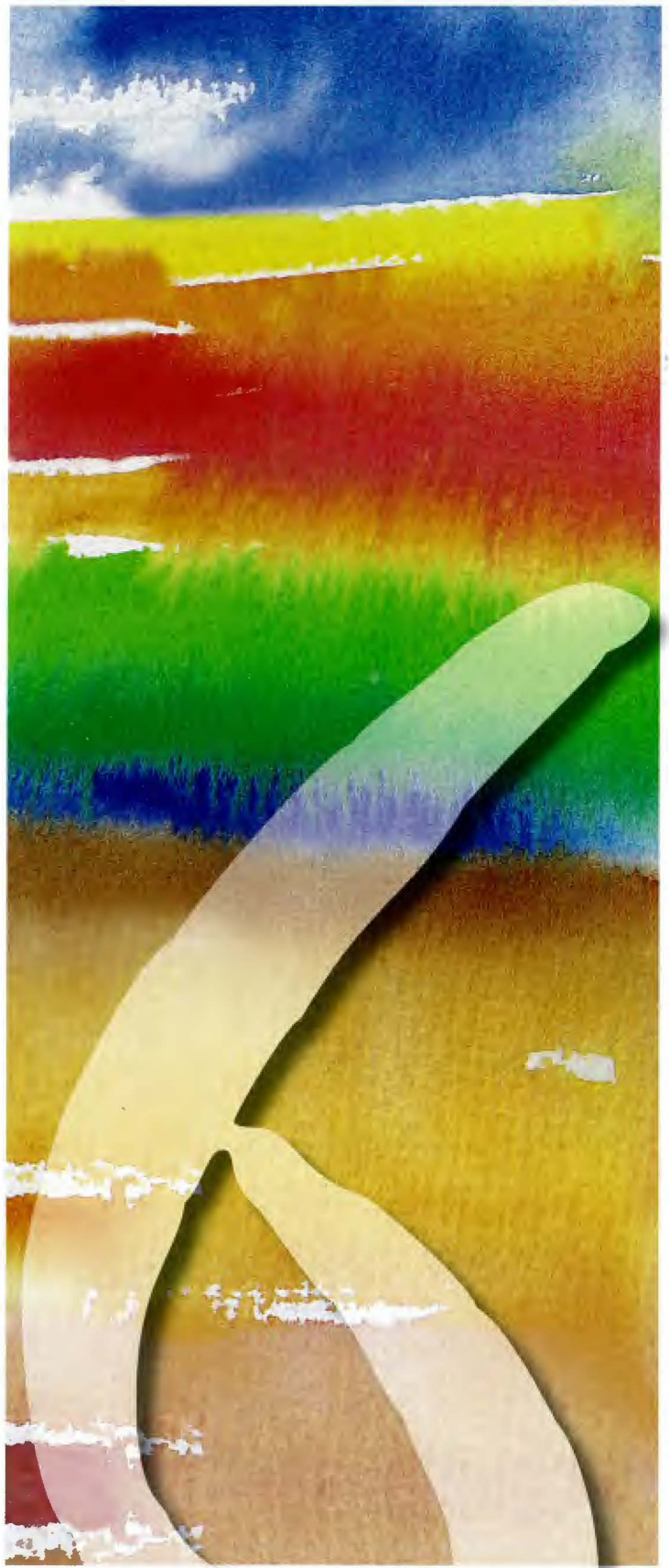


THAT'S ENGLISH!

Programa oficial de inglés a distancia



Módulo 6



GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN

**THAT'S
ENGLISH!**

Elaboración de materiales del curso de inglés de Enseñanza Oficial de Idiomas a Distancia.

Módulo Sexto

Título: **That's English!**

Autores: Hazel Imbert y Amanda Maris

Letrista: Michael Hinton

Director del proyecto: Phil Clymer

Director editorial de la serie: Barry Tomalin

Coordinadora editorial: Catriona Dawson

Supervisora de fotografía: Tania Ruggles

Traducción y adaptación: Isabel del Río-Sukan

Comprobación: Liliana Nogueira Pache

Diseño: Liz Rowe

Diseño de cubierta: IBERSAF

Originación: Create Publishing Services Limited, Bath, Inglaterra

Photos: Ace Photo Agency (39, 42, 54, 60); Amtrak, Washington DC (2); Blackpool Tourism Services (6); The British Egg Information Service (16, 18); British Meat (18); Camera Press Ltd (23, 24, 28, 46, 54); Crown Copyright (51); Mary Evans Picture Library (56); Tim Graham Picture Library (29); Robert Harding Picture Library (5, 26, 72); The Image Bank (5, 32, 38, 42); North Devon Tourism (6); Pictor International – London (51, 53); Polish Cultural Institute (8); Rex Features Ltd (23, 24, 32, 74); Tony Stone Images (2, 18, 32, 38, 39, 48, 50, 51, 56, 72); Telegraph Colour Library (19, 51, 64, 74); Zefa Pictures (2, 5, 32, 38, 42, 72); CORDON PRESS (74).

Diseño curricular y seguimiento técnico del proceso de elaboración de los materiales didácticos de Inglés a Distancia desde el Ministerio de Educación realizado por:

Nuria Cambroner Sicilia

Javier Cerame Pérez

Carmen Echevarría Rosales

Rafael Fernández Alonso

Ángel Nieto Serrano

María Ángeles Rodríguez Rodríguez

Realizado con la colaboración de BBVA, de TVE y de la British Broadcasting Corporation.



MINISTERIO DE EDUCACIÓN
SECRETARÍA DE ESTADO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

Centro para la Innovación y Desarrollo de la Educación a Distancia (CIDEAD)

Edita:

© SECRETARÍA GENERAL TÉCNICA

Subdirección General de Documentación y Publicaciones

Catálogo de publicaciones del Ministerio de Educación: <http://www.educacion.es>

Catálogo general de publicaciones oficiales: www.060.es

Fecha de edición: Julio 2010

NIPO: 820-10-073-8

Depósito Legal: M-27563-2010

Imprime: Ibersaf Industrial, S. L.

THAT'S ENGLISH!

Módulo

6



CONTENTS

Acknowledgements	ii
Introduction	vi
.....	
Unit 1	1
Holiday Time	
.....	
Unit 2	11
Food and Diet	
.....	
Unit 3	21
Gossip	
.....	
Unit 4	31
Stereotypes	
.....	
Unit 5	41
The Best of Friends	
.....	
Unit 6	51
Traditions	
.....	
Unit 7	61
Superstition	
.....	
Unit 8	71
And finally . . .	
.....	
Answer key	75
Grammar summary	86

Functions	Structures
<ul style="list-style-type: none"> Expressing preferences Giving reasons Discussing the weather Complaining 	<ul style="list-style-type: none"> (would) prefer would rather This is the reason why ... It's raining/cloudy/cold I'm afraid that ...
<ul style="list-style-type: none"> Expressing purpose Expressing quantity 	<ul style="list-style-type: none"> to + infinitive Quantifiers
<ul style="list-style-type: none"> Expressing possession Expressing location 	<ul style="list-style-type: none"> Possessive adjectives and pronouns Possessive case Interrogative pronoun whose there was/were Prepositions of place
<ul style="list-style-type: none"> Expressing probability Expressing agreement and disagreement 	<ul style="list-style-type: none"> Modal verbs I quite agree/You're right/I don't quite agree/I don't think you're right Nouns used as adjectives
<ul style="list-style-type: none"> Giving opinions and generalising Expressing duration Expressing necessity 	<ul style="list-style-type: none"> Indefinite pronouns Present perfect continuous with since, for, already, yet need
<ul style="list-style-type: none"> Comparing and contrasting Identifying 	<ul style="list-style-type: none"> On the one hand ... , on the other hand ... although, but Dates Use and omission of the definite article Relative clauses with who, which and that
<ul style="list-style-type: none"> Expressing hypothesis Identifying 	<ul style="list-style-type: none"> Conditional clauses (type 1) Relative clause with whose when sentences
Revision	

Lexis	Pronunciation	Study skills	Cross culture
<ul style="list-style-type: none"> • Holidays • Accommodation • Weather 	<ul style="list-style-type: none"> • Comparison of /ɪə/, /eə/ and /ʊə/ • Falling intonation in statements 	<ul style="list-style-type: none"> • Learning new words: synonyms and antonyms 	<ul style="list-style-type: none"> • Holidays in Britain and Spain
<ul style="list-style-type: none"> • Vocabulary related to food, recipes, menus • Quantities: a/an, some, any, a lot of, lots of, few, much, many 	<ul style="list-style-type: none"> • Comparison of /əʊ/ and /aʊ/ • Falling intonation in commands 	<ul style="list-style-type: none"> • Appealing for assistance • Asking someone to speak more slowly • Asking for clarification • Understanding a chronological sequence 	<ul style="list-style-type: none"> • Ideal diets • Eating in Britain
<ul style="list-style-type: none"> • Vocabulary related to family 	<ul style="list-style-type: none"> • Comparison of /tʃ/ and /ʃ/ • Falling intonation in wh- questions 	<ul style="list-style-type: none"> • Understanding the structure of text: layout of informal letters 	<ul style="list-style-type: none"> • What do the British gossip about?
<ul style="list-style-type: none"> • Countries and nationalities • Adjectives related to stereotypes 	<ul style="list-style-type: none"> • Comparison of /aɪə/ and /aʊə/ • Falling intonation in exclamations 	<ul style="list-style-type: none"> • Deducing the meaning of unfamiliar words through contextual clues 	<ul style="list-style-type: none"> • National stereotypes
<ul style="list-style-type: none"> • Vocabulary related to friends 	<ul style="list-style-type: none"> • Comparison of /dʒ/ and /j/ • Rising intonation in yes/no questions 	<ul style="list-style-type: none"> • Identifying the main and subsidiary ideas in a text • Summarizing a text 	<ul style="list-style-type: none"> • Friendship in Britain
<ul style="list-style-type: none"> • Vocabulary related to traditions and customs • Ordinal numbers 	<ul style="list-style-type: none"> • Comparison of /w/ and /g/ • Rising intonation in unfinished sentences 	<ul style="list-style-type: none"> • Understanding the relationship between different parts of the text 	<ul style="list-style-type: none"> • Main traditions in Britain
<ul style="list-style-type: none"> • Main superstitions 	<ul style="list-style-type: none"> • The /ʒ/ sound • Rising and falling intonation in complete sentences 	<ul style="list-style-type: none"> • Scanning 	<ul style="list-style-type: none"> • Most popular superstitions in Britain and Spain

and consolidation

INTRODUCTION

Bienvenido al sexto libro del curso *That's English!*. En esta introducción queremos ofrecerte varias sugerencias para seguir cómodamente y con éxito este curso. Los números de página que aparecen a continuación se refieren al orden dentro de cada unidad.

1ª PÁGINA – PRIMER PROGRAMA DE TV

Antes de ver el primer programa de la semana, estudia la primera página de la Sesión A. El título general te informará sobre el tema de la unidad. En torno a este tema girarán también los programas de TV y la cinta; sirve, por tanto, como elemento aglutinador de toda la lengua y actividades presentadas. Los objetivos describen lo que se espera que hayas aprendido al finalizar el estudio de la unidad. Puedes volver a ellos en ese momento y comprobar si los has conseguido.

Los encabezamientos **Before you watch**, **While you watch** y **After you watch** (antes, mientras y después de ver el programa) te indican qué actividades debes hacer en cada momento.

Before you watch presenta el vocabulario y las frases clave del programa. Debes leerlas atentamente y buscar en el diccionario cualquier palabra que desconozcas.

While you watch contiene las preguntas que los presentadores hacen al comienzo del programa; sirven para darte una idea de qué va a tratar el *sketch* y para centrar tu atención en los aspectos esenciales del mismo. Los presentadores te darán las respuestas al finalizar el *sketch*. Este apartado debes prepararlo cuidadosamente antes de ver el programa, pues sirve para una mejor comprensión y aprovechamiento del mismo.

Mientras ves el programa, intenta responder a las preguntas hechas por los presentadores, pero recuerda que lo más importante es seguir el hilo general de las conversaciones, y no debes preocuparte si hay algunas palabras o expresiones que desconoces. Éstas aparecerán en el libro y la cinta y, si no, tampoco importa. Es conveniente que tengas papel y lápiz a mano, pues puede haber palabras o explicaciones de los presentadores que te interese anotar. Haz todo lo posible por grabar el programa en vídeo: observarás que la segunda vez que lo veas entenderás mucho más que la primera. Y si lo ves una tercera vez, aún mejor.

Nada más terminar el programa, conviene que hagas la sección **After you watch**. Con esta actividad, se intenta medir si has comprendido lo fundamental del programa. Si te resultara muy difícil realizar las actividades de esta sección, deberías volver a ver el programa y enfrentarte con ellas de nuevo.

La sección **Now you!** trata de que tú relaciones el tema del programa con tus propias vivencias y opiniones. También conviene que hagas esta actividad nada más ver el programa, pues está muy relacionada con él, es una forma de repasarlo e interiorizarlo.

2ª Y 6ª PÁGINAS – READING

Así como la primera página estaba dedicada al desarrollo de la comprensión auditiva, las páginas 2 y 6 están dedicadas a la comprensión lectora, fundamental,


junto con aquélla, para el aprendizaje y dominio de una lengua. Bajo el encabezamiento **Reading**, se encuentra un texto que desarrolla diversos aspectos del tema general. Léelo dos veces con detenimiento. Después consúltalo, siempre que sea necesario para realizar las actividades propuestas en estas páginas, todas las cuales están relacionadas con la lectura. La única diferencia entre las dos páginas es que en la sexta, el texto es más auténtico, en el sentido de que no está tan graduado su nivel, y, por lo tanto, puede resultar más difícil. Pero lo importante en la comprensión, tanto auditiva como lectora, no es la comprensión de todas y cada una de las palabras, sino la comprensión de lo esencial del texto, ya sea hablado o escrito.

3ª, 4ª Y 7ª PÁGINAS – LANGUAGE STUDY

Estas páginas están dedicadas al desarrollo de los siguientes aspectos:

Pronunciation Los ejercicios de pronunciación estudian los diversos aspectos de la fonética: sonidos, acento, ritmo y entonación, tratados desde el punto de vista de las dificultades que ofrecen habitualmente al hablante español. Estos ejercicios son fundamentales para mejorar tu pronunciación. Para hacerlos, deberás usar la cinta de audio. Conviene que grabes tu propia voz y la compares con el modelo de la cinta. Para conseguir una pronunciación aceptable, necesitarás repetir muchas veces, pero el esfuerzo merece la pena.

Listening Estas actividades sirven no sólo para desarrollar la importantísima destreza de comprender la palabra hablada, sino también para reforzar el vocabulario y las estructuras y funciones estudiadas. Para ello, escucha la cinta siguiendo el texto: no escribas nada. Vuelve a escuchar la cinta e intenta completar los ejercicios, rebobinando cuantas veces sea necesario. Escucha la cinta de nuevo, siguiendo el texto y comprobando que todas las respuestas están correctas.

Grammar La gramática juega un papel importante, pero no esencial en el aprendizaje de una lengua. El conocimiento de las reglas no lleva automáticamente a aplicarlas bien a la hora de hablar o escribir; por tanto, no debes obsesionarte con la gramática. Es más importante ser capaz de participar en una conversación, leer un libro o escribir una carta que saber todas las reglas de la lengua. Conviene buscar un equilibrio. El conocimiento de las reglas gramaticales te ayudará a entender ciertas estructuras complejas o simplemente distintas a las españolas; también te permitirá corregir tus propias producciones, probablemente a posteriori, y te dará una cierta sensación de confianza; pero recuerda que se pueden saber todas las reglas de una lengua y ser incapaz de expresarse en la misma, así como también es posible expresarse con toda fluidez y corrección sin conocer las reglas. Cada ejemplo marcado con este símbolo  1 remite al apartado del mismo número del **Grammar Summary** que encontrarás al final del libro. Si todavía tuvieras dudas, llama por teléfono al número 900 que hallarás en la guía del alumno. Intenta resolver tus dudas de esta forma, pues la sesión de tutoría no debe dedicarse a dar explicaciones gramaticales, sino al desarrollo de la destreza oral.

Speaking Muchas de las actividades de expresión oral de estas páginas son *diálogos abiertos*, es decir, conversaciones con un interlocutor, cuya voz está grabada en la cinta. Si puedes trabajar con algún amigo, haz estos ejercicios con él intercambiando los papeles: primero, por ejemplo, tu amigo hace de interlocutor y tú das tus propias respuestas, y luego al revés. Otras actividades son más abiertas y podrás realizarlas en la sesión de tutoría con tus compañeros de clase.

Writing Para muchos de los ejercicios de expresión escrita de estas páginas no hay una solución correcta única. Esto no debe preocuparte. No es necesario que todo lo que escribas sea absolutamente correcto. Escribe sin miedo, echa mano de tus fuentes de consulta: diccionarios, gramáticas, amigos; no tengas miedo de cometer errores, y piensa que es escribiendo como se aprende a escribir.

Learning strategies Por último, también encontrarás en estas páginas actividades dedicadas al desarrollo de las estrategias de aprendizaje, es decir, las que ayudan al aprendizaje autónomo. En este libro sexto, se dedica especial atención al desarrollo de una serie de estrategias que te pueden ayudar a una mejor comprensión de textos escritos. Conviene que, además de hacer los ejercicios propuestos, te acostumbres a usar el diccionario de forma sistemática, no sólo para buscar el significado de una palabra, sino también para comprobar cómo se escribe, ver su pronunciación, cerciorarte de la categoría gramatical a la que pertenece y averiguar la raíz de la que se deriva dicha palabra.

5ª PÁGINA – SEGUNDO PROGRAMA DE TV

La sesión B del libro, que se corresponde con el segundo programa de TV de la semana, tiene por objeto ampliar la lengua presentada en la sesión anterior de forma menos controlada y más natural. El segundo programa está compuesto por diversos elementos que abordan el tema general de la semana, iniciado en la sesión anterior, desde muy distintos puntos de vista. En primer lugar, hay un breve repaso de lo visto el día anterior. A continuación, verás una parodia de un anuncio, un chiste, cómo diversas personas de la calle responden a preguntas variadas y una canción. Todos estos elementos hacen el programa muy atractivo y real, pero algo más difícil que el primero. Es fundamental que antes de verlo lo prepares muy bien, y a eso está dedicada la primera página de la sesión B. En esta página, hay dos grandes apartados: **Before you watch** y **After you watch**. Entre los dos apartados hay actividades relacionadas con cada uno de los elementos mencionados. Estas son las actividades que puedes encontrar en esta página:

- Preguntas relacionadas con las entrevistas en la calle.
- **The ad spot** está relacionado con el anuncio.
- **Don't make me laugh!** es el título introductorio del chiste.
- **Song time** se refiere a la canción.

Pues bien, antes de ver el segundo programa, es muy conveniente que leas todas las actividades que debes hacer antes y después, porque entre las dos secciones encontrarás toda la lengua básica del programa y, si las lees cuidadosamente, buscando en el diccionario las palabras desconocidas, te resultará mucho más motivador y fácil ver y comprender todos los elementos.

Realiza las actividades de la sección **Before you watch** antes de ver el programa de TV: muchas de ellas están encaminadas a familiarizarte con y, en ocasiones, a predecir el lenguaje que se va a usar.

Realiza las actividades de la sección **After you watch** después de ver el programa. Éstas tienen por misión medir tu comprensión de los diversos elementos.

Un consejo que deberías tener muy en cuenta: no te preocupes si no entiendes todas y cada una de las palabras que oigas o leas. Lo importante es entender lo esencial de cada uno de los elementos.

8ª Y 9ª PÁGINAS – CONSOLIDATION

En esta parte del libro se repasan y amplían los contenidos de las dos primeras sesiones, A y B. Cada una de las actividades integra varias destrezas, bien sea la comprensión auditiva con la expresión escrita u oral, o la comprensión lectora con la expresión escrita u oral, etc.

Aunque esta parte del libro no tenga mucha relación directa con el tercer programa de TV de la semana, sería conveniente posponer su realización hasta después de haber visto dicho programa de TV. Al fin y al cabo, los dos elementos, el programa y la sección del libro, sirven para repasar y ampliar los contenidos de la unidad.

Algunas de estas actividades pueden ser más abiertas y menos controladas que las de las sesiones A y B. No debes preocuparte si no sabes si has resuelto bien la actividad o no. El mismo hecho de realizarla te ha servido para mucho. Como muchas otras cosas de la vida, una lengua se aprende practicándola y cometiendo errores. La corrección de los errores puede ser importante, pero mucho más importante es el uso y la práctica de la lengua con o sin errores.

10ª PÁGINA – SELF TEST

Esta última página de cada unidad te da la oportunidad de que te autoevalúes y además pretende prepararte para el examen de fin de módulo. Cada página constará de una actividad de comprensión auditiva o de comprensión lectora, así como de una actividad de expresión oral o escrita y de varias preguntas de opción múltiple.

Esta página no debes realizarla hasta después de haber completado las otras tres partes del libro y de haber visto los tres programas de TV. Si te resulta muy difícil esta página, vuelve a hacer las partes relevantes de la unidad, vuelve a ver los programas de televisión, consulta, si es necesario, con la línea 900 (la llamada es totalmente gratuita) y, sobre todo, no te desespere.

En esta misma página, en la parte inferior, encontrarás algunas indicaciones (**Tips** y **Learning to Learn**) sobre diferentes estrategias de aprendizaje que no deberías echar en saco roto. Son muy interesantes.

Por último, un consejo muy importante para que puedas tener éxito con el curso *That's English!*: asiste a las sesiones de tutoría con regularidad. Son fundamentales para el desarrollo de la expresión oral.



•

•

•

1 HOLIDAY TIME

OBJETIVOS

Hablar de vacaciones y viajes
Expresar preferencias
Quejarse y dar explicaciones



LET'S TAKE A HOLIDAY!

BEFORE YOU WATCH

1 You will hear

- 1 Why do you want to go to Spain?
- 2 Because we like the sunshine.
- 3 Do you prefer beach holidays to activity holidays?
- 4 Would you rather have a hotel or a self-catering apartment?

2 You will see



2 Come on, Bernard. We're wasting our time.



1 What kind of holiday are you interested in?



3 These are important customers.

WHILE YOU WATCH

3 Responde a las siguientes preguntas.

- 1 Where do Valerie and Bernard decide to go on holiday?
- 2 Who is Mrs Chambers?

AFTER YOU WATCH

4 Subraya la información correcta.

- 1 Valerie and Bernard want to go to Spain/Brixham.
- 2 Valerie and Bernard want to spend ten days/a week on holiday.
- 3 The travel agent recommends Torquay/Brixham.

5 Lee el texto sobre Valerie y Bernard en la agencia de viajes. Rellena los espacios en blanco con las siguientes palabras.

abroad guest house hotel
on holiday beach

Valerie and Bernard want to go 1) Valerie wants a 2) holiday in a 3) in Spain. Bernard would rather stay in England than go 4) The travel agent offers them a 5) in Torquay.

NOW YOU!

6 Lee esta lista con distintas modalidades de vacaciones. Elige cuatro que te interesen y colócalas por orden de preferencia.

beach golfing skiing
sailing cycling safari
camping hill-walking language-learning

Did you go on one of these holidays last year?
Which holiday would you like to go on this year?

READING

7 Echa un vistazo rápido al texto y responde a las siguientes preguntas.

- 1 How long are the holidays?
- 2 Which holiday is the cheapest?
- 3 On which days can you travel to Spain?
- 4 In which American city does the train holiday start?
- 5 Can you travel to Greece in winter?

SUMMER BREAKS FOR INDEPENDENT TRAVELLERS

1 GREEN SPAIN

Departures: May to September (Mon, Thurs)

Prices: from £599 for one week

Includes:

- Return ferry journey from Plymouth to Santander with cabin accommodation.
- Free car hire.
- 7 nights at the comfortable 3-star Hotel Mirador in Asturias, bed and continental breakfast. This friendly hotel has magnificent views over white, sandy beaches and the superb Picos de Europa mountains are only an hour away by car.



2 THE GREEK ISLAND OF RHODES

Departures: April to October

Prices: from £359 for one week

Includes:

- Return flight from London Gatwick to Rhodes airport.
- Transfer to and from accommodation (by coach, mini-bus or taxi).
- 7 nights in self-catering apartments on the small, friendly island of Rhodes. The island offers quiet, unspoilt beaches for the daytime and has a lively atmosphere at night. There are lots of opportunities for sightseeing in the local resorts.
- The services of our local representative.



3 USA RAILROAD ADVENTURE: NEW YORK TO NEW ORLEANS

Departures: All year

Prices: £399-£499

(7 nights)

Includes:

- Return flight from London Heathrow to New York.
- Airport taxes.
- Train journey (economy class) from the shopping capital of the North to the jazz capital of the South through the cities of Philadelphia and Washington DC, Atlanta and Birmingham. You cross the states of Virginia and North and South Carolina with wonderful views of the Blue Ridge Mountains. All trains have dining cars and bars. Sleeping accommodation is also available (supplement of £50 a night).



8 Relaciona las siguientes palabras con la definición que corresponda.

- a** self-catering **b** accommodation
c sightseeing **d** break **e** resort

- 1 Visiting places of interest, such as monuments and museums.
- 2 Buying and preparing your own food.
- 3 A holiday or change in routine.
- 4 A place to stay or sleep.
- 5 A place people go for holidays.

9 De las siguientes opciones (**a** y **b**), ¿cuál significa lo mismo que las palabras en cursiva?

- 1 The hotel offers bed and *continental breakfast*.
a breakfast served by a waiter
b a light breakfast of coffee, croissants and jam
- 2 *Airport taxes* are included.
a money to use airport facilities
b transport from the airport to the hotel
- 3 The island has a *lively atmosphere*.
a a feeling of movement and fun
b a warm climate
- 4 There are beautiful, *unspoilt beaches* near the hotel.
a clean beaches
b beaches which are natural and not changed by people

10 ¿Cuál de las tres vacaciones le va mejor a cada uno?

- 1 Karen: I want to travel in March.
- 2 David: I'm afraid of flying.
- 3 Stephen: I want to go out a lot at night.
- 4 Julie: I want there to be someone from the holiday company available to give me information and help when I'm on holiday.
- 5 Teresa: I love flying, but I hate beaches.

¿Cuál te gusta a ti y por qué?

11 Relaciona los términos de las dos columnas para construir expresiones relacionadas con viajes.

- | | |
|------------------------|---------------------|
| 1 return | a apartments |
| 2 continental | b cars |
| 3 self-catering | c class |
| 4 sleeping | d flight |
| 5 economy | e breakfast |

LANGUAGE STUDY



12 Pronunciation

Escucha los siguientes sonidos vocálicos.

/ɪə/ pier /eə/ pear /ʊə/ poor

Escucha las palabras siguientes y clasificalas según su sonido vocálico (/ɪə/, /eə/ o /ʊə/).

wear near poor hair beer tour
here sure bear there moor

Rebobina la cinta y repite cada palabra que vayas escuchando. Luego repite las frases siguientes.

Are you sure it's near here?
Let's go for a beer at the Bear Hotel.
The tour visited the pier over there.
You can't wear a hat in here.



13 Escucha la conversación que mantuvieron Valerie y Bernard antes de ir a la agencia de viajes. Rellena los espacios en blanco a medida que vayas escuchando.

- Valerie** I'm tired. I need a **1**) Let's go on holiday, Bernard.
- Bernard** That's a good idea. Why don't we go **2**) car to Scotland?
- Valerie** No, I **3**) Spain to Scotland. Let's go to a hotel with a **4**) of the beach.
- Bernard** **5**) do you want to go to Spain?
- Valerie** Because I love the warm weather, the food and the beaches.
- Bernard** I'd rather have a self-catering **6**) It's cheaper.
- Valerie** Yes, Bernard. But who has to do the cooking?

EXPRESAR PREFERENCIAS SOBRE ALGO GENERAL

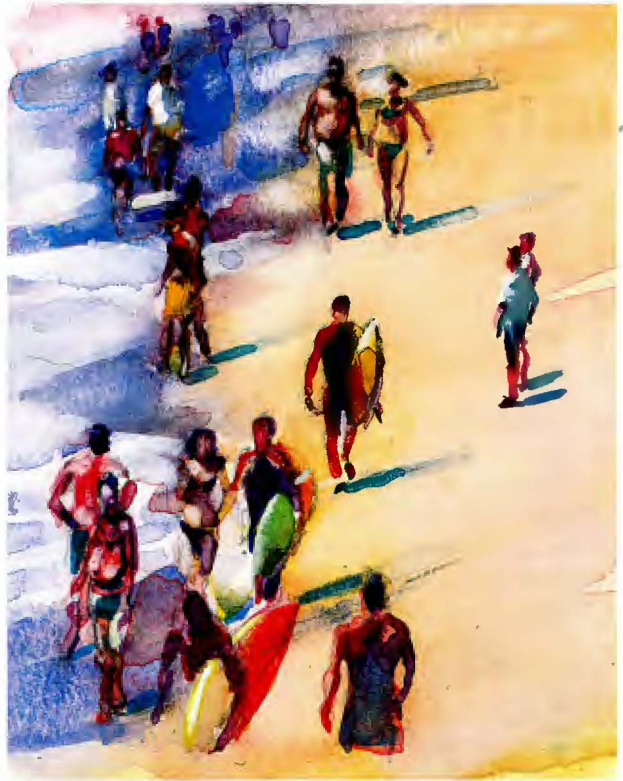
prefer + sustantivo
I prefer Madrid to London.
Prefiero Madrid a Londres.

prefer + forma **-ing**
She prefers staying in a hotel to staying in a bed and breakfast.
Prefiere alojarse en un hotel a alojarse en una pensión con derecho a desayuno.

14 Di lo que tú prefieres.

Examples: activity holidays/beach holidays
I prefer activity holidays to beach holidays.
travel alone/go on holiday with lots of people
I prefer travelling alone to going on holiday with lots of people.

- 1 activity holidays/beach holidays
- 2 holidays with friends/holidays with family
- 3 continental breakfast/English breakfast
- 4 one long holiday a year/lots of short breaks
- 5 go by car/go by train
- 6 travel in a big group/travel alone
- 7 stay in a hotel/stay in a self-catering apartment
- 8 go on holiday in winter/go on holiday in summer



EXPRESAR PREFERENCIAS SOBRE ALGO CONCRETO

would rather ('d rather) + infinitivo
We'd rather go on holiday in July.
Preferiríamos ir de vacaciones en julio.
He'd rather go to Seville.
Preferiría ir a Sevilla.

would prefer + to + infinitivo
We would prefer to go on holiday in July.
Preferiríamos ir de vacaciones en julio.
He'd prefer to go to Seville.
Preferiría ir a Sevilla.

15 Imagínate que has decidido irte de vacaciones con unos amigos, pero no sabéis adónde ir. Escribe un párrafo corto explicando dónde preferirías ir y por qué. Básate en las siguientes ideas.

- Place
- Type of holiday
- Type of accommodation
- Month of travel
- Number of days
- Transport

Empieza así:

I'd rather go to because . . .

16 A continuación verás una lista de adjetivos (1-4) y una lista de sustantivos (a-d). Relaciona cada adjetivo con su sustantivo correspondiente para construir expresiones que describan tus vacaciones.

- | | |
|---------------|--------------|
| 1 sandy | a views |
| 2 unspoilt | b atmosphere |
| 3 magnificent | c resorts |
| 4 lively | d beaches |

2 17 Relaciona cada pregunta (1-6) con la respuesta que corresponda (a-f).

- 1 Why do you want to go to Dublin?
 - 2 Why do you prefer Barcelona to Salamanca?
 - 3 Why do you always go to the same resort?
 - 4 Why did you come back from holiday early?
 - 5 Why don't we go on holiday in July?
 - 6 Why did you go to Switzerland last year?
- a Because I'd rather go in the autumn.
 b Because I wanted to go skiing.
 c Because the weather was so awful.
 d Because I want to practise my English.
 e Because we like the beaches and the food is good.
 f Because I'm interested in modern art.



18 Imagínate que vas a una agencia de viajes para reservar unas vacaciones. Escucha la cinta y adopta el papel de B. Da tus propias respuestas.

- A** Good morning. Can I help you?
B Yes. I'd like to book a holiday.
A Of course. Where would you like to go?
B
A OK. Would you rather stay in a guest house or a hotel?
B
A How do you prefer to travel?
B
A Fine. When would you rather leave?
B
A OK. Let's see what we've got.

19 Lee el texto siguiente sobre el uso de un diccionario de sinónimos (**thesaurus**). Rellena los espacios en blanco con las siguientes palabras.

- | | | |
|---------|----------|------------|
| order | opposite | dictionary |
| look up | uses | improve |

A thesaurus helps you to **1**) your vocabulary. It gives you synonyms (words of the same meaning) and antonyms (words of **2**) meaning). If you **3**) a word, the thesaurus tells you its use (n., vb. or adj.) and then lists the synonyms in alphabetical **4**) followed by the antonyms. When a word has two **5**) , such as 'lie', which can be a noun and a verb, examples are included for both types of word. A thesaurus, like a **6**) , is a useful vocabulary resource.

20 Contesta por escrito las propuestas de vacaciones que te hace tu amigo; indica tus preferencias y explica por qué.

It's great that we can go on holiday together! I'd like to go to Paris this year. I prefer to go in September because it's quieter than in the summer and a bit cheaper, too. I'd rather go by train because the plane is quite expensive and we can get good views of the French countryside from the train. I prefer to stay in a bed and breakfast because they're good value and we don't need to book. I know you like visiting galleries, but I'd rather spend the time sightseeing and shopping. I think I'd prefer a short break to a full week. What do you think? Write soon and let me know.

RAZONES

Para dar una razón en inglés, se dice:

The reason why I do this is because . . .

o:

This is the reason why I do it.

2 21 Piensa en cinco cosas que te gusta hacer cuando estás de vacaciones. Anótalas y explica en voz alta por qué te gusta hacerlas. Emplea las expresiones adecuadas.

Example: The reason why I like holidays by the sea is because I like the fresh air.

I like fresh air. This is the reason why I like holidays by the sea.

B SUNSHINE ALL THE WAY

BEFORE YOU WATCH

1 Responde a las siguientes preguntas.

- 1 What type of holiday did you go on last year?
- 2 What was the weather like?

2 Verás a unas personas que hablan del tiempo que hizo durante sus últimas vacaciones. Mira las palabras que utilizan y decide si el tiempo que hizo fue bueno o malo.



- | | |
|--------------|-------------|
| 1 marvellous | 4 horrible |
| 2 dreadful | 5 all right |
| 3 terrible | |

3 Don't make me laugh!

Lee la descripción siguiente y deduce adónde fueron de vacaciones. Comprueba tu respuesta al ver el programa de TV.

It's not a bad place. It's not very modern, but the ice-cream is excellent. It was sunny every day. But we only stayed a few days. Why? Because the city was full of water! We had to travel everywhere by boat. It was very strange. My wife was sea-sick crossing the street!

4 The ad spot

La familia Ackroyd va de vacaciones a una playa en Gran Bretaña. Marca las cosas que llevarías a la playa en España. Compara tu lista con la de los Ackroyd al ver el programa de TV.

- | | | | |
|-------------|------------|-------------|----------|
| chairs | sandwiches | tea | bucket |
| spade | beach ball | sun cream | umbrella |
| windbreaker | sunglasses | cold drinks | |

AFTER YOU WATCH

5 Hemos preguntado a algunas personas en la calle si preferirían una gira turística o unas vacaciones al sol. Rellena los espacios en blanco.

- 1 I'd rather go on a holiday, because I don't like spending too much in the sunshine.
- 2 I'd rather go on a touring holiday, I think. Somewhere where we can see something , rather than just
- 3 I'd to go on a sunshine holiday and do some
- 4 I'd prefer to go on a touring holiday where I can experience the culture and the people.
- 5 I prefer sunshine holidays. The English is so bad. It's always , and it's really to go and lie on a nice, hot, sunny beach.

6 The ad spot

Responde a las preguntas.

- 1 Which objects on your list were the same as the Ackroyd's?
- 2 What is the advert trying to sell?
- 3 Why do the Ackroyd family need the object in the advert?

7 Song time

Relaciona las razones para ir de vacaciones a Torquay con las estrofas de la canción.



verse 1 verse 2 verse 3 verse 4

- a The resort is on the coast.
- b Torquay is nicer than other places.
- c Torquay is a tranquil place.

NOW YOU!

8 Responde a las siguientes preguntas.

- 1 What form of transport makes you sea-sick?
- 2 Where in Spain would you need a Cromer windbreaker?
- 3 Would you rather go on a touring holiday or a sunshine holiday?

READING

9 Lee los dos textos rápidamente e indica cuáles de las siguientes palabras y expresiones asociarías con cada uno de los lugares mencionados.

fast food quiet popular relaxing exciting noisy history

At the seaside

Nowhere in Britain is more than 120 miles from the sea. There are thousands of miles of coast, so you can take your pick of traditional resorts or unspoilt beach retreats.



LYNMOUTH Four hours by car from London and you arrive at the romantic town of Lynmouth in North Devon. The Rising Sun Hotel offers examples of local cuisine – fresh salmon, meat and game and delicious puddings. The hotel is a group of cottages dating from 1350, situated over Lyn harbour with the best views of the town. The most enjoyable way to see this area is on foot, on horseback or by bike. Forget your diet and have a cream tea in any of the local villages after your walk. Then continue exploring the rivers, valleys and **moorland** of the area.

area of poor, uncultivated land, mainly with grass

BLACKPOOL Blackpool is the biggest resort in Europe, with more visitors a year than Greece (including the islands) and more beds in guest houses than the whole of Portugal. 1994 was the 100th anniversary of the famous Blackpool Tower and the locals celebrated by painting it gold. Stay in a B&B and enjoy a good English breakfast cooked by a Lancashire landlady. It's traditional to eat ice-cream, chips, candyfloss and hotdogs and then ride on the longest and tallest roller coaster in the world. Blackpool isn't everyone's cup of tea, but you can have great fun travelling by tram, seeing a show, walking along the pier and visiting the many amusement parks.



people who live and work in the area

Adapted from *Marie Claire*

10 **A** En el texto sobre Lynmouth, ¿qué palabras y expresiones significan lo mismo que las siguientes?

- 1 walking
- 2 a traditional, sweet snack eaten in the afternoon
- 3 desserts
- 4 animals or birds hunted for food

En el texto sobre Blackpool, ¿qué palabras y expresiones significan lo mismo que las siguientes?

- 5 a pink sweet on a stick
- 6 bed and breakfast
- 7 a small train that goes up and down very fast high above the ground
- 8 a construction built into the sea where people can play games

B De las siguientes opciones (a y b), ¿cuál significa lo mismo que las palabras en cursiva?

- 1 You can *take your pick* of what you want. (paragraph 1)
 - a travel
 - b choose
- 2 It isn't *everyone's cup of tea* . . . (paragraph 3)
 - a everyone's favourite drink
 - b the type of thing everyone likes



11 Escucha lo que le dice Paula a su amiga sobre sus últimas vacaciones. Responde a las siguientes preguntas.

- 1 What problems did she have?
- 2 Where did she go, Lynmouth or Blackpool?
- 3 What type of holiday does she prefer?

12 De los lugares indicados, ¿adónde te gustaría ir de vacaciones? Indica las razones, empezando del siguiente modo.
I'd rather go to because I prefer . . .

LANGUAGE STUDY

13 Pronunciation

Observa cómo se pronuncian las siguientes expresiones.

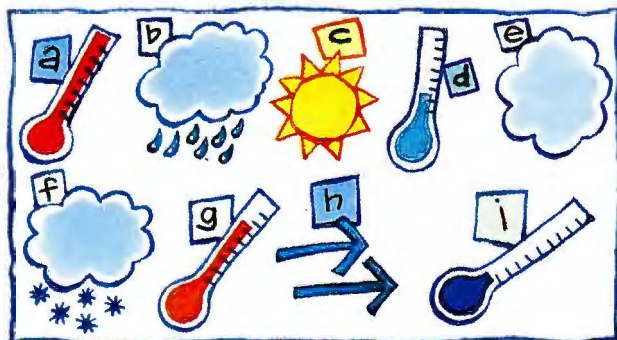
Thank you very much. I don't think so.

Ahora repite estas frases después de escuchar la cinta; presta especial atención a las palabras o sílabas acentuadas.

- 1 We'd like to go on holiday.
- 2 I can't believe it.
- 3 Have a good time.
- 4 We could go by car.
- 5 We'd rather go to Spain.
- 6 It's only ten miles away.

En todas las frases la entonación es la misma. Vuelve a escuchar, e indica si la entonación es ascendente (↗) o descendente (↘).

14 Relaciona cada símbolo con la descripción correspondiente.



- | | |
|-----------------|----------------|
| 1 It's raining. | 6 It's cloudy. |
| 2 It's snowing. | 7 It's windy. |
| 3 It's warm. | 8 It's hot. |
| 4 It's sunny. | 9 It's cold. |
| 5 It's cool. | |

15 Escucha el parte meteorológico e indica qué ropa y accesorios deberías llevar durante el resto del día.

Para quejarse o protestar de forma educada, se pueden utilizar las siguientes expresiones.

- I'm afraid we've got a slight problem.
Me temo que tenemos un ligero problema.
- I'm not very happy with . . .
No me satisface enteramente . . .
- There's a mistake in . . .
Hay un error en . . .

16 James y Denise están de vacaciones y se encuentran en una oficina de información turística. Lee el diálogo y coloca las frases en el orden correcto. Luego escucha y comprueba el orden.

- Denise** Yes. I'm afraid we've got a slight problem.
- Employee** Wrong? What do you mean?
- James** It's not central or clean or cheap or friendly.
- Denise** Well, the information you gave us this morning was completely wrong.
- Employee** Good morning. Can I help you?
- James** First of all, there was a mistake in the bus times so we wasted half an hour waiting for a bus that didn't come.
- Employee** Oh, dear. I am sorry.
- Denise** Yes, and then we're not happy with the hotel you recommended.
- Employee** Oh, dear. What's the matter?

17 ¿Cuáles de las palabras que aparecen a continuación expresan lo contrario de las expresiones en azul, y cuáles tienen un sentido parecido?

narrow small cheap magnificent stupid dull
expensive awful big intelligent wide fascinating

	SIMILAR	OPPOSITE
clever	intelligent	stupid
wonderful		
broad		
large		
boring		
dear		

18 Lee el siguiente texto sobre las vacaciones en Inglaterra. Escribe un párrafo análogo sobre las vacaciones más frecuentes en España.

In England most people have just one holiday a year. They often go in July and August when the children are off school. The most popular places are the resorts in the south and south-west because of the beaches and the warmer weather. A lot of people stay in guest houses or self-catering apartments because it's cheaper.

19 Habla de tus últimas vacaciones, basándote en estas ideas y empleando el pasado simple.

- what the accommodation was like
- where you went
- how you travelled
- what you did while you were on holiday
- what the weather was like

CONSOLIDATION

1 La familia Taylor tuvo que volver de vacaciones antes de lo previsto. El Sr. Taylor explica el problema que tuvieron. Escucha y marca los aspectos que se mencionan.

the beaches
 the journey
 the landlady
 the food ✓
 money
 sightseeing
 the weather
 the accommodation



2 Observa el anuncio que vieron los Taylor cuando hicieron la reserva. Vuelve a escuchar e indica las cuatro diferencias que había entre el anuncio y la realidad.

Example: The hotel was very modern, not traditional.

POLAND 10 days £119

The Tatra Mountains, Poland.
 Sunshine holidays at a fraction of the cost of the Swiss Alps or Italian Lakes and just as attractive. Tours of historic cities. Magnificent scenery. Warm climate. B&B in a small, traditional hotel. Services of a local guide included in the price.

Unbeatable value.

Contact New Tours Ltd.
 411 8921



3 Ahora lee la queja que ha remitido por escrito la Sra. Taylor. Escribe tú una carta parecida a una empresa turística o agencia de viajes, indicando los problemas que tuviste durante las vacaciones (pueden ser problemas reales o inventados).

The Manager
New Tours Ltd.
21 Park Street
London SW1

Dear Sir/Madam,

I am writing to complain about our recent holiday in Poland which I booked with your company three months ago. I replied to your advert in April's edition of Holidays Now! Please note the following problems: firstly, we were not very happy with the hotel, which was not a small, traditional one as advertised, but a huge, modern construction with no atmosphere. Secondly, I'm sorry to say that breakfast and the services of a local guide were not included in the price as promised. Thirdly, there was a mistake in the advert, as the tours were different from the ones mentioned in it and so I had to organise my own sightseeing trips.

Finally, I'm afraid that the holiday was a lot more expensive than your advert indicated and so I would like to ask for compensation.

I look forward to hearing from you soon.

Yours faithfully,

Ann Taylor

Ann Taylor (Mrs)

4 Imagínate que quieres recomendar un lugar de veraneo en España a la familia Taylor. Haz una lista de los aspectos positivos del lugar que has elegido y luego prepara un monólogo corto. Bájate en las siguientes ideas, añadiendo la información que desees.

- the location (on the coast, near the mountains, etc.)
- the weather
- the local food
- the accommodation (hotels, campsites, guest houses, etc.)
- the type of holiday (beach, activity, skiing, etc.)
- sightseeing (monuments, museums, galleries, etc.)
- communications (airports, roads, etc.)

Empieza del siguiente modo:

Why don't you go to ... ?

SELF TEST

- 1** Elige la opción correcta (a, b o c) para cada uno de las siguientes situaciones.
- 1** I've got to go to London on Friday, but I hate flying.
 a How would you rather travel?
 b Never mind. You can go on Saturday.
 c Why don't you like London?
- 2** What's the weather like in Madrid in summer?
 a I don't like Madrid.
 b I've never been to Madrid.
 c It's hot and sunny.
- 3** Did you stay in a guest house or a self-catering apartment on holiday?
 a We stayed in a lovely B&B.
 b We stayed in our flat all week.
 c We didn't invite any guests to the flat.
- 4** I prefer the north of Spain to the south.
 a I'm from the south, too.
 b Oh, really? Why?
 c I don't come from Spain.
- 5** I'm not very happy with the service in this hotel.
 a The toilets are downstairs.
 b Oh, I'm sorry. What's the problem?
 c Go to another hotel!

2 Lee la postal que le envió David a su hermano y elige la opción correcta.

- 1** David is staying at . . .
 a a restaurant.
 b a bed and breakfast.
 c a hotel.
- 2** During the holiday . . .
 a David has got very brown.
 b there hasn't been much sun.
 c it has rained a lot.
- 3** David is on . . .
 a an activity holiday abroad.
 b a beach holiday in England.
 c a beach holiday abroad.

3 Escribe una postal a un amigo tuyo sobre unas vacaciones reales o imaginarias. No te olvides de mencionar lo siguiente.

- the weather the food the accommodation
 what you are going to do what activities you have done

Dear Richard,
 I'm having a great holiday. The weather is warm but cloudy - I go swimming every day, and I hope to go surfing tomorrow, if it doesn't rain. The food is wonderful - fresh fish and seafood last night, and good local wine every night! The hotel is friendly and comfortable, and the owners speak a bit of English. I'm going to go along the coast next week to the B&B you recommended.
 See you soon,
 love
 David

TIPS

Be careful of English words which look and sound similar to Spanish. Sometimes they are 'false friends'. For example, 'stay' sounds like the Spanish word 'estar', but it doesn't mean the same. Remember that we use 'stay' to talk about accommodation or where you sleep for a short time.

I'm staying with my friend this week.
 I'd rather stay in a hotel.



LEARNING TO LEARN

I hate using the cassette. I get really nervous and I can't understand anything!

Try not to panic! Look carefully at the questions in the book before you switch on the cassette and try to imagine the words you're going to hear. Concentrate on the questions first and listen for the answers. Repeat the tape as often as you like. You can always look at the transcript later to check anything you didn't understand.

2 FOOD AND DIET

OBJETIVOS

Escribir una receta y entender menús
Expresar cantidades
Hablar de hábitos alimentarios

A TEASPOONFUL OF CHILLI

BEFORE YOU WATCH

1 You will hear

- 1 A hundred grams of flour.
- 2 What's that in ounces?
- 3 Hang on. Could you go a bit more slowly, please?
- 4 Add the bay leaf . . . pour on the wine mixed with water, and add the chilli.
- 5 Do you like oysters?

2 You will see

- 1 When you're cooking the sauce, you must taste it.



- 2 I mix the butter with the flour and put the five teaspoons of chilli with the chopped tomatoes and add the purée . . .



- 3 I know just the place to get the most beautiful oysters you could imagine.



WHILE YOU WATCH

- 3 Responde a la siguiente pregunta.
What's the main ingredient in Valerie's recipe?

AFTER YOU WATCH

- 4 Rellena los espacios en blanco de parte de la receta que le da Valerie a Rosie con los ingredientes que correspondan.

2 fillets of fresh 100 g of chopped green
1/2 a medium-sized 1 of chilli sauce
..... g of flour

NOW YOU!

- 5 Contesta las siguientes preguntas.

- Do you like eating?
- Do you like cooking?
- Are you good at cooking?

Señala cuál es tu opción favorita de las cuatro siguientes:

- Eating at home Eating in restaurants
Cooking for friends at home
Eating at friends' houses
Which of these did you do last weekend?
Which of these are you doing tonight?

READING

6 El texto propone una división de los alimentos en cinco grandes grupos. ¿A cuál asignas cada uno de los siguientes productos? Añade a cada grupo todos los alimentos que se te ocurran.

lamb chops rice
peanuts Camembert
strawberries margarine

7 Vuelve a leer el texto rápidamente, y responde a la pregunta siguiente.

Do British people have healthy or unhealthy diets generally?

8 Indica qué términos o expresiones del texto significan lo siguiente.

- | | | |
|--------------------------------|----------------------------------|---|
| 1 people who don't eat meat | 4 all the food you regularly eat | 6 dairy products |
| 2 the largest number of people | 5 oats, rice, corn, wheat | 7 a portion of something (for one person) |
| 3 everyday ways of eating | | |

9 ¿Verdadero o falso?

- | | |
|---|--|
| 1 The majority of British people are vegetarians. | 4 Pizzas, curries and other foreign dishes aren't very popular in Britain. |
| 2 There's too much sugar and fat in the typical British diet. | 5 People's eating habits are the same as they've always been. |
| 3 People in Britain don't eat many fresh vegetables. | |



10 Dave y su amiga, Sue, están en un restaurante hablando de comida. Escucha su conversación y corrige las frases siguientes para que correspondan con lo que realmente dicen. Luego escucha las soluciones que se dan en la cinta para comprobar si tus respuestas son las correctas.

- | | |
|--|--|
| 1 Dave saw a book about eating raw food. | 3 Sue likes eating unusual food. |
| 2 Sue thinks fresh fruit is cheap. | 4 Dave thinks they should eat less fresh fruit and vegetables. |

11 Acto seguido, Dave y Sue dijeron al camarero lo que querían. Señala cuál fue la opción de Dave y cuál la de Sue.

12 ¿Cuál de las dos opciones hubieras elegido tú y por qué? Acto seguido, compara tu elección con lo que has comido hoy.

Food can be divided into five groups. You should eat at least one thing from each group every day to have a healthy, balanced diet.

Milk products	600 ml per day
Proteins	one serving per day
Fats/Oils	30 g maximum per day
Bread and cereals	three servings per day
Fresh fruit and vegetables	four servings per day

A typical British diet contains too much sugar and too much fat. British people eat a lot of cakes, biscuits, sweets and snacks. These are all high in sugar and fat. British people eat more chocolate per head than any other country in the world. Most people don't eat enough fresh fruit and vegetables or cereals. Although the number of vegetarians has grown enormously in the past twenty years, the consumption of red meat and animal fat is still very high.

However, there has been a revolution in eating habits over the same period. For example, people now eat a lot of pasta, and use olive oil to cook. There are so many different foods available in the supermarkets that it is possible to cook dishes from all over the world – or buy them pre-prepared. Of course, traditional British food is still popular, but so are pizzas, curries, noodles and kebabs.

in food, it produces energy

easy to find or obtain thin pieces of pasta used in Italian and Chinese cooking popular Greek food: small pieces of grilled meat on a stick



LANGUAGE STUDY

13 Pronunciation

Escucha los siguientes sonidos y practica la pronunciación.

/əʊ/ go /aʊ/ how

Ahora practica la pronunciación de las palabras siguientes escuchando la cinta.

slow though snow road phone home
cow plough loud vowed round house allow

En inglés, a veces no coincide la pronunciación de palabras o sílabas que se escriben de manera muy parecida, por ejemplo: **slow** /sləʊ/ y **allow** /ə'laʊ/. Asimismo, a veces se pronuncian de igual modo sonidos vocálicos que se escriben de manera muy distinta, por ejemplo: **slow** /sləʊ/ y **though** /ðəʊ/. Para comprobar la diferencia, consulta las palabras en el diccionario.

Escucha cómo se pronuncian los siguientes grupos de palabras:

row /rəʊ/	fila	row /raʊ/	riña, disputa
sow /səʊ/	sembrar	sow /saʊ/	cerda
bow /bəʊ/	arco	bow /baʊ/	reverencia

Se escriben exactamente igual, pero se pronuncian de manera diferente.

14 Escucha a la Sra. Porter hablando de la compra semanal. Corrige y completa la lista.

- | | |
|------------------------|-----------------------|
| • 3 kg apples | • 4 pints apple juice |
| • 3oz bananas | • half a dozen eggs |
| • 4 oranges | • 5kg potatoes |
| • 2 lemons | • 500 lbs teabags |
| • 4 pints orange juice | • 100lbs coffee |

Ahora responde a las preguntas.

Example: What does Mrs Porter buy a lot of?
She buys a lot of fruit juice.

- 1 What about milk?
- 2 How much dairy food does she buy?
- 3 How many sweet things does she buy?
- 4 What vegetables does she buy a lot of?
- 5 Does Mrs Porter buy a lot of coffee?
- 6 In your opinion, does Mrs Porter buy healthy or unhealthy food?

Recuerda que los sustantivos pueden ser contables o no contables. Por ejemplo, **apple** es un sustantivo contable porque evidentemente puede contarse: **one apple, two apples, three apples**, etc. Por otra parte, **bread** es no contable, pues no puede decirse ***one bread, *two breads**, etc.

SUSTANTIVOS CONTABLES

Forma afirmativa

singular	a/an	There's an apple.
plural	some	There are some apples.
	a lot of/lots of	There are lots of apples.
	few	There are few apples.

Forma negativa

singular	a/an	There isn't an apple.
plural	any	There aren't any apples.
	many	There aren't many apples.

Forma interrogativa

singular	a/an	Is there an apple?
plural	any	Are there any apples?
	many	Are there many apples?

SUSTANTIVOS NO CONTABLES

Forma afirmativa

some	There is some bread.
lots of/a lot of	There is a lot of bread.
little	There is little bread.

Forma negativa

any	There isn't any bread.
much	There isn't much bread.

Forma interrogativa

any	Is there any bread?
much	Is there much bread?

15 Ahora haz tú una lista de la compra y compárala con la de la Sra. Porter. ¿En qué difieren ambas listas? Escribe frases como las siguientes.

Examples: I buy a lot of , but Mrs Porter doesn't buy any.

Mrs Porter buys few , but I buy a lot.



16 Escucha las respuestas que da una experta en dietética sobre los alimentos que compra habitualmente. Primero, escribe las preguntas y, a continuación, haz la entrevista.

- You 1) ?**
Helena No, I don't buy any meat at all. I'm a vegetarian.
- You 2) ?**
Helena Fish? Yes, I buy some fish every week. It's good for you.
- You 3) ?**
Helena Yes, I do. A lot of salads. I like eating raw vegetables.
- You 4) ?**
Helena Yes, I do. I buy a lot of tomatoes. The potassium is good for you.
- You 5) ?**
Helena No, not much cheese. But I do enjoy a little cheese at weekends.
- You 6) ?**
Helena No, no sugar at all. I don't have any sugar in my diet, apart from natural sugar in fruit and vegetables.

EXPRESAR FINALIDAD

Una manera de expresar finalidad es mediante el infinitivo con to.

- Why don't we go out to eat?
 We went to Brighton to learn English.
 He went for a drive to try out the new car.

17 Completa los diálogos y expresa finalidad con los verbos siguientes.

- move cook invite celebrate
- How does the recipe start?
 - It says, '..... the mushrooms, heat the oil in a frying pan'.
 - Are you making that cake for me?
 - No, I'm making it my aunt's birthday!
 - Why have you thrown away your table?
 - I need more room around in the kitchen.
 - Why do you want to borrow my recipe book?
 - I want to learn to cook my friends for a meal.

Puede hablarse de cantidades usando términos o expresiones como **spoon**, **teaspoonful**, **tablespoonful**, **handful**, **cupful** y **a pinch of**. La abreviatura de **teaspoonful** es **tsp** (1 tsp, 2 tsps) y la de **tablespoonful** es **tbsp** (1 tbsp, 2 tsps).

How many spoons of sugar do you take in your tea?
 Add a teaspoonful of salt when the water boils.
 The recipe says 'three tablespoonfuls of flour'.
 I need a handful of raisins.
 A cupful of rice should be enough for two people.
 Just add a pinch of salt.

18 Relaciona los alimentos con las ilustraciones y anota las cantidades.

rice chilli sauce salt nuts olive oil



19 Lee los menús y responde a las preguntas.

MENU A

Starters
 Prawn cocktail
 Minestrone
 Smoked salmon

Main Course
 Roast beef
 Lamb chops
 Roast pork
 (All served with potatoes and green vegetables)

Dessert
 Chocolate pudding
 Ice-cream (various flavours)
 Rice pudding

MENU B

STARTERS
 Melon and ham
 Pâté

MAIN COURSE
 Cod fillet and chips
 Hamburger and chips
 Bacon, egg, ham and chips
 (All served with vegetable)

DESSERT
 Cream caramel
 Fresh fruit

- Which menu has more fish dishes?
- Which menu has soup?
- Is there any salad available?
- What dishes are fish?
- What dishes have meat?
- Which starter is hot?

20 Imagina que estás en un restaurante. Ahora el camarero te va a preguntar qué vas a tomar del menú A. Escucha, observa el menú A y decide qué vas a pedir. Ensaya primero. Luego vuelve a escuchar y da tus respuestas.

21 A continuación, completa el siguiente párrafo con lo que pediste, añadiendo lo que tomaste para beber y tu opinión sobre el servicio.

To start with I had , followed by with potatoes and Then, for dessert, I had because they had run out of I had to drink during the meal, and afterwards I had The food was and the service was I was

B

OYSTERS AND CHAMPAGNE

BEFORE YOU WATCH

1 ¿Conoces algún plato británico? Aquí tienes una serie de platos. ¿Cuáles son típicamente británicos?

- | | | | |
|--|-----------------------|-----------------------|---------|
| ■ chicken chow mein | ■ hamburger and chips | ■ beef casserole | ■ curry |
| ■ roast beef and Yorkshire pudding | ■ fish and chips | ■ spaghetti bolognese | |
| ■ egg, sausage, bacon, mushroom and tomato | ■ omelette and chips | ■ pizza | |

2 Relaciona las ilustraciones con las expresiones correspondientes.

- | | | | | |
|--------------|-----------|------------------|--------------|--------------|
| 1 saucepan | 2 knife | 3 cup and saucer | 4 frying pan | 5 tin opener |
| 6 tablespoon | 7 spatula | 8 plate | 9 fork | 10 soup bowl |
| | | | | 11 teaspoon |



3 A tu juicio, ¿qué plato recomendaría un británico a un extranjero?

AFTER YOU WATCH

4 The ad spot

- 1 The room where you cook is . . .
a the bathroom. b the cooker. c the kitchen.
- 2 You have to potatoes before you cook them.
a eat b peel c pull
- 3 You need to make an omelette.
a beer b eggs c your wife



5 Song time

¿Cuáles son los ingredientes del plato misterioso de la canción? Marca los que oíste.

6 ¿Cómo describirías la salsa de chile? ¿Qué palabras utilizarías de la lista siguiente?

- | | | |
|----------|-------|--------|
| bland | tasty | subtle |
| very hot | sweet | spicy |

NOW YOU!

7 ¿Has probado algún plato típico de la cocina británica? ¿Cuál fue? ¿Te gustó?



READING

EATING WELL – IN BRITAIN?

puff up
with air

a way of
cooking
things over
water

a type of
Chinese dish
where all the
ingredients
are cooked
in a special
pan

beer that
comes from
barrels, not
bottles

where food
is concerned

Move over supermodels! Now is the time of the superchefs. Newspaper columns are full of their adventures, their lifestyles, their loves and sometimes even their menus. And now we have the first 'agony chef' – French cook Albert Roux, who runs a very famous restaurant in England. He now has his own newspaper column, answering readers' questions on cooking.

Everyone knows the genius of British cooking is traditionally in its homes rather than in its restaurants, but the 'Dear Albert' letters show how sophisticated British cooking is becoming. Letters ask for advice on making a soufflé

rise, how to poach fish and how to make those delicious French desserts.

France is still the model for British cooks, with Italian food a close second. Paella, curries and Chinese stir-fry are rarer specialities, although many British households have a Chinese wok somewhere in the kitchen.

In almost every British town now you can get a more interesting meal than the traditional steak or roast chicken. Many middle-class British people travel armed with special guides, which recommend good food places around the country. A couple of Britain's restaurants hold the coveted Michelin one or two stars, but

the stars of international cuisine are the Thai restaurants. Thai food is hot, spicy and delicious, and lots of Thai restaurants have opened in Britain's cities in the last five years. There are even Thai pubs, serving satay chicken alongside the draught beer and the crisps!

In the meantime, the gurus of the kitchen, such as Anton Mosiman, remain at the peak of an industry, with TV chefs and writers like Delia Smith and an army of newspaper food writers and restaurant critics. How long is it, we ask, before Britain, once the joke of Europe food-wise, becomes the centre of its own gastronomic tours?

8 ¿Verdadero o falso? Lee las siguientes afirmaciones. ¿Representan la opinión del autor? Si no es así, corrígelas.

- 1 The author believes that food in Britain has not improved.
- 2 The author believes the British are not interested in cooking.
- 3 Spain is the model for British cooks.
- 4 The traditional centre of British cooking is in the home.
- 5 The author thinks we should know more about the private lives of the 'superchefs'.
- 6 The author thinks more British people go out to eat than they used to.

9 Compara Gran Bretaña y España. Anota tus respuestas.

- 1 What's the name of the most famous chef in Spain? Is he Spanish, French or Italian?
- 2 What's the most important international cuisine in Spain? Is it Thai?
- 3 Do you know a restaurant in Spain with a Michelin star?
- 4 Which is more important in Spain, cooking at home or eating out in a restaurant?
- 5 Is there a guide to restaurants in Spain?



10 Cualquier libro de recetas en inglés contiene la siguiente información.

- ingredients
- cooking instructions
- serving instructions

Scrambled eggs on toast es un desayuno muy popular en Gran Bretaña y a continuación verás la receta, pero con todos sus elementos en desorden. Primero, clasificalos según las tres categorías que se acaban de mencionar. Luego escribe las instrucciones en el orden correcto.

- Serve hot on the toast with a piece of tomato.
- a pinch of salt and pepper
- Heat some butter in the bottom of a saucepan.
- 3 eggs
- Mix the egg whites and yolks with a fork.
- Break the eggs into a bowl.
- Pour the eggs and the milk into the saucepan.
- Add the cold milk and stir.
- a slice of bread
- Stir continuously with a fork until the egg is firm.
- a quarter of a cupful of cold milk
- Toast the bread.

LANGUAGE STUDY



11 Pronunciation

Escucha las pautas de entonación que se usan en las siguientes órdenes o instrucciones. Luego repite cada una de ellas después de oír la cinta.

Come in.	Sit next to Victoria.
Give me your coat.	Have a drink.
Sit down.	Meet Peter.

Ahora escucha y repite las mismas frases dichas con distinta entonación. De las dos pautas de entonación seguidas, ¿cuál es la que denota un tono más cordial?

1 Come in.	Come in.
2 Give me your coat.	Give me your coat.
3 Sit down.	Sit down.
4 Have a drink.	Have a drink.

Cuando no entiendes algo, usa alguna de las frases siguientes.

I'm sorry, I don't understand.
 Could you say it/that again, please?
 Could you speak more slowly, please?
 What's X in Spanish, please?
 What does X mean, please?



12 Imagínate que estás en un restaurante y el camarero habla con demasiada rapidez. Pídele ayuda, siguiendo las instrucciones que van entre paréntesis.

- Waiter** Hello, welcome to *Flounders Fish Restaurant*. Flounders fresh fish – fried, battered, steamed or poached – at your service.
- You** (Tell him you don't understand.)
- Waiter** Welcome to Flounders. Here's the menu.
- You** (Thank him and ask him what he recommends.)
- Waiter** Well, the plaice and the cod are very good – and the flounders, of course! – but I'd recommend the hake.
- You** (Ask him to say that again.)
- Waiter** I would recommend the hake.
- You** (Ask him what 'hake' is in Spanish.)
- Waiter** Ah, it's on this list. Here we are – 'merluza'. And it comes with vegetables or salad, chips or new potatoes.
- You** (Ask him to speak more slowly.)
- Waiter** What would you like with your hake? You can have chips or new potatoes, and vegetables or green salad.
- You** (Tell him you'd like new potatoes, a green salad and a bottle of house red wine.)
- Waiter** Thank you very much.



13 Lee la siguiente descripción de una visita a un centro comercial.

Mary went to the centre this morning. She was looking for a new dress. While she was there, she remembered it was her mother-in-law's birthday. She saw some beautiful roses and bought those for her. She went to the new cafe by the cinema at about eleven-thirty because she needed a cup of coffee and a sandwich. While she was there, she wrote a postcard to her friend in Malaga. She wanted to tell her about her holiday plans. She bought some books, a new pair of jeans, some make-up and a pair of earrings. Then she drove to the station. She met her mother off the train at two o'clock.

Escribe cuatro frases sobre la compras de Mary.

Example: Mary went to the centre to look for a new dress.

- 1 She bought some roses to . . .
- 2 She went to a cafe to . . .
- 3 She wrote to her friend to . . .
- 4 She drove to the station to . . .



14 Una amiga tuya te dice lo que tienes que comprar para la cena de esta noche, a la que van a asistir amigos vuestros. Aprovecha las pausas de la cinta para preguntarle cuánto necesitas de cada cosa y haz una lista.

1 dozen eggs (size 1)
 1/2 lb butter (unsalted)

15 Basándote en las notas que tomes en respuesta a las preguntas siguientes, habla por espacio de un minuto sobre una receta que no sea demasiado complicada.

Think about an easy recipe. What is it? When did you last eat it? What are the main ingredients or items in the meal? Is it a healthy meal?

16 Ahora escribe la receta y envíasela a un amigo. Empieza del siguiente modo:

Dear (name),
 You asked how to make that delicious we had at my house. Well, here's the recipe . . .

No olvides incluir los elementos siguientes:

- Ingredients ■ Preparation and cooking time
- Step-by-step instructions ■ How to serve it

CONSOLIDATION



1 Escucha la descripción de los platos que aparecen en las ilustraciones (a-d). Relaciona cada descripción con el plato correspondiente.



2 ¿Qué frase corresponde a cada uno de los platos de la actividad anterior?

- 1 Spaghetti bolognese.
- 2 Roast chicken with boiled potatoes, French beans, carrots and courgettes.
- 3 Cheese omelette with herbs, served with a green salad.
- 4 Fillet steak, fried in butter, served with chips, peas, tomatoes and mushrooms.



3 Lee la lista de todo lo que comió Karen a lo largo de un día.

Breakfast

- white coffee (real, not instant) with sugar (2 spoonfuls)
- 2 pieces of toast (brown bread) and marmalade
- 1 banana

Lunch

- roast chicken with roast potatoes, carrots, broccoli and peas
- chocolate pudding with chocolate sauce and Neapolitan ice-cream (2 servings)
- 2 glasses of red wine
- some French cheese
- black coffee

Tea

- 2 cucumber sandwiches
- 2 jam sandwiches
- 1 cake
- 1 apple
- 3 cups of tea

and during the day, 6 more cups of tea, and a cup of instant coffee – all without sugar.



Escribe una lista parecida de lo que has comido y bebido hoy. Puedes utilizar el nombre español de alguno de los platos, pero escribe en inglés todos los ingredientes que puedas. Compara tu lista con la anterior, e indica las semejanzas y diferencias que hay entre una y otra. Compara tu lista con la de un compañero, indicando también las semejanzas y diferencias.



4 Lee el consejo y la información que aparecen en la página 12 sobre una dieta sana y equilibrada. ¿Te alimentas de manera sana y equilibrada? Habla de lo que comes. Toma notas antes, sirviéndote de las siguientes expresiones.

enough/not enough too much/too many some regularly occasionally never

Empieza del siguiente modo:

My diet is/isn't a healthy one because . . .

SELF TEST

1 ¿Cuál es la opción correcta?

- How much rice do I need for eight people? I'm cooking kidneys in sherry, with rice.
 - Oh, a handful will be enough, I think.
 - A cupful per person is usually enough.
 - I don't know. A kilo? Two kilos?
- Half a pound of butter.
 - Fifty pence worth of butter.
 - What's that in litres?
 - That's about 250 grams, isn't it?
- What do you need to make omelettes?
 - You make omelettes when you break eggs.
 - You need eggs to make omelettes.
 - Omelettes are full of broken eggs.
- He bought a new car last week. He sold his old one, and then got the extra money he needed from the bank.
 - First he bought a new car, then he sold his old one and gave the extra money to the bank.
 - He bought a new car after he sold his old one to the bank.
 - First he sold his old car, then he got some extra money from the bank to buy a new one.
- Is there any steak in the fridge?
 - There are few.
 - There's a little.
 - There's a few.



2 Escucha el pasaje de la cinta y luego elige la opción correcta.

- The speaker is . . .
 - a good cook.
 - a good friend.
 - a good guest.
- There are on the table.
 - candles and flowers
 - dishes
 - bottles of wine
- The dinner lasts . . .
 - all evening.
 - until 10 p.m.
 - for four hours.
- Everyone talks about . . .
 - things to do with food.
 - when they are going shopping.
 - their friends.



3 Elige lo que vas a tomar de este menú y luego responde a la camarera en el diálogo que hay en la cinta.

LUNCH

Starters

soup of the day
prawn cocktail
salad

Main Course

steak and chips
cod and chips
lamb chops, chips and peas

Dessert

ice-cream
apple pie
jam sponge

TIPS

Menus in Britain are often written in other languages, or use difficult or unusual words about food. Use questions like 'What's it made of?', 'What's in this dish?', 'What's it got in it?' to ask for an explanation. If you need to check for particular ingredients you can say, 'Has it got (garlic) in it?'.

LEARNING TO LEARN

The language of food is really interesting, but there's so much to learn . . .

Yes, I know. Try looking out for information on food packets; it's often written in lots of different languages. It's useful and you can work out the meaning by yourself.

3

GOSSIP

OBJETIVOS

Expresar la idea de posesión
 Hablar de la ubicación de personas y cosas
 Escribir una carta en tono informal



YOU'LL NEVER BELIEVE IT!

BEFORE YOU WATCH

1 You will hear

- 1 She gossips about her neighbour's brother's wife.
- 2 I'm not interested in an old film star's fifth wife.
- 3 Whose are these?
- 4 There was a terrible storm last week.
- 5 Put the axe down on the floor.

2 Bernard ha oído un chisme sobre Vic Knowles. ¿De qué crees que se trata?



- 1 He was a lonely millionaire.
- 2 He was a star in Hollywood.
- 3 He was a gardener for the Royal Family.
- 4 He was a dangerous criminal.
- 5 He had five wives.
- 6 He was a bank robber.

WHILE YOU WATCH

3 Responde a las siguientes preguntas.

- 1 Where does Vic come from?
- 2 Where does he live?

AFTER YOU WATCH

4 Indica quién habla en cada caso y a quién o a qué se refiere.

- 1 For you!
- 2 There's a man in your garden.
- 3 None of them is true.
- 4 You're not jealous of her, are you?
- 5 Are you sure he's dangerous?

5 Coloca en orden cronológico las distintas fases del relato.

- 1 Bernard felt silly about his mistake.
- 2 Valerie cooked a meal.
- 3 George, Rosie, Bernard and Valerie talked about a funny episode.
- 4 Victor came to live in the town.
- 5 George bought Valerie some flowers.



NOW YOU!

6 Responde a las siguientes preguntas.

- What magazines do you regularly read?
- Are you interested in gossip about people in public life? Why (not)?
- Would you like to be famous? Why (not)?

READING

7 Lee el cuestionario de la revista *Hi!* y responde a las preguntas. Si no entiendes algo, intenta deducirlo por el contexto en el que aparece.

Hi! quiz

ARE YOU A TALKER OR A LISTENER?

We all need listeners and talkers. A good talker helps break the ice at parties and a good friend always listens when you have a problem. Find out if you're a talker or a listener by choosing the most appropriate response to each of the questions below. Don't try to answer 'correctly' - just be honest!

- 1 You haven't seen a friend for a long time and he/she only talks about his/her problems. What do you do?
 - a Sit silently, smiling sympathetically.
 - b Talk about your problems at work, at home and with money.
 - c Try to offer constructive advice and mention your own problems.
- 2 You go out on your first date with a boy/girl you've liked for months. What do you do?
 - a Impress him/her by talking about your house, hobbies, car, family, job, stamp collection . . .
 - b Talk about interesting aspects of both your lives.
 - c Wait for him/her to talk.
- 3 How often do you use the phone?
 - a Only when somebody calls you.
 - b Generally for short business calls.
 - c All the time, to chat to friends.
- 4 You're in an interview for the job of your dreams. What do you do?
 - a Listen to the interviewer's questions carefully and then answer simply and honestly.
 - b Avoid difficult silences by telling the interviewer about the time you broke your leg when you were seven.
 - c Let the interviewer ask all the questions and answer 'yes', 'no' or 'I don't know'.
- 5 You're meeting some friends in town at 9 p.m. Your sister phones at 8.50 p.m. for a long chat. What do you do?
 - a Spend an hour talking to your sister.
 - b Listen to your sister for 20 minutes in angry silence.
 - c Explain that you're going out and promise to call back.
- 6 You're on a long train journey in a carriage with two strangers. What do you do?
 - a Start talking about the weather and hope the conversation develops.
 - b Read your book or look out of the window.
 - c Show the other two people photos of your last skiing holiday.



So . . . ARE YOU A TALKER OR A LISTENER?

15-18

You're a real talker! You love meeting new people and you join in almost any conversation. Remember that not everybody is as interested in you as you are! It's important to listen too, particularly if you want to hear some new gossip!

10-14

You're the perfect in-between! You're a good listener, but you can also talk when you want to or need to. You judge each situation individually and you can listen to your best friend's problems and offer advice. Keep up the good work!

6-9

Why are you such a mouse? Being a quiet listener is a very positive thing - this doesn't mean never starting a conversation and never giving your own ideas. Remember, people are interested in you. Your comments count, so start talking!

6	a	2
5	b	1
4	b	3
3	a	1
2	b	2
1	a	3
Scoring	b	3

8 En los comentarios a las puntuaciones aparecen advertencias y cumplidos. Identificalos y luego colócalos en la columna correspondiente.

Compliment	Warning

9 En inglés hay palabras que, escribiéndose exactamente igual, pueden tener funciones gramaticales muy distintas, por ejemplo, en un caso son verbos y en otro, sustantivos.

Example: Only when somebody **calls** you. (3a) *verb*
Generally for short **calls**. (3b) *noun*

Localiza en el cuestionario las palabras siguientes e indica qué función desempeñan.

- 1 offer (1c) 2 chat (3c) 3 dreams (question 4)
4 phones (question 5) 5 promise (5c)

Escribe una frase usando la otra función de las palabras indicadas.

10 Escribe frases indicando si los siguientes profesionales deberían fundamentalmente saber hablar o escuchar y por qué.

Example: A doctor should be a good listener in order to understand his patients.

- doctor actor/actress salesperson engineer

LANGUAGE STUDY

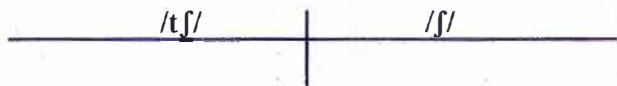
11 Pronunciation

Escucha los sonidos /tʃ/ y /ʃ/ que aparecen al principio o al final de estas palabras.

- | | | | | | |
|-----------|-------|---------|--------|-------|-------|
| /tʃ/ chop | witch | chatter | cherry | chore | catch |
| /ʃ/ shop | wish | shatter | sherry | shore | cash |

Rebobina la cinta y repite las palabras. Observa el siguiente diálogo y subraya las palabras en las que aparecen los sonidos /tʃ/ y /ʃ/. Clasificalas en dos columnas y comprueba el resultado con la cinta.

- A** Shut the door! I've got some smashing gossip!
B Tell me! I need to catch up on the news.
A Sharon's going out with Charlie!
B Oh! She's a witch! I wish he was mine.
A Why? You like that French guy!
B Yes, but he's too short!



12 Lee lo que dice Amanda sobre su familia e intenta rellenar los espacios en blanco.

Well, I'm from quite a big family by English standards. There are five kids plus my Mum and **1)** , although they're now divorced. It's funny because the family is nearly all girls – I've got three **2)** and only one brother! He's the closest in age to me and he's very spoilt, although he won't admit it! OK, let me start from the top. My eldest sister is called Tina and she's in **3)** early forties. She's married, but she hasn't got any children, just cats and her **4)** ! He's lovely, very kind and funny. My next sister, Jane, is also **5)** and has two children. Simon is my eldest **6)** and he's at university, so I don't see him very often, and Rachel, my niece, is studying to be a nursery nurse. My Mum's middle **7)** is Maryrose and she lives with her three children and lots of animals. **8)** house is near my Mum's, which is nice for both of them. Maryrose's children are also quite grown-up – her eldest son, Chris, has just had a baby boy, so she's a **9)** and I'm a great-aunt at the age of 31! She's got two other kids, Mark and Laura, who **10)** 17 and 14 and are both studying – well, my youngest **11)** is still at school. I love being an auntie – it's great fun without the responsibility! Then there's my **12)** , Clive. He's single at the moment and he wants to be a musician, so the love

of **13)** life is his piano. **14)** Mum is brilliant, still very young and quite fit. We all see her as often as we can and we enjoy each other's company very much. We all live in more or less the same area of England, so we can get together a lot. In fact, Tina and Jane were next-door neighbours for a while, and Jane now lives round the corner from my boyfriend. We're what you'd call a close family!

Escucha y comprueba lo que realmente dice.

13 Divide los siguientes términos de parentesco según su género e indica qué tres palabras son a la vez masculinas y femeninas.

- | | | | |
|----------|--------|-------|---------|
| uncle | baby | son | niece |
| cousin | nephew | aunt | brother |
| daughter | wife | child | husband |



14 Los siguientes prefijos y sufijos indican distintos grados de parentesco. Relaciónalos con las definiciones correspondientes.

- 1 -in-law (e.g. sister-in-law)
 - 2 ex- (e.g. ex-wife)
 - 3 great- (e.g. great uncle)
 - 4 step- (e.g. stepson)
- a related to you, but one generation further away
 - b related to you by marriage
 - c related to you from a second or later marriage
 - d no longer related to you

Escribe frases para cada prefijo o sufijo que pueda aplicarse a tu situación familiar.

Example: My brother's ex-wife has just had a baby!

15 ¿Sabrías responder a las preguntas de este concurso de la revista Hi?

Example: Who's Isabella Rosellini? She's Ingrid Bergman's daughter.

- 1 Who's Paloma Picasso?
- 2 Who's Mia Farrow?
- 3 Who are Prince William and Prince Harry?



- 4 Who are Jane and Peter Fonda?
- 5 Who's Warren Beatty?
- 6 Who's Emilio Estevez?

La partícula interrogativa **whose?** sirve para preguntar quién es el poseedor. Se traduce por *¿De quién?* Observa las dos estructuras posibles según se utilice como pronombre o adjetivo:

Whose car is this? (adjetivo)
Whose is this car? (pronombre)

No hay que confundir este término con **who's**, que es la forma contracta de **who is**, ni con el pronombre relativo **whose** que significa *cuyo*.

5 17 Indica cuál de las dos frases (a o b) es correcta.

- 1 a Who's daughter is she?
b Whose daughter is she?
- 2 a John and Sandra's parents are still alive.
b John and Sandras' parents are still alive.
- 3 a The childrens' party was great fun.
b The children's party was great fun.
- 4 a My neighbour's car's brother.
b My neighbour's brother's car.
- 5 a Who's in the garden?
b Whose in the garden?

5 16 ¿Con qué personaje famoso relacionas cada una de estas cosas?

Example:
Whose bra is this?
 It's Madonna's.



1 Whose is this suit?



2 Whose moustache is this?

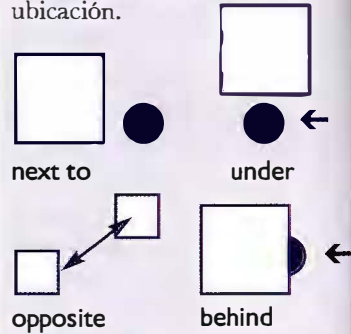


3 Whose are these clothes?

18 Frank Flash, el fotógrafo de las estrellas, quería hacer unas fotos comprometidas a la actriz, Linda Longlegs. Para ello, tuvo que esconderse en sitios muy distintos. Escucha la cinta y pon los dibujos en orden cronológico.



Éstas son algunas de las preposiciones que indican ubicación.



6 19 Busca una foto lo más completa posible de tu familia, o, de no disponer de una, imagínatela. Prepara una breve descripción hablada de la foto, indicando quién es quién, qué parentesco tienen todos contigo, y dónde se encuentran en la foto.

Example: Uncle Ángel is standing next to Aunt Nuria.

20 Imagina que quieres mandar esa foto de tu familia a un amigo británico. Redacta una breve descripción que se pudiera escribir en la parte posterior de la foto.



DON'T TALK BEHIND MY BACK!

BEFORE YOU WATCH

1 Responde a las siguientes preguntas.

- 1 What do you gossip about?
- 2 Where is the best place to hear gossip?

2 Don't make me laugh!

¿Conoces estas palabras que se refieren a partes del cuerpo? Busca en el diccionario aquellas que no sepas.

lip back foot

3 The ad spot

Vas a ver un anuncio de un 'manual de la conversación trivial'. Haz una lista de situaciones en las que lo podrías usar.

4 Rellena los espacios en blanco con las palabras siguientes.

sister-in-law run another saw fun mother

Gossip, ooh, gossip

Have you heard about my cousin's best friend's son Who used to go next door to have some 1) ?

When the husband came home, he had to get up and 2)

Gossip, I love gossip.

Have you heard about my cousin's 3) ?

Well, I wouldn't like to tell you everything I 4)

When her neighbour called and didn't close the door.

Gossip, yeah, gossip.

Have you heard about my cousin's husband's 5)

Who ran away with her best friend's brother?

When that didn't work, she ran away with 6)

Gossip, I love gossip.

AFTER YOU WATCH

5 Don't make me laugh!

¿A qué vecinos de Danny se refieren las frases siguientes?

- 1 A person who had a difficult marriage.
- 2 A person who gossips at work.
- 3 A person who is 55 years old.
- 4 A person who gossips all the time.
- 5 A person who lives alone.

6 Señala los sitios que, según las personas entrevistadas, son buenos para enterarse de cotilleos.

- at work
- in the shops
- on the bus
- at the pub
- in hotels
- in a phone box
- at coffee mornings
- in restaurants
- in the office
- in the street



7 The ad spot

¿Verdadero o falso?

- 1 The woman is a good listener.
- 2 Everyone ignores the man.
- 3 The woman hasn't always been good at parties.
- 4 The woman thinks Daphne is very pretty.

NOW YOU!

8 ¿Con cuál de estas opiniones estás más de acuerdo?

- 1 I love gossip. I can't wait to hear all the news about people I work with and my friends.
- 2 I don't gossip a lot, but if I know something that people want to know, I'll tell them.
- 3 I hate people who gossip. You shouldn't talk about other people's lives – they're private.

READING

9 Observa la foto de Johnny e indica qué tipo de persona crees que es y el tipo de vida que lleva. Echa una vistazo a la entrevista para ver si, en lo fundamental, tu primera impresión es correcta.

10 ¿Verdadero o falso?

- 1 Johnny's early songs weren't very good.
- 2 The house didn't have central heating.
- 3 Johnny lives in a modern house now.
- 4 Johnny's twin brother is also famous.
- 5 Johnny doesn't have a lot of contact with his family.

11 Responde a las siguientes preguntas.

- 1 How did Johnny feel at the beginning of the interview?
- 2 How did Johnny spend a lot of his time when he was young?
- 3 Did Johnny enjoy being with his brother when they were young?
- 4 Why didn't Johnny's mother accept his money?
- 5 What sort of person do you think Johnny is really?

12 Fíjate en cómo se usan en el texto las siguientes palabras y luego relaciónalas con la expresión (1-4) que signifique lo mismo.

fell out with frozen twin get on with

At home with . . . Johnny Hardrock

Hi! magazine interviews Johnny Hardrock at the house where he was born and gets some surprises . . .

Hi! Well, Johnny, here we are at the front door of your old house. How does it feel?

JH A bit strange. I lived in this house until I was 16 and wrote some of my worst songs here. I'm not sure what to expect.

Hi! OK. Let's go inside.

JH Wow! This has changed. There was an old table and telephone under the window, and I remember it was always really cold here in the hall. I used to spend hours on the phone to my girlfriends and I was frozen.

Hi! Girlfriends? You had more than one?

JH Well, even then there were lots of girls interested in me. I had a band from the age of 14 and that always gets attention.

Hi! Shall we go into the living room?

JH I don't recognise this room at all. We had quite old-fashioned furniture and this is very modern. There was an old fireplace behind where this radiator is now. I prefer open fires - they're much more cosy and intimate.

Hi! I get the impression that you prefer old houses, Johnny.

JH Yeah, I do. Everyone imagines I live in a hi-tech house with all the mod. cons. but I'm quite a traditional boy at heart.

Hi! Let's look upstairs.

JH This was the room I shared with my twin brother, Billy.

Hi! You've got a twin brother? That's news!

JH We don't really get on now. I don't see him, really. We used to be very close. There were bunk beds next to that wall, and we always used to fight for the top bunk. It was mega!

Hi! So, what's the problem between you and your brother?

JH We fell out over a girl actually but that's another story . . .

Hi! Back downstairs in the kitchen.

JH This looks more or less the same, except there wasn't a microwave or a flash cooker like this one. My Mum cooked on an old gas cooker in the corner. She was an ace cook. Her steak and kidney pie was the best in south London.

Hi! Do you see your family much now, Johnny?

JH No, not really. I send my Mum money. There was a time when she refused it because she didn't approve of my behaviour. She said I was anti-social.

Hi! Do you think that's true?

JH Well, I suppose it is in some ways. I've done some crazy things, but I'm quite a nice guy under the surface.



- 1 have a good relationship
- 2 very cold, like ice
- 3 had an argument
- 4 brother or sister born at the same time

13 ¿Qué significan estas palabras coloquiales?

- 1 mega (line 28) 2 flash (line 32) 3 ace (line 34)

14 ¿A quién te gustaría entrevistar y por qué?

I would like to interview because . . .

LANGUAGE STUDY

15 Pronunciation

Escucha atentamente las siguientes preguntas, e indica si su entonación es ascendente (↗) o descendente (↘).

- Who's the oldest in your family?
- Where is your family from?
- What does your brother do?
- How do you get on with your sister?
- Why did you fall out with your parents?
- Whose responsibility is it?

Rebobina la cinta y practica la entonación. ¿Qué tienen en común todas estas preguntas?

16 Elige la opción correcta.

- 1 Your sister is much taller than my/mine.
- 2 Their/Theirs children will live with the father after the divorce.
- 3 Mine/My children are fine. How are your/yours?
- 4 I know their/theirs parents but they don't know our/ours.

Se usa **there was/were** para hablar de lo que había o existía en el pasado. Es el pasado de **there is/are**.

	Singular	Plural
Forma afirmativa	There was a plant.	There were some books.
Forma negativa	There wasn't a stereo.	There weren't any cassettes.
Forma interrogativa	Was there a TV set in the room?	Were there any paintings?

17 Éste era el dormitorio de Johnny cuando era un adolescente. Escribe frases indicando si estos objetos estaban o no en su habitación y, en caso afirmativo, dónde estaba cada cosa.



- armchair
- desk
- curtains
- guitar
- wardrobe
- posters

Examples:
There wasn't a bookcase.
There were some records on the floor.

18 Jim está preparando a sus hijos para ir al colegio. Rellena los espacios en blanco y luego escucha la cinta para comprobar tus respuestas.



Andy Dad, where are my football boots?

Jim Where you left them, I suppose.

Andy I can't find them anywhere.

Jim Here they are, 1) the sofa.

James They're not Andy's. They're 2) He takes size 5 – these are a 7. His are 3) the TV.

Jim 4) homework is this under the chair?

Kate Not mine. I don't do French. It must be Andy's or 5)

Jim Boys. Is this French book 6) ?

James Yes, Dad.

Andy You can't both have the same book.

James Well, it's Andy's really. I've lost mine.

19 Estudia la disposición de los elementos de esta carta y contesta las siguientes preguntas.

142 King Street
Brighton
BN19 7PJ

Dear Jack,

I hope you are well. I know I haven't written for

- 1 Is the letter formal or informal?
- 2 How do you know?
- 3 Whose address is in the top right-hand corner?
- 4 Why is it there?
- 5 Why isn't the other person's address in the letter?
- 6 Which of these expressions can end an informal letter?

love Yours faithfully Bye See you soon
love and kisses Yours sincerely Best wishes

20 Examina la lista de temas sobre los que suelen cotillear los británicos. ¿Les gustan los mismos temas a los españoles? Si no, plantea alternativas y redacta un pequeño párrafo sobre las preferencias de los españoles.

- TV soaps and their stars
- the Royal Family
- their colleagues' salaries
- their bosses
- politicians' private lives
- sports people

Empieza del siguiente modo:

Spanish people often gossip about . . .

CONSOLIDATION

1 Relaciona los titulares (a–e) con las frases (1–5).

a **ROCK AND ROYAL WEDDING**

b **Double trouble for Prince**

c **I'm as good as new!**

d **HEARTBREAK HOTEL FOR MINISTERS**

e **GOOD BYE TO GOOD BOY, JIM**

- 1 The place where politicians take their lovers is named.
- 2 A popular footballer retires.
- 3 A princess marries a musician.
- 4 An actor recovers from serious operation.
- 5 The Royal Family announces the birth of twins.

2 Lee el texto y responde a las preguntas.

Open any newspaper or glossy magazine and you will find at least one article on the Royal Family. You can read about their dress sense, their homes, their salaries, their social and their sex lives. For the media, the Royals are the perfect family. They are rich, powerful, famous and problematic and so they make interesting news.

When the Queen's children were young, the family often appeared on TV and in magazines doing 'normal' family things. But the British love the public image of royalty – the more ceremonies, crowns and carriages the better. They believe in an image of the Royals as a perfect family where the brothers and sisters are princes and princesses and the family home is a palace. They idolise the family in the same way that Americans idolise their actors and rock stars. That's why when members of the Royal Family behave badly or get divorced, the public find it very hard to accept.



- 1 Which of the following subjects can you read about in articles about the Royal Family?
jobs money sex clothes travel going out divorces houses alcohol
- 2 Why do the media think the Royal Family are 'perfect'?
- 3 Which image do the British public prefer, 'normal' or Royal? Why?

3 Escucha lo que opinan tres personas sobre la familia real y el trato que reciben por parte de los medios de comunicación. Escribe **speaker 1, 2 o 3** junto a la opción correcta.

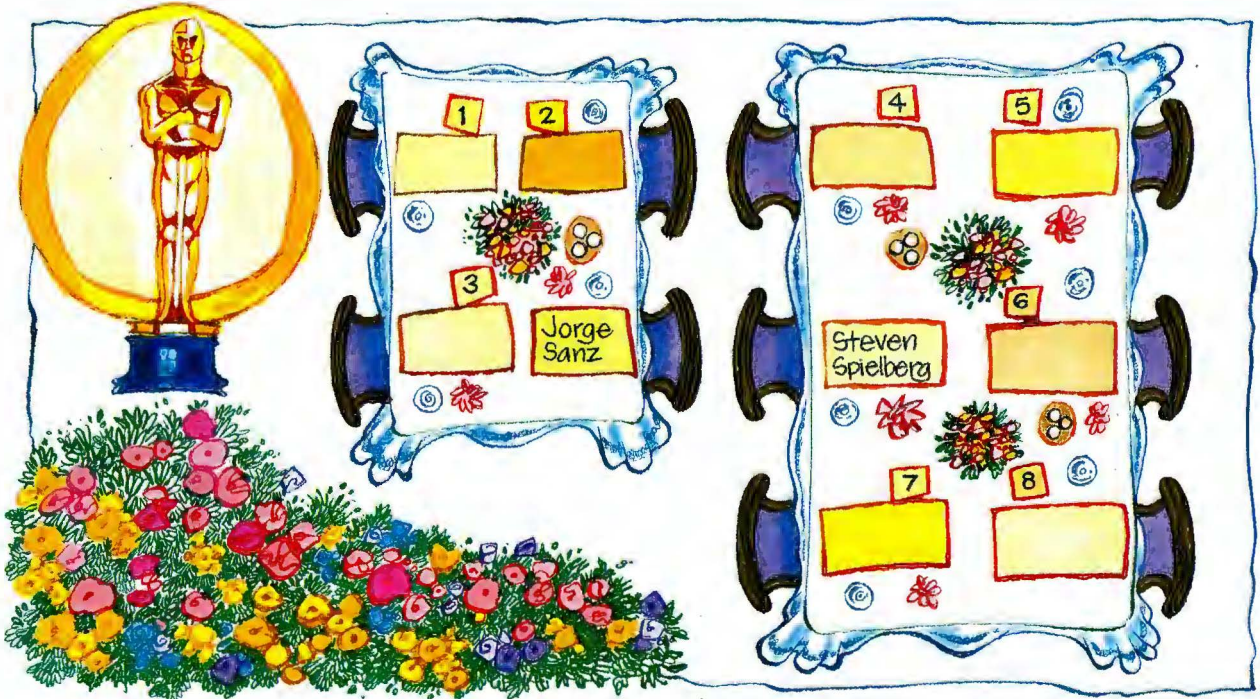
- 1 The person who is . . .
 - a pro-royal.
 - b anti-royal.
 - c neutral.
- 2 The person who thinks the Royal Family . . .
 - a costs Britain too much money.
 - b is important for British tourism.
 - c makes Britain stable.
 - d are an old-fashioned institution.
- 3 The person who thinks the media . . .
 - a should report good things about the Royal Family.
 - b should leave the Royal Family alone.
 - c shouldn't report so much on the Royal Family's private lives.



4 ¿Qué opinas del trato que los medios de comunicación dan a los famosos? Escribe un texto de unas 40–50 palabras donde incluyas tus respuestas a las siguientes preguntas.

- Who should the media report on?
- Is it important to know about famous people's lives? Why (not)?
- Should the media treat royalty and politicians differently?
- Do you think the Spanish media treat famous people fairly?

5 Escucha la crónica de la ceremonia de entrega de los Oscars y completa el plano.



6 Imagínate que vas a invitar a todos tus parientes a una comida familiar. Primero dibuja un plano de dónde se sentará cada cuál, y luego explica verbalmente por qué lo has dispuesto así.

My sister (Carmen) can sit next to my sister-in-law (Maribel) because . . .

SELF TEST

1 Completa las frases con la opción que corresponda.

1 family is bigger, yours or your husband's?

- a Whose
- b Who's
- c His

2 I sat my brother-in-law at the dinner table.

- a between
- b behind
- c next to

2 Lee la carta e indica las opciones correctas.

1 Paul and Christine are . . .

- a married.
- b going to have a baby.
- c ex-boyfriend and girlfriend.

2 Catherine is . . .

- a very intelligent.
- b good at marketing.
- c lazy and not very intelligent.

3 Liz wants to . . .

- a work in London.
- b go on holiday in London.
- c find a boyfriend in London.

3 Escribe una carta a un amigo tuyo, fijándote en la disposición de los elementos de la carta de la actividad 2. Incluye noticias y cotilleos tanto tuyos como de tus amigos.

158 Craven Road
Liverpool
L57 0VP

Sat. 7 May

Dear Barry

Sorry I haven't written for so long but I've been very busy applying for jobs. I've got lots to tell you about the old group from college – some real surprises!

Well, Paul and Christine are getting married in July and I think it's because they're going to have a third person joining them soon, if you understand what I mean!

Catherine has got herself a brilliant job in marketing. God knows how she did it – she never did any work and she's not that bright! Kevin is thinking of joining the army as he can't find a job. He must be mad – I don't know why he doesn't wait for a few months. Someone will employ him with his qualifications. Life with me is more or less the same, apart from the occasional trip to London, usually to an interview!

Anyway, write soon and tell me all your news.

Love

Liz

P.S. I've got the photos back from Rob's party. Who was that blonde you were with?

TIPS

Try to be a talker and a listener while you are learning English. It's important to try and find opportunities to use English so that you can practise what you have learnt. Remember to listen, too! You can learn a lot from listening to songs, tapes and other people of course!



LEARNING TO LEARN

I'm not making any progress with my English!

It's very easy to lose early motivation. Look back at the see how much you've studied and you'll see how much you've learnt. Give yourself little 'tests' of vocabulary or grammar in your head. Try and name the food in your fridge in English or repeat an exercise you found difficult the first time. You'll soon see that you have made progress!

4 STEREOTYPES

OBJETIVOS

Hablar de estereotipos
Expresar distintos grados de probabilidad
Describir a distintos tipos de personas



FIRST IMPRESSIONS

BEFORE YOU WATCH

1 Relaciona cada una de las frases del primer grupo (1–4) con otra del segundo grupo (a–d) que tenga el mismo significado. Luego subraya los términos de la primera frase que correspondan a las palabras subrayadas de la segunda frase.

- 1 The roof is leaking badly.
- 2 It's your rainwater pipes. Need a whole new system.
- 3 My cricket equipment is getting ruined.
- 4 I used to take my own ladder around with me.

- a The system for carrying rainwater off the roof is too old.
- b My white trousers, white sports shirt, bat, pads and cap are getting wet.
- c I used to take something to climb up with me.
- d There's a lot of water coming through the roof.

2 You will hear

- 1 You must be Mrs Wilson.
- 2 Oh, I'm not sure about that . . .
- 3 You can't trust people with earrings.
- 4 That might fix it.

WHILE YOU WATCH

3 Responde a las siguientes preguntas.

- 1 What does Bernard think of Mr Mott, the builder?
- 2 What does Bernard think of Dale, the second builder, at first and later?

AFTER YOU WATCH

4 Observa las fotos y responde a las preguntas.



- 1 Who's got tattoos and earrings?
- 2 Who is interested in cricket?
- 3 Who is a better builder?
- 4 Who is more prejudiced, Valerie or Bernard?

5 Subraya la información correcta.

- 1 Bernard thinks Mr Mott/Dale is the sort of man you can trust.
- 2 Dale thinks the work will cost three hundred/thousand pounds.
- 3 Valerie and Bernard are very/not very impressed by Dale's work.

NOW YOU!

6 ¿Cuál fue tu primera impresión del Sr. Mott y de Dale? Escribe, debajo del nombre de cada uno, aquellos adjetivos que los describen mejor.

Mr Mott	Dale
well-dressed	successful
hard-working	dishonest
charming	sporty
	amusing
	efficient
	skilled
	quiet
	careful
	honest
	poor
	dangerous

READING

New York
15 October

Dear George,

Thank you so much for your last letter. I'm sorry to hear you haven't been very well recently.

I had an experience today that shows you how first impressions can be confusing. I was walking along Fifth Avenue late at night when a young man started following me. I turned round and looked at him. He was young and dressed casually in jeans and a bomber jacket. I tried to walk faster, but I heard him walking faster behind me. I looked for a policeman but, of course, I couldn't see one.

Then I turned a corner and you'll never believe what happened. There was a group of teenagers there. They surrounded me and started laughing. They were typical of young people today – they really frightened me. Suddenly the man who was following me came up behind me. I thought, "This is it. I'm in real trouble". But he told the teenagers to shut up and go away. And they went!

I was really worried, but then he said, "I'm sorry if I frightened you. I'm an off-duty policeman. I saw you walking on your own. I knew this gang often hangs around here and I tried to warn you, but I couldn't catch you".

I couldn't believe it! I always expect policemen to be older than me, but this one looked young enough to be my son!

Your loving Aunt,

Vera

7 Elige la opción correcta.

- Why was Vera frightened of the young man?
 - He was carrying bombs.
 - He was a teenager.
 - He was following her.
- Vera is . . .
 - young and sensible.
 - middle-aged and sensible.
 - middle-aged and dependent.
- Why didn't Vera realise the man was a policeman?
 - He seemed too young.
 - He didn't say he was a policeman.
 - He was following her.

8 Elige el significado correcto.

- bomber jacket
 - a blouson-type jacket
 - a bomber pilot's jacket
 - a jacket with a bomb design on it

- off-duty
 - retired
 - unofficial
 - not working

- hang around
 - do acrobatic tricks
 - attack other people
 - spend time in a place

- surround
 - stand all around
 - avoid
 - hit

- shut up
 - close
 - climb
 - be quiet

- warn
 - frighten
 - tell in advance
 - become hot

9 ¿Cuál de estos prejuicios tiene Vera?

- She doesn't like people who aren't English.
- She thinks policemen should be old and mature looking.
- She doesn't like foreign food.
- She thinks teenagers are generally bad.
- She thinks attacks like this usually happens in London.
- She distrusts people in jeans and casual jackets.

10 Toma nota de la impresión que te produce cada una de las personas. A continuación responde a las preguntas.



- Who would you ask for directions in the street?
- Who would you sit and have coffee with?
- Who would you cross the street to avoid?
- Who would you be specially polite to?

Por lo que dices en tus respuestas, ¿podría decirse que tienes prejuicios o no?

11 Piensa en una situación en la que tu primera impresión resultó ser equivocada.

- What was the situation?
- Who were the people?
- What was your first impression?
- What changed your mind?

LANGUAGE STUDY



12 Pronunciation

A Escucha estos dos sonidos.

/aɪə/ buyer /aʊə/ our

Ahora examina las palabras siguientes e indica cuál de los sonidos tiene cada una.

higher buyer fire power dryer flower flier
flour liar hour trier tower

Ahora escucha y comprueba tus respuestas.

B Completa la siguiente estrofa con palabras de la lista anterior.

If someone who flies is a . . .
And someone who tries is a . . .
Then it won't take an . . .
or all your brain . . .
To know someone who buys is a . . .■ **may** y **might** sirven para expresar probabilidad.
I might go to France for my holiday.
I may go to Italy next week.Con **might** la probabilidad es más remota que con **may**.■ **perhaps** + **will** también sirven para expresar la misma idea.
Perhaps I'll go to France for my holiday.■ **will** + **probably** expresan la misma idea que **perhaps** pero con mayor probabilidad.
I'll probably go to France next year.■ con **could** se indica que algo es posible aunque no probable.
I could go to France for my holiday (but I probably won't).■ **must** (seguido generalmente de **be**) expresa el grado más alto de probabilidad. ¡Pero cuidado! La forma negativa es **can't**, que también va seguida normalmente de **be** y expresa prácticamente imposibilidad absoluta.
That car must be Jane's. She said hers was a blue Seat.
Ese coche debe de ser de Jane. Dijo que el suyo era un Seat azul.
No, it can't be Jane's. That one's brand new. Hers is an old one.

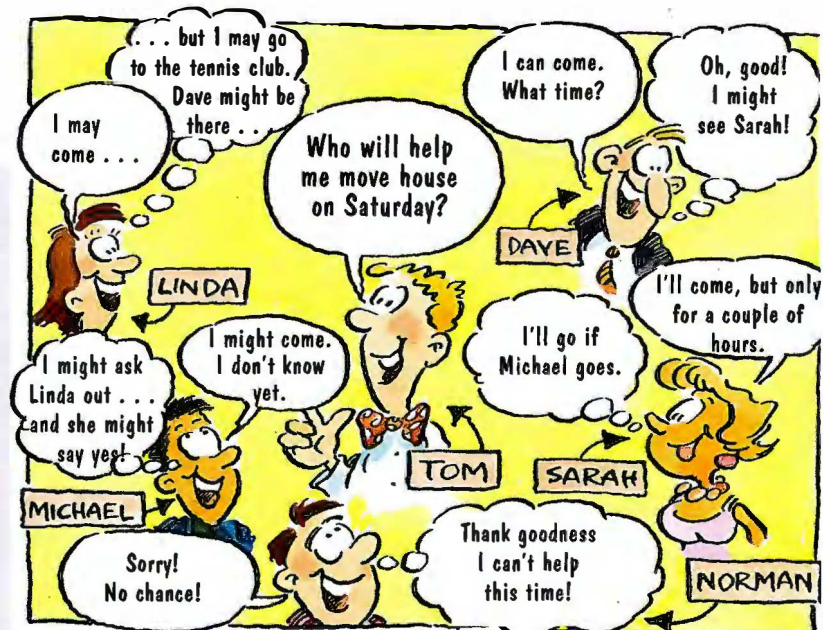
No, no puede ser de Jane. Ése es completamente nuevo. El suyo es viejo.

■ **may/might** en frases negativas.
I may go. I may not go.
I might go. I might not go.8 13 Lee la siguiente descripción y luego completa las frases con **perhaps** o **probably**.

My new neighbour is very strange. He sleeps all day, and goes out at five o'clock with a bag and an umbrella. He comes back after breakfast. His clothes are shabby and old, but his bag and his umbrella are brightly coloured and quite new.

- 1 He sleeps all day, so he's a nightworker.
- 2 he works outside; he always takes an umbrella.
- 3 He doesn't earn much.
- 4 he gets his dinner and his breakfast at work.
- 5 Or he takes his food in the bag.

14 Tom necesita ayuda. Lee las respuestas de sus amigos y luego responde a las siguientes preguntas.



- 1 Who is going to help Tom for certain?
- 2 Who is definitely not going to help?
- 3 Who will probably help, but not for the whole day?
- 4 Two of the friends aren't promising that they'll help, but perhaps they will. Who are they?



15 Escucha lo que dicen varias personas sobre su futuro. Luego indica qué frase de las siguientes resume mejor lo que quiere hacer cada una. Ten cuidado, porque hay seis frases y sólo cuatro personas.

- 1 He'll probably be rich, successful and happily married.
- 2 She must go on holiday with her parents after all.
- 3 He'll probably move into his friend's flat.
- 4 He might do these things, but it's not very likely!
- 5 She wants to be French, but of course she can't be.
- 6 It's possible she'll go on holiday with her parents, but if she gets enough money she probably won't!

16 A Ingrid, una chica sueca, va a pasar una temporada como inquilina en casa de Jenny y Peter. A ambos les preocupan las expectativas que pueda tener Ingrid sobre su estancia en el Reino Unido. Escucha la conversación entre Jenny y Peter y decide qué cambios podrían hacer con respecto a los siguientes elementos. Utiliza en tus frases las palabras que figuran a continuación.

- may might probably perhaps
1 furniture 2 heater 3 hot water 4 food

B Imagínate que Ingrid viene a España. ¿Qué cambiarías de tu casa para recibirla? Piensa en los siguientes aspectos.

What would she like?
What would make her feel at home?

En inglés el sustantivo también puede hacer las veces de adjetivo cuando precede a otro sustantivo.

- | | |
|----------------|------------------|
| school uniform | uniforme escolar |
| garden chair | silla de jardín |

El primer sustantivo funciona como adjetivo, y por tanto en el plural no cambia (como sucede con los adjetivos en inglés).

- | | |
|-----------------|---------------------|
| shoe box | caja de zapatos |
| school uniforms | uniformes escolares |

En el programa A había dos ejemplos:

- roof tiles rainwater pipes

9 17 Observa las siguientes expresiones y relaciona cada una con las ilustraciones (a-n).

- lunch box police car shoe box
 birthday card school uniform bus stop
 pet food water sports window cleaner

¿Qué otros ejemplos puedes escribir tú sirviéndote de las palabras anteriores?

Examples: police uniform school bag



ACUERDO Y DESACUERDO

Para expresar acuerdo, puedes usar las expresiones siguientes:

- Absolutely!**
 I quite agree.
 I agree with you that ...
 You're right.

Para expresar desacuerdo, puedes usar las expresiones siguientes:

- I don't quite agree.
 I don't agree with you that ...
 I don't think you're right.
 Certainly not.

Una manera muy frecuente de indicar que no estás de acuerdo es diciendo **Yes, but ...**

18 Di si estás de acuerdo o no con las afirmaciones siguientes. Si no estás de acuerdo, escribe otra afirmación expresando tu opinión.

Example: Spanish people are proud and stubborn.
 I agree that Spanish people are proud, but I don't agree that they are stubborn. I think they know what they want.

- Spanish people are proud and stubborn.
- British people are cold and unfriendly.
- German people are arrogant.
- French people are cheats.
- Italian people are disorganised.

19 Expresa tus ideas sobre las personas de una nacionalidad que conozcas bien.

What are they like?
 Talk about one good experience you have had with them.

B THE SPANISH ARE . . .

BEFORE YOU WATCH

1 ¿A qué países se refieren estos adjetivos de nacionalidad?

Scottish	Italian	Irish	Japanese
Dutch	Welsh	Russian	Danish
Swiss	Greek	Canadian	

2 Don't make me laugh!

Rellena los espacios en blanco. Busca las palabras que desconozcas en el diccionario.

- My husband likes his hair short and he doesn't have a beard. He has a once every two weeks and a every morning.
- I can't stand people who don't like spending their money or who aren't generous. I think they're
- Did you know that *granada* can be translated in two ways in English: 'grenade' and 'pomegranate'. What do you think is the English word for *granada de mano*?

3 Elige palabras de la lista que aparece a continuación para describir las nacionalidades siguientes:

English	Spanish	American	German
well-mannered	talkative	friendly	lively
embarrassed	inventive	formal	shy
straightforward	cosmopolitan	loud	dull
well-dressed	outgoing	patriotic	polite
fun to be with	aggressive	neat	excitable



AFTER YOU WATCH



4 The ad spot

Responde a las siguientes preguntas.

- Which five nationalities does John say are welcome in his cafe?
- What did the Italians want to eat?
- Who cried in the cafe?
- Who took photos of John and his wife?
- Everyone is welcome at John's cafe as long as they . . . do what?

5 ¿Cómo describieron las personas entrevistadas a una persona típicamente británica? Mira los adjetivos de la actividad 3 y marca las palabras que emplearon. ¿Y cómo describieron a los españoles? ¿Emplearon las mismas palabras?

6 ¿Estás de acuerdo o no con las palabras que usaron los británicos para describir a las dos nacionalidades? Escribe frases explicando tus razones.

NOW YOU!

7 Todos empleamos estereotipos cada día, pues es una manera muy fácil de describir a la gente. Intenta traducir al inglés los estereotipos que usas. Compáralos con algún compañero. ¿Usa los mismos que tú?

READING



THE TYPICAL ENGLISH PERSON

French girls wear tartan skirts that look like Scotsmen's kilts, the Italians love the English style, but what is the typical English person, and does he or she exist?

The typical English man or woman is always middle class, living in the country in a detached cottage or, if they are rich, a stately home. They speak very good BBC English and they are polite and charming with a dry sense of humour. They dress conservatively, he in shirt and tie, tweed jacket and strong shoes and she in sweater, sensible skirt and pearls round her neck. He works in the city and wears a pin-striped suit, black shoes and a bowler hat. She is a housewife.

They are rather reserved but very kind and have excellent manners. Europe loves the polite, shy English gentleman. But does he exist outside the film "Four weddings and a Funeral" or is the reality the drunken louts who come to see Manchester United play Barcelona and have a big fight in the process?

8 Responde a las siguientes preguntas.

1 What are the characteristics of the typical English man and woman?

■ Dress ■ Style ■ Home

2 Does the writer believe they exist? Choose words and phrases from the passage to support your view.

3 There's another typical English type. How does the author describe him?

9 Busca las siguientes palabras en el texto. ¿Qué significan?

1 a stately home

- a a palace
- b a country mansion
- c a house provided by the state

2 drunken louts

- a barmen
- b professional boxers
- c hooligans

3 a dry sense of humour

- a They laugh loudly.
- b They make quiet jokes.
- c They never drink.

4 They dress conservatively.

- a They don't wear unusual clothes.
- b They dress carefully.
- c They wear the clothes of the Conservative party.

5 a sensible skirt

- a a practical skirt
- b a skirt which shows sensitivity
- c a short skirt

10 Escribe una descripción de un hombre y de una mujer que sean típicamente españoles. Piensa en los siguientes aspectos.

- How they look.
- What they wear.
- Where they live.
- How they behave.
- What their character is like.



LANGUAGE STUDY



11 Pronunciation

Escucha las siguientes exclamaciones.

What a shame!

How strange!

What a lovely picture!

What beautiful hair!

Escucha de nuevo y repite. Ahora lee las siguientes exclamaciones con entonación descendente, al igual que las anteriores.

How interesting!

What an enormous room!

What a pity!

What a fantastic idea!

What exciting news!

Ahora escucha unas frases y reacciona con una de las exclamaciones anteriores.

12 ¿Conoces este chiste? Responde a las siguientes preguntas.

Heaven is where . . .

the British are the police

the French are the cooks

the Germans are the mechanics

the Swiss are organisers and

the Italians are the lovers.

Hell is where . . .

the British are the cooks

the French are the mechanics

the Germans are the police

the Swiss are the lovers and

the Italians are the organisers.

- 1 Do you think that any of the descriptions are true?
- 2 Did you laugh at the second part of the joke?
- 3 What adjectives could you add to each nationality, one positive and negative? For example: the French are also cultured and arrogant.

8 13 Imagínate que alguien te pregunta sobre tus planes para el futuro. Si tienes planes definidos, empieza diciendo: **I'm going to** + verbo. Si no tienes planes muy definidos, empieza diciendo: **I'm not sure . . .** o **I don't know . . .** Consulta el recuadro de la página 33 si necesitas ayuda.

Example: What are you going to do at Christmas?
I don't know yet. I may stay at home with my family, or I might go somewhere abroad for a change.

- 1 What are you going to do at Christmas?
- 2 What are you going to do this weekend?
- 3 What are you going to get for your next birthday?
- 4 What colour will your next car be?
- 5 Where are you going for your next holiday?



14 Escucha la descripción de una persona e intenta averiguar de qué país procede.

15 A tu juicio, ¿es verdadera la descripción que se hace en la actividad 14? ¿Cómo es esta persona? ¿Qué prendas de vestir llevaría? Graba tu opinión en una cinta.

16 Haz preguntas para las siguientes respuestas y compruébalas en la clave de respuestas.

You 1)

British person Yes, fish and chips are very popular, but we eat other things, too!

You 2)

French person No, not everyone! Some French people don't like garlic!

You 3)

Italian person Yes, you're right! Opera is very popular. We love it!

You 4)

German person Yes, it's true. The railways in Germany are excellent. But they are in France, too.

You 5)

Japanese person Yes. There are ashtrays on the streets in Japan.

17 ¿Cuál es el estereotipo de un británico? ¿Son de esa manera las personas británicas que has visto o conocido? Toma nota y luego graba tu opinión. Usa expresiones como las siguientes.

They say the British are . . .

Some British people might be, but the people I know are . . .

18 Escribele una carta a un amigo que viene a alojarse a tu casa. Tu amigo espera sol, sangría y siestas. Explícale lo distinta que es España de esa imagen estereotipada.

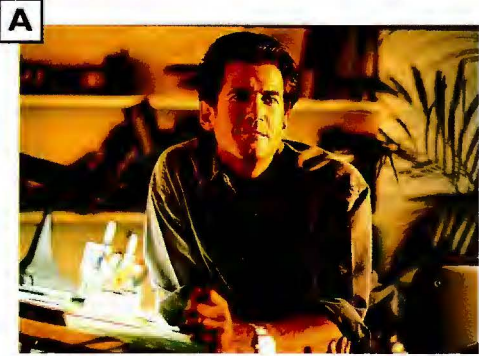
Dear (name),

I'm delighted you are coming to (place), but let me warn you. Spain used to be, but now it's . . .

CONSOLIDATION



1 Observa las fotos de estas cinco personas y responde a las preguntas siguientes.



- 1 Which one went to Oxford University?
- 2 Which one lives and works in Africa?
- 3 Which one lives in Paris and designs clothes?
- 4 Which one spends a lot of money on clothes?
- 5 Which one used to be a singer?
- 6 How old are they?

Escucha la cinta y comprueba si tenías razón o no.

2 Lee los siguientes comentarios sobre distintos países.

'I always feel safe in Switzerland.
But everything costs a lot.'

*'There's so much to see in Italy.
And you can fall in love twenty times a day!'*

'Life in China is so different from here!
And you can buy lovely things for very little.'

'I always have to take extra clothes
when I go on holiday to England.
And it's not a very
interesting country...'

'I went to Brazil last year, Rio actually.
I was scared all the time, although I was
amazed by the beauty of the place.'

¿Son correctos los resúmenes de cada comentario? Si no lo son, cámbialos.

Switzerland: safe and cheap

England: cold and dull

China: fascinating and expensive

Brazil: dangerous and ugly

Italy: romantic and interesting

3 Indica dos adjetivos para resumir lo que piensas de los siguientes países.

Spain

India

Russia

America

South Africa

4 Observa las fotos. A tu juicio, ¿representan un estereotipo de España o representan la España real? Indica las razones.



Lee este texto sobre la España de hoy. Subraya las observaciones que te parecen estereotipadas.

I love Spain. The savage, brown hills, the dark, fiery women, the danger of the bullfight, the excitement of the matador. Spain is a country of wonderful contrasts, the dark, sombre cathedrals compared with the bright religious ceremonies, the dark Spanish soul compared to the bright sunlight, the Muslim wonders of Granada and Seville compared to the Christian magnificence of Burgos and Santiago de Compostela.

In fact, from dawn to night Spain is alive. People get up early and go to bed late, but they sleep in the afternoon. The siesta is a sacred part of Spanish life – as Spanish as the bullfights and the flamenco. And the wine – the sherries drunk from long-stemmed, glass bottles. For pleasure and relaxation, Spain is completely unlike the rest of Europe.

5 Ahora escribe un texto de unas 100 palabras sobre la España actual. Evita los estereotipos para que la descripción corresponda a la situación real.

SELF TEST

1 Elige la opción correcta (a, b o c).

- 1 I'm not sure if I can meet you tomorrow because I have a tennis match.
a will b might c won't
- 2 I think everyone should learn to speak English.
a I am of agree.
b I completely agree.
c Perhaps I'll agree.
- 3 Who's coming to the cinema with us tonight?
– Paul and Sarah. But be late because of the children.
a they must b they can c they might
- 4 What are you doing for your birthday next month?
a I'll probably have a party.
b Perhaps I'm having a party.
c I'll have possibly a party.
- 5 I'm not looking forward to Christmas at home.
a Yes. Families might be difficult.
b Yes. Families are sometimes difficult.
c Yes. Families could be difficult.



2 Escucha lo que dicen diversas personas sobre países y nacionalidades y luego elige la opción correcta.

- 1 Which nationalities do they mention?
a Japanese, Australian, Irish
b English, Chinese, French
c Japanese, Australian, English
- 2 Where has George just been? Where did Carol go once?
a Australia b Ireland c Japan
- 3 Where is Brigid from?
a Australia b England c Ireland
- 4 Carol thought . . .
a China was more expensive than Japan.
b Japan was more expensive than China.
c China was as expensive as Japan.
- 5 Australians have . . .
a a lot in common with the Irish.
b not much in common with each other.
c a lot in common with each other.

3 Lee las frases siguientes. ¿Con cuáles estás de acuerdo y con cuáles no? Da tus razones.

Nota: standard of living = nivel de vida.

- 1 Life in Spain is more expensive than life in Britain.
- 2 The standard of living is lower in Spain than in Britain.
- 3 Clothes in Spain are cheaper than clothes in Britain.
- 4 Supermarket food in Spain is more expensive than supermarket food in Britain.
- 5 Britain is a nicer country to live in than Spain.

TIPS

As your vocabulary increases, use your knowledge to examine new words and discover words you already know in them. It may help to deduce meaning, and it's good practice!

rainwater
= rain + water

policeman
= police + man

toothbrush
= tooth + brush

suitcase
= suit + case

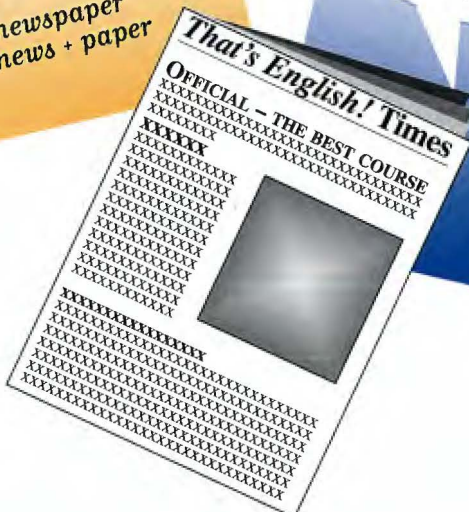
teaspoon
= tea + spoon

newspaper
= news + paper

PARIS

New York

LONDON



LEARNING TO LEARN

I get mixed up between Spanish grammar and English grammar rules. You know, things like word order . . .

To help me learn English grammar, I always learn the English terms such as 'adjectives', 'adverbs', etc. It helps me distinguish clearly between Spanish grammar and English grammar.

THE BEST OF FRIENDS

OBJETIVOS

Entender y manifestar opiniones sobre la amistad
Resumir un texto
Expresar duración



WE'VE BEEN FRIENDS FOR YEARS

BEFORE YOU WATCH

1 You will hear

- 1 No one tells me anything.
- 2 You needn't wait up for me.
- 3 Is it anyone that I know?
- 4 No, you haven't met him yet.
- 5 How long have you been seeing him?

2 You will see



2 I'm going out with a friend.



1 Someone has to keep Gran company.



3 Very pleased to meet you, Frank.

WHILE YOU WATCH

3 Responde a las preguntas.

- 1 How long has Gran known Frank?
- 2 What does Gran think of him?

AFTER YOU WATCH

4 ¿Cuál es la respuesta correcta, a, b o c?

- 1 At the beginning of the episode Bernard felt
Gran.
a angry with b bored by c worried about
- 2 Valerie felt that Gran ...
a didn't need advice.
b needed a new home.
c needed a new friend.
- 3 At the end of the episode, Gran thought Frank was ...
a interested in her money.
b interested in other people's lives.
c interested in Valerie and Bernard.

NOW YOU!

5 Numera las siguientes características por orden de importancia.

A good friend . . .

- has a good sense of humour.
- has the same hobbies as you.
- is honest.
- is a good listener.
- is generous.
- tolerates your mistakes.
- likes the same things as you.
- is helpful.

Do you think you are a good friend? How many of the characteristics do you have?

READING

6 Observa las fotos. A tu juicio, ¿qué tienen en común todas estas personas? Lee los textos rápidamente y relaciona cada foto con el texto correspondiente.

A DAVE

I've known Judy, Steve and Sue for years now. We met in 1980 and our friendship has lasted ever since. It's difficult to say why we're such good mates. We went to the same school, but now we all do different jobs and our lives are quite different, too. And we certainly don't have the same opinions on everything – we can disagree on anything from politics to cooking! I suppose the answer is that we really like and respect each other. And I know the other three would do anything to help me.

C SUE

I don't know what I would do without Judy, Steve and Dave. They've been the most wonderful friends since school. I don't really have any family, so it's great to know that I can count on everyone in the group when I need to. They helped me so much when I was pregnant and didn't have anyone to turn to. They all came to the hospital when Harry was born. He loves his Uncles Dave and Steve and his Auntie Judy.

B JUDY

Steve, Dave and Sue are my oldest friends. I was Dave's girlfriend for a week in the third year and then we made friends with the other two. We've been through a lot together since our schooldays, both good things and bad. We've all changed over the years, but our friendship has stayed the same. No one in our group is married, so we can see each other as often as we want. We go everywhere together – to restaurants, shopping, on holiday, even to the dentist's!

D STEVE

It's weird because, when I first met Dave, Sue and Judy at secondary school, I didn't really like any of them. I was quite jealous of Dave because he was popular with the girls. I've worn glasses since I was ten and so I was a bit shy of girls. Then the four of us took the same subjects and so everyone was together a lot of the time. We started to get on well and we've liked each other ever since. We're really very close friends now and we all hope nothing happens to change our friendship.



7 ¿Quién lo dice? Lee los textos más despacio y escribe los nombres correctos junto a las siguientes frases.

En algunos casos, varias personas dicen una misma frase.

- | | |
|--|---|
| 1 The four friends visit a lot of places as a group. | 4 They weren't always good friends. |
| 2 They want their friendship to continue. | 5 They are always helpful. |
| 3 They don't always agree. | 6 They've had a lot of positive and negative experiences. |

8 ¿Verdadero o falso?

- | | |
|--|--|
| 1 All four friends are single. | 4 Steve was popular with girls when he was young. |
| 2 Sue's family helped her when she was pregnant. | 5 The friendship is important to all four of them. |
| 3 All four have the same job. | |

9 Busca en el texto las palabras y expresiones que significan lo mismo que las siguientes.

- | | |
|---|---------------------------------|
| 1 became friends | 4 a familiar word for 'friends' |
| 2 friends you have had for the longest | 5 good friends |
| 3 the feeling that exists between friends | |

10 ¿Qué opinas tú? Escribe A (agree) o D (disagree) junto a las siguientes opiniones.

- | | |
|--|--|
| 1 I'd rather have a few close friends than lots of acquaintances. | 4 Women have closer friends than men. |
| 2 The best friends are the same sex as you. | 5 It's difficult for a man and woman to have a platonic friendship. |
| 3 Friendship between men is different from friendship between women. | 6 I'd rather talk about my problems with my friends than with my family. |

LANGUAGE STUDY

11 Pronunciation

Observa atentamente la diferencia entre los sonidos /dʒ/ y /j/ en las siguientes palabras.

/dʒ/	jeer	jet	Jew	Jack
/j/	year	yet	you	yak

Identifica los sonidos /dʒ/ y /j/ en el texto siguiente y escríbelos en la columna correspondiente.



My friend Mr Yamoto is a young Japanese yuppie. He travels by jet to New York five times a year. He's got a yacht and he spends his yen on jewels for his Jewish girlfriend, Judith. I'm so jealous – he flew to Jamaica yesterday.

/dʒ/	/j/

Escucha y comprueba. Rebobina la cinta y practica la pronunciación leyendo el texto en voz alta.

FOR Y SINCE

For y **since** se usan a menudo con el pretérito perfecto (en inglés este tiempo se llama **present perfect**).

For se usa para referirse al periodo de tiempo que ha pasado hasta el presente y **since** se usa para referirse al momento en que se inició la acción.

I've known my best friend for ten years.

Conozco a mi mejor amigo desde hace diez años.

I've known my best friend since 1985.

Conozco a mi mejor amigo desde 1985.

12 Escucha la conversación entre Julia y Sarah. Julia le está enseñando a Sarah fotos de gente que conoce en España. Mientras escuchas, rellena los espacios en blanco.

Sarah OK. Let's see your photos. I want to know who everyone is.

Julia Right. This is a photo of the school where I work now.

Sarah Who's that handsome guy?

Julia That's Miguel. He teaches Spanish in the school. He's a good **1**) We go for a beer after work quite often, and I practise my Spanish.

Sarah Who's the blonde girl?

Julia That's Ana. She's my **2**) friend in Madrid. I tell her **3**) We share a flat.

Sarah How **4**) have you shared together?

Julia Since my second month in Spain, so **5**) about eighteen months now.

Sarah Do you like living there?

Julia Yes, it's great. The Spaniards are really **6**) so it's quite easy to **7**) friends.

Con **every**, **some**, **any** y **no** se pueden formar nuevas palabras, añadiéndoles:

■ body y one para personas	
everybody/everyone	todos
somebody/someone	alguien
anybody/anyone	alguien
nobody/no one	nadie

■ thing para cosas	
everything	todo
something	algo
anything	algo
nothing	nada

■ where para lugares	
everywhere	todas partes
somewhere	algún lugar
anywhere	algún lugar
nowhere	ningún lugar

Para formar preguntas y negaciones, se aplica la misma regla que para **some** y **any**. Se emplean los compuestos de **any** para las preguntas.

Is there anybody in the park?

Para la negación hay dos posibilidades:

■ verbo en forma negativa + **any**
There isn't anything on the table.

■ verbo en forma afirmativa + **no**
There is nothing on the table.

10 13 Rellena los espacios en blanco con las palabras que aparecen en el recuadro de arriba.

- 1 I'm really lonely. I haven't seen for months.
- 2 This town is really boring. There's to go.
- 3 My colleagues are very unfriendly. offers to help me.
- 4 Is there in that bag?
- 5 Where are my keys? I've left them
- 6 They're very close friends. They go together.

14 Escribe un final que sea verosímil para las siguientes frases.

- 1 Everyone at my work/college . . .
- 2 No one in my group of friends . . .
- 3 Nowhere in Spain . . .
- 4 Nobody in my town . . .
- 5 There isn't anyone in my family who . . .

¿YET O ALREADY?


Yet y **already** se usan frecuentemente con el pretérito perfecto.

■ **Yet** se traduce por *ya* en las frases interrogativas y por *todavía (no)* en las negativas.


Have you seen James yet? ¿Has visto ya a James?
They haven't arrived yet. Todavía no han llegado.

■ **Already** se traduce por *ya* en las frases afirmativas.
I've already phoned my boss. Ya he llamado a mi jefe.



15 Escucha lo que dice un grupo de gente  sobre los preparativos de una fiesta sorpresa que le quieren dar a un amigo. Pon ✓ junto a lo que ya han hecho y ✗ junto a lo que no han hecho todavía.



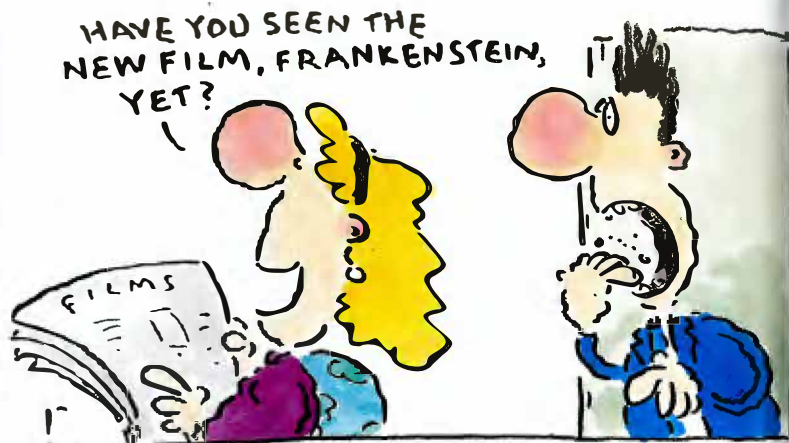
 **16** Mira la lista de ideas y escribe frases verdícas sobre ti mismo con **yet** y **already**.

Example: finish activity 15
I've already finished activity 15.

- | | |
|---------------------------------------|--------------------------------|
| 1 finish this book | 4 eat out this month |
| 2 speak to your best friend this week | 5 have your birthday this year |
| 3 see your parents this week | 6 meet the love of your life |

17 Lee el texto y responde a las preguntas.

- 1 What is the main idea in the text?
 - a Expensive restaurants are better than cheap ones.
 - b The popularity of big cinemas in Britain.
 - c The places where British people meet.
- 2 Which are the subsidiary ideas in the text?



18 Escribe un párrafo de unas 60–70 palabras sobre los lugares a los que van los amigos en España. Aquí tienes algunas ideas.

- Where people go to and why
- The age of the people who go to these places
- When they go

Empieza del siguiente modo: In Spain, a lot of people go to ...



19 Lee la siguiente conversación. Luego adopta el papel de B y responde a las preguntas de la cinta hablando sobre tu mejor amigo.

- A What's the name of your closest friend?
B
- A How long have you known this friend?
B
- A How did you meet?
B
- A How often do you see your friend?
B
- A What do you do together?
B
- A Why do you like this person?
B

In Britain, there are lots of places where friends can get together. The pub is probably the favourite place for many people, particularly at the weekend. Students and young people meet there to chat, drink, play pool and listen to the juke box. A lot of slightly older people go to the weekly pub quiz where groups of friends can show off their general knowledge. Clubs and discos are also popular with young people, especially on Friday and Saturday nights. Some people go to clubs to make friends and meet people. It's also quite common to go to

people's houses for parties – sometimes for a special occasion, but very often just for fun. Eating out is also a way of getting together with friends, but it can be very expensive in Britain. A lot of people only go to restaurants to celebrate something special, and so cheaper places that serve pizzas and burgers have become very popular. Sadly for the British film industry, the cinema has lost popularity since the War. Some quite big cities don't have a local cinema and so people are forced to drive out of town to a big multi-cinema with six or eight screens.

B GETTING TOGETHER

BEFORE YOU WATCH

1 Responde a las siguientes preguntas.

- 1 How long have you known your partner?
- 2 How did you meet?

2 The ad spot

Haz una lista de los animales que la gente tiene en casa. ¿Cuáles son los más corrientes en España?

3 Don't make me laugh!

Haz una lista de razones para tener un perro en casa. Compara tu lista con la de Danny mientras ves el programa de TV.

4 Song time

Rellena los espacios en blanco de la canción con las palabras siguientes.

someone better cheers friend no one for

1) an hour or so I've been watching you
You've been sitting alone at a table for two
2) has come, you've nothing to do
Well, me, I'm waiting, waiting for 3) too.

Won't you have a little drink with me?
I could keep you company
I could make you feel 4)
If you need to cry
I want to hear your life history.

Won't you have a little drink, say 5)
Just until your 6) appears
We could tell a few jokes as the time goes by
Yes, we could laugh away every tear.

AFTER YOU WATCH

5 Relaciona los periodos de tiempo que menciona la gente de las entrevistas con su fotografía y luego colócalos por orden de aparición.

- a 18 months
- b 15 years
- c 27 years
- d 53 years
- e 8 years



6 The ad spot

Responde a las siguientes preguntas.

- 1 Who is Roy?
- 2 What does he sell?
- 3 What promise does Roy make?



NOW YOU!

7 Responde a las siguientes preguntas.

- 1 Where do you get together with friends?
- 2 Do you go to different places with different friends? Why?
- 3 How often do you invite your friends to your house?

LANGUAGE STUDY

13 Pronunciation

Escucha atentamente la entonación de las siguientes preguntas. ¿Es ascendente (↗) o descendente (↘)?

- Is Ann your best friend?
- Have you known him for a long time?
- Do you go out with your colleagues?
- Did you meet your husband at college?
- Shall we go out for a drink?
- Would you like something to eat?

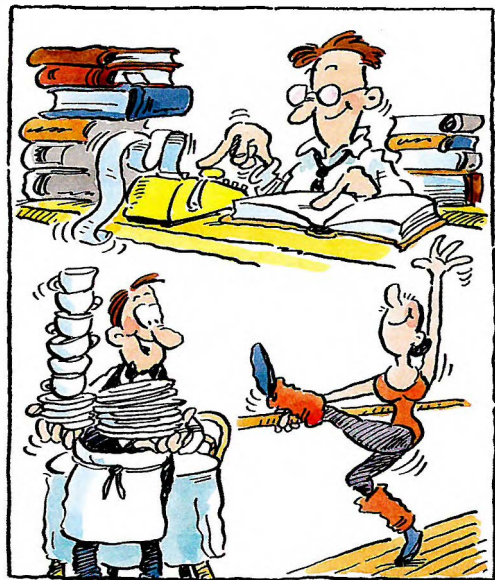
Rebobina la cinta y practica la entonación. ¿Qué tienen en común todas las frases?

El pretérito perfecto continuo se forma con **have/has + been + la forma -ing** del verbo.

I **have been studying** English for two years.
He estado estudiando inglés dos años.
(Llevo estudiando inglés dos años.)

Este tiempo verbal se refiere a acciones que empezaron en el pasado y continúan todavía en el presente.

12 14 Varios amigos que habían sido compañeros de colegio hablan sobre lo que han hecho desde la última vez que se vieron. Escribe frases completas sobre cada persona con **since** y **for**.



Example: Danny/work in a hospital/1983
Danny has been working in a hospital since 1983.

- 1 Andy/study accountancy/a year and a half
- 2 Rachel and William/look for a job/1982
- 3 Claire/live in the USA/last year
- 4 James/work as a waiter/three years
- 5 Emma/train to be a dancer/September of last year
- 6 Tim/travel around Spain/nine months

15 Escribe seis frases sobre lo que has estado haciendo. Usa **since** y **for** y las siguientes ideas, o bien tus propias ideas.

- learn English
- live in (a city/a house)
- study
- work for (a company/a person)
- go out with (your boyfriend/your girlfriend)
- prepare for (an exam/an interview)
- train for (a match/a competition)

El verbo **need** puede ir seguido de un sustantivo o de un infinitivo con **to** para expresar necesidad.

Forma afirmativa

I **need help**. Necesito ayuda.
He **needs to speak to his boss**.
Necesita hablar con su jefe.

Forma interrogativa

Do you **need to speak to your boss**?
¿Necesitas hablar con tu jefe?

Forma negativa

You **don't need to speak to your boss**.
No necesitas hablar con tu jefe.

16 Escucha la cinta. Muriel, una tutora, y James, un estudiante, le están dando consejos a Tony, otro estudiante, sobre el aprendizaje de un idioma. Haz una lista de las expresiones que se utilizan para manifestar opiniones y las que se emplean para hacer generalizaciones.

Opinion	Generalisation

13 17 Prepara un monólogo corto en respuesta a las opiniones manifestadas en la actividad anterior. Procura usar algunas expresiones para formular opiniones, hacer generalizaciones y expresar necesidad.

18 Observa el resumen del texto siguiente que procede de la actividad 17 de la sesión A.

Friends meet in many different places in Britain. The majority of people go to the pub quite often and young people go to clubs and discos at the weekend. Going to people's houses or to a restaurant is popular on special and ordinary days. One area of entertainment which has become less popular is the cinema.

Escribe un resumen del texto que preparaste para la actividad 18 en la sesión A. No utilices más de 40 palabras.

CONSOLIDATION

 **1** Escucha lo que dicen varios amigos sobre el tiempo que hace que se conocen y completa el recuadro.


names	how/where they met	length of time
Bob and Carol		
Carol and Andy		
Andy and Jill		
Jill and Bob		

2 Lee el texto siguiente sobre la amistad entre mujeres, e indica si las frases que figuran a continuación son verdaderas o falsas según el texto.

Ask a woman what the word 'friend' means to her, and she will probably think of intimate conversations, laughter and tears, gossip and shopping. Women understand that friendship functions on many levels and can involve happiness, sadness, jealousy and anger. For this reason, I think friendship between women is much stronger than between men. In general, women communicate better than men and so their friendships are very honest and based on trust. A lot of men are very envious of the relationship between women or sometimes even frightened of it. They feel excluded and so in turn establish their own 'clubs' where women are not welcome. This can happen at work, when the directors go to play golf, within a family, when all the men get together and talk about football, and during free time, when a man goes with his mates to have a 'boys' night out'.

- 1 Women's friendships can contain many emotions.
- 2 Men feel jealous of women's relationships.
- 3 Women are only happy when they are shopping.
- 4 Women accept negative emotions in their friendships.
- 5 Women are not allowed to join golf clubs.



 **3** Lee ahora el texto sobre la amistad entre hombres y piensa qué palabras pueden ir en los espacios en blanco.

In **1**) , women believe that all a man wants from another man is **2**) about football, invitations to the **3**) for a drink, and competition. They don't understand that **4**) needs understanding and that includes men! It's a stupid stereotype that says women are **5**) communicators than men. **6**) depends on the individual. Men can be competitive, but they can also have very **7**) male friends. Women can often exclude men from what they call 'women's work' – cooking, cleaning, looking after children and then complain when men disappear down the pub. I think a lot of women forget that men and women can be **8**) , too.

Escucha la cinta y comprueba tus respuestas.

4 Escribe un texto de unas 50–60 palabras sobre lo que opinas acerca de la amistad entre hombres o mujeres. Indica si estás más de acuerdo con la opinión de la actividad 2 o de la actividad 3. Da tus razones. Empieza del siguiente modo:

In general, I think friendship between men/women is . . .

5 ¿Qué sabes del comportamiento de los británicos con sus amigos? Elige las mejores respuestas y compáralas con un compañero.

- 1** How do people usually pay for their drinks in a pub?
 - a They buy their own drink and no one else's.
 - b They buy a round of drinks for everyone in the group.
 - c They buy their own drink and a drink for their closest friend.
- 2** What gift(s) would someone take to a male friend who is having a party?
 - a chocolates d wine
 - b a personal gift e nothing
 - c flowers
- 3** What gift(s) would someone take to a female friend who is having a party?
 - a chocolates d wine
 - b a personal gift e nothing
 - c flowers
- 4** Who would probably 'go Dutch' (divide the cost of an evening out)?
 - a two students
 - b a man who wants to impress a woman
 - c an older couple who have been married for years
 - d two colleagues
 - e two close friends, one of whom is unemployed
 - f a woman who earns more than a man

Piensa en lo que se respondería en el caso de los españoles. ¿Habría alguna diferencia? Compara tus ideas con un compañero.

After an acquaintance of ten minutes many women will exchange confidences that a man would not reveal to a lifelong friend.

Page Smith, born 1917
American historian



SELF TEST

1 Indica la opción correcta (a, b o c).

- 1 I've known my closest friend 1985.
a already b since c for
- 2 It's very late. Have the guests arrived . . .
a since? b already? c yet?
- 3 I moved to Madrid in September last year, so
here for five months.
a I've been living b I live c I need to live
- 4 I think between women is stronger than
between men.
a friends b close friends c friendship
- 5 I haven't seen since last Monday.
a somebody b anyone c nowhere

2 Lee el texto y completa las frases con la opción correcta (a, b o c).

My ideal friend is a person with a good sense of humour who can make me laugh when I feel sad. He or she should be open and honest because I think communication is very important in a friendship. I'm not interested in receiving a lot of attention or gifts, but I would like my friend to remember special days like my birthday and Christmas. He or she should like meeting new people and coming out with me and my other friends. He or she should also be an excellent cook, know about home repairs and love shopping! This friend exists in parts in all the friends I have known for a long time. But I haven't met the ideal friend in one person. Not yet, anyway . . .

- 1 The most important thing the writer's ideal friend can do is . . .
a talk openly.
b prepare dinner.
c repair things around the house.
- 2 The writer wants . . .
a a present every day.
b to remember the friend's birthday.
c presents when there is something to celebrate.
- 3 The writer . . .
a thinks she might meet this friend one day.
b doesn't think this friend exists.
c has known this friend for a long time.

3 Escribe un texto de unas 40–50 palabras sobre tu amigo ideal. Incluye las características que te gustaría que tuviese y lo que es importante para ti en la amistad.

My ideal friend is a person who . . .



TIPS

Everyone needs friends, but your friends can help you with your English, too. Practise speaking English with people you know as often as you can or test each other on grammar and vocabulary.

Grammar and Vocabulary Test

- 1 Conjugate the verb 'to be'.
- 2 What is the personal pronoun that corresponds to 'our'?
- 3 Write a sentence using the verb 'need'.
- 4 Name many parts of the body in English as you can.
- 5 What is the English word for 'chisme'?
- 6 Which suffix turns a noun into an abstract noun?

LEARNING TO LEARN

There are lots of English words that look similar to Spanish but I don't know if they mean the same.

Make a special list of false friends to help you remember when a word looks the same but has a different meaning in English. For example, the English word 'sensible' means 'sensato'. Write an example using the word in context or a definition of it.

6 TRADITIONS

OBJETIVOS

Hablar de las costumbres tradicionales de la cultura propia
Contrastar las tradiciones británicas con las españolas

A:

WE HAVE A LOT TO BE PROUD OF!

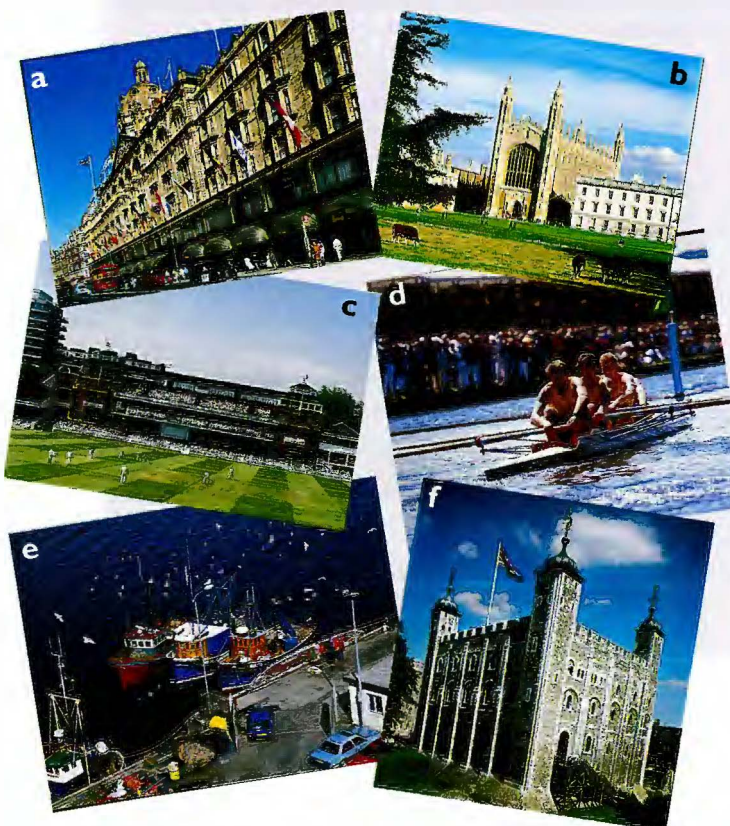
BEFORE YOU WATCH

1 You will hear

- 1 We can go to the Tower of London where you can show her the Beefeaters and the Crown Jewels.
- 2 The first place we're going to visit is Cambridge, and then we're going to the Henley Regatta.
- 3 I think our family had a strong culture and tradition that goes way back into history.

2 Relaciona las fotos con las palabras siguientes.

- | | | |
|------------|------------|-----------|
| 1 religion | 3 history | 5 cricket |
| 2 rowing | 4 shopping | 6 fishing |



WHILE YOU WATCH

3 Responde a las siguientes preguntas.

- 1 What sort of traditions is Jessica interested in?
- 2 Where did Bernard's family come from?

AFTER YOU WATCH

4 ¿Verdadero o falso?

- 1 Bernard and Jessica have different ideas about tradition.
- 2 Bernard thinks Americans have old-fashioned ideas about England.
- 3 Bernard is disappointed with Jessica's information about their origins.

NOW YOU!

5 ¿Qué haces cuando vas de viaje? Señala aquellas respuestas con las que estés de acuerdo.

- Take a guide book and go to as many places as you can.
- Talk to local people and ask them where to go, what to see.
- Go with a group on a tourist bus and follow everyone else.
- Wander about and discover things by yourself.

What do you like best about visiting a new place? The people you meet? The places you visit? The things you see?

READING

6 Lee rápidamente el artículo y responde a las siguientes preguntas.

- Does everybody listen to the Queen's Christmas message?
- Is Christmas in Britain a family time?
- Are all the Christmas traditions British?
- Traditionally, what happens on Boxing Day?


7 Observa las siguientes ilustraciones. A tu juicio, ¿qué festividad tradicional representa cada una?



¿Existen en España símbolos equivalentes? Menciona algunos.

8 Lee la información siguiente e indica a qué festividad del texto se refiere cada párrafo.

- He's the patron saint of lovers, and this is the day when you send a card to the one you love. But you never sign it! So your 'lover' has to guess who the card is from.
- All the shops close on this day except for the baker's shops. They bake soft buns with a cross burned into each one. They're called 'hot cross buns'. People buy them and eat them for breakfast or tea. The buns commemorate the day of the crucifixion of Christ.
- This takes place on a Sunday in autumn. The tradition is that people go to church with eggs, bread, cakes or corn or wheat and put them in the church to thank God for giving them a good harvest. Traditionally, the vicar gives the food to poor people in the community.

 **9** Escucha la información que se da en la cinta sobre una de las fiestas tradicionales antes mencionadas e indica la opción correcta.

- April Fool's Day is a tradition . . .
 - only in Britain.
 - in some European countries.
 - in all European countries.

BRITISH TRADITIONS

There are many traditions in Britain and they usually happen around the time of important holidays. The most important holidays and festivals in Britain are:

Christmas Eve	December 24th	Maundy Thursday	the Thursday before Easter Sunday
Christmas Day	December 25th	Good Friday	the Friday before Easter Sunday
Boxing Day	December 26th	Easter Sunday	
New Year's Eve	December 31st	Bank Holiday Monday	the Monday after Easter
St Valentine's Day	February 14th	Harvest Festival	a Sunday in autumn
April Fool's Day	April 1st	Halloween	October 31st

All these have different traditions. At Christmas, families get together for lunch or dinner and usually eat turkey. They have Christmas trees and send Christmas cards. They give each other Christmas presents around the tree. On Christmas Day at 3 o'clock, the Queen broadcasts her traditional Christmas message, although not so many people listen to it these days. Boxing Day is also a national holiday, traditionally a time for exercise and sporting activity, although most people use it as a time to recover from Christmas Day! Many of our Christmas traditions come from Victorian times. Queen Victoria and her husband Prince Albert imported the idea of Christmas cards and Christmas trees from Germany.

- On April Fool's day you can . . .
 - offend people.
 - tell people lies.
 - make people believe something is false for a short time.
- It's best to play tricks on a person who . . .
 - is older than you.
 - has a good sense of humour.
 - you don't like.
- You have to finish playing tricks by . . .
 - lunch time.
 - 12.00 midnight.
 - 12.00 midday.

10 Lee el texto y busca la información requerida.

Find three Christmas traditions which the article talks about.

CHRISTMAS EVE

THE CHRISTMAS FESTIVAL begins on Christmas Eve. The shops close at about 5 o'clock after all the last-minute shopping. The trains are full of people going to stay with their families. In the evening, families prepare for the big day. They've already put up the Christmas tree and the decorations, and they put the Christmas cards they've received on the mantelpiece above the fireplace. Then they begin preparing food and maybe friends or relatives come round. The children hang their stockings up before they go to bed, and the adults sometimes go to the midnight service at the church. The next morning, the children's stockings are full of presents – Father Christmas has been!

11 Lee de nuevo los textos sobre la Navidad en Gran Bretaña. Piensa en cómo se celebra en España e indica tres semejanzas y tres diferencias.

LANGUAGE STUDY

12 Pronunciation

Repite las siguientes palabras.

/g/ good /w/ wood

good	wood
guide	wide
gall	wall
guest	west
get	wet

Ahora repite estas frases.

Will Walter get the wood?

When will the girl guide her guest to the wall?

Wayne gave Gail a gift which Walter's wife wanted.

Los pronombres relativos ejercen una doble función: por una parte, sirven de enlace entre dos oraciones y, por otra, actúan como sujeto o complemento del verbo de su oración. En esta unidad, nos centraremos en **who**, **which** y **that**.

■ **who** se usa para referirse a personas.

This is the person who organises the festival.

Ésta es la persona que organiza el festival.

■ **which** es para referirse a cosas.

This is the poem which he read.

Éste es el poema que leyó.

■ **that** sirve tanto para referirse a personas como a cosas. En el inglés hablado, **that** se suele usar en lugar de **who** y **which**.

This is the person that organises the festival.

Ésta es la persona que organiza el festival.

This is the poem that he read.

Éste es el poema que leyó.

14 Enlaza las siguientes frases con **who**, **which** o **that**, haciendo los cambios necesarios.

Example: Victoria was the queen. She started the tradition of Christmas cards.

Victoria was the queen who started the tradition of Christmas cards.

- 1 Harvest Festival is a traditional celebration. It takes place in the autumn.
- 2 Albert was the prince. He imported the tradition of the Christmas tree from Germany.
- 3 Halloween is the tradition. It is celebrated by children dressing up as witches and ghosts.
- 4 People sometimes watch the Queen's speech. It is usually followed by a popular film.
- 5 Father Christmas is the person. He brings children presents on Christmas Eve.

No se usa el artículo determinado (**the**) cuando se habla en general.

I like music.

Tourists enjoy watching the Changing of the Guards at Buckingham Palace.

Se usa cuando se habla de algo más particular o específico.

I like the music of Mozart and the poetry of Neruda.
I like the music that he is playing.

14 Completa las frases siguientes con el artículo determinado, en caso de que se necesite.

- 1 She studied drama and dance at the Royal Academy.
- 2 music always makes me feel better.
- 3 tea is the best drink in the afternoon, but coffee is better in the morning!
- 4 tea I had this afternoon was awful!
- 5 Christmas is the most important feast of the year.
- 6 New Year's Eve that we spent in Scotland last year was wonderful.

Éste es el modo habitual de decir una fecha:

June the first/second/third/fourth.

o The first/second/third/fourth of June.

Y así se escribe:

June 1st/2nd o 1st/2nd June

15 Escucha los acontecimientos siguientes y escribe la fecha que se da para cada uno de ellos, empleando números ordinales.

St Valentine's Dance

Motor Cycle Rally

Harvest Festival

Holiday on Ice Show

Labour Party Conference

Christmas Market

Ahora di en voz alta cada fecha después de escucharla en la cinta.



16 Relaciona las celebraciones (1–8) con las fechas (a–h).

- | | |
|-----------------------------|-----------------|
| 1 Christmas Day | a February 14th |
| 2 New Year's Day | b March 8th |
| 3 American Independence Day | c December 25th |
| 4 St Valentine's Day | d July 4th |
| 5 Your birthday | e January 1st |
| 6 Columbus Day (US) | f January 6th |
| 7 International Women's Day | g October 12th |
| 8 Epiphany | h ? |



17 **Maundy Money** es el nombre de una tradición, típicamente británica, de la que se habla en las frases siguientes. Complétalas con el pronombre relativo correspondiente.

- The tradition takes place on Maundy Thursday is one of the most interesting in Britain.
- It is traditionally for the people are poor in the City of London.
- The person gives the Maundy money is the Queen.
- The money she gives isn't ordinary money, but special Maundy coins.
- Nowadays, the people receive the money aren't really poor.
- The money they receive is more of a souvenir than for spending.

18 Haz una lista con aquellos acontecimientos de la actividad 16 que se asemejen a otros que se celebran en España. Elige tres o cuatro y prepara una breve charla que sirva para contrastarlos.



The Queen hands out the Maundy money.

Example:
Although St Valentine's Day is celebrated in Spain, we don't send cards.

19 ¿A qué acontecimiento de los mencionados en la actividad 15 te gustaría asistir? Explica las razones. Escribe un texto con un máximo de 40 palabras. Empieza del siguiente modo:

I'd like to (see, visit, go to) the (event) because . . .

Cuando se trata de contrastar dos ideas, se pueden utilizar los nexos siguientes.

- On the one hand , on the other hand
- Although
- , but

He enjoys the social life in London. He hates all the traffic.

- On the one hand, he enjoys the social life in London, on the other hand he hates all the traffic.
- Although he enjoys the social life in London, he hates all the traffic.
- He enjoys the social life in London, but he hates all the traffic.

ON THE ONE HAND I LOVE THIS JOB,
ON THE OTHER HAND I HATE
(WORKING NIGHTS.





CHRISTMAS AND CASTLES

BEFORE YOU WATCH

1 Observa la lista siguiente y señala aquellas cosas que, a tu juicio, son típicas de las Navidades británicas.

church disco shopping roast turkey snow
the Queen a Christmas tree television bath
alcohol skiing presents gardening swimming

2 Song time

Rellena los espacios en blanco con las siguientes palabras. Luego comprueba tus respuestas cuando veas el programa.

aristocracy breakfast castle house history

3 Don't make me laugh!

A continuación se mencionan cuatro cosas que Danny y su familia hacen en Navidad. Ordénalas y luego comprueba tus respuestas al ver el programa.

- They watch the Queen's speech.
- They go to church.
- They play silly games.
- They have a big dinner – roast turkey with cranberry sauce.



*He lives in a country 1) , or two or three.
He has 2) and lunch and afternoon tea.
He's part of our nation's 3)
Rather him than me!*

*He's got lots of money. It costs a lot
To live in a 4) and to keep it hot,
To pay all the people who look after what he's got.
I would rather not.*

*Yes, they're the upper classes,
The 5)
Not middle class or working class like you or me.
We go round their stately homes
To see our history.
They're the British upper classes,
The aristocracy.*

AFTER YOU WATCH

4 The ad spot

Rellena los espacios en blanco que hay en este texto sobre Oldfield Castle con las siguientes palabras.

swords ghost kitchen
dungeons clothes

Come to Oldfield Castle and see how people used to live. It's educational and fun! You can see a demonstration of medieval cooking in the castle

1) You can visit the **2)** where people were imprisoned. You can watch people in medieval **3)** fighting with **4)** And if you're lucky, you might even see the **5)** , who walks at night with her head under her arm!



5 Don't make me laugh!

¿Verdadero o falso?

- 1** Danny and his wife went on a traditional holiday in Britain.
- 2** Danny likes spending money on Christmas presents.
- 3** Danny's wife wore a white dress at their wedding.

NOW YOU!

6 ¿Qué se celebra en tu familia? ¿Habéis celebrado algo recientemente? ¿Vais a celebrar algo próximamente?

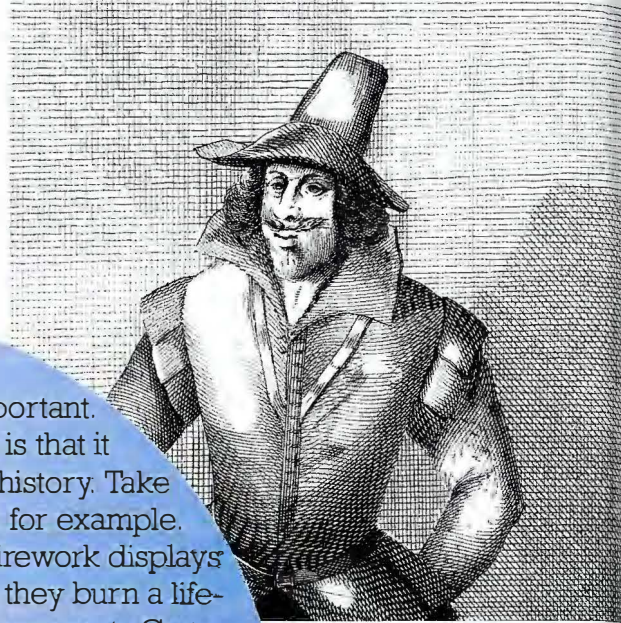
READING

7 Echa una ojeada al texto siguiente y responde a las preguntas.

- 1 What was Guy Fawkes' profession?
- 2 Who was the king at the time?
- 3 What did Guy Fawkes want to blow up?
- 4 Was Guy Fawkes Catholic or Protestant?



In Britain, like other countries, tradition is very important. One reason why it is important is that it commemorates important times in history. Take Guy Fawkes Night (or Bonfire Night) for example. Every November 5th, the British have firework displays and a bonfire. On the top of the bonfire they burn a life-size dummy called a 'guy'. The guy represents Guy Fawkes. He was a soldier and he was part of the gunpowder plot. In 1605, there was a lot of tension between Catholics and Protestants in England. Some Catholics decided to blow up the Houses of Parliament when the king, King Charles I, was addressing Parliament. They put a lot of gunpowder into the cellar of the House of Commons, and Guy Fawkes guarded it. However, at the last minute, someone warned a friend in the House of Commons and the gunpowder plot was discovered. They executed Guy Fawkes and several others, and ever since we remember the event on November 5th.



8 Lee el artículo más detenidamente y contesta las siguientes preguntas.

- 1 What do people in Britain do on November 5th every year?
- 2 How did Guy Fawkes plan to blow up the Houses of Parliament?

9 Busca las palabras del texto que signifiquen lo siguiente.

- | | |
|---------------------------------------|---|
| 1 a secret plan to do something wrong | 4 a room at the bottom of a house, below ground |
| 2 a large fire | 5 a model of a person |
| 3 explode | 6 powder which explodes when lit |

LANGUAGE STUDY



10 Pronunciation

Observa las pautas de entonación de estas frases sin acabar y luego repítelas.

- 1 I know you're not well, but if you can do it . . .
- 2 Can you tell me if you're coming and when you're coming . . . ?
- 3 This is the seventeenth-century church which . . .
- 4 My birthday's next week . . .
- 5 I've given you a lot of money and I just thought . . .

El artículo determinado se usa con los nombres de:

- algunas zonas o accidentes geográficos
the Pacific, the South of England, the Sahara desert
the Sierra Nevada, the Ebro
- teatros, cines y hoteles
the Theatre Royal, the Odeon, the Grand Hotel

El artículo determinado *no* se usa con los nombres de:

- condados Sussex
- ciudades Brighton
- regiones Tayside
- estados California
- lagos Lake Ontario
- continentes Africa
- calles, carreteras y avenidas
Oxford Street, Roman Road, Fifth Avenue

Se usa **the** cuando aquello de lo que se habla es único.
The sun is shining.

Y también con algunos adjetivos cuando el sentido es colectivo o plural.

The rich gave money to the poor.

Esto último también vale para los adjetivos de nacionalidad.

The Welsh get on well with the Scots.

No se usa el artículo con el nombre de países, a menos que incluyan un nombre común.

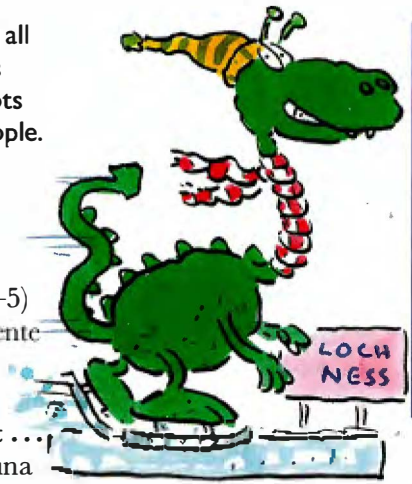
England Spain the United States of America

Aunque hay excepciones.
the Netherlands

11 Inserta el artículo determinado en el siguiente texto donde sea necesario.

Christmas is such a special occasion. I remember one year, we went to visit Aunt Catherine in Kent on Christmas Day – weather was really beautiful: sun was shining and sky was blue. We had traditional meal of turkey with cranberry sauce and all trimmings. Then, on Boxing Day, we drove for ten hours to visit Uncle Ken, who lives in Perth, in Tayside. Scotland is very beautiful in winter – snow was very white and Loch Ness was frozen!

I hope monster was all right! I'm sure locals looked after it – Scots are very friendly people.



12 Relaciona la primera parte de cada afirmación (1–5) con su correspondiente final (a–e) y luego utiliza los nexos **although** . . . o **but** . . . para enlazar cada una de ellas.

Example: **2e** Although I want to believe in Father Christmas, I know he's really my Dad.

- 1 We all love Christmas,
- 2 I want to believe in Father Christmas,
- 3 The Harvest Festival is very popular in Britain,
- 4 At Christmas, most British people eat turkey,
- 5 I'm staying at home for Christmas this year,

- a we spend a lot of money on presents.
- b in Spain few people know about it.
- c I'd love to visit my family.
- d in Spain there are many traditional dishes.
- e I know he's really my Dad.



13 Escucha lo que dice esta persona sobre ciertas tradiciones de su familia y luego responde a las preguntas.

- 1 How many Steves are there in the family?
- 2 Why are they all called Steve?
- 3 What's Steve Day?
- 4 Where do they go on Steve Day?
- 5 What is a stag night?



14 A continuación te van a preguntar sobre las tradiciones de tu familia. Pulsa el botón de pausa tras cada pregunta y da tu respuesta. Habla sobre:

- traditional family celebrations
- Christmas traditions

15 Imagínate que estás en Gran Bretaña y vas a pasar allí las Navidades y el Año Nuevo. Escribe una carta a una asociación turística británica, preguntando dónde deberías ir y qué deberías hacer para celebrar esas fiestas al modo tradicional británico.

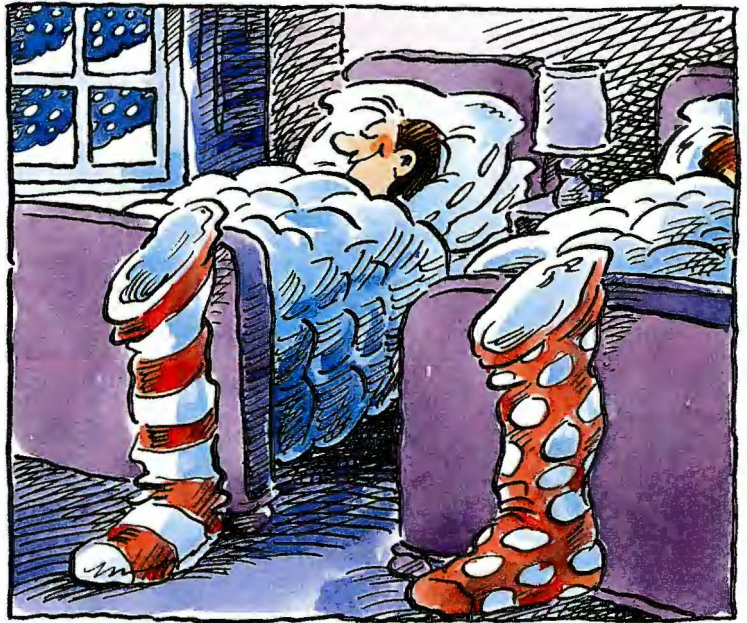
CONSOLIDATION

1 Antes de escuchar lo que dicen varios miembros de una familia sobre cómo celebran algunas fiestas, lee la lista de palabras y subraya las que crees que se van a mencionar.

birthday	camping
anniversary	breakfast
hospital	champagne
presents	supermarket
book	Christmas
shampoo	wedding
cake	Arnold Schwarzenegger
socks	orange juice

2 Ahora escucha la cinta y responde a las siguientes preguntas.

- 1 Which events do the people mention?
- 2 What drink do they like?
- 3 What do they do with the big socks?
- 4 Which ones were born early in the morning, the sons or the daughters?



3 Vuelve a escuchar y luego indica lo que hacen en Navidades, empezando del siguiente modo:

- First of all, on Christmas Eve, they
 First thing on Christmas morning, they and then they
 After breakfast, they
 When they get home, they and then they
 Finally, they

4 Lee este texto sobre las tradiciones relacionadas con los cumpleaños y contesta las preguntas.

A birthday begins with birthday cards – funny ones, sentimental ones, serious ones, sometimes rude ones. They arrive the day before, on the actual day and sometimes the day after (with apologies!). You can tell the bad planners – they're the ones who send the birthday telemessages the night before.

If you're lucky, there are presents, and there may be a birthday breakfast, with Bucks Fizz – that's a cocktail made of champagne and orange juice. After that, the day continues as normal – we have to work, after all! You might get a card or two on your desk, some flowers, a drink at lunchtime with your colleagues and sometimes a kissogram – a beautiful girl or a hunky man comes in fancy dress, sings you a

song and gives you a big kiss – all paid for by your friends at the office.

The evening is the time when people have their parties, perhaps with their families or maybe after work in the local pub. At home, the highlight of the birthday party is the birthday cake. First, your family bring in the cake. It should have the same number of candles on it as your age, but that gets a bit difficult after 15! Then everybody sings 'Happy Birthday' and watches while you blow out the candles. You make a wish as you blow out the candles, and if you blow them out all at once, your wish will come true. Finally, you cut the cake.

These are our birthday traditions. What are yours?

- 1 What does the postman bring on your birthday?
- 2 How do you recognise the bad planners?
- 3 What drink do some people have for breakfast?
- 4 What might your colleagues arrange for you?
- 5 What's the highlight of your birthday?
- 6 What must you do as you blow out the candles?

5 ¿Cuáles de las tradiciones británicas mencionadas a continuación son comunes a las españolas a la hora de celebrar un cumpleaños? Menciona otras que sean típicamente españolas.

- | | | | |
|--------------------------|---|--------------------------|--------------|
| Bucks Fizz for breakfast | birthday parties | birthday cards | telemessages |
| flowers in the office | birthday cakes with candles | singing 'Happy Birthday' | |
| kissograms | making a wish when you blow out the candles | | |

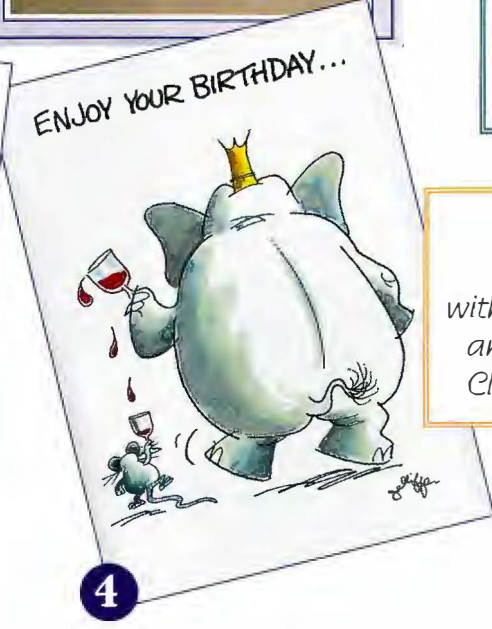
6 Mira estas tarjetas de cumpleaños y relacionalas con los saludos que han escrito dentro los remitentes. ¿Qué relación crees que hay entre cada remitente y el destinatario?



*Best wishes for your best day ever
love
Aunt Kathleen*

*to Mazza
Don't get too drunk!
Happy Birthday
lots of love
Paul*

*Happy Birthday,
darling
all my love, Noel*



*Happy Birthday
Mummy!
with lots and lots of love
and hugs and kisses
Claire and Jonathan*

a

b

c

d

7 Escribe una tarjeta de cumpleaños a las siguientes personas: a un familiar, a tu pareja y a una amiga.

8 Piensa en uno de los acontecimientos tradicionales que celebras con tu familia, en el trabajo, o con tus amigos. Toma notas y luego habla por espacio de un minuto.

SELF TEST

1 Elige la opción correcta.

- 1 Queen Elizabeth II is . . .
 - a Queen of England.
 - b Queen of the England.
 - c the Queen of England.
- 2 I'm not sure about tradition.
 - a On one hand it's good and on other it's bad.
 - b On the one hand it's good and on the other it's bad.
 - c On the one hand it's good and on other it's bad.
- 3 I've just had a call from my cousin. He's the one lives in America.
 - a who
 - b which
 - c -
- 4 Guy Fawkes was the man tried to blow up the Houses of Parliament.
 - a which
 - b who
 - c whose
- 5 I enjoy learning English, I sometimes find it quite difficult.
 - a But
 - b However
 - c Although
- 6 People in Britain often eat turkey on Christmas Day.
 - a the/the
 - b the/ -
 - c - / -



2 Escucha la cinta y completa las frases.

- 1 The day of the festival is called . . .
 - a May Day. b Say Day. c July Day.
- 2 The villagers . . .
 - a dance round a maypole.
 - b run round the village.
 - c climb the maypole.
- 3 Morris dancers dance with . . .
 - a bells and sticks.
 - b swords and guns.
 - c pigs and dogs.

3 Escribe un breve resumen sobre la fiesta que se menciona en la actividad 2. Haz comentarios que empiecen con lo siguiente:

The festival takes place every year and . . .

The local traditions are . . .

The villagers . . .



TIPS

Get an English diary and learn the names of the main holidays in Britain. This will help you become familiar with the culture.

DIARY
1995

LEARNING TO LEARN

Names are fascinating in another language! How do I learn about them?

Most names have religious, geographical or social significance in English. There are also thousands of names with non-English origins. Look at maps, newspapers, telephone directories, and books, of course, and think about the names; what are the equivalents in Spanish? Do the names contain colours, or features like -hill, -son, -head, etc.? There are interesting books about the origins of English place names, family names and first names.

7 SUPERSTITION

OBJETIVOS

Expresar una hipótesis
Hablar de supersticiones

A TOUCH WOOD!

BEFORE YOU WATCH

1 Relaciona los distintos modos de predecir el futuro con su descripción correspondiente.



- 1** Tarot cards **2** I Ching **3** Palmistry **4** Astrology
a an ancient Chinese book based on 64 hexagrams (patterns of six lines)
b the study of the influence of planets and stars
c a set of 78 cards with symbolic illustrations
d the study of a person's hand

2 Bernard intenta averiguar su futuro por diversos medios. Subraya las palabras que crees que vas a escuchar.

a fortune teller superstitious an astrologer
 horoscopes computers palmistry dangers
 the year 2000 Tarot cards the weather forecast
 death marriage a black cat an illness I Ching
 Friday the thirteenth children a ladder
 irrational fears toss a coin

WHILE YOU WATCH

3 Responde a las preguntas.

- 1 What advice does George give to Bernard?
- 2 Why has Bernard chosen this particular present?

AFTER YOU WATCH

4 ¿Verdadero o falso?

- 1 Bernard has the opportunity to work for himself.
- 2 Bernard doesn't like taking risks.
- 3 George worries as much as Bernard.
- 4 Bernard decided to leave his job.
- 5 Valerie isn't superstitious.



NOW YOU!

5 Responde a las siguientes preguntas.

- Do you believe people can predict the future?
- Do you ever touch wood to send away bad luck?
- Have you ever tossed a coin to help you make an important decision?
- Have you ever been to an astrologer or palmist to find out about your future?

READING



drop by accident

6 Lee rápidamente el siguiente texto y relaciona cada párrafo con su título correspondiente.

- a Superstitions in nature
- b Superstitions in relationships
- c The importance of superstitions
- d Superstitions at home
- e Superstitions about childbirth
- f The content of superstitions



amulets



spirits

a silly or stupid belief

7 Lee el texto más despacio e indica si las frases siguientes son verdaderas o falsas.

- 1 Superstitions are often associated with common domestic objects.
- 2 A woman who is getting married must buy a new dress to have good luck.
- 3 Superstition says that a stone can help women when they have a baby.
- 4 Different cultures have different superstitions about nature.
- 5 Superstitions are only relevant to the past.

**"SEE A PIN AND PICK IT UP,
AND ALL DAY LONG YOU'LL HAVE GOOD LUCK."**

Why is picking up a pin important? And why do people think it brings good luck and not bad? Superstitions exist in most cultures and they refer to a variety of everyday activities and objects.

Salt is a good example of an ordinary thing that superstitious people consider special. They believe that if you **spill** some salt, the devil will appear behind you. You should immediately throw some salt over your shoulder to blind him.

Superstitions also affect love and marriage. If a single woman peels an apple and throws the skin over her left shoulder, it will land in the shape of her future husband's initial. Every British woman knows that when she gets married, she must wear 'something old, something new, something borrowed and something blue' if she wants to have good luck.

Many cultures believe that pregnant women and unborn children need special protection. One of the most common **charms** used is a brown, semi-precious stone, called the eagle stone, from the Far East. If a woman wears one, she will have a quick and easy birth.

The natural world is also full of superstitions. A rainbow creates very different reactions in people, depending on where they live. In Burma and southern Africa, a rainbow is a dangerous demon. In Finland, it's the bow used by the God of Thunder. In Germany and Austria, it's a bridge that takes the souls of children to heaven.

No one really knows why picking up a pin is considered lucky today. However, superstitions are important in our modern world because they help us to understand the hopes and fears of past generations. Most modern people think that superstitions are **nonsense**. But if you do something that brings bad luck, it's nice to know you can always touch wood!

8 Responde a las siguientes preguntas.

- 1 How many of the superstitions in the text did you recognise?
- 2 Do the superstitions in the text exist in Spain, too?
- 3 Are there any Spanish superstitions about weddings?
- 4 Are there any Spanish superstitions about childbirth?

1

2

3

4

5

6

LANGUAGE STUDY

9 Pronunciation

En todas las palabras siguientes aparece el sonido /ʒ/. Escucha atentamente la pronunciación de cada palabra.

pleasure leisure confusun usual televisun

Escucha la conversación entre una adivina y su cliente. Subraya los ejemplos del sonido /ʒ/.

- A** My crystal ball is clearing. I can see a vision of your future.
B What's going to happen to me?
A Well, your period of confusion will pass and you will find new pleasures. You will have more time for leisure and fun.
B Oh, wonderful! What else?
A You will find some very valuable treasure in an unusual place.
B Where? When?
A It's impossible to measure in time. You must be patient.
B Oh dear! I have to wait, as usual.

10 Lee el diálogo que mantienen dos amigos e intenta rellenar los espacios en blanco.



- Dawn** Andy, what are you doing?
Andy I'm **1)** for my lucky wishbone. I need it for my interview tomorrow.
Dawn What? You mean your Mum cooked a roast chicken, you pulled the wishbone and you kept it?
Andy Of course. I've had good **2)** for six months because of that bone. **3)** I don't have it with me at the interview, I won't get the **4)**
Dawn Oh, don't be so silly! It's only a chicken bone.
Andy No, Dawn. It's true. I'm going to wear my red socks, too. Red's my lucky **5)**
Dawn The interviewer will be more interested in your **6)** than your socks!
Andy Well, maybe. Oh, Dawn. Here's your umbrella. You left it here last month.

- Dawn** Oh, thanks. I hope it still works.
Andy No, Dawn. Don't put the umbrella up in the house. It's **7)** luck.
Dawn Oh, Andy. Why are you so **8)** ?

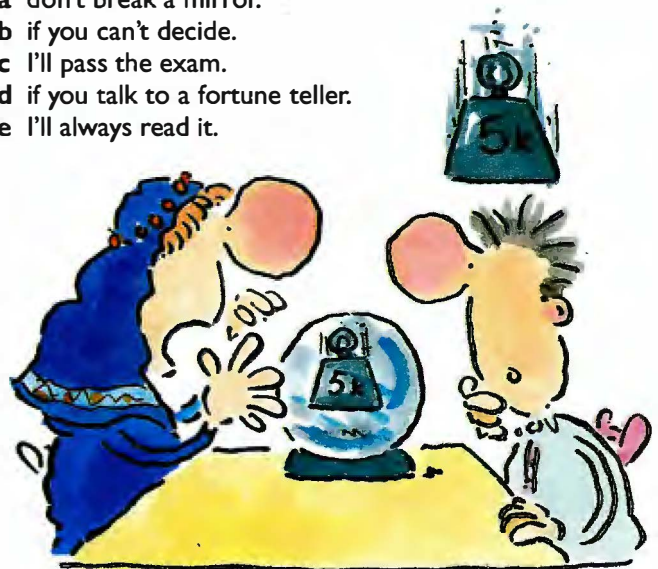
Escucha la cinta y comprueba tus respuestas.

If . . .

- If + presente, imperativo**
 If you want to know your future, read *Prediction* every week.
If + presente, presente
 If I want to know my horoscope, I buy a newspaper.
If + presente, futuro
 If you see a black cat in Britain, you'll be lucky.

11 Examina las frases siguientes y relaciona las dos mitades de cada una de ellas.

- 1** You'll find out about your future . . .
2 If I find my lucky charm, . . .
3 If you want to have good luck, . . .
4 If my horoscope comes true this time, . . .
5 Toss a coin . . .
- a** don't break a mirror.
b if you can't decide.
c I'll pass the exam.
d if you talk to a fortune teller.
e I'll always read it.



12 Elige cinco expresiones de la lista que hay a continuación y utilízalas para escribir frases que se puedan aplicar a tu situación.

- | | |
|-----------------------------|-----------------------|
| ■ get a new job | ■ move house |
| ■ finish my studies | ■ see my best friend |
| ■ buy a new car | ■ pass my exam |
| ■ learn English well | ■ get a pay rise |
| ■ meet a new boy/girlfriend | ■ go out this evening |

Example: If I pass my exam, I'll take a long break.

Whose puede usarse como pronombre en oraciones de relativo para indicar posesión.

I've got a friend. His mother can see into the future.
I've got a friend **whose** mother can see into the future.
Tengo un amigo cuya madre puede ver el futuro.

Recuerda el uso de **whose** como pronombre interrogativo que vimos en la página 24.

13 Utiliza **whose** para enlazar las frases siguientes.

- 1 That's the girl. Her birthday is the same day as mine.
- 2 He's the man. His daughter writes horoscopes.
- 3 I'm the person. My sister reads Tarot cards.
- 4 That's the lady. Her children are very superstitious.
- 5 There's the man. His brother always carries a lucky charm.

14 Escribe cuatro frases sobre los familiares de gente que conozcas.



Example: I know someone whose mum is an astrologer.

En inglés, el presente simple puede también referirse al futuro cuando va precedido de **when**.

When I get married, I won't wear green because it's unlucky.

Cuando me case, no llevaré nada verde porque da mala suerte.

En este caso, la estructura es:
When + presente simple, futuro

15 Escribe la forma correcta de los verbos entre paréntesis.

- 1 When I (read) next week's horoscope, I (know) what to do.
- 2 I (not have) problems speaking English when I (finish) the *That's English!* course next year.
- 3 She (use) her lucky pen when she (do) her exam next month.
- 4 When she (have) her baby next month, she (wear) a brown stone for luck.
- 5 When I (sit) my driving test next week, I (not need) my lucky charm.

16 Hablemos de las supersticiones. Lee esta lista de supersticiones británicas e indica si tienen la misma validez en España.

TRUE FALSE DON'T KNOW

- | TRUE | FALSE | DON'T KNOW |
|------|-------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
- 1 Many people believe it's unlucky to walk under a ladder.
 - 2 Black cats are lucky, especially if they cross your path.
 - 3 The number thirteen is unlucky.
 - 4 If you break a mirror, you will have seven years' bad luck.
 - 5 A lot of people believe in astrology and read their horoscope every day.
 - 6 If you drop a knife on the floor, it means a man will visit your house unexpectedly.
 - 7 Friday the thirteenth is an unlucky day.

What superstitions are well known in Spain?

Are you superstitious?

Which superstitions do you believe in?

17 El título de un texto sirve para informarte del contenido. Mira la lista de títulos y señala cuál es el contenido más probable (a, b o c) en cada caso.

- 1 *Past Lives of the Stars*
 - a Famous people's horoscopes
 - b Famous people who believe in reincarnation
 - c Astrology
- 2 *The Tiger Personality*
 - a How to become more aggressive
 - b Information about tigers
 - c Characteristics of people born in the year of the Tiger in Chinese horoscopes
- 3 *Life, Head and Heart Lines*
 - a Information on palmistry
 - b How to look after your health
 - c Romantic advice



B

HOROSCOPES ARE RUBBISH!

BEFORE YOU WATCH

1 Responde a las siguientes preguntas.

- 1 Do you read your horoscope?
- 2 Do you believe it?

2 Examina los dibujos relacionados con supersticiones. ¿Dan buena o mala suerte, o las dos cosas al mismo tiempo?



3 Song time

Rellena los espacios en blanco de la canción con las palabras que figuran a continuación. Comprueba tus respuestas al ver el programa de TV.

seat call wall eat fall complete

If you go to a party where old friends meet,
And there are thirteen at the table sitting down to 1) ,
Be quick, little baby, and leave your 2)
Or bad things will happen before dinner's 3)
'Cos it's bad, bad, bad, bad luck.

If you're walking in the town, past a long, high wall,
And you see a ladder leaning against that 4) ,
Be quick, little baby, listen to me 5) ,
You'd better walk around it or that wall is gonna 6)
'Cos it's bad, bad, bad, bad luck.

AFTER YOU WATCH

4 The ad spot

- 1 Why should the man buy the charm?
- 2 What will happen if he doesn't?
- 3 Was the charm good value?

5 Don't make me laugh!

La intervención de una serie de personas ha hecho que la suerte de Danny sea aún más negra de lo habitual. Relaciona cada persona con lo que hizo.

- | | |
|------------------|-----------|
| 1 radio operator | 4 surgeon |
| 2 lorry driver | 5 doctor |
| 3 nurse | |
- a followed the rules without thinking
 - b didn't know how to do his job
 - c drove dangerously
 - d chose a profession for the wrong reasons
 - e didn't know how to get help



NOW YOU!

6 Responde a las siguientes preguntas.

- 1 Have you got a lucky charm? What is it and when do you use it?
- 2 Whose opinion on horoscopes do you agree with most?
- 3 Imagine you can see into the future. What aspect of your life would you look at?

READING

7 Observa el título del texto y responde a las preguntas siguientes.

- 1 What is the text about?
- 2 Who is the text for?
- 3 Where do you think the text came from?

Dictionaries often define palmistry as the study of the lines in a person's hand to predict their future. In fact, there are four main areas that a palmist looks at – skin texture, flexibility of the hand, the shape and size of the palm and fingers, as well as the lines, marks and symbols. The reading of a palm not only reveals information about the future, but also about a person's past and their personality.

The lines are still the best-known aspect of palmistry, and a brief description of the most important ones follows below. Each line covers a different area of life and can indicate possible changes in the future.

The **Heart line** indicates the intensity and quality of a person's feelings and can also show the health of the heart itself.

The **Girdle of Venus** reflects romantic and sensual aspects of the personality, emphasising sexual behaviour.

The **Head line** gives information about the mentality, brain power and thinking processes.

The **Life line** is not necessarily linked to the number of years a person will live. It is an indicator of periods of change in life. It also shows differences in energy levels.

The **Fate line** determines spiritual progress, faith and inner constitution.

The **Mercury line** creates disagreement between palmists about its true meaning, but it is often linked to health.

The **Sun line** represents success in personal aspects of life and also in material things.

The **Marriage lines** suggest opportunities in love.

Children may be indicated by the vertical lines that come from the marriage lines. Longer lines suggest male children and shorter ones female.



Adapted from *Star Palms* by Sue Armstrong

9 Mira la ilustración de la mano y responde a las preguntas.

- 1 Which hand is it, right or left?
- 2 Which lines are read from top to bottom?
- 3 Which line is read from right to left?
- 4 Which lines are read from bottom to top?
- 5 Which line is read from left to right?

8 Lee el texto con rapidez e indica qué líneas de la mano dan información sobre los aspectos siguientes.

- | | |
|----------------|---------|
| 1 change | 4 money |
| 2 children | 5 love |
| 3 intelligence | |

PALMISTRY A BEGINNER'S GUIDE

10 ¿Verdadero o falso?

- 1 The lines on the palm are not the only important aspect.
- 2 A long Life line indicates a long life.
- 3 The Mercury line is always associated with health.
- 4 The number of Marriage lines tells you how many children you will have.

11 Relaciona las palabras del texto con la definición correcta.

- | | |
|-------------------------|------------------------|
| 1 reveals (line 6) | a religious belief |
| 2 emphasising (line 13) | b connected |
| 3 linked (line 16) | c shows |
| 4 faith (line 19) | d giving importance to |

LANGUAGE STUDY

12 Pronunciation

Escucha la entonación de las frases siguientes. ¿En qué casos es ascendente (↗) y en qué casos es descendente (↘)?

When you come, we'll have a party.
If you see James, tell him I'm here.

En las frases con dos oraciones, hay una entonación ascendente al final de la subordinada, y descendente al final de la principal. Escucha cómo asciende y desciende la entonación en las frases siguientes.

- 1 If you win the lottery, you'll never work again.
- 2 When you finish your studies, you'll have a lot more time.
- 3 If you break that mirror, you'll have seven years' bad luck.
- 4 If you get married next year, I'll come to the wedding.

Las siguientes expresiones sirven para expresar una hipótesis.

If . . .

If you change jobs, what will you do?
Si cambias de trabajo, ¿qué harás?

What if . . .

What if you change jobs?
¿Qué pasa si cambias de trabajo?

Suppose . . .

Suppose you change jobs, what will you do?
Imagínate que cambias de trabajo. ¿Qué harás?

16 13 Un adivino ha predicho el futuro de un amigo tuyo. Observa las ilustraciones y di qué consejos le darías a tu amigo para que cambiase su suerte.

Example: If you bet on Fine Future, you'll win a lot of money.

14 Escucha lo que piensa Richard en voz alta sobre su futuro. Rellena los espacios en blanco.

I'm so **1**) about the future. **2**) if I don't get the promotion I want? I know I'm ready for it, but **3**) they give the job to someone else. If they give it to Alex in Marketing, I'll **4**) the company. I can't stand that guy! What if Angie doesn't **5**) me any more when she **6**) back from Spain? Suppose she's fallen in love with a handsome Spaniard. If she doesn't come back, I'll die . . . Come on, Ritchie. That's **7**) She'll phone any minute.

15 Prepara un monólogo corto sobre tu futuro real o imaginario. Formula hipótesis sobre las cosas que seguramente se producirán y también sobre lo que te preocupa del futuro.

16 Examina estos títulos del índice de varios libros e indica de qué tipo de libro proceden.

- | | |
|---|--|
| 1 Simple present
Future with <i>going to</i> | 3 Chapter I
Chapter VII |
| 2 Getting around the City
Eating and Drinking | 4 Creating a Document
Printing your work |

17 Mira los ejemplos de un índice de un libro de gramática y responde a las preguntas.

- 1 Which entry is in the wrong place?
- 2 Which three parts of the verb would you find on page 9?
- 3 Which page gives you help with the past tense of *be*?
- 4 Does this grammar book give you help with words like *small* and *smaller*?
- 5 Which page helps you with words like *carefully*?

a/an	14–6, 18
– a or the	17
adjectives	34–9
– and adverbs	38
– comparison of	36
– possessive	21
across	40
adverbial phrases	45
ago	58
be	
– present tense	9
– past tense	48



CONSOLIDATION

1 Lee el texto rápidamente y responde a las preguntas.

The theatre was once considered an evil place and adopting another person's character was sacrilegious and dangerous. Perhaps that is why, even in the 20th century, actors are the most superstitious people in the world. Actors have a long list of things that you mustn't do and say in the theatre. Knitting, for example, will bring bad luck to the actors and to the play itself. If you say 'Good luck' to an actor, that will also bring bad luck. You must remember to say 'Break a leg' instead. Never give flowers to an actor before a play and avoid the colours blue, yellow and green if you want the play to go well. Blue is unlucky in theatres all over the world,

yellow was the colour of the devil in medieval plays and green is the colour of jealousy. Actors are also superstitious about names. One of Shakespeare's most famous plays is never called 'Macbeth' – actors prefer to call it 'the Scottish Play'. A more modern example is Stan Laurel of the famous comic duo, Laurel and Hardy. He changed his name from Stan Jefferson to Stan Laurel because the original names had thirteen letters.



- 1 Which group of people is very superstitious?
- 2 Which colours are unlucky?

- 3 Which famous writer is mentioned in the text?
- 4 Which film actor is mentioned in the text?

2 Lee de nuevo el texto y señala si las siguientes afirmaciones son verdaderas o falsas.

- 1 People in the past thought that acting was not a respectable profession.
- 2 Give yellow flowers to an actor, if you want him to have good luck.
- 3 If you say 'Good luck' to an actor, he will break his leg.
- 4 The colour green is associated with wanting other people's possessions.
- 5 Stan Laurel thought his real name was unlucky.

3 Escucha lo que dice Anne justo antes del estreno a su amiga Isabelle que, como buena actriz, es muy supersticiosa. ¿Qué hizo Anne para ponerla nerviosa?



4 Prepara un monólogo corto sobre las supersticiones y los amuletos. No te olvides de indicar si crees que eres supersticioso o no, y en qué supersticiones crees. Añade también si llevas algún amuleto y por qué.

5 Lee el texto e indica la opción correcta.

- 1 In Britain, black cats are . . .
 - a lucky.
 - b unlucky.
 - c not lucky or unlucky.
- 2 In Britain, it's to walk under a ladder.
 - a lucky
 - b unlucky
 - c not lucky or unlucky
- 3 When the writer buys a newspaper, he looks at first.
 - a the letters page
 - b the sports page
 - c the horoscopes
- 4 He thinks it's stupid to read horoscopes because . . .
 - a they aren't true.
 - b different newspapers' horoscopes are written by the same person.
 - c they're too general.
- 5 He worries about horoscopes . . .
 - a when the predictions are definite.
 - b when the predictions are not very definite.
 - c when the predictions are right for all the readers.

I'm not superstitious! I don't think I'm lucky if a black cat crosses the street in front of me. I don't think I'm unlucky if I walk under a ladder. If I break a mirror, I won't throw salt over my left shoulder. But whenever I buy a newspaper, I always look at the horoscopes first. Some people turn to the letters page, some turn to the sports pages, but me, it's always the horoscopes. If I'm feeling nervous, I'll even buy three or four newspapers and check all the horoscopes! Now that is stupid because most of the horoscopes are written by the same person. If the horoscope just says 'it's a good day', I won't think about it. But if it's precise – 'Be very careful today' – then I'll walk around all day and worry. But can the same horoscope be right for a million readers? Perhaps I am superstitious after all.



6 Escribe unas 50–60 palabras sobre tu actitud hacia las supersticiones. Emplea la misma información que en la actividad 4. Asegúrate de incluir lo siguiente.

- Are you superstitious?
- What is lucky for you?
- What is unlucky for you?
- Do you have a lucky charm? What is it?

SELF TEST

1 Elige la opción correcta.

- 1 If you come to my party, you my family.
a meet b will meet c met
- 2 When she married, she'll wear something blue.
a is getting b will get c gets
- 3 you move house soon. Where will you go?
a Suppose b What c Although

2 Lee las anotaciones de Sue en su diario, y señala la opción correcta.

- 1 Tomorrow is an important day for Sue because ...
a she's going to a football match.
b she going to church.
c she's getting married.
- 2 Sue mentions Mike's ...
a appearance. b family. c promotion.
- 3 Sue feels her future.
a happy with b worried about c bored by

3 Piensa en algo que te preocupe de tu futuro o inventatelo. Escribe en tu diario un texto de unas 50-60 palabras parecido al de Sue. Expresa varias hipótesis sobre tu futuro. Empieza del siguiente modo:

Dear Diary,

- 4 If you see a black cat, you will have good ...
a lucky. b future. c luck.
- 5 If you feel nervous about your driving test,
yoga.
a try b you will try c don't try

Dear Diary,
Well, this is the last time I'm going to write to you as Miss Mason. Tomorrow's the big day. My dress is ready, we've booked the church and my mather has bought a new hat! I must admit I'm very nervous. I hope Mike is the right man for me. Suppose he changes in the future and becomes really boring. What if he puts on a lot of weight and loses his hair? I hate bald, fat men! If he goes to a football match every weekend, I'll divorce him. And what if he wants children very soon? I want to get my promotion first and do some travelling. At least we're going on honeymoon somewhere nice. Well, I ought to get some sleep. It's the most important day in a girl's life tomorrow ... or so they say.

TIPS

Don't trust a lucky charm or a black cat when learning English! It's important to plan enough time for watching the TV programmes and doing the activities in the book. If you work regularly, you won't need a lucky charm!



LEARNING TO LEARN

I can understand the programmes and do the activities quite well but then I forget everything a month later.

Try to revise as often as possible. Look back at an earlier unit and repeat some of the activities. If you have problems, check in the grammar summary and then try again. That will help you remember the language you have studied and build your confidence.

AND FINALLY . . .

OBJETIVOS

Revisión del lenguaje del módulo 6
Preparación para la prueba de fin de módulo

KEY LANGUAGE

1 Elige la opción correcta.

- 1 Popular holiday centres in Britain are the ones . . .
a which are warmer in summer.
b who are warmer in summer.
c whose are warmer in summer.
- 2 My friend's just married a woman . . .
a that I've forgotten his name.
b whose name I've forgotten.
c of who the name I've forgotten.
- 3 When you talk about someone behind their back, it's called . . .
a chat. b small talk. c gossip.
- 4 There's very cheese and only a tomatoes in the fridge.
a a little/little b little/few
c few/little
- 5 I'm going to have a bath and go to bed . . .
a when I'll finish my work.
b when I finish my work.
c when I'm going to finish my work.
- 6 I think Spain is too hot, don't you?
a I am agree.
b I am not agree.
c I don't agree.
- 7 If you think seeing a black cat is lucky, you are . . .
a traditional. b a cat lover. c superstitious.
- 8 I'm looking for a hotel. one with a swimming pool.
a I am preferring b I did prefer c I'd prefer
- 9 My car's not big enough. Let's take . . .
a the yours. b your. c yours.
- 10 When there are lots of exciting people, the atmosphere is . . .
a live. b lively. c living.
- 11 Freddie took the wrong keys! He picked up . . .
a the ones Eric has. b the ones of Eric. c Eric's.
- 12 Which word rhymes with *tyre*?
a buyer b flour c tower
- 13 Instructions on how to make food are called . . .
a a recipe. b a menu. c a cart.
- 14 A lot of Japanese people come to England . . .
a for studying English.
b to study English.
c for to study English.
- 15 Is there in the fridge to eat?
a anything b anyone
c somewhere
- 16 I like the British police. I love . . .
a British police uniforms.
b British police's uniforms.
c uniforms of the British polices.
- 17 are big animals.
a The elephants
b Elephants
c Some elephants
- 18 Which word contains the sound underlined in *treasure*?
a pressure
b leisure
c dresser
- 19 We need to buy bread.
a some b a few c little
- 20 I've been living here 1964.
a for b since c already



LISTENING

2 **A** Una de las dos parejas que vas a oír a continuación habla de sus vacaciones. Indica a qué lugar de los que figuran en los anuncios ha ido.

a

**10 DAYS IN ICELAND**

Camping in small groups, accompanied by minibus. Couriers available. Rock climbing, swimming, fishing, walking etc.

**A LONG WEEKEND IN NEW YORK**

* Stay at the Plaza Hotel.

* Theatre and concert visits included.

* **EXTRA** – a visit to the Lincoln Centre and Museum of Modern Art.

b

c

**BALI – EVERYONE'S DREAM HOLIDAY.**

• Wide beaches of white sand by a blue sea.
• Sunshine every day. • Warm romantic nights. • Exotic food. • Excellent service in friendly hotels. • The holiday of a lifetime!

SEE THE GREAT WALL

Join groups of 4–6 in exciting cross-continent trip to China. Leaves Paris September 15. Minibus and camping equipment provided, plus Chinese tour guide. English/French speakers. Two weeks travel in China and return flight included.



d

B Vuelve a escuchar la cinta y elige la opción correcta.

- 1 The couple went on holiday . . .
 - a with four friends.
 - b with four people they didn't know.
 - c on their own.
- 2 On their trip . . .
 - a they had plenty of hot water, warm rooms, space and interesting food.
 - b they had enough hot water, warm rooms, space and interesting food.
 - c they had less hot water, warmth, space and interesting food than at home.
- 3 During their trip . . .
 - a they made friends with each other.
 - b their relationship got stronger.
 - c they made friends with the other people.
- 4 This holiday was . . .
 - a the first one they had.
 - b the best one they had.
 - c the longest one they had.
- 5 What about the other couple? What's George's idea of a good holiday?
 - a an adventure holiday
 - b a skiing holiday
 - c a sunshine holiday by the sea

READING

3 A Lee el texto rápidamente y responde a las siguientes preguntas.

- 1 Does the writer prefer Sundays now to Sundays in the past?
- 2 Is there more choice now than there used to be?

THE GREAT BRITISH SUNDAY

There was a time when every British family sat down to the best meal of the week on a Sunday. They sat down to eat after a traditional morning spent either at church, or in the pub, or both. The woman of the house traditionally began cooking the meal soon after breakfast. She sent all the other members of the family out for the morning. She roasted a leg of lamb, a chicken, or, on special occasions, a joint of beef or pork, with lots of fat, surrounded by potatoes, and accompanied by Yorkshire pudding. After Sunday lunch and the traditional argument over who should do the washing up, then the family was free

to sleep, listen to the serious and especially dull programmes on the radio, or go for a walk until it was time for tea. Sometimes the boredom of Sunday afternoon was made worse by the arrival of relatives, who had to have tea and gossip, and whose presence meant the end of the afternoon nap, or the dubious pleasure of listening to the radio. Outside, the streets were silent, the shops all shut. Oh, Sunday was indeed a grim beginning to the working week.

But now, such Sundays are unknown! A revolution has taken place. On Sundays people now go to street markets and car

boot sales before lunch. The woman of the house returns with her family from shopping at the hypermarket and pops something tasty in the microwave for lunch, or puts out trays of sausages and chicken legs to be barbecued in the garden. Music pours from the radio, there are interesting and exciting programmes on TV, and if neither of those pleases you, you can turn to the computer or the video for entertainment. There are football matches, swimming pools and cinemas to go to, and of course, there is always shopping, shopping, shopping. What a change! What a revolution! How much better Sundays are, aren't they? Aren't they?

B Lee el texto de nuevo y elige la opción correcta.

- 1 The programmes on the radio . . .
 - a used to be boring.
 - b used to be on Sunday.
 - c used to be all music.
- 2 The traditional Sunday lunch was always . . .
 - a chicken.
 - b roast beef and Yorkshire pudding.
 - c roast meat and Yorkshire pudding.
- 3 Sundays now are . . .
 - a much quieter than they used to be.
 - b much noisier than they used to be.
 - c more interesting than they used to be.
- 4 When visitors arrived . . .
 - a everyone went to sleep.
 - b everyone gossiped about them.
 - c you had to stop listening to the radio or sleeping.
- 5 has replaced traditional visits to church and/or the pub.
 - a Shopping
 - b TV
 - c Swimming

WRITING

4 Escribe una carta a alguien que está haciendo un estudio sobre las costumbres tradicionales de la familia española, contándole como celebráis en casa la Navidad, los cumpleaños, etc. Empieza la carta del siguiente modo.

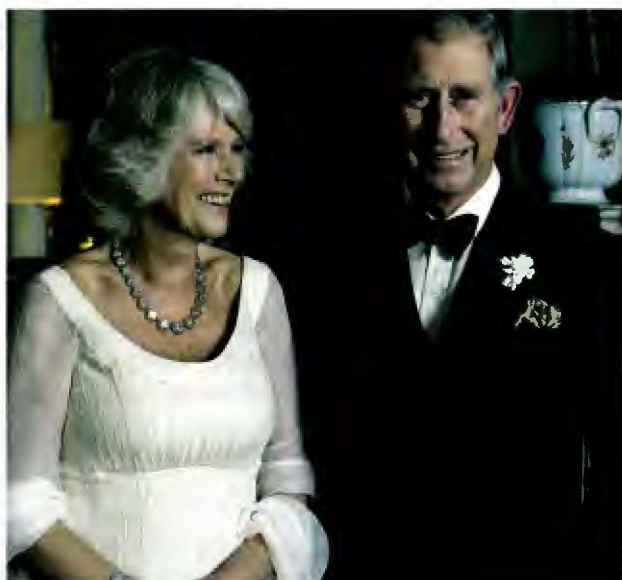
Dear Sophia,

Thank you for writing to me about family traditions in Spain. We have a number of traditions in our family. For example . . .

SPEAKING

5 ¿Qué crees que está sucediendo en estas fotos? ¿Quiénes son los participantes? ¿Qué tipo de relación hay entre ellos? ¿Reconoces a alguien? Luego, invéntate un chisme realmente interesante sobre una de las personas que aparecen en la foto y cuéntaselo a algunos de tus amigos.

1



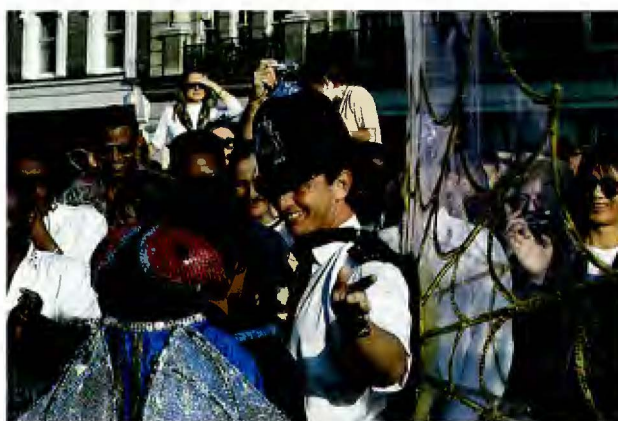
2



3



4



ANSWER KEY

1 HOLIDAY TIME

A LET'S TAKE A HOLIDAY!

Activity 3

1 Torquay 2 The travel agent's mother

Activity 4

1 Spain 2 a week 3 Torquay

Activity 5

1 on holiday 2 beach 3 hotel 4 abroad 5 guest house

Activity 7

1 1 week 2 Rhodes 3 Mondays and Thursdays 4 New York
5 no

Activity 8

1 c 2 a 3 d 4 b 5 e

Activity 9

1 b 2 a 3 a 4 b

Activity 10

1 USA 2 Spain 3 Greece 4 Greece 5 USA

Activity 11

1 d 2 e 3 a 4 b 5 c

Activity 12

/ɪə/ near, beer, here

/eə/ wear, hair, bear, there

/uə/ poor, tour, sure, moor

Activity 13

1 break 2 by 3 prefer 4 view 5 Why 6 apartment

Activity 16

1 d 2 c 3 a 4 b

Activity 17

1 d 2 f 3 e 4 c 5 a 6 b

Activity 19

1 improve 2 opposite 3 look up 4 order 5 uses 6 dictionary

B SUNSHINE ALL THE WAY

Activity 2

1 good weather 2 bad weather 3 bad weather 4 bad weather
5 neither good nor bad weather

Activity 3

They went to Venice.

Activity 5

1 touring; time 2 different; sunshine 3 prefer; sunbathing
4 meet 5 weather; raining; nice

Activity 6

2 the Cromer windbreaker

3 Because you have to be prepared for all types of weather in Britain.

Activity 7

a verse 2 b verse 3 c verse 1

Activity 9

Lynmouth: quiet, relaxing, history

Blackpool: fast food, popular, exciting, noisy

Activity 10

A 1 on foot 2 cream tea 3 puddings 4 game 5 candyfloss
6 B&B 7 roller coaster 8 pier

B 1 b 2 b

Activity 11

1 The place was boring. There was nothing modern to see. She couldn't eat the food.

2 Lynmouth

3 cycling and sailing

Friend Did you enjoy your holiday, Paula?

Paula Don't talk to me about holidays!

Friend Why? What happened?

Paula Well, the place was so boring. All we did was go walking every day.

Friend Why didn't you go sightseeing?

Paula Because it was all old buildings – nothing modern at all.

Friend What about the food?

Paula We stayed at a hotel which is famous for fish, meat and game and I'm a vegetarian. I ate pizza every night!

Friend Oh, no! You poor thing! Better luck next year.

Paula Don't worry. I'll go sailing or cycling next year!

Activity 13

The sentences have falling intonation (↘).

Activity 14

1 b 2 f 3 g 4 c 5 d 6 e 7 h 8 a 9 i

Activity 15

A sweater and/or jacket for the morning and an umbrella.

Light clothes for the afternoon and some sunglasses.

It's 7.30 a.m. and time for the weather. This morning will start cool and cloudy with the possibility of some rain before lunchtime. This afternoon should become drier and brighter with temperatures rising to 18° Celsius and long periods of sunshine. That's all from me, and now back to Bob ...

Activity 16

Information officer Good morning. Can I help you?

Denise Yes. I'm afraid we've got a slight problem.

Information officer Oh dear. What's the matter?

Denise Well, the information you gave us this morning was completely wrong.

Information officer Wrong? What do you mean?

James First of all, there was a mistake in the bus times so we wasted half an hour waiting for a bus that didn't come.

Denise Yes and then we're not happy with the hotel you recommended.

James It's not central or clean or cheap or friendly.

Information officer Oh, dear. I am sorry.

Activity 17

	SIMILAR	OPPOSITE
clever	intelligent	stupid
wonderful	magnificent	awful
broad	wide	narrow
large	big	small
boring	dull	fascinating
dear	expensive	cheap

CONSOLIDATION

Activity 1

the food, money, sightseeing, the weather, the accommodation

Activity 2

The hotel was very modern, not traditional.

They had to pay for breakfast.

The tours were different from the ones that were advertised.

They had to pay for the guides.

Well, we were looking at the adverts in the local paper, when my wife spotted an offer for a holiday in Poland. We thought it would be somewhere new and exciting so we booked immediately. That's where our problems started. The hotel was a morstrosity – very modern and with no atmosphere. We had to pay extra for breakfast which cost a fortune and there wasn't anything the children liked. And the organised tours were a waste of time. We didn't see anything of the old parts of the city and we had to pay a new guide every time we visited somewhere. We ran out of money in the end and had to come home. The only good thing about it was the weather – lovely and warm. Just like Britain this summer!

SELF TEST

Activity 1

1 a 2 c 3 a 4 b 5 b

Activity 2

1 c 2 b 3 c

2 FOOD AND DIET

A A TEASPOONFUL OF CHILLI

Activity 3

two fillets of white fish

Activity 4

2 fillets of fresh cod 100 g of chopped green peppers
1/2 a medium-sized onion 1 teaspoonful of chilli sauce
100 g of flour

Activity 6

lamb chops – proteins Camembert – milk products
rice – bread and cereals strawberries – fresh fruit and vegetables
peanuts – proteins margarine – fats/oils

Activity 7

unhealthy

Activity 8

1 vegetarians 2 most people 3 eating habits 4 diet 5 cereals
6 milk products 7 serving

Activity 9

1 false 2 true 3 true 4 false 5 false

Activity 10

1 Dave saw a programme on TV about eating raw food.
2 Sue thinks fresh fruit is expensive.
3 Sue likes eating traditional food.
4 Dave thinks they should eat more fresh fruit and vegetables.

Dave ... and eat more fresh fruit and vegetables.

Sue Fresh fruit is expensive, you know. And vegetables ... well, I eat a lot of chips. The other stuff ... you have to cook things like peas ...

Dave Not necessarily. I saw a programme on TV about eating raw food.

Sue Ugggh. Sounds horrible.

Dave No, it looked delicious.

Sue I wonder what it tasted like! Yuk! Raw vegetables ... nasty.

Dave Not really. And you get all the vitamins and minerals and things.

Sue Well, I like things like roast beef, and eggs and bacon. They must be all right. They've been popular for hundreds of years!

Dave Oh, I agree. I eat a lot of them, too. I'm just saying that we probably eat too much of that type of food, and we should eat more fresh fruit and vegetables.

Sue OK, OK. Next week. Meanwhile, I'm going to enjoy this lunch. Have you decided what you're going to have?

Activity 11

1 Dave's 2 Sue's

Activity 14

5 lbs apples a dozen eggs
3 lbs bananas 5 lbs potatoes
4 oranges 500 g tea bags
1 lemon 100 g coffee
4 litres orange juice 1/2 lb cheese
2 litres apple juice 5 lbs tomatoes

1 She doesn't buy much milk. 4 potatoes and tomatoes
She buys little milk. 5 No, just a little.
2 Not much./Little. 6 healthy
3 Not many./Few.

I do my big weekly shop on Saturdays at the local supermarket. I buy lots of apples – about five pounds – and three pounds of bananas, and four oranges and a lemon. We like a lot of fruit in our family! We drink quite a lot of juice, so I buy a six-pack – that's about four litres – of orange juice and half as much apple juice. Not much milk, though. We have a pint a day delivered to the house by the milkman. We usually get a dozen eggs, but not much dairy food – you know, cheese and things – just half a pound of cheese for sandwiches. We like vegetables, especially tomatoes – we buy five pounds of tomatoes and five pounds of potatoes. But very few other vegetables. They're quite expensive. And very little sugar or sweet things. We buy fish rather than meat, except for chicken, of course. Oh, and I also buy tea bags – 500 grams usually – and a little coffee – just a hundred grams. And that's it, really.

Activity 16

1 Do you buy any meat? 4 Do you buy a lot of tomatoes?
2 Do you buy any fish? 5 Do you eat much cheese?
3 Do you eat a lot of salads? 6 Do you have any sugar in your diet?

Activity 17

1 to cook 3 to move
2 to celebrate 4 to invite

Activity 18

1 a pinch of salt 4 a handful of nuts
2 a cupful of rice 5 a teaspoonful of chilli sauce
3 a tablespoonful of olive oil

Activity 19

1 Menu A
2 Menu A
3 No, there isn't.
4 prawn cocktail, smoked salmon, cod fillet and chips
5 roast beef, lamb chops, roast pork, melon and ham, pâté, hamburger and chips, bacon, egg, ham and chips
6 minestrone

Activity 20

Are you ready to order?

Right. What starter would you like?

OK. And what about a main course?

Which vegetables would you like with that? We've got spinach, peas or mushrooms today.

Fine. And would you like to order a dessert now?

I'm so sorry. We've run out of that. Something else?

Fine. I'll bring your starter immediately.

B OYSTERS AND CHAMPAGNE

Activity 1

roast beef and Yorkshire pudding; fish and chips; egg, sausage, bacon, mushroom and tomato

Activity 2

1 d 2 c 3 k 4 b 5 h 6 i 7 a 8 f 9 j 10 g 11 e

Activity 4

1 c 2 b 3 b

Activity 5
herbs, salt, spice, wine

Activity 6
very hot, tasty, spicy

Activity 8
1 false 2 false 3 false 4 true 5 false 6 true

Activity 10
INGREDIENTS
3 eggs
a quarter of a cupful of cold milk
a slice of bread
a pinch of salt and pepper

COOKING INSTRUCTIONS
Break the eggs into a bowl.
Mix the egg whites and yolks with a fork.
Add the cold milk and stir.
Heat some butter in the bottom of a saucepan.
Pour the eggs and the milk into the saucepan.
Stir continuously with a fork until the egg is firm.
Toast the bread.

SERVING INSTRUCTIONS
Serve hot on the toast with a piece of tomato.

Activity 11
1 The second one is more friendly.
2 The second one is more friendly.
3 The first one is more friendly.
4 The first one is more friendly.

Activity 12
I'm sorry, I don't understand.
Thank you. What do you recommend?
Could you say that again, please?
What is 'hake' in Spanish?
Could you speak more slowly, please?
I'd like new potatoes, a green salad and a bottle of house red wine, please.

Activity 13
1 She bought some roses to give to her mother-in-law.
2 She went to a cafe to have a cup of coffee and a sandwich.
3 She wrote to her friend to tell her about her holiday plans.
4 She drove to the station to meet her mother.

Activity 14
1 dozen eggs (size 1)
1/2 lb butter (unsalted)
4 fillet steaks (1/2 lb each)
2 lbs potatoes
2 bottles of Rioja

Right, we need some eggs, don't we?

A dozen, I think. Size 1. OK? And butter.

Half a pound? Yes, just half a pound. Unsalted. And can you get some steak? Fillet steak . . .

Well, if you get four steaks, that's one each. They should be about half a pound each, let's say about £1.50 per person. That's £6 for the steak. That's a lot of money! Don't buy anything else! No, I'm joking. We need potatoes . . .

Well, we've got some already . . . so just get a couple of pounds. I've got everything else I need. We're having salad with the steak, chips, mushrooms and tomatoes. Good, eh? And for dessert we're having something Spanish – Crema Catalana. Ooh! I forgot. Can you get some red wine? Rioja would be nice.

There's a special offer. You save £1 when you buy two, so get two!

CONSOLIDATION

Activity 1
1 b 2 a 3 d 4 c

- 1 Fry some steak in butter and serve it with chips, peas, tomatoes and mushrooms.
- 2 Beat some eggs in a bowl. Add cheese, herbs, salt and pepper. Pour the mixture into a frying pan and cook it for two or three minutes. Serve it with a green salad.
- 3 Cook a bolognese sauce: you can make it yourself or buy one ready-made. Cook about 2 ounces of spaghetti per person. Serve the spaghetti with the bolognese sauce on top. Sprinkle with Parmesan cheese and add plenty of black pepper.
- 4 Roast a medium-sized chicken for about an hour and a half. Serve the chicken with boiled potatoes, French beans, carrots and courgettes.

Activity 2
1 d 2 c 3 a 4 b

SELF TEST

Activity 1
1 b 2 c 3 b 4 c 5 b

Activity 2
1 c 2 a 3 a 4 a

Some people love cooking. It's so nice to have friends who enjoy cooking. They invite you round to dinner, and when you arrive, they give you a drink, and you sit talking and drinking, while wonderful smells come from the kitchen. The table looks lovely. There are candles and flowers and beautiful china. Then, the dinner is ready! You sit down and eat. You drink and talk. The dinner lasts for hours! Every course is a surprise. Every dish is a treat. Everyone talks about the food. You discuss recipes, ingredients, shops where it's good to buy certain foods, memorable meals . . . oh, it's good to have friends who enjoy cooking.

Activity 3

Are you ready to order?

What would you like for a starter?

And what would you like to follow?

Oh, I'm sorry, we've run out of that. Something else?

Fine. And for dessert? I'm afraid we haven't got any apple pie . . .

OK. Back in a minute.

3 GOSSIP

A YOU'LL NEVER BELIEVE IT!

Activity 2
4 He was a dangerous criminal.

Activity 3
1 No one knows. 2 No one knows.

Activity 4
1 George; flowers 2 Valerie; Vic 3 Bernard; newspaper stories
4 Bernard; Rosie 5 Rosie; Vic

Activity 5
4 2 5 3 1

Activity 8
COMPLIMENT
You're a real talker!
You love meeting new people and you join in almost any conversation.
You're the perfect in-between!
You're a good listener, but you can also talk when you want to or need to.
You judge each situation individually and you can listen to your best friend's problems and offer advice.
Keep up the good work!
Being a quiet listener is a very positive thing . . .
Your comments count, so start talking!

WARNING

Not everybody is as interested in you as you are!

Why are you such a mouse?

... this doesn't mean never starting a conversation and never giving your own ideas.

Activity 9

- 1 verb/I've received a very interesting offer.
- 2 verb/My sister phoned me for a long chat.
- 3 noun/She dreams about her boyfriend every night.
- 4 verb/How many phones do you have in your house?
- 5 verb/I'll pay back the money I owe you – and that's a promise!

Activity 11

/tʃ/ catch Charlie witch French
/ʃ/ Shut smashing Sharon She wish short

Activity 12

- 1 Dad 2 sisters 3 her 4 husband 5 married 6 nephew
- 7 child 8 Their 9 grandmother 10 are 11 niece 12 brother
- 13 his 14 Our

Activity 13

MALE: uncle, son, nephew, brother, husband

FEMALE: niece, aunt, daughter, wife

BOTH: baby, cousin, child

Activity 14

- 1 b 2 d 3 a 4 c

Activity 15

- 1 She's Pablo Picasso's daughter.
- 2 She's Woody Allen's ex-wife.
- 3 They're Princess Diana and Prince Charles's sons./They're the Queen's grandsons.
- 4 They're Henry Fonda's children.
- 5 He's Shirley MacLaine's brother.
- 6 He's Charlie Sheen's brother./He's Martin Sheen's son.

Activity 16

- 1 It's Elvis Presley's. 2 It's Salvador Dalí's. 3 They're Superman's.

Activity 17

- 1 b 2 a 3 b 4 b 5 a

Activity 18

- 4 2 3 5 1 6

Friend How did the Linda Longlegs story go, Frank?

Frank It's a long story.

Friend Why, what happened?

Frank Well, I waited opposite her house for an hour. I wanted a shot of her and her boyfriend getting into the limo, but no luck.

Friend So, what happened then?

Frank Well, people started to get suspicious, so I hid behind a tree for a while but she still didn't come out. Then I decided to climb the tree to get a better view.

Friend What a professional you are, Frank!

Frank Yeah, well. I was in the tree for an hour but I never saw Linda. So, then I went to the house next door to Linda's and rented an upstairs bedroom for an hour. I paid the lady £500 for the room.

Friend How many shots did you get, Frank?

Frank Well, none. But by this time I was determined to get something good. So I sat on the roof of Linda's house with a view of the front and the back.

Friend Brilliant!

Frank Not that brilliant! It was three o'clock, I was cold, hungry, and still had five new rolls of film. Then I had a flash of inspiration – I saw that the bedroom window was slightly open and so I climbed in and hid under the bed.

Friend Incredible! How much will you earn from the shots, Frank?

Frank Well, the thing is I fell asleep under the bed. It was seven o'clock when I woke up with a stiff neck and an unused camera. I got out of the house and decided to go home. I bought a newspaper on the way home. Guess what the headline was, 'Lovely Linda leaves for love nest'. She wasn't even at home.

Friend Oh, Frank!

B DON'T TALK BEHIND MY BACK!

Activity 4

- 1 fun 2 run 3 sister-in-law 4 saw 5 mother 6 another

Activity 5

- 1 Mr Simpson 2 Mr Jones 3 Mrs Evans
4 Mrs Evans 5 Mr Simpson

Activity 6

in the shops; at coffee mornings; in the office; at the pub; at work; on the bus

Activity 7

- 1 false 2 true 3 true 4 false

Activity 10

- 1 true 2 true 3 false 4 false 5 true

Activity 11

- 1 He felt strange and unsure.
- 2 He talked to girls on the phone.
- 3 Yes, he did.
- 4 She didn't like the way he behaved.
- 5 He's nice and he's traditional.

Activity 12

- 1 get on with 2 frozen 3 fell out with 4 twin

Activity 13

- 1 super, brilliant 2 new and impressive 3 very good

Activity 15

The sentences have falling intonation (↘). They all have question words.

Activity 16

- 1 mine 2 Their 3 My; yours 4 their; ours

Activity 17

- 1 There wasn't an armchair.
- 2 There was a desk under the window.
- 3 There weren't any curtains.
- 4 There was a guitar under the bunk beds.
- 5 There was a wardrobe next to the window.
- 6 There were some posters on the walls.

Activity 18

- 1 behind 2 mine 3 on 4 Whose 5 James's 6 yours

Activity 19

- 1 informal
- 2 the letter uses the recipient's first name
- 3 the sender's
- 4 Because English people don't put their address on the envelope.
- 5 Because it's an informal letter.
- 6 love, See you soon, love and kisses, Best wishes

CONSOLIDATION

Activity 1

- 1 d 2 e 3 a 4 c 5 b

Activity 2

- 1 money, sex, clothes, going out, houses
- 2 Because they make interesting news.
- 3 Royal, because of the ceremonies and palaces.

Activity 3

- 1 a speaker 2
b speaker 2
c speaker 1
- 2 a speaker 3
b speaker 1, speaker 2
c speaker 2
d speaker 3
- 3 a speaker 2
b speaker 1
c speaker 3

- 1 I'm really a bit of an in-between when it comes to the Royal Family. I don't like them or dislike them. But I think it's awful how the media treat them. So what if the younger royals get divorced? Lots of people do that nowadays and nobody's perfect. The Royal Family bring a lot of tourism to Britain which is very important to the economy. I think people should leave them alone to do their job.
- 2 I'm very keen on the Royal Family, as were my parents and my grandparents. I think they are very important and help bring stability to the country. The nation earns a lot of money from foreign visitors because of the Royal Family, particularly the Queen. The media should spend more time showing the good things the royals do and less time criticising them.
- 3 What a waste of money! The country needs new roads, schools and hospitals and we spend a fortune on one family. It's ridiculous and old-fashioned. I think the media do a good job showing that the Royal Family are normal people and so should earn a normal salary. Their private lives aren't important but the media should show how much they cost the country.

Activity 5

- | | |
|---------------------------|-----------------------------|
| 1 Mari Carmen Ramírez | 5 Bruce Springsteen |
| 2 Fernando Trueba's wife | 6 Tom Hanks |
| 3 Fernando Trueba | 7 Steven Spielberg's mother |
| 4 Steven Spielberg's wife | 8 Antonio Banderas |

Welcome, ladies and gentlemen, to this special report from the Oscar ceremony. Let's have a look who's here tonight. On one of the central tables there's the multi-talented director, nominated for seven Oscars for 'Schindler's List' and three for 'Jurassic Park', Steven Spielberg. Next to him on the right is his mother and he's accompanied by his lovely wife sitting on the left. She's opposite Bruce Springsteen, nominated for best song from the film 'Philadelphia'. Next to him and opposite Spielberg is Tom Hanks who played the main character in the film, and next to Tom is the young Spanish actor, Antonio Banderas, who played an excellent supporting role. A night of triumph for Spain with the film 'Belle Époque'. There's Jorge Sanz sitting behind Spielberg. He's opposite a smiling Fernando Trueba who's next to Mari Carmen Ramírez. Fernando's wife is sitting next to Jorge and looking very proud of her husband.

SELF TEST**Activity 1**

- 1 a 2 c 3 b

Activity 2

- 1 b 2 c 3 a

4 STEREOTYPES**A FIRST IMPRESSIONS****Activity 1**

- 1 d 2 a 3 b 4 c

- | | |
|-------------------|---------------------|
| 1 leaking | 3 cricket equipment |
| 2 rainwater pipes | 4 ladder |

Activity 3

- 1 Bernard likes Mr Mott.
2 Bernard doesn't like Dale at first, but he likes him later.

Activity 4

- 1 Dale 2 Mr Mott 3 Dale 4 Bernard

Activity 5

- 1 Mr Mott 2 hundred 3 very

Activity 7

- 1 c 2 b 3 a

Activity 8

- 1 a 2 c 3 c 4 a 5 c 6 b

Activity 9

- 2, 4, 6

Activity 12

- A /aɪə/ higher buyer fire dryer flier liar trier
/aʊə/ power flower flour hour tower

- B flier, trier, hour, power, buyer

Activity 13

- 1 probably 2 Perhaps 3 probably 4 Perhaps 5 perhaps

Activity 14

- 1 Dave 2 Norman 3 Sarah 4 Linda and Michael

Activity 15

- | | | | |
|----------|-----------|----------|-----------|
| Person A | Summary 6 | Person C | Summary 4 |
| Person B | Summary 3 | Person D | Summary 5 |

A My holiday? Well, I haven't decided yet. I mean, I'm not sure. I could go to Ibiza with my parents; they go every year, have done since they were students. But I fancy somewhere different. On the other hand, I haven't got much money... oh, I don't know...

B I want to move. You see, my flat's very nice, but it's too small. My friend's flat will be vacant soon, because he's going to Canada for a year, and I'm pretty sure he wants someone to look after it...

C Oh, who knows what I'll be doing in twenty years' time? I know! I'll be Director of the Bank of England! And married to a film star, and live in a palace. Tell that to the manager at the bank tomorrow...

D Oh I really wish I could be French instead of English. The language is elegant, the people are elegant, and the food is wonderful. And I just love the countryside. But I'm afraid I wasn't born there!

Activity 16

Suggested answers

- 1 They might get new furniture for Ingrid's room.
2 Perhaps they'll put a heater in her room.
3 Peter will probably ask a plumber to fix the hot water.
4 Perhaps they'll buy some special food for her./ They may buy some special food for her./ They probably won't ask her to eat English food.

Jenny What are we going to do when Ingrid comes?

Peter What do you mean?

Jenny Well, she's Swedish. Our furniture is so old. We need to get some modern furniture for her room.

Peter No, we don't. That old furniture is beautiful. It used to belong to my mother.

Jenny But the house is so cold. We must put a heater in her room.

Peter Do you think so? It's not very cold now.

Jenny But it will be in January and February. Scandinavians expect to be warm in their houses. And what about the bathroom? The hot water doesn't always work.

Peter Yes, you're right. I'll find out how much heaters cost and call the plumber today. What about food?

Jenny Well, they drink tea with lemon, and they like strong coffee and cheese. Oh, and those funny open sandwiches.

Peter Smorgasbord.

Jenny Sorry?

Peter That's Swedish for open sandwiches. Shall we get some ham and salami?

Jenny You don't think she'll like English food?

Jenny } No!
Peter }

Activity 17

- a bus stop b birthday card c lunch box d shoe box
e police car f water sports g school uniform h pet food
i window cleaner

Other possibilities: window box, school sports

B THE SPANISH ARE . . .**Activity 1**

Scotland Italy Ireland Japan Holland/The Netherlands
Wales Russia Denmark Switzerland Greece Canada

Activity 2

1 haircut; shave 2 mean 3 hand grenade

Activity 4

1 Italians, Germans, Russians, Japanese and Scots 2 spaghetti
3 the Russians 4 the Japanese 5 pay

Activity 5

- They describe British people as: polite, embarrassed, lively, friendly, formal, shy, outgoing, straightforward, dull, well-mannered, well-dressed, patriotic.
- They describe Spanish people as: friendly, outgoing, talkative, lively, excitable, inventive, fun to be with.
- They use friendly, lively and outgoing to describe both.

Activity 8

1 DRESS: ■ shirt and tie, tweed jacket, strong shoes (men, casual)
■ pin-striped suit, black shoes, bowler hat (men, work)
■ sweater, sensible skirt, pearl necklace (women)

STYLE: polite, charming, dry sense of humour, speaks good BBC English, reserved, shy, kind, excellent manners

HOME: ■ detached country cottage (middle-class)
■ stately home (rich)

- 2 not sure: 'but does he or she exist?'
'But does he exist outside the film "Four Weddings and a Funeral" or is the reality . . . ?'
- 3 drunken louts who come to see Manchester United play
Barcelona and have a bit fight

Activity 9

1 b 2 c 3 b 4 a 5 a

Activity 11

This is where you're going to sleep!
– What an enormous room!

Let's go to France for the day!
– What a fantastic idea!

Did you know that Swiss people eat more chocolate than British people?
– How interesting!

I'm sorry! I'm afraid we can't come to your party.
– What a pity!

Listen! We're going to move to Singapore! Henry's got a job there!
– What exciting news!

Activity 14

Britain

This person is male. He's tall and he's about 35. He's wearing a white shirt and a tie. He has a pin-striped suit on. He's got a rolled umbrella on one arm and he's wearing a bowler hat. Which country does he represent?

Activity 16

Suggested questions.

- 1 Are fish and chips popular with British people?
- 2 Do all French people like garlic?
- 3 Opera is very popular in Italy, isn't it?
- 4 Is it true that German railways are good?
- 5 Are there ashtrays on the streets in Japan?

CONSOLIDATION**Activity 1**

1 C 2 E 3 A 4 B 5 D
6 A 45 B 25 C 40 D 30 E 35

Person A is about forty-five. He's got dark hair and lives in Paris. He's a fashion designer.

Person B is twenty-five years old. He loves all the latest fashions, and spends all his money on clothes and haircuts. He's a postman.

Person C is a graduate of Oxford University, where she studied Latin and Greek. She now reads the news on BBC television. She's about forty.

Person D is about thirty. She is dark and jolly, and enjoys life! She used to be a singer, but now she's a computer analyst working in a large multinational company.

Person E is about thirty-five. She has blonde hair and she looks smart. She is a Professor at a university in Kenya.

Activity 2

Switzerland: safe and expensive England: cold and dull
China: fascinating and cheap Brazil: dangerous and beautiful
Italy: romantic and interesting

SELF TEST**Activity 1**

1 b 2 b 3 c 4 a 5 b

Activity 2

1 a 2 c 3 c 4 b 5 b

George . . . and it was fantastic. I never expected to enjoy it, but it was great!

Brigid What were the people like?

George Really friendly. Polite. And they all wanted to speak English with us!

Carol I went to Japan once.

Brigid Did you? What was that like?

Carol Amazing. The food was fantastic, although we couldn't afford to eat much! We couldn't afford anything, really. Not like China, eh, George?

George I had a Japanese friend, and she said that only Western women could be beautiful . . .

Carol That's right! Western models are used for fashion and beauty photographs in Japan . . .

Brigid It might be because the products are all American or European . . .

George You could be right. But, how strange! Japanese women are so beautiful . . . small and delicate . . .

Carol Yes. Not like Irish women, eh Brigid?

Brigid How rude! But I agree . . . women in Ireland are not usually small and delicate. I think I must be typically Irish.

George What do you mean, typically Irish? Red hair, green eyes? Well, some Irish people have red hair and green eyes, and some look like Brigid.

Brigid And you're typically Australian I suppose, George?

George There's no such thing as typically Australian, Brigid. The only thing we've all got in common is a suntan . . . and a liking for beer. Cheers!

5 THE BEST OF FRIENDS**A WE'VE BEEN FRIENDS FOR YEARS****Activity 3**

1 About a week. 2 She thinks he's very nosy.

Activity 4

1 c 2 a 3 b

Activity 6

They are all friends. They went to the same secondary school.
1 D 2 A 3 B 4 C

Activity 7

1 Judy 2 Steve 3 Dave 4 Steve 5 Dave, Sue 6 Judy

Activity 8

1 true 2 false 3 false 4 false 5 true

Activity 91 made friends 2 my oldest friends 3 friendship 4 mates
5 close friends**Activity 11**/dʒ/ Japanese, jet, jewels, Jewish, Judith, jealous, Jamaica
/j/ Yamoto, young, yuppie, York, year, yacht, yen, yesterday**Activity 12**

1 mate 2 best 3 everything 4 long 5 for 6 friendly 7 make

Activity 131 anyone/anybody 2 nowhere 3 No one/Nobody 4 anything
5 somewhere 6 everywhere**Activity 15**

decorate the house	✓	finish the cake	✓
buy red wine	✓	buy white wine	✗
buy beer	✗	buy soft drinks	✗
finish the sandwiches	✗	prepare the salads	✓
send the invitations	✗		

Helen Oh, my God! Look at the time. It's four o'clock already.**Adam** Don't worry. We've already done most of the work and the decorations look beautiful.**Helen** You're joking! There's lots to do yet.**Chris** Hi, everyone. What can I do to help?**Helen** Hi, Chris. Have you finished the cake?**Chris** Yes, all done. But I haven't bought any drinks yet.**Adam** I've already got six bottles of red, so we need white wine, beer and . . . anything else, Helen?**Helen** Well, we need soft drinks for people who are driving, so get some orange juice, Coke and mineral water.**Chris** How's the food going?**Helen** Well, everything's nearly ready. I haven't made the sandwiches yet and I've got to prepare some salads.**Adam** Don't panic! I've already done four salads. They're in the car.**Helen** You're a star, Adam. Well, it looks like everything is under control. Who's coming tonight, Chris?**Chris** No idea. I asked Adam to invite everyone.**Helen** Adam, have you sent the invitations yet?**Adam** Oh, dear! Where's the phone book?**Activity 16**

- I've already finished this book.
I haven't finished this book yet.
- I've already spoken to my best friend this week.
I haven't spoken to my best friend yet this week.
- I've already seen my parents this week.
I haven't seen my parents yet this week.
- I've already eaten out this month.
I haven't eaten out yet this month.
- I've already had my birthday this year.
I haven't had my birthday yet this year.
- I've already met the love of my life.
I haven't met the love of my life yet.

Activity 17

1 c 2 pubs, clubs and discos, parties, eating out/restaurants, cinema

B GETTING TOGETHER**Activity 3**

Danny's reasons for having a dog are: he's your best friend; he doesn't give you advice, he never tries to borrow money and you don't have to buy him a coat.

Activity 4

1 For 2 No one 3 someone 4 better 5 cheers 6 friend

Activity 51 b 2 e 3 a 4 c 5 d
order: 5 3 2 1 4**Activity 6**

- Roy is the owner of the pet shop.
- He sells pets.
- He promises to introduce you to someone you can depend on.

Activity 8

1 b 2 c 3 e 4 d 5 f 6 a

Activity 9

1 f 2 b 3 c 4 d

Activity 10

1 e 2 d 3 a 4 c 5 b

Activity 11

1 mingle 2 lightens and thunders 3 decay 4 flat

Activity 12

1 true 2 true 3 true 4 false

Activity 13

The sentences all have rising intonation (↗). You can answer all the questions with 'yes' or 'no'.

Activity 14

- Andy has been studying accountancy for a year and a half.
- Rachel and William have been looking for a job since 1982.
- Claire has been living in the USA since last year.
- James has been working as a waiter for three years.
- Emma has been training to be a dancer since September of last year.
- Tim has been travelling around Spain for nine months.

Activity 16

OPINION

- I don't feel I'm learning any more.
I don't think I'm making any progress.
I don't think it's a serious problem.
I believe that's what you've got.
I don't feel I can carry on.
I think I'm just not very good at languages.
I don't believe that for a minute.
In my opinion, you just need a break.
I think if you stop studying . . .

GENERALISATION

- I usually learn a lot.
It normally happens to a lot of students.
They feel they can't go on.
In general, I'm bored with Spanish.
English people aren't usually very good at languages.
In general, students often find a short rest does them good.

Tony I don't feel I'm learning any more. I'm not sure if it's me or my Spanish course. I usually learn a lot, but right now, I don't think I'm making any progress.**Muriel** I don't think it's a serious problem. It normally happens to a lot of students. They reach a language ceiling. They feel they can't go on any more. I believe that's what you've got.**Tony** But I don't feel I can carry on. In general, I'm bored with Spanish. I think I'm just not very good at languages. English people aren't usually very good at languages.**James** I don't believe that for a minute. You did very well in the last exams. In my opinion, you just need to have a break.**Tony** I don't need a break, I need a . . . Oh, I don't know what I need.**Muriel** You need a rest. In general, students often find a short rest does them good. I think if you stop studying and go away next weekend, you'll come back full of ideas and enthusiasm.**CONSOLIDATION****Activity 1**

NAMES	HOW/WHERE THEY MET	LENGTH OF TIME
Bob and Carol	at school	16 years
Carol and Andy	at work	8 years
Andy and Jill	they're neighbours	3 years
Jill and Bob	at a squash club	1 week

Carol Cheers, Bob! Cheers, Andy!**Bob** } Cheers!
Andy }**Carol** It seems ages since we were all together. How long is it, Bob?**Bob** About six months. It was at Angela's wedding.**Carol** That's right.**Bob** How long have we all known each other, now?**Andy** Well, you and Carol went to the same school, didn't you? ➔

- Carol** Mmm. We've been friends for fifteen years.
Bob Sixteen actually. We met in the third year.
Carol Sixteen years? Don't remind me – I feel old!
Andy Then I joined Carol's company eight years ago and we've been friends since then.
Carol When did Jill move in next door to you, Andy?
Andy Erm, we've been neighbours for three years now.
Bob Oh, I was going to tell you, Andy. I met Jill for the first time last week. She plays squash at the same club as me.
Andy You're joking! What a coincidence!

Activity 2

- 1 true 2 true 3 false 4 true 5 false

Activity 3

- 1 general 2 conversation 3 pub 4 everyone 5 better
-
- 6 Everything 7 close 8 friends

Activity 5

- 1 b 2 d, e 3 a, b, c, d, e 4 a, d

SELF TEST**Activity 1**

- 1 b 2 c 3 a 4 c 5 b

Activity 2

- 1 a 2 c 3 a

6 TRADITIONS**A WE HAVE A LOT TO BE PROUD OF!****Activity 2**

- 1 b (Kings College Chapel) 2 d (Henley regatta)
-
- 3 f (Tower of London) 4 a (Harrods)
-
- 5 c (Lords Cricket Ground) 6 e (fishing boats at Portree Harbour)

Activity 3

- 1 She's interested in how real people lived.
-
- 2 They came from Grimsby and Manchester.

Activity 4

- 1 true 2 true 3 true

Activity 6

- 1 no 2 yes 3 no: Christmas trees and Christmas cards come from Germany. 4 People do exercise and sport.

Activity 7

- 1 Christmas 2 St Valentine's Day 3 Easter

Activity 8

- a Valentine's Day b Good Friday c Harvest Festival

Activity 9

- 1 b 2 c 3 b 4 c

April Fool's Day is the traditional day in Britain and other European countries for playing tricks on people. It is the one day when it's all right to make people believe false information. It is the first of April every year and it is particularly popular with children who like playing tricks on their family and teachers. Usually the tricks are not harmful or offensive but people should be careful who they choose as their victims. Some people don't have a good sense of humour and they can get angry or frustrated. There is a time limit for playing April Fool because all tricks must be finished by midday.

Activity 10

- putting up the Christmas tree and decorations
- putting up the Christmas cards
- having friends and relatives to visit
- hanging up stockings for Father Christmas
- going to the midnight service

Activity 13

- 1 Harvest Festival is a traditional celebration which/that takes place in the autumn.

- 2 Albert was the prince who/that imported the tradition of the Christmas tree from Germany.
- 3 Halloween is the tradition which/that is celebrated by children dressing up as witches and ghosts.
- 4 People sometimes watch the Queen's speech, which/that is usually followed by a popular film.
- 5 Father Christmas is the person who/that brings children presents on Christmas Eve.

Activity 14

- 1 She studied drama and dance at the Royal Academy.
- 2 Music always makes me feel better.
- 3 Tea is the best drink in the afternoon, but coffee is better in the morning!
- 4 The tea I had this afternoon was awful!
- 5 Christmas is the most important feast of the year.
- 6 The New Year's Eve that we spent in Scotland last year was wonderful!

Activity 15

St Valentine's Dance	February 14th
Harvest Festival	October 2nd
Labour Party Conference	September 5th–9th
Motor Cycle Rally	March 23rd
Holiday on Ice Show	January 1st–25th
Christmas Market	December 18th–19th

Thank you for calling the Brighton recorded diary of events prepared by the local tourist information office. We have both traditional and modern entertainment for visitors to Brighton. From September 5th to 9th, the Labour Party Conference takes place in Brighton. On October 2nd there is the traditional Harvest Festival in All Saints Church, and on December 18th and 19th there's the Christmas Market. At the beginning of next year, you can look forward to the traditional Holiday on Ice Show from January 1st to 25th, and on February 14th, the even more traditional St Valentine's Dance. Finally, on March 23rd, there's the annual Brighton Motor Cycle Rally. For more information and our regular programme, please contact the tourist office.

Activity 16

- 1 c 2 e 3 d 4 a 5 h 6 g 7 b 8 f

Activity 17

- 1 which/that 2 who/that 3 who/that 4 which/that 5 who/that
-
- 6 which/that

B CHRISTMAS AND CASTLES**Activity 2**

- 1 house 2 breakfast 3 history 4 castle 5 aristocracy

Activity 3

- They go to church.
- They have a big dinner – roast turkey with cranberry sauce.
- They watch the Queen's speech.
- They play silly games.

Activity 4

- 1 kitchen 2 dungeons 3 clothes 4 swords 5 ghost

Activity 5

- 1 false 2 false 3 true

Activity 7

- 1 a soldier 2 Charles I 3 the Houses of Parliament/the House of Commons
-
- 4 Catholic

Activity 8

- 1 They have bonfires with a guy on the top and firework displays.
-
- 2 He put a lot of gunpowder into the cellar.

Activity 9

- 1 plot 2 bonfire 3 blow up 4 cellar 5 dummy 6 gunpowder

Activity 11

Christmas is such a special occasion. I remember one year, we went to visit Aunt Catherine in Kent on Christmas Day – the weather was really beautiful: the sun was shining and the sky was blue. We had the traditional meal of turkey with cranberry sauce and all the trimmings. Then, on Boxing Day, we drove for ten hours to visit Uncle Ken, who lives in Perth, in Tayside. Scotland is very beautiful in the winter – the snow was very white and Loch Ness was frozen! I hope the monster was all right! I'm sure the locals looked after it – the Scots are very friendly people.

Activity 12

- 1 a Although we all love Christmas, we spend a lot of money on presents.
We all love Christmas, but we spend a lot of money on presents.
- 2 e Although I want to believe in Father Christmas, I know he's really my Dad.
I want to believe in Father Christmas, but I know he's really my Dad.
- 3 b Although the Harvest Festival is very popular in Britain, in Spain few people know about it.
The Harvest Festival is very popular in Britain, but in Spain few people know about it.
- 4 d Although at Christmas, most British people eat turkey, in Spain there are many traditional dishes.
At Christmas, most British people eat turkey, but in Spain there are many traditional dishes.
- 5 c Although I'm staying at home for Christmas this year, I'd love to visit my family.
I'm staying at home for Christmas this year, but I'd love to visit my family.

Activity 13

- 1 four
- 2 The family tradition is that the first son is always called Steve.
- 3 It's when the men in the family get together.
- 4 They go to a pub.
- 5 It's the night before a man's wedding when he goes out with his friends to celebrate his last night as a free man.

There are four Steves in my family. My grandfather is Steve, my father is Steve, I'm Steve and my son is Steve. We have a tradition that the first son in our family is always called Steve. Every year we have a 'Steve Day' when only the men in the family get together. What do we do? Well, we always go to the same pub – the pub where my grandfather spent his stag night. That's the night before your wedding, when you go out with your friends. It's your last free night before you become a married man. Sorry, I know it's sexist, but it's tradition. I won't tell you what else we do. You'd tell my family!

Activity 14

- What's your name?
- Where were you born?
- Have you got any children?
- Who are they named after?
- Are there family traditions in your partner's family?
- What about your father's family?
- What traditional things do you do as a family?
- What do you do at Christmas?
- Thank you.

CONSOLIDATION**Activity 2**

- 1 birthdays, Christmas 2 champagne
3 hang them on the end of their beds on Christmas Eve 4 sons

- A Birthdays are great! We always drink champagne at the exact time we were born – it's great for me and my sister – I was born at four minutes to four in the afternoon, and she was born at a quarter to three. Unfortunately our brothers were both born before breakfast!
- B Yes, but we still drink champagne! Another thing we have is a birthday cake in a special shape. When we were kids we asked for a Mickey Mouse cake, or a cake shaped like a cat, that sort of thing. I had one shaped like Arnold Schwarzenegger in Terminator II for my 18th birthday!
- C Yes, and there's always a tiny present inside the cake, which is great if it's not your birthday! And another tradition is how we celebrate Christmas.
- D It's not our tradition, is it! I mean, everyone in England does the same . . .
- A Yes, well, we hang up big socks at the end of our beds on Christmas Eve. And in the morning they're full of presents!
- B We open our presents, have a special breakfast, which includes champagne with orange juice, . . .
- D Then we go for a long walk by the sea, whatever the weather.
- A And then we come home and eat a huge lunch which takes hours. Then we watch our favourite old movie on video. It makes us cry . . .
- C And after all the excitement, we usually go to bed quite early . . .

Activity 4

- 1 birthday cards 4 a kissogram
2 They send telemessages. 5 the birthday cake
3 Bucks Fizz (champagne and orange juice) 6 make a wish

Activity 6

- 1 d (children → mother) 3 c (husband → wife)
2 a (aunt → niece) 4 b (friend → friend)

SELF TEST**Activity 1**

- 1 c 2 b 3 a 4 b 5 c 6 c

Activity 2

- 1 a 2 a 3 a

In our village we have a really strange tradition. Every May Day – that's May 1st – we dress up like we were in the 19th century and we walk around our village. In the village square we have a huge Maypole and the villagers dance around it. And then some of us dress up as Morris dancers and we dance with sticks and bells. Very strange!

7 SUPERSTITION**A TOUCH WOOD!****Activity 1**

- 1 c 2 a 3 d 4 b

Activity 3

- 1 George advises Bernard to toss a coin.
2 Because the picture will remind him not to be afraid to 'walk across the bridge of life'.

Activity 4

- 1 true 2 true 3 false 4 false 5 true

Activity 6

- 1 f 2 d 3 b 4 e 5 a 6 c

Activity 7

- 1 true 2 false 3 true 4 true 5 false

Activity 9

- /3/ vision, confusion, pleasures, leisure, treasure, unusual, measure, usual

Activity 10

1 looking 2 luck 3 If 4 job 5 colour 6 qualifications 7 bad
8 superstitious

Activity 11

1 d 2 c 3 a 4 e 5 b

Activity 13

1 That's the girl whose birthday is the same day as mine.
2 He's the man whose daughter writes horoscopes.
3 I'm the person whose sister reads Tarot cards.
4 That's the lady whose children are very superstitious.
5 There's the man whose brother always carries a lucky charm.

Activity 15

1 When I read next week's horoscope, I'll know what to do.
2 I won't have problems speaking English when I finish the *That's English!* course next year.
3 She'll use her lucky pen, when she does her exam next month.
4 When she has her baby next month, she'll wear a brown stone for luck.
5 When I sit my driving test next week, I won't need my lucky charm.

Activity 17

1 b 2 c 3 a

B HOROSCOPES ARE RUBBISH!**Activity 2**

LUCKY: a charm, a horseshoe

UNLUCKY: a broken mirror, a ladder, the number thirteen, a magpie

BOTH: a black cat

Activity 3

1 eat 2 seat 3 complete 4 wall 5 call 6 fall

Activity 4

1 It will help him win a lot of money.
2 There will be a curse on his family forever.
3 Yes, because it only cost £5 and the man won a lot of money.

Activity 5

1 e 2 c 3 a 4 b 5 d

Activity 7

1 Palmistry
2 People who want to start reading palms
3 A general guide on palmistry

Activity 8

1 Life line 2 Marriage lines 3 Head line 4 Sun line
5 Heart line, Girdle of Venus, Marriage lines

Activity 9

1 right 2 the Life line and the Mercury line 3 the Head line
4 the Fate line and the Sun line 5 the Heart line

Activity 10

1 true 2 false 3 false 4 false

Activity 11

1 c 2 d 3 b 4 a

Activity 13

If you don't revise for the exam, you'll fail.
If you go to the Flamingo Club, you'll fall in love.
If you buy a lottery ticket, you'll win.

Activity 14

1 worried 2 What 3 suppose 4 leave 5 love 6 comes
7 nonsense

Activity 16

1 grammar book 2 travel guide 3 novel 4 computer manual

Activity 17

1 across 2 am, are, is 3 48 4 yes, on page 36 5 38

CONSOLIDATION**Activity 1**

1 actors 2 blue, yellow, green 3 Shakespeare 4 Stan Laurel

Activity 2

1 true 2 false 3 false 4 true 5 true

Activity 3

■ Anna took Isabelle some yellow flowers – yellow is an unlucky colour.
■ She wanted to do her knitting in the theatre – the sweater was blue and green (these colours are unlucky) and it is unlucky to knit in a theatre.
■ She also wished Isabelle 'Good luck' instead of saying 'Break a leg'.

Anne Hi, Isabelle. How are you feeling?

Isabelle Well, I don't feel too bad. Just a few first-night nerves.

Anne That's good. Here, I bought you some flowers to wish you luck. Yellow roses – your favourite.

Isabelle Oh, my God, Anne! Quick, throw them away! Never bring flowers to a theatre, especially not yellow ones.

Anne Why, what's the problem?

Isabelle They're very unlucky.

Anne Oh, I'm sorry. I didn't realise.

Isabelle That's OK.

Anne Look. I brought my sweater with me. I want to finish knitting it during the interval. Do you like the colours?

Isabelle Oh, no. You're knitting a blue and green sweater! This play is going to be a disaster.

Anne Why? What have I done now?

Isabelle Actors believe that blue and green are unlucky, too. And you must never do your knitting in a theatre.

Anne Oh, dear. I think I'll go and find my seat before I make any more mistakes.

Isabelle OK. Enjoy the play. I'll see you afterwards in the pub opposite the theatre.

Anne OK. Bye then, Isabelle, and good luck.

Isabelle Aaaaagh!

Activity 5

1 a 2 b 3 c 4 b 5 a

SELF TEST**Activity 1**

1 b 2 c 3 a 4 c 5 a

Activity 2

1 c 2 a 3 b

8 AND FINALLY . . .**Activity 1**

1 a 2 b 3 c 4 b 5 b 6 c 7 c 8 c 9 c 10 b 11 c
12 a 13 a 14 b 15 a 16 a 17 b 18 b 19 a 20 b

Activity 2

A d B 1 b 2 c 3 b 4 b 5 c

Sarah . . . and we've been waiting to hear about it for ages! When did you get back?

Ann Oh, about three weeks ago. I've lost track of time. It was fantastic!

Ken Yes, it was. Easily the best trip we've ever had. It was amazing.

George What was the travelling like?

Ann Hard. Difficult. Six people in a minibus for eight weeks . . . we weren't all friends when we started . . .

Ken . . . and we weren't all friends when we finished either! But that's what made it so special. We had to get on with each other. We had to help each other out all the time.

Sarah Doesn't sound like much of a holiday to me!

Ann Well, no, not the usual kind of holiday! But you see, everything that is normal in our lives here seems like a luxury now . . . hot water, warm rooms, plenty of space, a variety of food . . .

- George** You certainly look very happy!
- Ken** Well, although it wasn't a traditional romantic honeymoon, I think it was romantic, because everything that happened was memorable and interesting, and we were there together. We are such good friends now ... I don't think I've ever been happier ...
- Sarah** Ahh! Perhaps we should do a trip like that, George. It might make us better friends.
- George** Good idea! But I'd rather do it in the sunshine on some fabulous beach. I mean, what was the weather like?
- Ann** We had everything ... snow, rain, sunshine, gale-force wind ...
- Ken** Actually, when we were in Shanghai, the weather was superb. We went on a two-day trip up the Yangtse river ... Look let me show you our photographs. We've got hundreds, I'm afraid ...
- George** Great! And while we're looking at them, how about some exotic fish and chips?
- Ann** Sounds great to me! Now, here we are at the start of the trip, in the Place de la Concorde in Paris ...

Activity 3

A 1 yes 2 yes **B** 1 a 2 c 3 c 4 c 5 a

Activity 5

- 1 Prince Charles and his wife at a reception at Clarence House.
- 2 Javier Bardem at the 2008 Oscar ceremony.
- 3 Rafa Nadal and Roger Federer after playing the 2008 Master Series in Hamburg.
- 4 A policeman talks to participants at the Notting Hill Carnival in London.

GRAMMAR SUMMARY

UNIT 1

1 EXPRESAR PREFERENCIAS

A

FORMA

- prefer + sustantivo
I don't like dogs. I prefer cats.
I prefer cats to dogs.
- prefer + verbo en -ing
I don't like watching films on TV. I prefer reading a book.
I prefer reading a book to watching films on TV.
- prefer + to + infinitivo
I never drive to work. I prefer to take the train.
I prefer to take the train rather than drive to work.

Uso

Prefer + sustantivo, **prefer** + forma -ing y **prefer** + to + infinitivo se utilizan para hablar de preferencias de un modo general.

B

FORMA

- would rather + infinitivo
I would rather go in August.
- would prefer + to + infinitivo
I would prefer to go by train.

La forma contracta de **would** es 'd.

I'd rather go in August. I'd prefer to go by train.

Para hacer una pregunta, se invierten **would** y el sujeto del modo siguiente:

Would you rather travel on Wednesday or Friday?
Would you prefer to visit the National Gallery or the British Museum?

Para la forma negativa se usa la siguiente construcción:

I'd rather not travel on Friday.
I'd prefer not to visit the National Gallery.

Uso

Would prefer + infinitivo con **to** y **would rather** + infinitivo sin **to** se utilizan para hablar de preferencias en ocasiones concretas y equivalen a la expresión española *preferiría*.

2 WHY...? BECAUSE...

Why? (¿por qué?) sirve para preguntar por la razón de algo. Para explicar la razón, sin embargo, se usa **because** (porque).

Why are you going to Spain? – Because I like the people.

¿Por qué vas a España? – Porque me gusta la gente.

Otra manera de explicar el motivo por el que se hace algo es con la expresión **The reason why**. . .

I like Spanish people. That is the reason why I go to Spain.

Me gustan los españoles. Este es el motivo por el que voy a España.

En este caso no se puede usar **because**, error muy común de los españoles.

Otra forma posible es **The reason why is because**. . .

The reason why I go to Spain is because I like the people. El motivo por el que voy a España es que me gusta la gente.

UNIT 2

3 EXPRESAR CANTIDADES

FORMA

contables	a/few/many (books)
no contables	little/much (bread)
contables y no contables	some/any/a lot of/lots of (books/bread)

Uso

- **A** se usa con los sustantivos contables en singular:
a car a newspaper
- **Some** se utiliza con los sustantivos contables en plural y significa *algunos/as* y con los sustantivos no contables y significa *algo de*:
some cars some coffee
- Las cantidades grandes se expresan con las siguientes expresiones:
many Were there many cars?
much There wasn't much coffee.
a lot of There were a lot of cars.
There was a lot of coffee.
lots of There were lots of cars.

Normalmente se reserva **lots of** y **a lot of** para las frases afirmativas y **much** y **many** para las interrogativas y las negativas.

- Las cantidades pequeñas se expresan del siguiente modo:
few few cars
little little coffee

Utilizar **few** y **little** sin el artículo implica que hay menos de lo que cabría esperar o nos gustaría; mientras que si los utilizamos con el artículo su sentido se aproxima al de **some**. Compara los siguientes ejemplos:

You don't need to go to the supermarket just now.
There's a little coffee left.
You should go to the supermarket as soon as possible.
There's little coffee left.

4 TO PARA EXPRESAR FINALIDAD

Para expresar finalidad se emplea **to** seguido de infinitivo.

You need eggs to make an omelette.
Necesitas huevos para hacer una tortilla.

A menudo se utiliza para responder a una pregunta.

Where are you going? –To buy a newspaper.
¿Dónde vas? –A comprar un periódico.
What do you need the money for? –To buy an ice-cream.
¿Para qué necesitas el dinero? –Para comprar un helado.

Se puede expresar la misma idea mediante la expresión **in order to**.

He took a taxi in order to get to the concert on time.

Pero para la forma negativa se utiliza exclusivamente **in order not to**.

He took a taxi in order not to miss the first part of the concert.

UNIT 3

5 EXPRESAR LA IDEA DE POSESIÓN: EL GENITIVO SAJÓN CON 'S

FORMA

Se utiliza **'s** en los casos siguientes:

- después de un sustantivo singular
my sister's house
- después del último sustantivo cuando haya dos o más.
Bob and Joanna's grandchildren
- después de plurales irregulares que no terminan en **-s**.
the children's bedroom
- después de nombres propios que terminan en **-s**.
Chris's baby

Si el plural es regular se añade únicamente el apóstrofo después de la **-s** final.

my parents' car

No te olvides de que el orden de las palabras no es igual en inglés y en español.

Uso

- **'s** sirve para indicar propiedad y también para expresar la relación entre personas y cosas:
my boyfriend's motorbike
my daughter's school
- Se usa con algunas expresiones de tiempo . . .
yesterday's newspaper
next month's *Hi!* magazine
- . . . y con periodos de tiempo:
in two weeks' time
- También se usa para referirse a establecimientos comerciales o lugares públicos, omitiendo la palabra que se refiere al local.
He bought fruit at the greengrocer's.
(= He bought fruit at the greengrocer's shop.)
She's at the dentist's.
(= She's at the dentist's surgery.)

6 PREPOSICIONES QUE INDICAN UBICACIÓN

- **opposite** significa *enfrente de*; **in front of** significa *detrás de*. Los españoles frecuentemente las confunden al intentar traducir la segunda.
- **at/in** = en
- **behind** = detrás de
- **on** = en (cuando hay contacto con la superficie)
- **above** y **over** = por encima de (no hay contacto con la superficie)
- **below** y **under** = debajo de
- **next to** y **by** = junto a
- **near** = cerca de
- **against** = contra

Algunas de estas preposiciones se utilizan en expresiones muy comunes que conviene conocer:

at home en casa

7 EXPRESAR LA IDEA DE POSESIÓN: ADJETIVOS Y PRONOMBRES POSESIVOS

FORMA

Los adjetivos y pronombres posesivos son los siguientes:

ADJETIVOS		PRONOMBRES	
Singular	Plural	Singular	Plural
my	our	mine	ours
your	your	yours	yours
his/her/its	their	his/her	theirs

Uso

- Los adjetivos posesivos se usan antes del nombre para indicar a quién pertenece dicho nombre.
My car is in the street.
Their children go to boarding school.
- Los pronombres posesivos se usan sin sustantivo cuando éste ya se ha mencionado o se sobreentiende.
Is he Sally's husband? –No, he's mine! (= my husband)
Their family is smaller than ours. (= our family)

UNIT 4**8 MAY, MIGHT, COULD, CAN****FORMA**

Estos verbos de modo no varían de forma y van seguidos del infinitivo sin **to**:

He may/might/could/must go.

En frases negativas:

He may/might/could/must not go.

En frases interrogativas:

May/Might/Could/Must he go?

USO DE LOS VERBOS Y ADVERBIOS QUE INDICAN**PROBABILIDAD**

Uno de los usos más importantes de los verbos modales es expresar distintos grados de probabilidad. El grado más alto de probabilidad se expresa con **probably**:

We'll probably stay at home this evening.

May expresa un grado menor de probabilidad:

She may come to the party later.

Perhaps y **maybe** tienen un valor semejante a **may**.

Obsérvese la colocación de estos adverbios:

Perhaps she'll come later.

Maybe she'll come later.

She'll probably come later.

Cuando se emplea **might** la probabilidad es más remota:

She might get a new dress for the party.

Could indica el menor grado de probabilidad:

I could go to the Bahamas (but I probably won't).

9 NOMBRES COMPUESTOS

En inglés es muy frecuente utilizar los sustantivos como si fueran adjetivos, adquiriendo entonces las características de éstos:

- se colocan delante del sustantivo al que modifican:
kitchen table mesa de cocina
- no se ponen en plural:
answer key clave de respuestas

A veces se escriben como una sola palabra:
housework el trabajo de la casa

UNIT 5**10 PRONOMBRES INDEFINIDOS****FORMA**

Los pronombres indefinidos se forman uniendo **every**, **some**, **any** y **no** con **-body**, **-one**, **-thing** y **-where**.

Con **every** se abarca la totalidad, con **some** y **any** una parte y con **no** se excluye todo. **Body** y **one** se refiere a personas, **thing** a cosas y **where** a lugares.

Los pronombres indefinidos resultantes reflejan el significado de cada uno de sus componentes y son:

every-	some-	any-	no-
everything	something	anything	nothing
everybody	somebody	anybody	nobody
everyone	someone	anyone	no one
everywhere	somewhere	anywhere	nowhere

Uso

En general los compuestos con **some** se usan en frases afirmativas y los compuestos con **any** en las negativas e interrogativas.

Forma afirmativa

I've got something for you.

Tengo algo para ti.

There's somebody in the house.

Hay alguien en la casa.

Forma negativa

I haven't got anything to tell you.

No tengo nada que decirte.

I don't know anybody here.

No conozco a nadie aquí.

Observa que se puede decir exactamente lo mismo con un verbo en forma afirmativa seguido de un pronombre indefinido formado con **no-**.

I've got nothing to tell you.

No tengo nada que decirte.

I know nobody here.

No conozco a nadie aquí.

Forma interrogativa

Has anyone phoned for me?

¿Me ha telefoneado alguien?

Have they got anything in common?

¿Tienen algo en común?

Observa que los compuestos con **some** se pueden usar en frases interrogativas para formular peticiones u ofrecer algo.

Can I have something to eat?
 ¿Me puedes dar algo de comer?
Would you like someone to talk to?
 ¿Quieres hablar con alguien?

Con todos estos compuestos el verbo está en singular.

Everything is ready.
 Ya está todo listo.
Nobody was at home last night.
 No había nadie en casa ayer por la noche.
Everyone has been very friendly.
 Todo el mundo ha sido muy simpático.

11 ALREADY Y YET

Observa que **yet** siempre se coloca al final de las frases negativas e interrogativas.

I haven't been invited yet.
Has your mother phoned you yet?

Sin embargo, **already** va normalmente después del verbo auxiliar **have** en las frases afirmativas.

I've already seen that film.

12 EL PRETÉRITO PERFECTO CONTINUO

El pretérito perfecto continuo se forma con **have/has been** + la forma **-ing** del verbo. Observa que a menudo se utiliza la forma contracta del verbo auxiliar **have** en las frases afirmativas y negativas.

Forma afirmativa
I've been working.
She's been studying English.

Forma negativa
I haven't been going out with him for long.
He hasn't been living in Salamanca.

Forma interrogativa
Have you been looking for a flat?
Has he been playing tennis?

Este tiempo verbal va generalmente seguido de una expresión de tiempo con **since** o **for**. En este caso la traducción al español es diferente.

I've been learning English since *That's English!* started.
 Llevo estudiando inglés desde que empezó *That's English!*
She's been learning English for two years.
 Lleva dos años estudiando inglés.

13 NEED

El verbo **need** puede utilizarse como verbo normal o como verbo modal. Por lo tanto, tiene las características propias de los verbos normales (se añade **-s** a la tercera persona, auxiliar **do** para las formas negativa e interrogativa, etc.) y, a su vez, las características de los verbos modales (ausencia de **-s** en la tercera persona, no necesita verbo auxiliar para las formas negativas ni interrogativas, y va seguido de infinitivo sin **to**, etc). En la práctica, su uso como verbo modal ha quedado restringido a las frases negativas en el presente.

Forma afirmativa
I need some help.
He needs a new car.
She needed to go to the shops yesterday.

Forma negativa
You don't need to do that. = You needn't do that.
He doesn't need to stay any longer. = He needn't stay any longer.
You didn't need to do that.

Forma interrogativa
Do we need anything else?
Does she need her coat?
Did I need to bring my suitcase?
Did he need to invite his mother?

UNIT 6

14 ORACIONES DE RELATIVO

Este tipo de oración especifica a qué persona o cosa nos referimos.

The woman who/that lives next door is very gossipy.
I only read books which/that make me laugh.

- **Who** se utiliza para referirse a personas:
There's the man who lives at number 10.
 Ahí está el hombre que vive en el número 10.
- **Which** se utiliza para referirse a cosas:
These are the presents which I got for my birthday.
 Éstos son los regalos que me dieron por mi cumpleaños.

Normalmente, cuando el estilo es informal, se prefiere el pronombre relativo **that** a las formas **who** y **which**, que son más propias de un lenguaje más formal.

This is the man that phoned yesterday. (informal)
This is the man who phoned yesterday. (formal)

That's the train that goes to Cambridge. (informal)
That's the train which goes to Cambridge. (formal)

- **Whose** sirve para indicar posesión. Recuerda que **whose** se puede usar como partícula interrogativa . . .

Whose book is this? ¿De quién es este libro?

. . . y como pronombre relativo:

That's the woman whose name I don't remember.

Ésa es la mujer cuyo nombre no recuerdo.

15 LAS FECHAS

Para decir una fecha se inicia la frase con **It's . . .** y siempre se utilizan los números ordinales. Las fechas se pueden leer:

It's February the fourteenth.

o

It's the fourteenth of February.

Al escribirlas, puede usarse:

February 14th

o

14th February

Los ejemplos de arriba contestan la pregunta **What's the date?** En todos los demás casos, se utiliza la preposición **on**:

When is your birthday?

–**It's on the sixteenth of April.**

o simplemente:

–**The sixteenth of April.**

UNIT 7

16 ORACIONES CONDICIONALES (TIPO 1)

FORMA

La oración que comienza con **if** siempre lleva el verbo en presente simple. La oración principal puede llevar el verbo en futuro con **will**, en imperativo o en presente simple.

If you go to London, you'll see the British Museum.

Si vas a Londres, verás el Museo Británico.

If you see a pin on the floor, pick it up.

Si ves un alfiler en el suelo, recógelo.

If you don't pay, you don't eat.

Si no pagas, no comes.

La oración con **if** puede ir al comienzo o al final. Si va al comienzo, debe escribirse una coma entre ésta y la oración principal.

I'll go to China if I have enough money.

Iré a China si tengo suficiente dinero.

If you see Cathy, give her my love.

Si ves a Cathy, dále recuerdos de mi parte.

Uso

Se suele usar este tipo de oraciones condicionales cuando la situación que expresa la oración es probable. Para situaciones irreales o muy improbables y situaciones imposibles se usan otros dos tipos de oraciones condicionales, que veremos en próximos módulos.



1
2

3