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with Sue Parminter

English in Mind 10^e

Student's Book



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LA SUISSE ROMANDE ET DU TESSIN

Unit	Speaking and Functions	Listening	Reading
Welcome! pp 4–5	Getting to know the class Talking about the present Talking about the past		
1 Learning languages pp 6–11	Talking about languages Making comparisons Giving opinions	Podcast about language learning WB Strategy: Understanding gist	Questionnaire: What kind of language learner are you? Factoids: Amazing facts or just lies? Culture in mind: Teen talk History: The English language
2 Holiday time pp 12–17	Talking about travel plans and arrangements Describing holiday activities Expressing likes and desires Everyday English: Making and responding to requests	Radio show: Holiday dreams Travel dialogues Airport announcement Photostory: Let's give him a hand DVD: Helping the community	Travel magazine: Family holidays can be fun! Travel documents and information: boarding pass, information board, museum leaflet, ticket, timetable WB Strategy: Answering specific information questions
UNITS 1–2 ROUND UP pp 18–19 Limericks Project: A class trip Self assessment WB Check your progress			
3 Working world pp 20–25	Talking about obligations Describing jobs Talking about work and money	Interviews about jobs Dialogues about money	Website: Odd jobs Web forum: What job do you want to do when you grow up? Culture in mind: Teenagers: earning money Maths: Money
4 Eat for life pp 26–31	Describing food and diet Making requests and ordering a meal Asking and answering about quantity Describing dishes and how to prepare them Everyday English: Situational phrases	Dialogue: ordering food in a café School science lesson extract Dialogue about making lunch Photostory: Not a nice thing to say DVD: Let's make some cakes!	Article: A long and healthy life Menu Health quiz Recipe: Egg salad sandwich
UNITS 3–4 ROUND UP pp 32–33 Song: What to Eat? Project: Food product Self assessment WB Check your progress			
5 Into the future pp 34–39	Making predictions Talking about your future life Describing homes of the future	Science fiction story Radio show: How teens see their future Physics and astronomy: Educational documentary extract	Science fiction story Popular technology site: Smart homes Culture in mind: Fortune telling Physics and astronomy: The solar system
6 Survival pp 40–45	Narrating past events Describing places and events Talking about the weather Describing actions Everyday English: Situational phrases	Dialogues and weather forecasts Photostory: Having fun? DVD: Going camping	Newspaper article: When she fell from the sky
UNITS 5–6 ROUND UP pp 46–47 Song: Space Oddity Project: Life in the future Self assessment WB Check your progress			
7 Good intentions pp 48–53	Talking about intentions Expressing obligations Talking about school rules and duties	Dialogue about good intentions Playscript extract: The Party Climate change and the environment: Lesson extract WB Strategy: Intensive listening	Graphic novel extract: The Party Culture in mind: Volunteering Science: Climate change and the environment
8 How brave! pp 54–59	Asking about the past Talking about future possibility Describing personality Describing and classifying animals Everyday English: Situational phrases	Animal bravery stories: Monologues Photostory: Chicken! DVD: The broken projector	Web news article: Back to school WB Strategy: Reading for pleasure
UNITS 7–8 ROUND UP pp 60–61 Joke Project: Environment project Self assessment WB Check your progress			
Communication in mind pp 62–70 Grammar reference pp 71–88 Vocabulary bank pp 89–92	Irregular verbs and phonemic symbols p 93 Wordlist: anglais–français pp 94–106 Wordlist: français–anglais pp 107–119		

Writing	Language Vocabulary	Grammar	Pronunciation
	Revision from <i>English in Mind 9^e</i>	Revision from <i>English in Mind 9^e</i>	
Advice sheet: Language learning tips  Email with ideas for learning French	Languages Language learning verbs Vocabulary bank: Documents and texts	Comparatives and superlatives	Word stress: Countries and languages
Notes for a holiday plan  Holiday postcard	Future time expressions Travel and transport Holiday activities Vocabulary bank: Holiday activities	Present continuous for future arrangements Verb + <i>-ing</i> form and verb + <i>to</i> + infinitive	/θ/ and /ð/
 Short description of a job Strategy: Using connectors	Jobs Work and money Vocabulary bank: Places people work	<i>have to</i> / <i>don't have to</i> Articles	/h/
 Recipe Strategy: Using sequencing words	Food Recipe verbs Containers and quantities Vocabulary bank: Mealtime	Countable and uncountable nouns <i>How much ...?</i> and <i>How many ...?</i> <i>some</i> and <i>any</i>	/ə/
Descriptions of future gadgets for the home  Story completion Strategy: Using descriptive adjectives	Life events Home technology Vocabulary bank: House and home	<i>will/won't</i> for future predictions Expressions to talk about the future	/I/
Creative writing: Notes for a survival story  Picture story Strategy: Planning a story	The weather The natural world Vocabulary bank: Phrases to talk about the weather	Past simple + past time connectors <i>too</i> + adjective Adverbs of manner	/əʊ/ and /ɔ:/
Poster: Good intentions Class contract  Email about plans for the year	Phrasal verbs School and studies Vocabulary bank: Phrasal verbs	<i>going to</i> – intentions <i>must/mustn't</i> – obligation <i>don't have to</i>	<i>must/mustn't</i>
News article: Animal bravery story	Personality adjectives Animals Vocabulary bank: Personality adjectives	Past information questions First conditional	Sentence stress

Welcome!

1 Free time



a Look at the pictures. Where are the people?
What are they doing?

b Talk about your free time. Where do you go? What do you do?

After school I often ...

At the weekend I sometimes ...

In the evenings I usually ...

c ▶ **CD1 T2** Listen and match the phone calls with four of the pictures.

d ▶ **CD1 T2** Listen again and answer.

- 1 What time does the sports centre close?
- 2 What time does the film finish?

- 3 What time does the café open?
- 4 What time does the shop close?

2 Daily routines

- a** Look at the signs. Play a memory game.

It opens at quarter past nine.

The café.

Café
9.15–19.10

Next film:
19.05–20.35

SPORTS CENTRE

Opening times
Weekdays 6.30–21.30
Weekends 7.00–19.45

Bookshop
10.00–18.00
(Saturdays 10.20–12.40)

DISCO
22.00–01.55

- b** Work with a partner. Ask and answer questions about your daily routines. Find out as much as possible.

What time do you get up during the week?

How do you get to school?

How long do you spend doing homework every evening?

3 Talking about the past

- a** ▶ **CD1 T3** Listen to a phone call and choose the correct answers.

- | | |
|-----------------------------|-----------------------------|
| 1 Andrew and Hannah are ... | 2 They're talking about ... |
| • brother and sister | • their summer holidays |
| • friends | • their families |
| • in the same swimming club | • their PE lessons |

- b** ▶ **CD1 T3** Listen again and answer.

- Where did Hannah go on holiday?
- What did she learn to do?
- Was it easy when she started?
- Who did Andrew visit in Scotland?
- How long did he spend there?
- What did he do in August?

- c** **Communication in mind** Work with a partner. Ask and answer questions about your holidays.

Student A Turn to page 62.

Student B Turn to page 64.

- d** Tell the class about your partner.

Mathilde went to Spain this summer.

Olivier didn't go to another country. He stayed at home.



Learning languages

In this unit you can

- * talk about languages
- * make comparisons

- * give opinions

1 Listen and speak

a Which languages do you speak? When, where and how did you learn them?

b ▶ **CD1 T4** Listen to a podcast interview. Which is the best title?

1

TEEN SPEAKS
20 LANGUAGES

PODCAST

LISTEN | DOWNLOAD | SHARE

2

TEENAGE
POLYGLOT

PODCAST

LISTEN | DOWNLOAD | SHARE

3

HOW TO
learn a language
IN SIX MONTHS

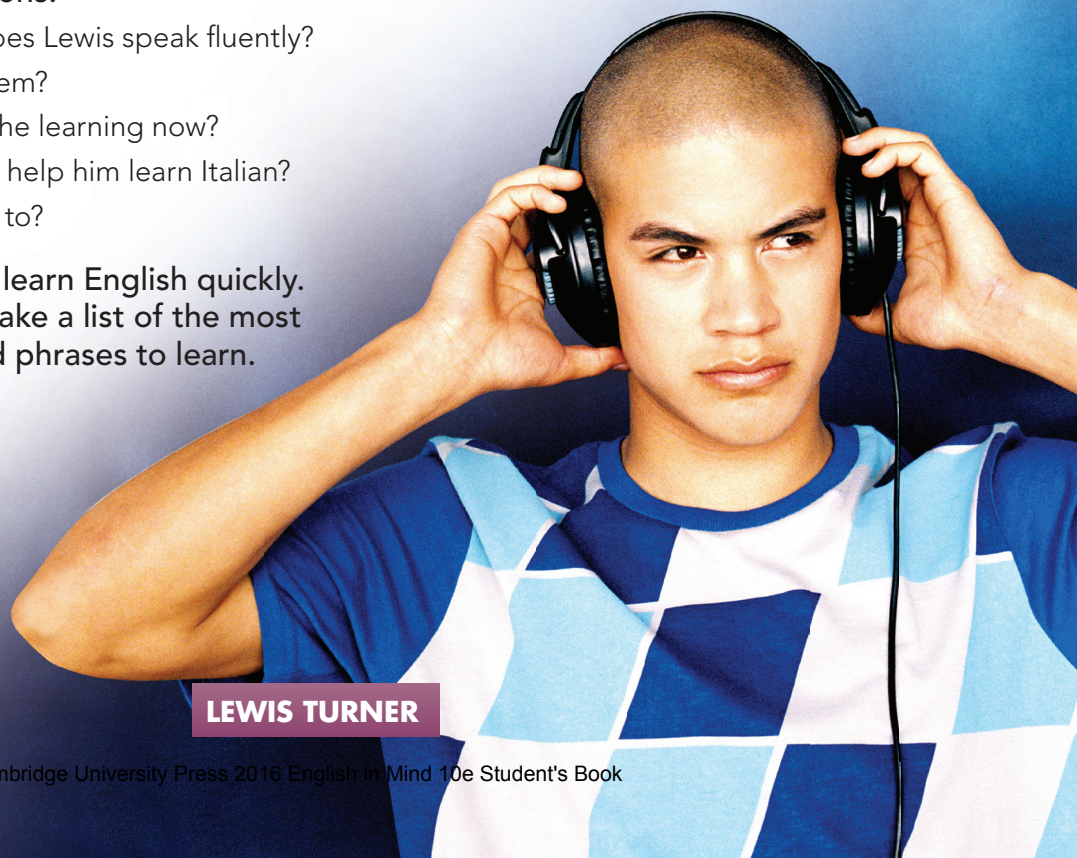
PODCAST

LISTEN | DOWNLOAD | SHARE

c ▶ **CD1 T4** Listen again and make notes to answer the questions.

- 1 Which languages does Lewis speak fluently?
- 2 How did he learn them?
- 3 Which languages is he learning now?
- 4 What did he read to help him learn Italian?
- 5 What does he listen to?

d Your friend wants to learn English quickly. Work in groups to make a list of the most important words and phrases to learn.



LEWIS TURNER

2

Focus on language

* Language comparisons

- a** ▶ **CD1 T5** Match the phrases for *Thank you* with the languages. Then listen, check and repeat.

Chinese English French
German Greek Italian
Japanese Portuguese
Russian Spanish



* Pronunciation: word stress

- b** ▶ **CD1 T6** Copy and complete the table. Listen and mark the stress. Then make sentences.

Country	Language
China	Chinese

People in **China** speak **Chinese**.

- c** Find the comparative adjectives in the examples and answer the questions.
- Learning German was **more difficult** than Spanish.
- My German is **better** than my Italian.
- Chinese grammar is **easier** than Japanese.

Focus

* Comparatives

- 1 When do we add *-er* to an adjective?
- 2 When do we use *more* + adjective?

Grammar reference page 87

LB pages 2 and 6 **WB** pages 4–5

3

Speak

- a** Compare the things in the box.

My German is **worse** than my Spanish.

the languages you speak two films
two TV series your favourite school subjects

- b** How do you feel about learning English? Put the words in order from 1 *easy* to 8 *difficult*. Then compare with a partner.

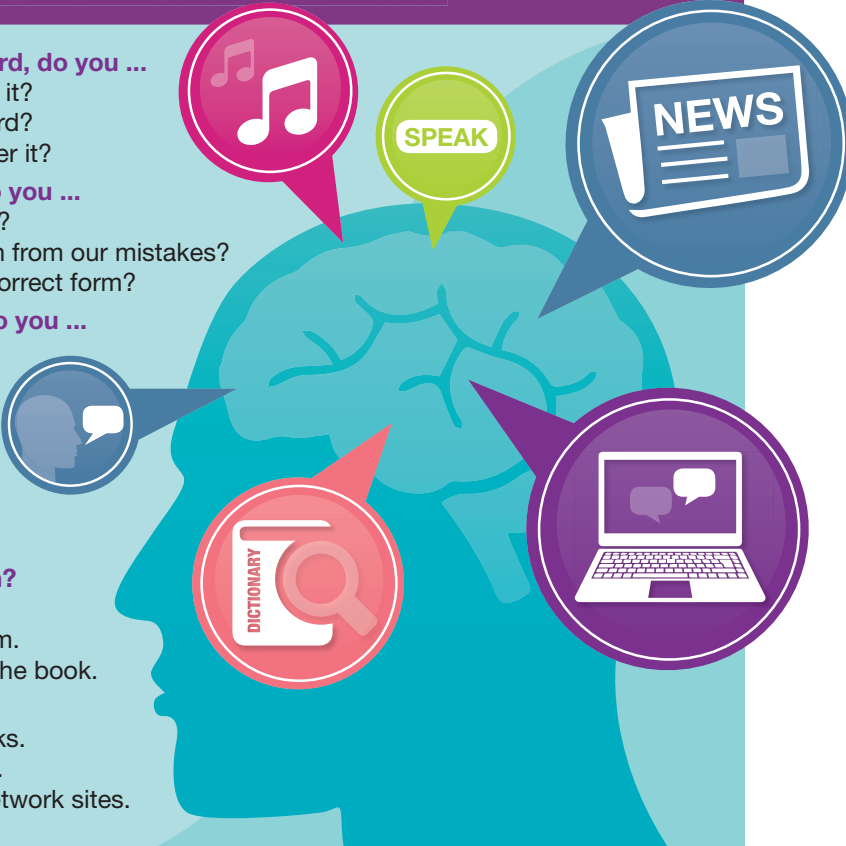
grammar listening pronunciation reading
speaking spelling vocabulary writing

4 Read and speak

* Language learning

- a** Do the questionnaire. Then compare your answers.

What kind of LANGUAGE LEARNER are you?



- 1 When your teacher explains a new word, do you ...**
 - a repeat it again and again to remember it?
 - b ask your teacher to write it on the board?
 - c imagine a picture to help you remember it?
- 2 When you make a mistake in class, do you ...**
 - a feel stupid because you didn't know it?
 - b not worry about it because we all learn from our mistakes?
 - c write it down so you don't forget the correct form?
- 3 When you don't understand a word, do you ...**
 - a ask your teacher to translate it?
 - b look it up in a dictionary?
 - c guess what it means?
- 4 How do you learn new words?**
 - a I work with vocabulary cards.
 - b I make a mind map.
 - c I copy them again and again.
- 5 How do you practise speaking English?**
 - a I talk to English native speakers.
 - b I listen to songs and sing along to them.
 - c I learn and record the dialogues from the book.
- 6 Do you do any of these in English?**
 - a I read newspapers, magazines or books.
 - b I watch DVDs, TV series or video clips.
 - c I write messages or posts on social network sites.

- b** Find these language learning words and phrases in the questionnaire. Write them on page 3 of the Language Builder.

forget guess know learn make a mistake mean
practise remember translate understand

LB page 3

WB page 6

Vocabulary bank page 89

5 Speak and write

- a** Talk about the things you can do outside class to learn more English.

I think it's a good idea to ...

It's useful to ... because ...

I don't think it's good to ...

- b** Make an advice sheet with your favourite tips.

TEN TOP LANGUAGE LEARNING TIPS

- 1 Watch DVDs in English with the subtitles in English to practise reading and listening.
- 2 Listen to songs in English and write down the words. Then guess the meaning of the new words.

6 Read

- a** Read the language facts. Two of them are false. Which do you think they are?

AMAZING FACTS OR JUST LIES?

- A** The shortest place names have only one letter. There are towns in Norway and Sweden called Å and there is a river called D in Oregon, in the USA.
- B** Khmer, the official language in Cambodia, has the longest alphabet of all languages. There are 74 letters.
- C** There are many countries in the world where people speak more than one language. South Africa has the most official languages – there are 11 – as well as hundreds of other languages. There are more than 850 languages in Papua New Guinea, 742 in Indonesia and 516 in Nigeria.
- D** The language with the most vowel sounds is Sedang, a minority language from Vietnam.
- E** The longest word in the English language is *dispercombobulation* – it's got 19 letters.
- F** The longest one-word place name in the world is in New Zealand: *Taumatawhakatangihangakoauauotamateaturipukakapikimaungahoronukupokaiwhenuakitanatahu* (85 letters).
- G** The most frequent letter in English is e. The least frequent letter is q.
- H** In 2013, there were 198 languages in the world that had fewer than ten speakers.
- I** The language with the most words is probably English, with more than one million words. Of course, no one knows them all!
- J** The easiest language to learn is Taki Taki (also known as Sranan), a language spoken in Suriname, South America. It hasn't got any grammar and there are only about 340 words.
- K** Somalia is the only African country where everyone speaks the same language – Somali.

- b** Read again and answer.

- 1 Which letter is the name of a river in the USA?
- 2 Which country has the most official languages?
- 3 What is the most frequent letter in English?
- 4 In which African country does everyone speak the same language?

7 Focus on language

* Comparisons 2

- a** Read the language facts again and find the superlative sentences. Then answer the question.

- b** **Communication in mind**

Turn to page 63 and play the game.



Focus

* Superlatives

What is the difference between these sentences?
For me, Spanish is easier to learn than German.
The easiest language to learn is Taki Taki.

Grammar reference page 87

LB pages 7–8 **WB** pages 6–7

Culture in mind

8 Speak and read

- a** ▶ **CD1 T7** Read the cartoon.
What do you think the boy means?
Listen and check your ideas.
- b** Do all teenagers use the same words?
Why do teenagers invent new words?
Read the article and compare your ideas.



Teen talk

Teenagers all over the world invent new words and phrases for everyday things. They create words that mean *bad*, *good-looking*, *parents*, *good* and so on. Here are some different ways of saying *good* in English teen talk from the last 50 years:

1960s **groovy** (or **fab**)

1970s **neat**

1980s **ace**

1990s **wicked**

2000s **cool**

2010s **NANG** **PIFF**
BUZZING

What next?



Not all teenagers in a country use the same words. The way you speak depends on your interests, your friends, the music you listen to and the part of the country you live in. Different groups of teenagers have different likes and dislikes and so they have different expressions.

Why do teenagers invent new words, or invent new meanings for old words? Many people say it's because they don't want adults to understand them, but the real reason is that teenagers want to be part of a group – a group that speaks a language that is different from the one that their parents and other adults speak. Also, teenagers are creative and like playing with language, so they have fun inventing new words and phrases.

What do *rents* (parents) and *mouldies* (old people) think about it all? Most of them don't worry about it – after all, they had their own special words when they were teenagers. Some adults complain about teen talk and get annoyed by it, but that's all part of the fun for teenagers!

History

The English language

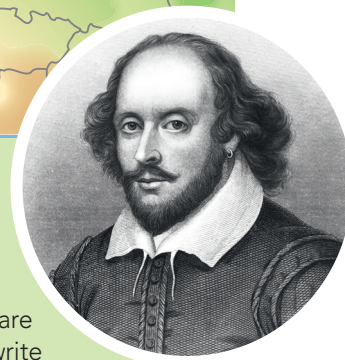
9 Read and speak

a Answer the questions. Then scan the text and check your ideas.

- 1 Where is English the mother tongue?
- 2 When did people in Britain start speaking a form of English?
- 3 Which languages is English related to?

A short history of ENGLISH

More than 350 million people around the world speak English as a first language. They live in Britain, North America, Australia, New Zealand, India, and parts of Africa and the Caribbean.



Old English

In the 5th century AD, the Angles, the Saxons and the Jutes invaded Britain from the north. They came from the countries that we call Denmark and northern Germany, and they all spoke Germanic languages. People in England started speaking the same language and we now call this language Old English. Old English didn't sound or look like English today. The words *strong* and *water* both come from Old English.

Middle English

In 1066 William of Normandy invaded Britain. The new conquerors, the Normans, spoke a kind of French. Many people in Britain learned to speak it, and many French words entered English, for example *beef* and *pork*. We now call this language Middle English. It was very different from the English that we speak now.

In Shakespeare's day

By the 16th century, the English that people spoke was not very different from the language that we speak now. William Shakespeare was the most famous person to write in English at this time, and we still use many phrases and sayings from his works. For example, when we say *Love is blind* or *To be or not to be*, we are quoting Shakespeare.

Modern English

Modern English is still changing as people from Britain have moved all over the world. In each new country, English changed and took in new words from the local languages. For example, *kangaroo* is a native Australian word, and *shampoo* comes from an Indian language. English is now a truly international language.

b Read the text again and find:

- 1 two words that come from Old English
- 2 two English words that come from French
- 3 two words in English that come from other languages

c Which language do these words come from? Copy and complete the table. Then use a dictionary to check that they mean the same.

adult come friend interest language
parent phrase speak word world

French	German
adult	come

2

Holiday time

In this unit you can

- * talk about travel plans and arrangements
- * describe holiday activities

- * express likes and desires
- * make and respond to requests

1 Read and listen

a What do you like doing on holiday?

I like going to the beach.

I don't like going camping.

b Scan the article. Which of the holidays would you like to go on? Why?

Family holidays can be fun!

Tour operators are now organising real adventure holidays for families with teens.

1 Camping in Africa in the desert



Rocks, colours, wildlife – so many things that you can only see here in Africa.

3 Canoeing in Slovenia



Join us in Slovenia as we race down the River Soča!

4 Volunteering



There's lots of volunteer work to choose from. How about helping conserve the elephant population of Thailand?

2 Diving in the Red Sea



From the resorts of Egypt's Red Sea coast, you can swim with some of the most beautiful aquatic life in the world.

5 Seeing the delights of a winter wonderland



The cold weather doesn't worry you? Then come and have fun in Canada with a dog team pulling you across the snow!

c ▶ **CD1 T8** Listen to the radio show *Holiday Dreams* and match Amber, Joe and Ella with three of the holidays.

2 Focus on language

* Plans

- a** Find the verb forms in the examples and answer the questions.

We're staying there for two weeks.

We aren't travelling in the desert on our own.

Where are you going in the summer?

My mum is doing a course in rock climbing there.

- b** Ask and answer questions about your plans.

in three weeks next week next weekend
on Saturday morning this evening tomorrow tonight

What are you doing ...?

Are you doing anything special ...?

Focus

- 1 Are the sentences about the present or the future?
- 2 Which tense do they use?

Grammar reference page 75

LB pages 12, 16 and 17

WB pages 11–12

3 Speak

* Travel and transport

- a** Look at the pictures and make sentences about their holiday plans.

He's going on holiday to Thailand.



- b** Act out a dialogue between the boy and the girl about their holiday plans.

Where ...? How ...? What ...? When ...? How long ...?

Where are you going on holiday?

I'm going to And you?

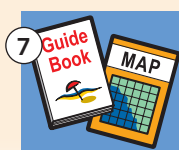
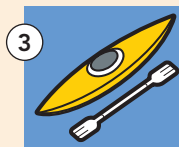
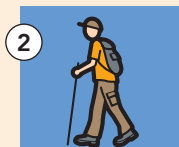
LB page 13 WB page 12

4 Focus on language

* Holiday activities

a ▶ **CD1 T9** Match the activities with the pictures. Then listen, check and repeat.

bungee jumping camping canoeing climbing hiking
kite surfing paragliding sightseeing snorkelling sunbathing



b Talk about the holiday activities.

I like climbing.

I'd like to go hiking this weekend.

* **Pronunciation:** /θ/ and /ð/

c ▶ **CD1 T10** Listen and repeat.

/θ/ month something tenth thin thirty three throw

/ð/ mother sunbathing that there those together with

d ▶ **CD1 T11** Listen and repeat the tongue twisters.

Three free throws. There are thirty-three thin fish.

LB pages 14 and 18 **WB** pages 13–14

Vocabulary bank page 89

5 Speak and write

a **Communication in mind** Work with a partner.

Ask and answer questions about your holiday arrangements.

Student A Turn to page 62.

Student B Turn to page 64.

b Make a holiday mind map.

c Plan a holiday. Make notes.

- Where are you going?
- How are you getting there?
- Where are you staying?
- What are you doing there?



6 Read and listen

2 You are here: **Home** > **Your Journey** > **Timetable**

Timetable

Gatwick Express trains depart every 15 minutes.

Monday to Saturday

Gatwick Airport – London Victoria

Monday to Saturday	From	Until	Minutes past each hour
First trains 03:30 04:30			
Then every 15 minutes	05:00	23:45	00 – 15 – 30 – 45
Last trains 00:01 00:32			

Average timetabled journey time 30 minutes.

BOARDING PASS

Passenger Joël Gerber
Travel date 15 October
Flight number EM 2655
From (GVA) Geneva
To (LGW) London Gatwick
Gate closes 09:30 Flight departs 10:05

Seat: 16F

Underground

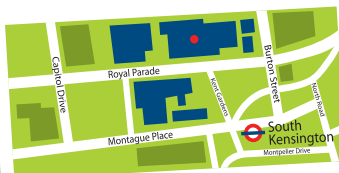
£4.90

Day Travelcard

class
child

Off-Peak all day travel

DINOSAUR EXPERIENCE



How to get there

By Tube: The museum is a 5-minute walk from South Kensington Tube station.

Opening times

Open every day
except Christmas Day
9.00–5.30

NEW EXHIBIT FOR THIS SUMMER!

DINO



**17:30 PLATFORM 21
GATWICK**

Calling at:

Clapham Junction
Streatham Common
Norbury
East Croydon
Gatwick

a Look and find:

- a ticket • a leaflet • a timetable
- a boarding pass • an information board

b Look and answer.

- 1 What time did Joël's flight leave Geneva?
- 2 Which is the closest Underground station to the museum?
- 3 Which platform does the train to Gatwick leave from?
- 4 How long does it take to go by train from Gatwick to London?
- 5 How much did it cost Joël to travel on the Underground for a day?

c ▶ CD1 T12 Listen to three dialogues and match each one with a place.

Museum

Station

Bus station

AIRPORT

**Tourist Information
Centre**

d ▶ CD1 T13 Match to make questions. Then listen, check and repeat.

- | | |
|------------------------------------|------------------------------|
| 1 Can I have a ticket | a about the Dinosaur Museum? |
| 2 Which platform | b get there? |
| 3 What time | c does it take? |
| 4 How long | d can you help us? |
| 5 Can you give me some information | e it cost? |
| 6 How do I | f does the fast train leave? |
| 7 How much does | g does the train leave from? |
| 8 Excuse me, | h is it? |
| 9 Which gate | i to Cambridge, please? |



Team Spirit

7 Speak and listen

a Look at the pictures and answer.

- 1 What problem does the man have?
- 2 Do the four friends help him?
- 3 Why is Joel angry with the man?
- 4 What does Debbie think about helping the man?

b ▶ **CD1 T14** Listen and check your ideas.



Jess



Joel



Pete



Debbie

Let's give him a hand



c Match the beginnings and endings to make a summary of the story.

- | | |
|-------------------------|--------------------------------------|
| 1 A man | a want to help him. |
| 2 Pete, Joel and Jess | b without saying 'Thank you'. |
| 3 Debbie thinks that | c needs help to start his car. |
| 4 The car is heavy, but | d saying 'Thank you' doesn't matter. |
| 5 The man drives away | e they push it and it starts. |
| 6 Jess thinks that | f it's not their problem. |

8

Everyday English

Invent dialogues for the pictures. Use the phrases to ask for help and respond.



Could you help me?
I've got a problem ...

Could I
borrow ... ?

Would you mind
helping me?

Sure.

Of course.

I'm sorry,
I'm in a hurry.

WB page 14

9

Improvisation

Prepare and act out a role play.

Roles: Debbie, Joel, Pete, Jess, a woman

Situation: In the street

Basic idea: The four friends are walking home the next day. They see a woman. Her car doesn't work. The woman is very friendly and she asks them for help. The four friends aren't sure what to do, but in the end they decide to help. The woman is very happy and she wants to give them something to say 'Thank you'.

10

DVD Episode 1

a Watch the first part of Episode 1 with no sound. What do you think they are saying? Watch again and check your ideas.

b Watch the rest of Episode 1 and answer.

- 1 What do old people like doing, according to Joel and Pete?
- 2 What are the old people doing when the four friends arrive at the home?
- 3 Who's the first person that they meet there?
- 4 What does Debbie do when they first get there?
- 5 What do Debbie and Lily talk about?
- 6 What does Debbie arrange to do the following week?

c Watch the whole of Episode 1 again. Who says what?

- | | |
|---------------------------------|--|
| 1 She's always late. | 4 Everyone is really looking forward to meeting you. |
| 2 No idea. | 5 Tell me about yourself. |
| 3 Do we really have to do this? | 6 It's interesting talking to old people. |

Debbie Jess Joel Lily Pete the manager



DVD-ROM Exercises Units 1–2 Video

Units 1–2 Round up

1 Limericks

- a** ▶ CD1 T15 Read and listen to the limericks. Which do you like best?

1 There was a young boy from Brazil
Who found English verbs made him ill.
He could never recall
The past simple at all,
And had no idea how to use *will*.



2 A clever young girl from Sierre
Went to England to be an au pair.
She packed forks and a pot,
With some clothes – not a lot –
And a big suitcase full of *gryère*.



3 Last summer we went to Trieste
To have a nice change and a rest.
Mum and Dad went off hiking,
My brother went biking,
But I didn't even get dressed!



4 One Japanese boy's great delight
Was to read books in English each night.
He learned how to spell,
And could write very well,
But the way he spoke just wasn't right.



- b** ▶ CD1 T15 Listen again. Which lines rhyme?

- c** ▶ CD1 T15 Listen again. How many main stresses are there in each line?

- d** Choose one of these first lines and write a limerick.

- There was a young woman called ...,
- There was an old man from ...,

2 Speak

- a** Read and make notes.

Imagine you are travelling on a plane. You are on your way to do an English course.

- Where are you going?
- Why are you doing an English course?
- Where are you staying?
- How long is the course?
- What kind of course is it?
- When are you coming back?

- b** Act out a conversation on the plane.

Where are you going?

I'm going ...

That's interesting! I'm ... too!

3 Project

- a** Work in groups.
 - Make a list of your school subjects.
 - Brainstorm class trips for each subject.
- b** Choose one of the class trips and plan it. Think about:
 - travel plans
 - activities
 - accommodation
- c** Make a poster for your trip. Include:
 - a slogan for your trip
 - the travel plan and details
 - information about the sights and activities

English – a trip to London



Biology – a trip to a Swiss National Park

Have FUN in London



May 15th–20th

Visit:

- Big Ben
- The Houses of Parliament
- Madame Tussauds Wax Museum
- The London Eye
- Buckingham Palace

Travel plan

Included in the price:

Return flights:
Geneva to London Gatwick
Hotel – 5 nights
Transport for London travelcard – 5 days



- d** Present your trips to the class. Ask and answer questions. Choose the best one.

Self assessment

Check your progress  pages 18–21

3

Working world

In this unit you can

* talk about obligations

* describe jobs

* talk about work and money

1 Listen and speak

a Scan the website. Where do you think the people work? What do they do?

Odd jobs

News


Technology

Entertainment


Science

Sport


This week the *News in Mind* website is looking at people who do unusual jobs.



Video game tester
Lali Gupta plays video games all day every day to test them.
[Listen to an interview with Lali Gupta](#)



Human cannonball
Mario Gonzalez flies high in the air in a circus tent twice a day.
[Listen to an interview with Mario Gonzalez](#)



Ravenmaster
Derrick Coyle looks after the Tower of London's famous birds.
[Listen to an interview with Derrick Coyle](#)

b ▶ **CD1 T16** Listen and say which job. Why do they like their jobs?

c ▶ **CD1 T16** Read and say who. Then listen again and check.

1 ... has to get up very early.

2 ... doesn't have to work long hours.

3 ... has to be fit and strong.

4 ... has to wear special clothes.

5 ... had to do a special training course.

6 ... doesn't earn a lot of money.

d What is important in a job? Choose the three most important things for you and compare your ideas.

- to earn a lot of money
- to be famous
- to be happy
- to have fun

- to travel
- to help people
- to work with nice people
- to learn new things

2 Focus on language

* Obligations

- a** Read the examples and answer the questions.

What time do you have to get up?

I have to get up early every day.

I don't have to do a lot.

- b** Think about a person in your family who works. Make notes about his or her job.

What does he/she have to do?

get up early, wear a uniform

What doesn't he/she have to do?

sell things

- c** Talk about the person you chose.

My mum has to get up very early.

LB pages 26–27

WB pages 22–23

3 Speak

- a** Work with a partner. Do the survey.

Do you have to make your bed during the week?

Yes, I do.

No, I don't.

HOME RULES SURVEY

1 During the week, do you have to ...

- ☐ make your bed?
- ☐ tidy your room?
- ☐ lay the table?
- ☐ do the washing-up?
- ☐ take out the rubbish?
- ☐ look after your pet?



2 At the weekend, do you have to ...

- ☐ get up early?
- ☐ look after your younger brother and/or sister?
- ☐ do your homework?
- ☐ do the cooking?
- ☐ get home before 10 pm?
- ☐ go to bed early?



- b** Tell the class about your partner.

Sara has to get up early on Saturdays. She doesn't have to tidy her room during the week.

4 Focus on language

* Jobs

- a** ▶ **CD1 T17** Match the jobs with the pictures. Then listen and check.

architect builder computer programmer doctor
engineer farmer firefighter flight attendant
hairdresser mechanic nurse vet

He's a hairdresser.

Focus
What do we use before the words for jobs?



- b** **Communication in mind** Turn to page 66 and play the game.

*** Pronunciation:** /h/

- c** ▶ **CD1 T18** Read aloud. Which word does not have a /h/ sound? Then listen and check.

hamburger happy help history holiday
homework hotel hour house hungry

- d** ▶ **CD1 T19** Listen and repeat the tongue twisters.

Henry's having a happy holiday in Holland.
Hannah has to be in her house in half an hour.
I have to help Holly with her History homework.
Have a hamburger if you're hungry.

LB pages 22 and 28 **WB** pages 24–25

Vocabulary bank page 90

5

Read*** Work and money**

- a** Scan the web forum. What is it about? How many people are chatting? Which jobs do they mention?
- b** Read and put the comments in order.
- c** Read the forum again and find the words connected with work and money. What is the difference between these pairs of words?

1 a **part-time** joba **full-time** job2 **earn** money**pay** money3 **spend** money**save** money4 **savings****pocket money**5 a **job****work**

LB page 25 WB page 25

6














Write and speak

- a** Choose three jobs you would like to do. Make notes.

Job	Qualifications and skills	Reasons why
pilot	good school marks, speak English	earn a lot, travel, exciting job

- b** Ask and answer questions about what you want to be and why.

WHAT JOB DO YOU WANT TO DO WHEN YOU GROW UP?

-  I want to be a vet. My aunt's a vet and I work part-time with her on Saturdays. It's great because I really like animals.
- A**  Oh dear! My marks aren't great! Do vets earn a lot of money?
- B**  You have to work hard to get good marks at school and you have to be very good at Science.
- C**  Sounds cool. Does your aunt pay you?
- D**  What kind of programmer do you want to be?
- E**  I love dogs! What do you have to do to be a vet?
- F**  Yes, they do, but that's not my real interest. I just love animals. What about you, what do you want to do?
- G**  Yes, you do. I'm teaching myself some programming languages at the moment.
- H**  Well, she gives me some pocket money. I'm saving it to buy a dog.
- I**  I want to be a computer programmer.
- J**  Cool! Sounds difficult. Good luck! See you around.
- K**  I'd really like to be a game programmer. I spend all my pocket money on video games.
- L**  Games?! Do you have to study for that job?

Culture in mind

7 Read and speak

- a** Look at the pictures. What are the people doing? Why?
- b** Scan the article and check your ideas.

Teenagers earning money

In many countries, you can only get a proper, full-time job if you are 16 or 18 years old. However, there are things that teenagers in some places can do to earn some pocket money. Here are a few ideas.



A Parents with a small child sometimes want to go out for the evening for dinner or to the cinema. They can't leave their child alone, so they ask a teenager to stay in the house and babysit while they are out. If the child's asleep, you can also do your homework and not waste time!



B Teenagers can deliver newspapers – usually you ride a bike around a neighbourhood and leave a newspaper at each house. Normally you have to have your own bike – and you have to get up early too, because people want their newspaper to read with their breakfast!



C Some adults have a dog, but they don't have time to take it for a walk. Dogs need a lot of exercise, so some teenagers work as dog-walkers. It's a good idea – you earn money and you're outside in the fresh air, getting some exercise too!



D Lots of older people are happy for teenagers to help them carry their shopping or do small things in their home, like washing or ironing or keeping them company. You earn money and people in the neighbourhood get your help.



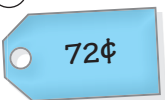





They're all great ideas. Just choose one of them to earn some money. Then you can spend it or save it!

- c** Read the article again. Which jobs in the photos involve:
 - 1 being outside? 4 going to another person's house?
 - 2 animals? 5 getting up early?
 - 3 carrying things?
- d** What do you and your friends do to earn extra money?
What is your ideal part-time job?

8 Listen and speak



- a** ▶ **CD1 T20** Listen. What coins and notes has each person got? Make notes, then calculate and match the amounts with six of the price labels.

(A)  8p	(B)  15¢	(C)  72¢	(D)  £1.35
(E)  £15.03	(F)  \$22.51	(G)  £35.50	(H)  \$6.90

- b** Make sentences.

I've got two five pound notes and three fifty pence coins.

That's ...

9 Read and speak

- a** Read and solve the problems.

1 Joe wants to buy a new MP3 player and it costs £60. He's got £25 in savings and he gets £5 a week pocket money. How many weeks does he have to wait before he can pay for it?

3 Amy has to tidy her room to earn her pocket money. Her earnings double each week, so she earns \$1 for the first week, \$2 for the second week and \$4 for the third week. How much money can she save after ten weeks?

2 Which is cheaper? Eight chocolate bars that cost 43¢ each or a pack of eight bars costing \$3.39?

4 Next month I have to buy Christmas presents for six friends. I want to buy them all the same thing. There's a shop with DVDs on offer for £8.95 each. I've got £50 in savings. How much more do I need to get a DVD for each of them?

- b** Check your answers with a partner.

In this unit you can

- * describe food and diet
- * make requests and order a meal
- * ask and answer about quantity
- * describe dishes and how to prepare them

1 Read and speak

a What helps people live a long time?

To live a long time, you need ...

b Scan the article and compare your ideas.

A long and healthy life

Everyone wants to be healthy and live a long time. But how can we do it? Some years ago, a 90-year-old American writer gave some advice for a long and healthy life:

- 5 • Believe in yourself.
- Keep your mind active.
- Be positive.
- Love people and enjoy helping others.

10 The women of Okinawa, in Japan, are another great example: they live a long time, they are very fit and they don't have many diseases or heart problems. Their secret? They do some exercise every day, they don't have much stress in their lives and, in general, they are positive and active.

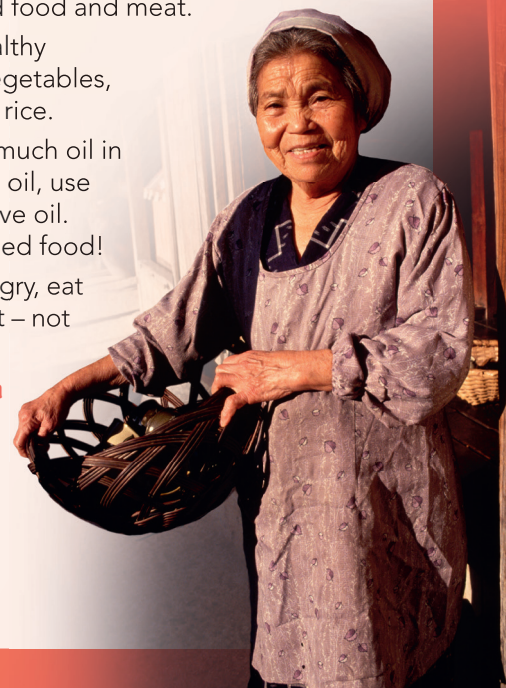
- 15 But of course, diet is important too. The Okinawa women eat tofu, fish, green vegetables, carrots, fruit, spices and sweet potatoes. They eat some meat, but they don't eat any fat from the meat. And they eat
- 20 seaweed – this contains many different vitamins and minerals and is good for your heart.

25 The Mediterranean diet is very healthy too. It consists of vegetables, tomatoes, lemons, fish, beans, garlic, cheese, yogurt, rice and pasta. Most of the fat in this diet is 'good fat': it comes from olive oil and from fish.

30 So, what do these two diets tell us?

- You shouldn't eat any bad fats – like fats in sweets, fried food and meat.
- You should eat healthy carbohydrates – vegetables, fruit, potatoes and rice.
- 35 • You shouldn't use much oil in cooking. If you use oil, use a good one like olive oil. And avoid deep-fried food!
- 40 • If you're a little hungry, eat an apple or a carrot – not a packet of crisps!

If you want to live a long and healthy life, you need to eat well, be active and make sure your days are stress free.



c Read the article again. What can help people live a long time? Copy and complete the table.

✓	✗
believe in yourself	don't eat bad fats

d How healthy is your lifestyle? Talk about your habits and routines.

I'm active. I do some exercise every day.

My diet isn't very healthy. I don't eat a lot of fruit.

2 Focus on language

* Food

- a** Read the article on page 26 again and make a list of the food words. Then use them to complete page 32 of the Language Builder.
- b** Ask and answer questions about the food you eat.

Do you eat ...?

What ...?

Which ...?

LB page 32

WB page 29

3 Listen and speak

* Ordering a meal

- a** ▶ CD1 T21 Read the menu, then listen. What do Alice and Jack choose?

HOT MEALS		DESSERTS	
Fish and chips	£3.00	Apple pie, Chocolate cake, Rice pudding, Cheesecake	£2.50
Beef pie	£3.50	Fruit – apple/orange/banana	50p each
Pizza	£2.50	SIDE ORDERS	
Chicken nuggets	£2.50	Chips	£1.50
Sausage, egg and chips	£3.00	Salad	£1.50
Beefburger	£3.00	Carrots and peas	£1.50
Cheeseburger	£3.50	Bread and butter	40p
Omelette	£1.99	COLD DRINKS	
Jacket potatoes	£3.20	Fruit juice	99p
with Cheese/Baked beans/Tuna		Water – still/sparkling	65p
Soup and a roll	£2.50	Canned drinks	£1.00
Tomato/Chicken		Milkshake – strawberry/chocolate	£1.50

- b** Find the nouns in the examples and answer the question.
- Can I have a cheeseburger with some chips, please?
- Would you like an apple, an orange or a banana?
- I'd like some cheesecake.

- c** Act out a scene in the café.

What would you like?

I'd like ...

Can I have ...?

Focus

* Countable and uncountable nouns
When do we use *a*, *an* and *some*?

Grammar reference page 85

LB pages 36–37

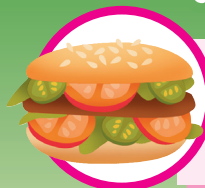
WB pages 29–30

4 Read and listen

* Asking about quantity

- a** ▶ **CD1 T22** Do the Health quiz. Then listen and check your answers.

Health quiz



- 1** How many calories are there in an average hamburger?
a 150 b 220 c 280



- 5** How much water should people drink every day?
a half a litre b 1 litre c 2–3 litres

- 2** How many calories are there in an apple?
a 50 b 100 c 200



- 6** How much sleep should you get every night?
a 7 hours b 8.5 hours c 9.5 hours



- 3** How many calories do you burn if you swim for 20 minutes?
a 60 b 90 c 140

- 4** How many calories do you burn if you run for 20 minutes?
a 250 b 300 c 500



Focus
* *How much ...? and How many ...?*
When do we use *much* and *many* in questions?

Grammar reference page 86

LB page 37

WB pages 30–31

- b** How healthy is your partner? Ask and answer questions to find out.

How many hamburgers do you eat a month?

How much fruit do you eat a day?

5 Speak

- a** **Communication in mind** Work with a partner. Find the differences in the kitchens.

Student A Turn to page 65.

Student B Turn to page 67.

* **Pronunciation:** /ə/

- b** ▶ **CD1 T23** Listen and repeat the words on the shopping list. What sound is in all the words?

- c** ▶ **CD1 T24** Listen and match the quantities with the things on the list. Then listen again and repeat.

*a bag a bunch a carton a kilo
a packet some two bottles*

apple juice

bananas

carrots

onions

sugar

tomatoes

water

- d** Play a memory game.

I'm going shopping and on my list there's ...

WB page 31

6 Focus on language

* Preparing a meal

a ▶ **CD1 T25** Listen. What do they decide to make for lunch?



b ▶ **CD1 T25** Listen again and match. Then answer the questions.

cheese sausages eggs milk sausages

- a Are there any ...?
- b We haven't got any ...
- c There are some ...
- d There's some ...
- e There isn't any ...!



* some and any

- 1 When do we use *some* + noun?
- 2 When do we use *any* + noun?

Grammar reference page 86

LB page 38 **WB** page 31

7 Read and speak

* Recipes

a Scan the recipe. What kind of food is it for?

b Read the recipe and put the instructions in order.

YOU NEED:

one tomato, two mushrooms,
one egg, half an onion, some butter,
some cheese, two slices of bread

(A) When the mixture is ready, **spread** the butter on two slices of bread. Be healthy – don't use a lot of butter!

(B) After that, put the ingredients on one slice of bread and cover with the other.

(C) Before you start, don't forget to **wash** your hands!

(D) Finally, **cut** the sandwich into four triangles and **serve** it on a plate with some salad. Delicious!

(E) Then cut up the tomato, mushrooms, egg and onion into a bowl. **Mix** them all together with a spoon. Cut some cheese too and **add** it to the mixture.

(F) First, **boil** the egg for seven minutes, then put it in cold water for two minutes. Take it out and **peel** it.

(G) Next, wash the tomato and the mushrooms and **dry** them. Be careful with the mushrooms – they are often very dirty.

c Read the recipe again and mime the actions with the **highlighted** verbs.

d Describe a simple recipe and guess what it is for.

You need some milk, some strawberries and some ice cream. First, ...

LB page 34 **WB** page 32

Vocabulary bank page 90



Team Spirit

8

Speak and listen

a Look and say how Pete feels in each picture.

b ▶ **CD1 T26** Listen and check your ideas.

Not a nice thing to say



c ▶ **CD1 T26** Listen again. Are the sentences true or false?

- | | |
|--|--|
| 1 Debbie suggests making cakes for a party. | 4 Debbie explains that she was joking. |
| 2 Pete says that he isn't a good cook. | 5 Jess says that real friends don't hurt each other. |
| 3 Joel tells Debbie that she wasn't very friendly. | 6 Pete is happy when he leaves. |

d ▶ **CD1 T26** Who says what? Listen again and check.

① What about ...?

② But on the other hand, ...

③ Never mind.

④ Sounds good to me.

⑤ I didn't mean to.

⑥ No, I don't think so.

9 Everyday English

a Use the expressions in Exercise 8d to complete the dialogues.

- 1 Is Hannah German? ... I think she's from Austria.
- 2 ... going for a meal? No, thanks. I'm not hungry.
- 3 I'm making sushi for lunch. Would you like some? ... I love Japanese food.
- 4 I'm really sorry I broke your pen. It was an old one.
- 5 Would you like to go out for supper? Well, we could. ... there's lots of food in the fridge and we could eat something here.

b ▶ CD1 T27 Listen and check your answers. Then practise the dialogues.

WB page 32

10 Improvisation

Prepare and act out a role play.

Roles: Debbie and her brother, Samuel
Place: At home
Situation: Debbie feels bad when she gets home later that day. Samuel asks what's wrong. She tells him about what happened and he makes a suggestion.

11 DVD Episode 2

a Watch Episode 2 and say who.

- 1 ... is worried and asks Pete a favour.
- 2 ... is sitting in the school canteen.
- 3 ... can't help with the cooking after school.
- 4 ... starts a food fight.
- 5 ... think Annie is Pete's girlfriend.
- 6 ... says why Pete couldn't help with the cooking.
- 7 ... has to look after her mother a lot.
- 8 ... says sorry to his friends for letting them down.

b Watch again and write quiz questions.

Who says 'Hang on!'?

What's Jess eating in the canteen?



Units 3–4 Round up

1 Song

a What kind of restaurants do you like going to?
What kind of food do you eat when you go out?

b ▶ **CD1 T28** Listen to the song and answer.

- 1 What kinds of food do they like?
- 2 What dishes do you hear?

c Talk about the advantages and disadvantages of slow food and fast food.



WHAT TO Eat?

Fast food – I never get enough
Slow food – I hate that stuff
Eating out together is hard to do
What kind of food for me and you?

When I'm walking down the street
And I'm thinking what to eat
Flashing food signs fill my brain
And I must eat fast food again

Burgers – I really really want them
Hot dogs – I really really love them
French fries – I really really want them – now

Slow food – I never get enough
Fast food – I hate that stuff
Eating out together is hard to do
What kind of food for me and you?

When I come back home at night
I'm so hungry. Don't feel right
Then Mum's cooking fills my brain
And I must eat slow food again

Rösti – I really really like it
Fondue – I really really love it
Mmm, raclette – I really really want it – now

Fast food – it only takes a minute
Slow food – so many good things in it
Eating out together is hard to do
What kind of food for me and you?

Fast food! Slow food!
I never get enough
Slow food! Fast food!
I hate that stuff
Eating out together is hard to do
But what do you say to a pizza for two?

Pizza, pizza – only takes a minute
Pizza, pizza – lots of good things in it
Pizza, pizza – never get enough
Pizza, pizza – love that kind of stuff
Pizza, pizza

2 Speak

a Work in groups. Imagine you have your own restaurant. Make notes.

- Where is it?
- What's it like?
- What's on the menu?

b Invent and act out a scene in your restaurant.

Our packaging design



Our product description

What is it?

A three-course packed lunch kit that you can eat with a spoon.

You open the bag, add water and mix to make an instant delicious lunch.

What flavours are there?

There are three meals to choose from:

- 1 Salad, cheeseburger, ice cream
- 2 Tomato soup, chicken and chips, fruit salad
- 3 Pasta salad, cheese and ham pizza, chocolate mousse

Our advert

We've got lunch in the bag!

Meal 1

- Salad
- Cheeseburger
- Ice cream

Meal 2

- Tomato soup
- Chicken and chips
- Fruit salad

Meal 3

- Pasta salad
- Cheese and ham pizza
- Chocolate mousse



3 Project

- a** Work in pairs to invent a new food product. Think about:
 - the type of product
 - the name of your product
 - the flavours and varieties
 - the name of your company
- b** Write a product description. Explain:
 - what it is
 - how you eat it
 - why it is good
- c** Design the packaging for your product.
- d** Think of a slogan and make an advert for your product.
- e** Present your product to the class. Ask and answer questions.

Self assessment

Check your progress **WB** pages 36–39