaint	Indeterminate pronouns: <i>some-, any-, no-, every-</i>  so and such <i>I wish</i> and <i>If only</i>	Money and finance: Managing your money

✓ **Gateway to exams: Units 9–10** p134







Unit-by-unit wordlist p136



Exam success p144



Communication activities p147

 Listening	 Speaking	 Writing	 Exam success
<p>▶ Smart homes</p> <p>Brainstorming a topic</p> <p>Comparing and contrasting photos</p>	<p>▶ Comparing and contrasting photos</p> <p>Scientific research and inventions</p> <p>Talking about opinions</p>	<p>▶ A for-and-against essay</p> <p>Ideas for a prize ceremony</p>	<p>Reading: Matching activities</p> <p>Listening: Multiple-choice activities</p>
<p>▶ Origin of basketball</p> <p>Heart rates</p> <p>A debate</p>	<p>▶ A debate</p> <p>Superstitions and rituals</p> <p>Adding information</p>	<p>▶ A magazine article</p> <p>A health campaign</p>	<p>Use of English: Cloze activities</p> <p>Listening: True/false activities</p>
<p>▶ An artwork</p> <p>Describing paintings</p> <p>A school trip</p>	<p>▶ Describing a past event</p> <p>Extreme art</p> <p>Team game</p>	<p>▶ A film review</p> <p>An art poster</p>	<p>Speaking: Describing past events</p> <p>Writing: Following the instructions</p>
<p>▶ An important event</p> <p>Election manifestos</p> <p>Describing photos – 2</p>	<p>▶ Describing photos – 2</p> <p>Discussing conspiracy theories</p> <p>Talking about what you would have done</p>	<p>▶ A story</p> <p>A manifesto</p>	<p>Use of English: Word formation cloze activities</p> <p>Listening: Completing notes</p>
<p>▶ Shopping dialogues</p> <p>Managing money</p> <p>Clothes shop dialogue</p>	<p>▶ At a clothes shop</p> <p>Discussing supermarkets</p> <p>Talking about wishes</p>	<p>▶ A formal email of complaint</p> <p>A leaflet/poster</p>	<p>Reading: Multiple-choice activities</p> <p>Speaking: Getting a good mark</p>



Irregular verbs p149



Writing bank p150

1 Personal best



Vocabulary



Appearance

1 Work with a partner. Put these words in the correct column.

attractive • bald • blonde • curly • cute • dark
fair • good-looking • long • medium-height
medium-length • overweight • pretty • short
spiky • straight • strong • tall • thin • wavy
well-built

Build	Height	Hair	General
<i>thin</i>	<i>short</i>	<i>short</i>	<i>attractive</i>

2 01 Listen, check and repeat.

3 **SPEAKING** Work with a partner. Take it in turns to describe the people in the photos.



Personality

4 Match the personality adjectives with their opposites.

- | | |
|------------|-------------------|
| 1 serious | a untidy |
| 2 lazy | b unfriendly |
| 3 tidy | c talkative |
| 4 quiet | d cheerful, funny |
| 5 patient | e hard-working |
| 6 friendly | f impatient |
| 7 calm | g nervous |

5 Match these personality adjectives with their definitions.

arrogant • bossy • clever • confident • nice
reliable • selfish • shy

- When people can depend on you or count on you to do something.
- When you only think about yourself and you don't care about other people.
- Good, friendly, kind.
- Good at learning and understanding things.
- When you are not very confident or comfortable with other people.
- When you think you are better or more important than other people.
- When you are always telling other people what to do.
- When you believe in your own abilities and don't feel nervous or frightened.

6 **LISTENING** 02 Listen to four teenagers talking about themselves. What adjective of personality best describes each person?

- | | |
|-----------------|-----------------|
| 1 Rose | 3 Jessica |
| 2 William | 4 Brandon |

7a **SPEAKING** Choose five adjectives of personality from 4 and 5 which describe you. Tell your partner your adjectives and say why you chose them.

I'm quite shy because I feel a bit nervous when I meet new people.

7b Now tell the class about your partner.



1 Work with a partner. Look at the photos in the article and describe what you can see. Why do you think these two people are so special?

2 READING Read the article and check your ideas in 1.

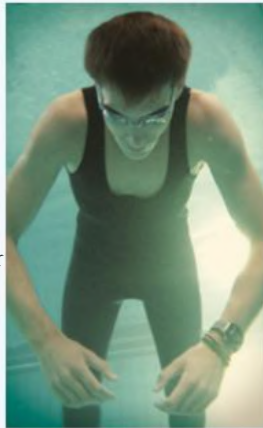


SPECIAL PEOPLE!

The human mind and body are capable of amazing things, especially when you train them hard. Meet two people who, thanks to their natural talent and to their effort, seem almost superhuman!

Tom Sietas

When people first see Tom Sietas, they don't usually notice anything special. He's not very tall, and he's not particularly well-built. But those factors help Tom to do something incredible. Tom has the world record for 'static apnea'. In other words, Tom can hold his breath underwater, without moving, for just over 22 minutes! He only discovered his ability by accident when he went diving in Jamaica at the age of 18. Because he isn't very big it means that he doesn't need to get a lot of oxygen to his muscles. And it helps that his lungs are 20% larger than is usual for his height and build. But it isn't only a question of his body. His personality plays a big part in his success, too. Thought processes use a lot of oxygen. So it's important that Tom is calm and patient. Luckily, he rarely gets nervous in the water. In fact, Tom is so calm that he occasionally falls asleep underwater! Obviously he always trains very carefully to prepare for a new record because what he does is highly dangerous. We're waiting this year to see what he does next. Are we expecting another record attempt? Definitely!



Judit Polgár

'People are always saying that geniuses are born, not made. I want to prove that it is not true!' This was the obsession of a Hungarian teacher called László Polgár. To prove that he could make someone a genius, he took his three daughters out of school and started to teach them a specialist subject – chess. One of the three, Judit, is now the greatest female chess player of all time and the only woman so far to be in the world top 10! László himself wasn't a great chess player, but he was a clever teacher. At first, Judit's sisters were better than her, but she gradually became more serious about playing. At first, she played just ten minutes a day. When she was 12, it had increased to ten hours. At 15 she was the youngest grandmaster ever. To win at chess, you need to be confident, hard-working and a little bit selfish. Judit's wins include victories against 10 male world champions, including Kasparov and Karpov. Thanks to Judit, little by little, people are starting to pay more attention to women chess players. She now has children of her own but she isn't teaching them in the same way as her father. Her children don't play chess for hours every day. They only play for fun.



EXAM SUCCESS

You are going to do a True/False reading exercise. What do you think is a good procedure for doing this type of exercise?

➤ EXAM SUCCESS page 144

4

CRITICAL THINKING

Think! Then compare ideas with your class.

- 'Geniuses are born, not made.' Does the writer of the text appear to agree with this statement? Why/Why not? Do you agree with it?

3 Read the text again. Are the statements True (T) or False (F)? Write the number(s) of the line(s) where you found the answer.

- For what Tom does, it is important to be big and strong. T/F
- Tom can swim underwater for over twenty minutes without breathing. T/F
- Tom always knew about his natural talent for staying underwater. T/F
- Mental qualities are also important to be good at static apnea. T/F
- László Polgár had a theory and he proved that it was true. T/F
- Judit's chess ability was easy to see right from the beginning. T/F
- From the start, she played for hours and hours every day. T/F
- After her experience, Judit doesn't want to teach her children chess. T/F

5

What do the underlined words in the text mean? Guess and then check in your dictionary.

6

SPEAKING What about you?

- How good are you at water sports and/or chess?
- What special talents and abilities do you have, or would you like to have?

Present simple and present continuous

1a Read the sentences (a–g) and match them with the rules (1–7).

- a Little by little, people are starting to pay more attention.
- b Thought processes use a lot of oxygen.
- c Her children don't play chess for hours every day.
- d People are always saying that geniuses are born, not made.
- e I'm not sure what she's doing right now.
- f Athletes train hard.
- g This year we're waiting to see what he does next.

We use the present simple for

- 1 routines and habits.
- 2 things that are always or generally true.
- 3 scientific facts.

We use the present continuous for

- 4 actions that are happening now or near the moment of speaking.
- 5 actions that are temporary or not a normal routine.
- 6 actions that happen very often and annoy the speaker.
- 7 changing situations.

1b Look at the article on page 7. Find a negative sentence and a question in the present continuous.

GRAMMAR REFERENCE ► PAGE 16



2 Choose the correct alternative.

- 1 Right now my brother plays/is playing chess.
- 2 I play/am playing tennis every Friday.
- 3 This new online game becomes/is becoming really successful.
- 4 You need/are needing money to buy things.
- 5 My cousin studies/is studying in the US for a month.
- 6 Water changes/is changing into ice at 0°C.
- 7 Police officers wear/are wearing uniforms.

Adverbs of frequency

3 Read the sentences. The words in blue are all adverbs of frequency. Choose the correct alternative to complete the rules in 1–4.

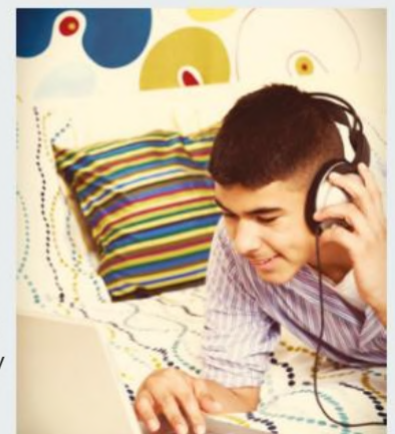
- a They don't **usually** notice anything special about him.
- b He **occasionally** falls asleep underwater.
- c She's **always** taking our things without asking.
- d Tom **always** trains hard.
- e They **never** play competitively.
- f He's **rarely** nervous.
- g She **often** beats the best players.
- h She **sometimes** plays for fun.

- 1 Adverbs of frequency usually go after/before the verb **to be**.
- 2 Adverbs of frequency usually go after/before main verbs.
- 3 Adverbs of frequency usually go with the present continuous/present simple.
- 4 The adverb of frequency always/sometimes goes with the present continuous/present simple to talk about frequent actions that annoy the person who is speaking.

GRAMMAR REFERENCE ► PAGE 16

4 Complete the text with the present simple or continuous forms of the verbs given and the adverbs.

I'm really angry with my brother at the moment because he (a) (always use) the computer when I want to use it. He (b) (not usually play) computer games, but he (c) (become) more and more interested in online games at the moment. Right now he (d) (make) a new avatar for his favourite game. It's funny because my brother (e) (not usually wear) anything apart from jeans and T-shirts, but his avatar (f) (have got) really spectacular clothes. People (g) (often say) that boys (h) (play) more computer games than girls, but I think that (i) (change). The only reason that I (j) (not often play) is because when it's my turn to use the computer I (k) (always do) my homework on it first. Oh, good! My brother (l) (finish) now. It's 5 pm and he (m) (usually play) football with his friends at this time. My turn to use the computer at last!





5a Write two true sentences, one in the present simple and one in the present continuous, using the expressions below. Write negative sentences if necessary.

do homework • eat fast food
go to school • play computer games
read • send text messages
study English • use a tablet • watch TV
wear jeans

My mum never wears jeans. I'm not wearing jeans at the moment because we can't wear them at our school.

5b Read your sentences to your partner. How many of your sentences are the same?

6 **SPEAKING** Interview your partner using these questions.

- 1 What are the first two things you do when you get to school?
- 2 What are the first two things you do when you get home after school?
- 3 What are people in your class doing right now?
- 4 In what ways are you, or people in your family, changing?
- 5 What do you usually do at the weekend?
- 6 What are members of your family doing now?
- 7 How do you usually spend your summer holidays?
- 8 Is anybody always doing things that annoy you? Who and what?

What are the first two things you do when you get to school in the morning?

I take my coat off and I say hello to my friends.

7 Write at least three more questions like the ones in 6. Use them to continue interviewing your partner.

What subjects are you studying this year?

What sports do you do after school?



Synonyms and partial synonyms

1 Look at these words. Do they have similar meanings? If there is a difference between the words, what is the difference?

attractive • beautiful • cute • good-looking
handsome • pretty

2 Match these words with their synonyms or partial synonyms. Some words can have more than one.

bright • cheerful • clever • difficult • elderly
friendly • glad • happy • hard • intelligent • old
outgoing • slim • sociable • thin

bright – clever – intelligent

3a **PRONUNCIATION** Work with a partner. Say the words in 1 and 2 aloud. Which words have three syllables?

3b **03** Listen and check your answers. Write each word in the correct column.

Ooo (e.g. talkative)	oOo (e.g. impatient)

3c Practise saying the words with the correct stress.

4 Choose the best alternative. If there is no difference, choose both.

- 1 Don't call your grandmother old/elderly! It's more polite to call her old/elderly.
- 2 That new actor is really attractive/good-looking.
- 3 My cousin is always smiling. She's a really glad/cheerful type of person.
- 4 Your cat needs to eat more. It looks a bit slim/thin to me.
- 5 This question is really hard/difficult.
- 6 I'm clever/bright enough to do this exercise!

5 Prepare a description of a famous person. You can use words from 1 and 2 and from page 6.

6 **SPEAKING** Work with a partner. Describe the person you chose in 5. Can your partner guess who it is?

*He's a politician. He's got short, dark hair.
He's very intelligent. He's not very old.
I think he's tall and slim.*

Is it Barack Obama?

Yes, it is.

Building your confidence



LIFE SKILLS OBJECTIVES



- To think about the importance of self-esteem.
- To learn about different ways to build your confidence.
- To think positively about yourself.

KEY CONCEPTS



self-esteem [n]: My self-esteem is quite high because I have a good opinion of myself. **objective/goal [n]:** My objective/goal is to pass all my exams with a high mark this year. **(un)realistic [adj]:** It's unrealistic to think that anybody is perfect. **proud (of) [adj]:** I was very proud of my school results last year. **achievement [n]:** Getting 10 out of 10 in every subject is a great achievement.



1a Look at the glass of orange juice. Is it half empty or half full?

1b Work with a partner. Compare your answers in 1a.

1c In your opinion, do you generally think positively or not? Try to give examples to justify your answer.

2 **READING** Read the article below. Does it say that these things are good (✓) or bad (X)?

- | | |
|---------------------------------------|------------------------|
| 1 Liking yourself | 4 Trying to be perfect |
| 2 Making mistakes | 5 Making slow progress |
| 3 Celebrating when you do things well | |

3a Choose the three pieces of advice that you think are the best and decide why.

3b **SPEAKING** Work with a partner. Compare and justify your answers in 3a. Do you have similar opinions?

3c Talk about which of the ideas in the text you already do.

WHAT IS SELF-ESTEEM?

Self-esteem means you really like yourself, both inside and out. It's important because positive self-esteem gives you the courage to be confident, to be yourself, and not just do what others do, or tell you to do. Believing in yourself means you will have the freedom to be the person that you want to be and make decisions that are right for you.

How can you improve your self-esteem?

- 1 Think positively.** Think about all the great things about being you. Concentrate on how you feel when you pass an exam at school, or make your friends laugh. Focus on the positive aspects and see the glass as half full, not half empty.
- 2 Remember that perfect doesn't exist.** Everyone has things they would like to improve, even people who seem 'perfect'. The most important things to focus on are what you're good at and what you enjoy ... and go for it!
- 3 Try new things.** Experiment with different activities, for example sports, crafts, or music that will help you to discover your talents.
- 4 Take exercise.** It helps to reduce stress and to be healthier and happier.
- 5 Have realistic goals.** If there's something about yourself that you want to improve, go step by step and do it gradually. Be patient. And keep thinking of the progress that you're making, even if it's small.
- 6 Celebrate your achievements.** Be proud of the things that you are good at and allow family and friends to celebrate the things you are good at, too.
- 7 Relax.** Enjoy spending time with the people you care about and doing things that make you feel good.
- 8 Be confident in your own opinions, ideas and feelings.** Don't be afraid to express them. Your friends may put pressure on you to agree with their ideas, but you can make your own decisions.
- 9 Make mistakes.** Everyone makes mistakes. You might feel bad if you miss a goal or get an answer wrong, but making mistakes is part of being human. The good news is that mistakes are a valuable part of learning.
- 10 Make a contribution.** Help a classmate who is having trouble. Give your parents a hand at home. Making a difference to others is great for your self-esteem.

4 Work with a partner. Use the ideas in the text in 2 to help you give advice to these people.

1 I feel bad because I missed a penalty in my last football match.

2 I'm nervous because it's my turn to give a presentation in class next week.

3 My friends want me to go ice-skating next week. I'm not sure about going with them because I've never skated before.

4 I love taking photos and I'm quite good at it. There's a photography competition at school, but I don't think it's worth entering because other people are probably better than me.

5a **LISTENING** 04 Watch or listen to four teenagers talking about something they are good at. Write down what each speaker is good at.

Callum:

Naomi:

Rachel:

Toby:

5b 04 Watch or listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

- 1 Callum prefers simple, easy games. T/F
- 2 He thinks you need to be clever to do what he does. T/F
- 3 Naomi thinks she is good at listening because of her personal characteristics. T/F
- 4 She listens and doesn't tell anyone what she hears. T/F
- 5 Rachel only realised her skill when she was older. T/F
- 6 She doesn't usually show her work to other people. T/F
- 7 Toby's friends play football. T/F
- 8 His dad coaches him and helps him to improve. T/F

6 **SPEAKING** Discuss with a partner. Which person do you think is the most confident? And the least? Why?

LIFE TASK

Do this positive-thinking activity individually:

1a Write down a list of your strong points. Think about:

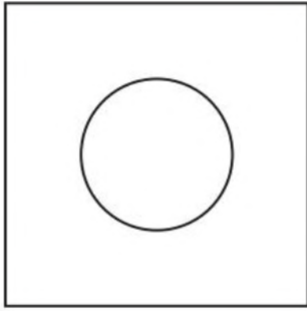
- things that you are good at
- things you have achieved
- any other abilities, talents or skills you have
- things you do or have done for other people
- your personality

1b Now exchange lists with your partner. What could you add to the list that your partner hasn't mentioned?

2 Keep your list with you and look at it on days when you have a problem or when you are nervous about something like an exam!



- 1 Copy this picture onto a piece of paper. You have three minutes to draw something on it.



- 2 **LISTENING** ▶ 05 The activity in 1 is from a psychology magazine. The magazine gives a personality analysis for the most common things that people draw. Listen to five people explaining if they agree with the magazine's analysis. What did each one draw?

Speaker 1
 Speaker 2
 Speaker 3
 Speaker 4
 Speaker 5

EXAM SUCCESS

In the next task you match the speakers with the correct information. What should you do before you do the task?

▶ EXAM SUCCESS page 144

- 3 ▶ 05 Listen again and identify the speaker.

Which speaker ...

	1	2	3	4	5
a likes drawing?					
b thinks the analysis of their personality is totally wrong?					
c spends a long time on their favourite hobby?					
d didn't draw what they immediately thought of?					
e doesn't want a parent to see their picture?					
f thinks they look attractive?					
g understands the analysis of their personality, but doesn't agree with it?					
h got the idea for their picture thanks to a place?					

- 4 **What about you?**

Look at your drawing in 1.

- Is it one of the things in 2? Do you agree with the personality analysis in the magazine?
- If you drew something else, what do you think the personality analysis could be?



State and action verbs

- 1a Read these sentences. Do the verbs in blue describe states and situations or do they describe actions?

- I **have** a big garden.
- I **love** warm weather.
- I **like** sitting out there.
- My picture **looks** like me.
- The flowers **smell** good.
- I **don't believe** that's true.
- I **know** why I drew a flower.
- I **think** I'm the opposite.

- 1b Read the sentences again. Are they in the present simple or present continuous? Why?

- 1c Put the verbs from 1a in the correct lists.

- verbs of feeling and liking: _____, _____, **hate, want, prefer, need**
- verbs of thinking: _____, _____, **remember, mean**
- verbs of the senses: _____, _____, **hear, see, taste, sound, feel, seem**
- verbs of possession: _____, **own, belong**

GRAMMAR REFERENCE ▶ PAGE 16

- 2 Decide if each verb describes a state or an action. Then choose the correct alternative.

- I look/am looking for my ball. Do you know/Are you knowing where it is?
- Isn't he attractive? He looks/is looking like a film star.
- My sister has got/is having a new pet.
- Jack can't speak to you at the moment. He has/is having a shower.
- Do you know/Are you knowing the answer now?
- I don't understand/am not understanding a word you're saying.
- OK, OK, don't get angry. I believe/am believing you.
- I don't like/am not liking this film. I want/am wanting to leave now.





3 Complete the sentences with the correct form of these verbs.

feel • look • seem • smell • sound • taste

- 1 I love this song. I think it great.
2 Mmmm! What are you cooking? It delicious. I want to try it.
3 What's the matter? You don't very cheerful today.
4 Emma like her sister. Their personalities are very different but their appearance is almost identical.
5 There's too much sugar in this coffee. It too sweet.
6 Your hand is cold. It like ice!

4a Write sentences about the items in the photos. Use one of the verbs and at least one of the adjectives in each sentence.

Verbs:

feel • look • smell • sound • taste

Adjectives:

cold • colourful • delicious • frightening
hard • horrible • loud • lovely • soft
warm • wet



4b SPEAKING Work with a partner. Read your sentences but don't give the name of the items you are describing. Can your partner identify them?

I think it feels cold and wet, but I'm not sure. It looks frightening.

Is it a snake?

Yes, it is!

5 Complete the dialogue with the present simple or present continuous form of the verbs given.

Ryan: Hi, Molly. How are you? You (a) (sound) really happy.
Molly: I am. I (b) (have) a great time.
Ryan: Where are you?
Molly: I (c) (stay) at my cousin Lily's house.
Ryan: Lily? Ah, yes. Now I (d) (remember). She's the one who (e) (have) a house near the coast.
Molly: That's right. Well, in fact, the house (f) (belong) to a good friend of my cousin. She always (g) (let) her stay when she (h) (want).
Ryan: And what exactly (i) you (do) now?
Molly: I (j) (get) the table ready for dinner. Lily (k) (cook) really well. She (l) (make) something special for tonight. It (m) (smell) great.
Ryan: Stop! You (n) (make) me hungry. Anyway, I (o) (need) to go now. Somebody (p) (call) me. I'll phone again soon.
Molly: OK.

6 SPEAKING Complete these sentences about yourself and then predict your partner's answers. Compare predictions. How well do you know your partner?

You

- 1 I think sounds great.
2 I think looks really attractive.
3 I usually feel on Monday morning.
4 I think coffee tastes
5 I don't need to be happy.
6 I believe that
7 At the weekend, I like

Your partner

- 1 My partner thinks sounds great.
2 My partner thinks looks really attractive.
3 My partner usually feels on Monday morning.
4 My partner thinks coffee tastes
5 My partner doesn't need to be happy.
6 My partner believes that
7 At the weekend, my partner likes



Asking for and giving personal information

- 1 **LISTENING** **06** Listen to a conversation between two teenagers called Megan and Ellie on the first day of school. What are each person's hobbies?

Megan:

Ellie:

- 2 **06** Complete the dialogue. Listen again if necessary.

Megan: Hi. You're Lucy's cousin, aren't you?

Ellie: Yes, that's right. My name's Ellie.

Megan: I'm Megan. This is your (a) year at this school, isn't it?

Ellie: That's right.

Megan: Hey, you don't play (b), do you? We need new players for the team.

Ellie: I play a little, but I'm not mad about basketball.

Megan: Do you play any other sports?

Ellie: Yes, I really enjoy (c)

Megan: Great! What are your other hobbies?

Ellie: I love music.

Megan: Really? What kind of music?

Ellie: I like all sorts, but my favourite is (d)

Megan: Now I remember! You can play the (e), can't you? Lucy told me once.

Ellie: Yeah, I'm in a band. We're really (f)

Megan: Do you know Josh, Josh Smith? He plays in a band, too. Come on. Let me introduce you to him ...

- 3 **SPEAKING** Work with a partner. Practise the completed dialogue in 2.

- 4 Look at the Speaking bank. We use question tags when we want somebody to confirm something. Choose the correct alternative.

- We use *nouns/subject pronouns* at the end of question tags.
- We use *auxiliary verbs and 'to be'/main verbs* in question tags.
- Usually the question tag in an affirmative sentence is *affirmative/negative* and the question tag in a negative sentence is *affirmative/negative*.

SPEAKING BANK

Question tags

- You're Lucy's cousin, **aren't you?**
- This is your first year at this school, **isn't it?**
- You like rock music, **don't you?**
- You don't play basketball, **do you?**
- You can play an instrument, **can't you?**

- 5 Complete these sentences with question tags.

- You've got a sister,?
- You can't play the piano,?
- That girl sings really well,?
- She's your best friend,?
- That boy isn't very tall,?
- Her dad doesn't like listening to that music,?
- Jamie and Becky can swim fast,?

- 6 **SPEAKING** Work with a partner. Read out the first part of the sentences. Your partner says the question tag.

Student A: Turn to page 147.

Student B: Turn to page 148.

She's American ...
... isn't she?

PRACTICE MAKES PERFECT

- 7a **SPEAKING** Write down five things you think you know about your partner's free-time habits.

- 7b Ask your partner about their free-time habits. Use question tags for confirmation and to keep the dialogue going.

You like doing judo in your free time, don't you?
Yes, I do. I've got a brown belt.
It's difficult to get a brown belt, isn't it?

- 7c Work with a new partner and do another dialogue.



An informal email describing people

1 READING Read Mia's email to her e-pal, Luke. Match the names to the people in the photo she attaches.

✉

To: Luke <ljackson@realmail.com>

Subject: Me and my friends

Attached: My Friends.JPG (354KB)

Hi Luke,

I'm sending you a photo of me and my friends. I took it this weekend. Do you know who everybody is?

Of course, you already know that I'm the girl with long blonde hair in the middle of the photo ;-). The boy is Brad. He looks a bit tired here. He's working hard at the moment because he has exams next week. But Brad's great. He's totally mad and always makes us laugh.


The girl with red hair is Rose. She looks like an American actress in this photo! Rose is extremely clever and helps us with our maths homework.

The other girl, the one with long dark hair, is Olivia. She looks really happy here, doesn't she? She's always cheerful. In the photo, we're very near her house. We often go there at the weekend.

When you send your next email, don't forget to send me a picture of you and your friends.

All the best,
Mia

1 attachment





2 Read the email again and find out something about each person's personality.

Brad:

Rose:

Olivia:

3 Look again at Mia's email. Complete examples 1–3 in the Writing bank. Then, choose the correct alternative in 4–6.

✍ WRITING BANK

Descriptive language

- To describe somebody's appearance we often use the verb *look*. We can use:
 - 1 *look* + adjective (e.g. *He looks (a)*)
 - 2 *look like* + noun/pronoun (e.g. *She looks like (b)*)
 - 3 *look like/as if* + noun/pronoun + verb (e.g. *It looks like (c)*)
- We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use:
 - 4 *very, extremely* and *really* to make 'normal'/'extreme' adjectives (*good, bad, clever*) stronger.
 - 5 *totally, absolutely, really* and *completely* to make 'normal'/'extreme' adjectives (*fantastic, awful, mad*) stronger.
 - 6 *quite, a bit, and rather* to make 'normal' adjectives a little softer/stronger.

4 Complete these sentences to describe people in the photo.



- 1 Lucy is really and has got quite
- 2 Josh looks and is totally
- 3 Eliza looks like a and she is extremely
- 4 Pete is a bit and he looks as if

PRACTICE MAKES PERFECT

5a Find a photo of you with friends or family. Write an email describing the people in the photo. Use the email in 1 as a model and include expressions from the Writing bank.

WRITING BANK > PAGE 150

5b Work with a partner. Take turns to show your photo and description. Can they identify the people in your photo correctly?