

THAT'S ENGLISH!

Programa oficial de inglés a distancia



*Cuaderno
de actividades*

Nivel Básico II
Módulos 4, 5 y 6

Curso
2010-2011



GOBIERNO
DE ESPAÑA

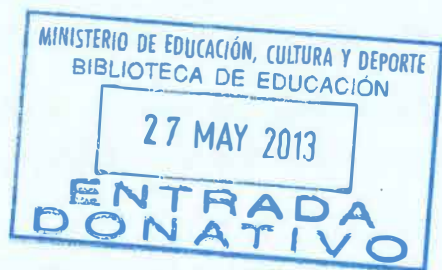
MINISTERIO
DE EDUCACIÓN



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Título: **That's English! Cuaderno de actividades 2**

Autores: Nuria Cambronero Sicilia
Rafael Fernández Alonso
Ángel Nieto Serrano

Comisión de seguimiento del CIDEAD:
Pilar Cabello Carro

Autores del Portfolio:
Rafael Fernández Alonso
Cleo Merino de Diego
Ángel Nieto Serrano

Realizado con la colaboración del BBVA

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MINISTERIO DE EDUCACIÓN
SECRETARÍA DE ESTADO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL
Centro para la Innovación y Desarrollo de la Educación a Distancia (CIDEAD)

Edita:
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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: 820-10-049-5
Depósito Legal: M-27569-2010

Imprime: Ibersaf Industrial, S. L.

Introducción

En este cuaderno encontrarás material adicional para cada una de las unidades de los módulos 4, 5 y 6. Es decir, 21 unidades en las que podrás repasar aspectos gramaticales, vocabulario y pronunciación de la unidad correspondiente al libro de texto que estés estudiando. Después de la última unidad del módulo 6, se facilita un SELF TEST o autoevaluación para cada uno de los módulos. Al final del cuaderno, encontrarás el *That's English! Portfolio*, donde podrás reflexionar sobre tu propio aprendizaje además de poder practicar las destrezas de la lengua.

Para una eficaz utilización de este material en combinación con el libro de texto, te recomendamos seguir los siguientes pasos:

1. Realiza los ejercicios del libro de texto de la unidad que estés estudiando, excepto la página de SELF TEST que cierra la unidad.
2. Haz los ejercicios correspondientes a dicha unidad que encontrarás en este cuaderno de actividades.
3. Si al realizar alguna de las actividades del cuaderno se te presentan dudas, consulta la sección correspondiente del libro de texto. Por ejemplo, si tuvieras una duda gramatical, busca el recuadro con la explicación adecuada en la unidad en la que te encuentres y, si la duda persiste, consulta la Sección de Gramática que encontrarás al final del libro de texto.
4. Haz los ejercicios de la página SELF TEST del libro de texto.
5. Si encuentras un símbolo como éstos,  , dirígete a la página del *That's English Portfolio* que aparece en el símbolo, al final del cuaderno. Para saber cómo hacer las actividades del Portfolio, lee las instrucciones al comienzo del mismo.
6. Una vez realizados todos los ejercicios de las 7 unidades del módulo que estés estudiando, haz el SELF TEST que encontrarás al final de este cuaderno.

Te recomendamos hacer las actividades en este cuaderno, corregirlas utilizando la Clave de Respuestas que encontrarás al final del mismo y entregarlas semanalmente al tutor, para que éste compruebe tu seguimiento del curso.

Si al corregir las actividades te surgen dudas, señala aquellas que encuentras más difíciles para que el tutor te las resuelva.

Para poder entregar este material al tutor, dispones de un punteado en el margen izquierdo, que te facilitará recortar la página de cada unidad. De esta forma, podrás continuar trabajando en las siguientes unidades.



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MODULE 4 - UNIT 1

1 Elige la opción que significa lo mismo que la palabra en cursiva de cada frase.

- 1 I need a *break*.
a rest b deadline c reward
- 2 We all need *rules*.
a regulations b strategies c skills
- 3 Are you a *quick* learner?
a fast b quiet c bilingual
- 4 This sentence is *incorrect*.
a busy b sure c wrong
- 5 You make a lot of *mistakes*.
a errors b contexts c headlines
- 6 They can communicate *successfully*.
a occasionally b badly c well
- 7 I always do things *at once*.
a twice a week
b regularly c immediately
- 8 You can *work out* the meaning of this word.
a look up b guess c show

1 ___ 2 ___ 3 ___ 4 ___
5 ___ 6 ___ 7 ___ 8 ___

2 Relaciona las siguientes preguntas (1-5) con sus respuestas correspondientes (a-e).

- 1 Where's the Post Office?
 - 2 I'm ready now.
 - 3 How are you feeling today?
 - 4 Sorry! I can't help you.
 - 5 Can we do this again?
- a Let's go!
 - b So-so!
 - c Never mind!
 - d It depends.
 - e Over there!

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

3 Formula peticiones educadamente en las siguientes situaciones.

- 1 Your teacher is speaking very quickly.

- 2 It's very cold in the room and the windows are open.

- 3 You want the teacher to repeat a word.

- 4 You need help with your homework.

- 5 You can't hear what the teacher is saying.

Could you say that again, please?




4 Clasifica las siguientes palabras según el sonido representado por las letras subrayadas.

lesson please sorry means English
cash sugar shop say class

/s/	/z/	/ʃ/

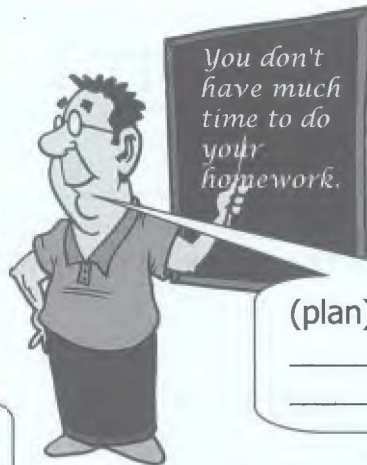
2 LEARNING LANGUAGES

5 Lee algunos consejos de tu profesor de *That's English!* Escribe frases con *should* o *shouldn't*, según corresponda, y las palabras entre paréntesis.



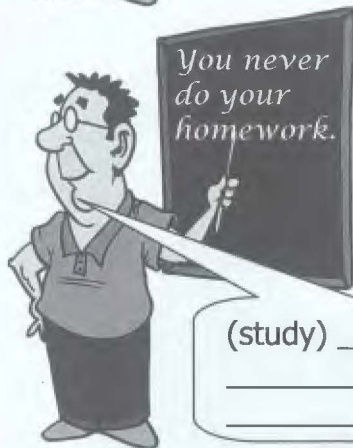
1

(worry) _____



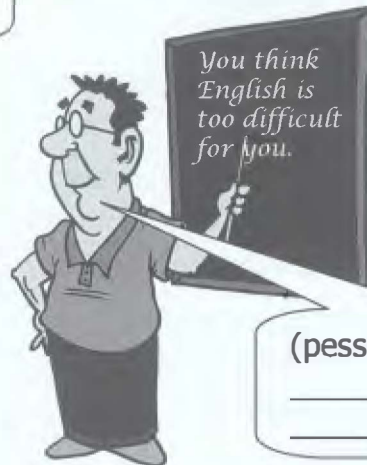
5

(plan) _____



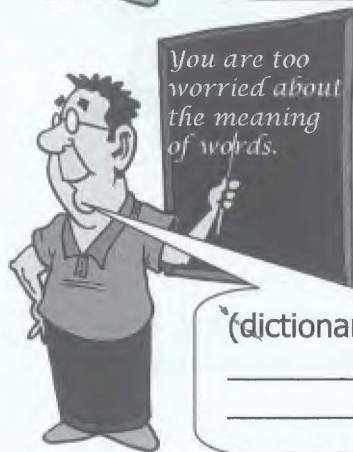
2

(study) _____




6

(pessimistic) _____



3

(dictionary) _____



4

(films/newspapers) _____

6 Busca en la siguiente sopa de letras 10 palabras relacionadas con el aprendizaje de un idioma extranjero.

A	N	O	I	T	I	N	I	F	E	D	D
Q	P	R	O	N	O	U	N	C	E	R	I
Z	R	N	A	U	N	S	T	L	T	Y	C
R	A	G	D	N	R	E	V	J	A	S	T
E	C	A	D	J	E	C	Y	B	L	K	I
N	T	P	O	I	E	K	A	T	S	I	M
N	I	M	P	R	O	V	E	G	N	L	R
I	C	U	Y	T	R	E	W	Q	A	L	Y
G	E	A	L	E	A	R	N	E	R	D	A
E	S	D	F	G	H	J	K	L	T	W	Q
B	L	S	T	R	A	T	E	G	Y	R	Y
Z	C	B	M	L	J	G	D	A	P	I	U



MODULE 4 - UNIT 2

3 La vida de Peter ha cambiado en los últimos diez años. Relaciona lo que hacía antes con lo que hace ahora y escribe frases como en el ejemplo.

1 Completa las siguientes preguntas con las palabras del recuadro.

What	Who	Where
When	Why	How

- 1 A: _____ does the cooking at home?
B: My father does.
- 2 A: _____ often do you do the ironing?
B: Once a fortnight.
- 3 A: _____ did you move to your new house?
B: About a week ago.
- 4 A: _____ are you so worried?
B: Because I can't find a job.
- 5 A: _____ do you have for breakfast?
B: A cup of coffee and a piece of toast.
- 6 A: _____ did you buy that shirt?
B: In Barcelona.
- 7 A: _____ do you go to work?
B: I walk.
- 8 A: _____ told you that story?
B: My friend Carlos did.
- 9 A: _____ does the bank open?
B: At 8.30.
- 10 A: _____ many hours a day do you work?
B: Seven.
- 11 A: _____ is the problem?
B: It's Paul. He never helps in the house.
- 12 A: _____ were you last night?
B: I was at home.

2 Alguien se equivocó al clasificar estos verbos según la terminación -ed. Ordénalos bien.

/t/	/d/	/ɪd/
lived	walked	wanted
died	stopped	changed
waited	decided	washed
ended	watched	opened

/t/	/d/	/ɪd/

BEFORE



NOW



- | | |
|---------------------------|---------------------------|
| 1 eat a lot of meat | a buy designer clothes |
| 2 drive to work | b be married |
| 3 live in a rented flat | c walk everywhere |
| 4 have many girlfriends | d make dinner every night |
| 5 waste a lot of money | e be a vegetarian |
| 6 wear jeans and T-shirts | f save 30% of salary |
| 7 hate children | g have two daughters |
| 8 hate cooking | h have own house |

Example: He *used to eat a lot of meat, but now he's a vegetarian.*

- 2 _____
- _____
- 3 _____
- _____
- 4 _____
- _____
- 5 _____
- _____
- 6 _____
- _____
- 7 _____
- _____
- 8 _____
- _____



4 WHO DOES WHAT AT HOME?

4 Observa la tabla y completa las frases incluyendo el adverbio de frecuencia correspondiente.

always **usually** **often** **sometimes** **never**

ACTIVITY	DAYS OF THE WEEK							PEOPLE
	MO	TU	WE	TH	FR	SA	SU	
do the washing up at night	✓	✓	✓	✓	✓	✓	✓	Peter
make her bed in the morning								Alice
have a cooked breakfast	✓				✓			Pauline
cook dinner	✓		✓			✓		Joanne
get up before seven	✓	✓	✓	✓	✓			Rick
eat meat								Sandra
use the microwave oven	✓		✓	✓	✓			Sarah
start work at 8.30	✓			✓				Josh

- 1 Peter _____ the washing up _____ at night. 5 Rick _____ before seven.
- 2 Alice _____ her bed in the morning. 6 Sandra _____ meat.
- 3 Pauline _____ a cooked breakfast. 7 Sarah _____ the microwave oven.
- 4 Joanne _____ dinner. 8 Josh _____ at 8.30.

5 Lee lo que dice Lou sobre sus rutinas diarias. A continuación, rellena los espacios en blanco con la forma correcta de los verbos del recuadro.

be (2)	buy	finish	get
get up	go (2)	have (2)	meet
phone	take (2)	visit	watch


Every day I get up at 7.45, have a continental breakfast and read the paper. Then I drive to work. I usually get to my office at 8.30. Then, at about 1 pm, I go to a small café and have some lunch. Then I go back to the office and I always finish work at 5.30. After work, I always meet my girlfriend outside her shop. Then we often play darts in a pub near the park, but sometimes we take the car and go to the cinema in the town centre. After the cinema, we go to a Chinese restaurant for dinner, and then she catches the bus and I drive back home.




Yesterday everything was different. I 1) _____ later than usual. I 2) _____ any breakfast at all and I 3) _____ to work by taxi. I 4) _____ to my office at 9.15. At lunchtime my boss 5) _____ me to a French restaurant. It 6) _____ great! I 7) _____ work at 6.00 and later I 8) _____ my uncle Richard in hospital, so I 9) _____ my girlfriend. After the visit, I 10) _____ some food in a supermarket near the hospital and 11) _____ the bus home. Then I 12) _____ my girlfriend, 13) _____ dinner, 14) _____ TV for half an hour and finally I 15) _____ to bed. I 16) _____ really tired.


MODULE 4 - UNIT 3


1 Ayer, entre las 11 y las 12 de la noche, se produjo una gran tormenta, pero ninguno de tus amigos se enteró. ¿Qué hacían? Completa las frases siguientes.

1  Norma _____ in her bed.

2  Pam _____ TV at home.

3  Jean and Adrian _____ in a disco.

4  Tom _____ music in his bedroom.

5  Joe _____ a drink in a pub.

6  Liz and Martin _____ television.

7  I _____ my *That's English!* homework.

2 Completa los datos biográficos de un ilustre empresario del petróleo, que vivió en la segunda mitad del siglo XX. Utiliza las expresiones del recuadro.

August 1980	First
At the age of	September 2000
At the end	3 years later
When	finally
then	While



Homer Waldon. 1950-2000

1) _____, he started his own business in 1970. 2) _____ 22, he met Andrea Clifton, the daughter of a famous car maker. It was love at first sight, but at the beginning Andrea's father didn't like Homer very much. They got married 3) _____, in 1975, and 4) _____ they had a son. 5) _____ they were on holiday in Italy, their son fell ill and died. In 6) _____, Homer and Andrea got divorced. 7) _____ he was on a business trip to Buenos Aires he fell in love with a French opera singer. While she was getting ready for a performance, he proposed to her. 8) _____ of 1984 they got married and started a long honeymoon around the world. But happiness didn't last long and Marion, his wife, started to feel bored. So, she left him. Homer never got married again and 9) _____ he died of a heart attack in 10) _____.

6 THE FIRST DATE

3 Eleanor Leshing es una actriz centenaria. Escribe bien los verbos en negrita y rellena los espacios en blanco.

- 1 I **buo**thg my first car 70 years
_____.
- 2 I **daem** my best film
_____ 1965.
- 3 I **onw** an Oscar a year
_____, in 1966.
- 4 I **wsa** the sea for the first time
_____ I was in Spain.
- 5 I **daer** my first book 95 years
_____.
- 6 I **tem** my first husband
_____ I was making a film in Sweden.
- 7 I **vomed** to New York
_____ I was 45.
- 8 I **trowe** my autobiography
_____ year.
- 9 I **riced** for the last time
_____ I saw my new film.
- 10 I **nofud** the man of my
dreams _____ week.

4 Ordena las palabras.

- 1 secret/boss/Peter/told/his/has/a

- 2 never/day/you/I/the/met/will/I/forget/when

- 3 ago/new/lost/job/I/two/my/months

- 4 honeymoon/your/did/go/Where/parents/
their/on/?

5 Completa las frases con el sustantivo apropiado.

ring	stranger	advice	break
briefcase	partner	date	pain
reason	drill	wedding	marriage

- 1 My parents have been married for 15 years. Today is their _____ anniversary.
- 2 I'm really excited. I've got a _____ with Rose and I don't know what to wear.
- 3 I never wear my wedding _____. I hate it.
- 4 Ida and Leonard are really happy together. Theirs is a perfect _____.
- 5 This is my _____: "Don't get married".
- 6 Sorry! I can't find a good _____ for getting divorced.
- 7 I don't know that man. He's a perfect _____ to me.
- 8 Do you like my Christmas present? A beautiful leather _____.
- 9 There's one thing I particularly hate: a dentist's _____.
- 10 I felt a terrible _____ in one of my front teeth and I cried.
- 11 I'm tired. Let's have a coffee _____.
- 12 I like Linda but I can't bear her _____. He's really silly.

6 Escribe los verbos en pasado simple o continuo, según corresponda.

Yesterday morning, I 1) _____ (have) a shower when suddenly the doorbell 2) _____ (ring). Later, while I 3) _____ (do) the shopping, I 4) _____ (lose) my money. Then, back home, the telephone 5) _____ (ring) while I 6) _____ (cook) my lunch. It 7) _____ (be) my mother. After a long conversation, I 8) _____ (go) back to the kitchen, but I 9) _____ (not be) really hungry. In the afternoon, while I 10) _____ (have) a siesta, the upstairs neighbour 11) _____ (sing) all the time. Finally, in the evening, I 12) _____ (twist) my ankle while I 13) _____ (get) out of the car. A horrible day!



MODULE 4 - UNIT 4

1 Escribe correctamente los nombres de los siguientes objetos de una casa.



- | | |
|--------------------|-------------------|
| 1 sintruca _____ | 8 dredal _____ |
| 2 kreoco _____ | 9 keds _____ |
| 3 lateb _____ | 10 plam _____ |
| 4 gridef _____ | 11 wresho _____ |
| 5 ebrarwod _____ | 12 richarma _____ |
| 6 eskobcao _____ | 13 pretca _____ |
| 7 wresahshid _____ | |

2 Observa las preciadas posesiones de algunos de tus amigos. Escribe frases al respecto con have got / haven't got



1 Peter and Anne _____ a big car.



2 Laura and Dick _____ a car, but they _____ a beautiful house.



3 Pat _____ a stereo TV.



4 Sue _____ a TV, but she _____ a PC.



5 Bob _____ a mountain bike.



6 Ron _____ a car or a bike, but he _____ an incredible motorbike.

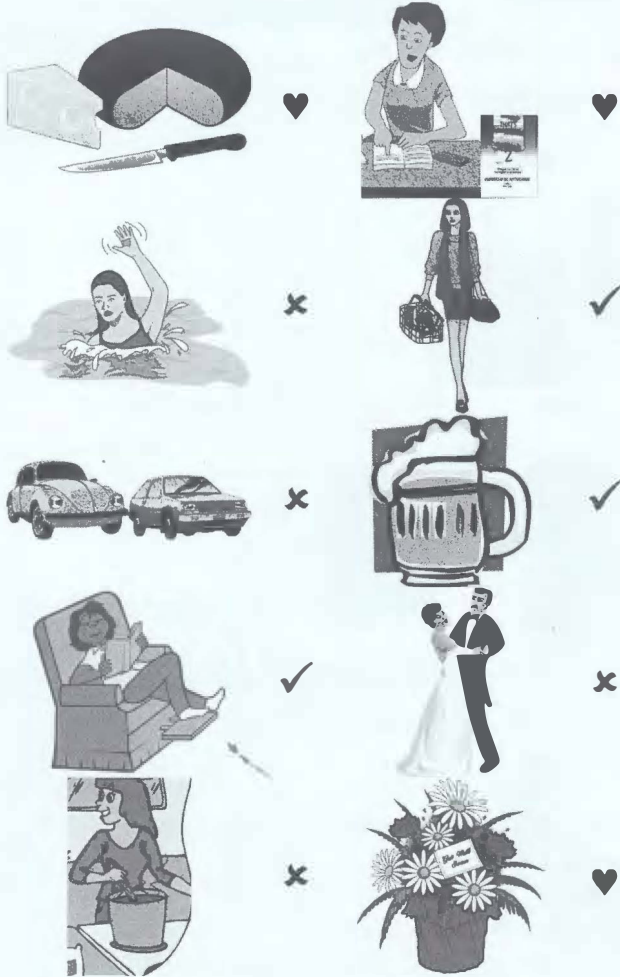


3 ¿Cuáles de las siguientes palabras no contienen el sonido /θ/? Subráyalas.

this déad death there
 bath bed path
 mother both through those
 though bought thing

4. Observa las ilustraciones y escribe sobre los gustos de Carol, utilizando los verbos love, like, y hate.

♥ - love ✓ - like ✕ - hate



- ♥ 1 Carol _____
- _____
- ✓ 2 She _____
- _____
- ✕ 3 She _____
- _____

5 Elige la versión ortográfica correcta de los siguientes verbos en la forma -ing.

- 1 I like **studing** / **studying**.
- 2 I always go **jogging** / **joging** on Saturday mornings.
- 3 Alan is **trying** / **triing** to sell me his car, but I don't really like it.
- 4 My sister hates **swimming** / **swiming** and going to the beach.
- 5 I was **sitting** / **siting** in the park when I saw something very strange.
- 6 I love **skying** / **skiing**. It's my favourite winter sport.
- 7 I was **emptying** / **emptiing** my pockets when the policeman hit me. It was awful.
- 8 Sorry! What are you **saying** / **saiing**?

6 Vas a hacer la compra. Las ilustraciones muestran el contenido de tu frigorífico. Completa las frases siguientes utilizando there is/are o there isn't/aren't y some o any.



- 1 _____ tomatoes.
- 2 _____ wine.
- 3 _____ peanut butter.
- 4 _____ fish.
- 5 _____ milk.
- 6 _____ chicken.
- 7 _____ fruit.
- 8 _____ eggs.



MODULE 4 - UNIT 5

1 Relaciona las palabras de la columna A con las de la columna B para formar requisitos típicos de un trabajo de oficina.

A	B
1 send	a a word processor
2 interview	b clients
3 use	c in shorthand
4 type	d 100 words a minute
5 speak	e two foreign languages
6 write	f faxes

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

2 ¿Cuáles de los requisitos anteriores cumples tú? Escribe frases con can o can't.

Examples: *I can type 100 words a minute.*
I can't use a word processor.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3 Tu amiga Jenny está preparando lo que ha de decir en una próxima entrevista laboral. Escribe los verbos del recuadro en la forma correspondiente.

read	make	come
go	find	be
finish	want	start
have	decide	study
think	spend	learn
love		



Well, I 1) _____ born in Manchester in 1975. I 2) _____ to school in my city and then I 3) _____ Economics at Bristol College. When I 4) _____ my studies I 5) _____ two years in Spain because I 6) _____ to learn the language. And I really 7) _____ a lot because I 8) _____ many friends in Salamanca. In fact I 9) _____ a very good time there. After Spain I 10) _____ back to England. I 11) _____ a full time job in Leeds. At the beginning I 12) _____ it, but last year I 13) _____ to move to Manchester because I have many friends here. So, I 14) _____ to look for a job and three weeks ago I 15) _____ your advert and I 16) _____: "This is the right job for me."

4 Corrige los tiempos verbales subrayados que sean incorrectos.

- 1 I have studied Modern Art when I was in New York.

- 2 Peter and Roger have worked here for two years. Now, they have their own company.

- 3 Paul is the editor's secretary for many years and he likes his job.

- 4 Rosie is looking for a better job, but she can't find it. It's terrible.

- 5 I have applied for that job two months ago but I didn't get it.

- 6 I worked in this restaurant last year but I didn't really like it.

5 Completa las frases siguientes con el término correcto.

typist	break	overtime
rise	skills	staff
advertising	advertisement	

- 1 We haven't had a pay _____ for many years.
- 2 Mr. Robinson thanked his _____ for the project. He was very happy.
- 3 We usually have a coffee _____ between 10.00 and 10.30.
- 4 What _____ do you need for this job?
- 5 Carla? She's the new _____. We all like her.
- 6 I used to work for an _____ agency.
- 7 You can do _____ if you need more money.
- 8 Have you seen this _____? I think it's interesting.

6 Diez de las siguientes palabras describen cualidades convenientes para un determinado tipo de trabajo. Subráyalas.

- | | |
|-----------------------|---------------------|
| <i>loyal</i> | <i>mature</i> |
| <i>handwritten</i> | <i>design</i> |
| <i>efficient</i> | <i>energetic</i> |
| <i>best-selling</i> | <i>attached</i> |
| <i>competitive</i> | <i>filing</i> |
| <i>huge</i> | <i>enthusiastic</i> |
| <i>ambitious</i> | <i>economist</i> |
| <i>mainly</i> | <i>flexible</i> |
| <i>spelling</i> | <i>tenth</i> |
| <i>well-organised</i> | <i>dynamic</i> |
| <i>computing</i> | <i>applicant</i> |

7 Relaciona las siguientes preguntas con su respuesta correspondiente.

Questions

- 1 What's your job?
- 2 What are you doing now?
- 3 When were you born?
- 4 How long have you been unemployed for?
- 5 When did you have your last interview?
- 6 What sort of job are you looking for?
- 7 What are your best qualities?
- 8 What professional skills do you think you have?

Answers

- a A well paid job.
- b Three months ago.
- c Three months.
- d I can drive and I'm good with people.
- e I'm unemployed.
- f I'm a sales manager.
- g Enthusiasm and ambition.
- h In 1965.

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 2 _____ | 3 _____ | 4 _____ |
| 5 _____ | 6 _____ | 7 _____ | 8 _____ |



MODULE 4 - UNIT 6

1 Tu profesora de autoescuela te está dando instrucciones sobre cómo conducir. Completa sus frases con **must** o **mustn't** y los verbos del recuadro.



stop	break	drink	drive	pay
fasten	use	check	stop	park

- 1 You _____ if you're driving.
- 2 You _____ your seat belt.
- 3 You _____ the oil regularly.
- 4 You _____ the car in the middle of the road.
- 5 You _____ the speed limit.
- 6 You _____ the mobile phone while you're driving.
- 7 You _____ on the left if you're in Britain.
- 8 You _____ when the traffic lights are red.
- 9 You _____ attention to traffic signs.
- 10 You _____ at zebra crossings.

2 Tu amiga Paula está recordando su niñez y las costumbres que tenía entonces. Rellena los espacios en blanco con **used to** o **didn't use to**.



Well, I think I was a very special girl when I was eight or nine years old. I 1) _____ cry a lot when I was at school. I 2) _____ like Maths, but I 3) _____ enjoy reading very much. Now I love sport and I usually go swimming and jogging, but then I 4) _____ play tennis with my father on Saturdays. I also like rock and jazz, but in the old days I 5) _____ listen to music. When I was at home I 6) _____ watch a lot of TV and on holidays I 7) _____ spend hours and hours playing chess with my uncle Joe. He was very good at it. For my 18th birthday, my auntie Georgina bought me a beautiful dress, but before I 8) _____ wear jeans and T-shirts and I still love casual clothes. They make me feel very comfortable. Oh!, there's one more thing. I 9) _____ love writing letters and postcards to my cousins in Canada, particularly at Christmas.



12 THE BATTLE OF THE GENERATIONS

3 Completa las frases con los verbos del recuadro en su forma correspondiente.

stay out	get off	pick up	wash up
tidy up	look up	look after	be back

- I'm not allowed to _____ until late at weekends. My parents don't like it.
- On Saturday nights I have to _____ my little sister.
- I'm going to the shops. I _____ at seven.
- The other day, when I _____ the car I had a little accident.
- My mother is always _____ my little brother's toys from the kitchen floor.
- When I do my homework I always have to _____ new words in the dictionary.
- I always _____ on Sundays.
- Sorry about this mess. I don't have much time to _____.



4 Corrige los errores gramaticales de las siguientes frases.

- You can't to go out now.

- You must staying in bed.

- You're not allowed to singing here. This is a hospital.

- You mustn't to touch that. It's dangerous.

- You can playing music in your room if you like.

5 Clasifica las frases de la actividad anterior en las categorías siguientes.

Permission	Obligation	Prohibition

6 A tu amigo Lou le encantan las comparaciones, aunque a veces son demasiado obvias. Adivina las siguientes, utilizando los adjetivos del recuadro.

cheap	tasty	long
short	difficult	big
popular	easy	old
small	healthy	

- In Spain, football is _____ rugby.
- In summer, days are _____ nights.
- A Seat is _____ a Mercedes.
- Cuenca is not as _____ Barcelona.
- Jogging is _____ smoking.
- Hot dogs are not as _____ paella.
- The Alhambra is _____ the Prado museum.
- A centimetre is _____ a kilometre.
- A cat is _____ an elephant.
- Some people say English is as _____ German and _____ Spanish.



MODULE 4 - UNIT 7

1 Relaciona los siguientes términos y expresiones relativas a la salud con los verbos take, have, be y do.

- vitamins*
- a headache*
- exercise*
- healthy habits*
- vegetables*
- overweight*
- the flu*
- a bad cough*
- jogging*
- ill*
- a pain in my back*
- insomnia*

TAKE	HAVE
BE	DO

2 Tu amigo John utiliza muchos superlativos al hablar. Rellena los espacios en blanco con el superlativo de los adjetivos entre paréntesis.



Well, it was a very good idea to go to Bahamas. You know, the weather was incredible and they have 1) _____ (sandy) beaches I have seen in my life. And the food is delicious. You can eat 2) _____ (good) fish in the world. It's true! And the people are so nice! The hotel receptionist is probably one of 3) _____ (kind) persons on this planet. Oh! You have to go there. You'll have 4) _____ (great) holiday you can imagine. And also, you'll meet 5) _____ (interesting) and 6) _____ (funny) people you have ever seen in your life. And 7) _____ (wealthy). And 8) _____ (important) thing is that Bahamas is not 9) _____ (expensive) holiday destination these days. In fact, I think it is one of 10) _____ (cheap). So, see you there next year!



14 WHAT IS HEALTH?

3 En la siguiente sopa de letras hay 10 términos relacionados con problemas de salud comunes. Localízalos.

H	R	Y	G	R	E	L	L	A	I	K	W
E	C	O	U	G	H	D	S	B	N	F	N
D	G	V	W	M	N	E	K	G	S	G	O
A	F	E	Q	S	J	P	J	T	O	T	I
C	E	R	U	T	A	R	E	P	M	E	T
K	E	W	A	R	E	E	C	D	N	M	C
E	D	E	S	E	U	S	O	C	I	P	E
P	K	I	S	S	Q	S	F	O	A	E	F
E	C	G	T	S	A	I	S	L	W	R	N
I	A	H	D	I	S	O	R	D	E	R	I
N	B	T	W	Y	R	N	W	D	Z	W	K

4 Algunas de las siguientes palabras contienen el sonido /dʒ/; otras, el sonido /g/ y otras, ninguno de los dos. Escríbelas en la columna correspondiente.

get	gin	yellow	July
bag	angry	digestion	cough
high	large	Germany	allergy
you	arrange	vegetables	

/dʒ/	/g/	Neither

5 Completa las siguientes preguntas.

- _____ acupuncture really effective if you want to give up smoking?
- _____ sleeping pills the best treatment against insomnia?
- _____ it important to have a healthy lifestyle?
- _____ the doctor give you a prescription every time you visit her?
- _____ drinking a glass of hot milk help you sleep better?
- _____ patients always follow the doctor's instructions?
- _____ stress the cause of most illnesses?
- _____ you do any exercise?

6 Ahora responde a las preguntas de la actividad anterior con respuestas cortas.

- Yes, it is.
- _____
- _____
- _____
- _____
- _____
- _____
- _____

7 Relaciona las frases (1-5) con las expresiones de tiempo adecuadas (a-e).

- | | |
|--|---------------------------|
| 1 I must take two of these pills ... | a for a couple of days. |
| 2 My sister started a new treatment ... | b three weeks ago. |
| 3 I usually visit the doctor ... | c until 3 in the morning. |
| 4 I've had the flu ... | d after each meal. |
| 5 Last night I was ill. I was coughing ... | e twice a month. |

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

MODULE 5 - UNIT 1

1 Subraya la opción correcta.

- 1 I can't **rich/reach** the shelf. Can you help me?
- 2 Take a **seat/sit**, please.
- 3 He's a big man, so his **fit/feet** need big shoes.
- 4 I have to take my car to the garage. I have a flat **wheel/will**.
- 5 When British friends meet they usually kiss on one **chick/cheek** only.
- 6 The vowel sound in the correct words in sentences 1 to 5 is /I/ /i:/.

2 Rellena los espacios en blanco con la forma correcta de los verbos look, sound y taste, más un adjetivo del recuadro.

interesting	dangerous	impressive
delicious	wonderful	terrible

- 1 What beautiful music! It _____.
- 2 'Well, what do you think of our plans?'
'They _____.'
- 3 'Don't you think there's something wrong with this food?' 'Yes, it _____.'
- 4 'So you didn't go up to the top of the Leaning Tower of Pisa, did you?' 'No, it _____.'
- 5 'But you ate spaghetti while you were in Italy, didn't you? What was it like?' 'It _____.'
- 6 'What did you think of the Pyramids in Egypt?' 'Wow! They _____.'

3 Selecciona palabras del recuadro para describir a estas personas.

beard	short	ugly
curly hair	blonde	moustache
fat	old	thin
bald		



- 1 *He's got a moustache.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



4 Clasifica los adjetivos siguientes según puedan llevar el prefijo (in- o un-).

sensitive	romantic	expensive
attractive	intelligent	important
happy	married	interesting
considerate	kind	efficient

in-	un-

I like her way of walking



5 Ahora completa las frases con los adjetivos de la actividad 4 con su prefijo correspondiente.

- I'm single. I'm _____.
- He isn't very good-looking. He's rather _____.
- These shoes ~~are~~ quite cheap. In fact, they're quite _____.
- He isn't very generous. He's quite _____.
- She suffers a lot. She's quite _____.
- He's quite stupid. He's _____.
- He never says beautiful things to her and he forgets their anniversaries. He's so _____.
- His job is not very important. In fact, it's quite _____.
- The film we saw had no interest at all. It was very _____.

6 Relaciona las preguntas (1-10) con su respuesta correspondiente (a-j).

- What colour are her eyes?
- Is her hair curly?
- What does she look like?
- How old is she?
- What's she like?
- What does she like doing in her free time?
- What's she interested in?
- What's her most important quality?
- What would she like to do when she finishes university?
- What do you like most of her?

- She's quite easy-going, warm and very intelligent.
- She's a good listener.
- They're dark.
- Art and music.
- Reading and going out with her friends.
- She's 32.
- No, it's straight.
- She'd like to work for a museum.
- She's a bit short with long dark hair.
- Her way of walking.

- 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
6 ___ 7 ___ 8 ___ 9 ___ 10 ___

7 Ahora contesta las siguientes preguntas sobre tu pareja o un buen amigo o amiga.

- What does she/he look like?

- What's he/she like?

- What's her/his most important quality?

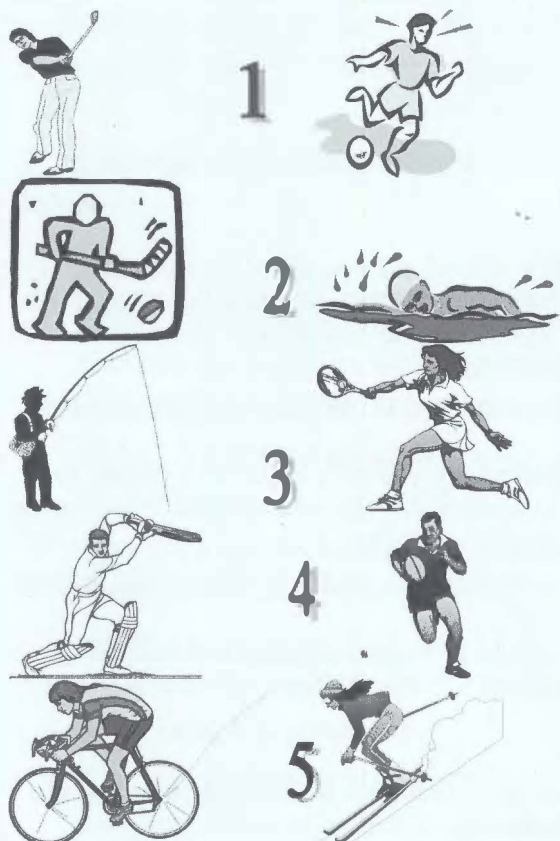
- What do you like most of him/her?



MODULE 5 - UNIT 2

1 Compara los siguientes deportes, utilizando los adjetivos del recuadro.

- | | | |
|------------------|-----------------|-------------------|
| fast | exciting | exhausting |
| dangerous | physical | relaxing |
| violent | skilful | easy |



Example: *Playing cricket is more skilful than playing rugby.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

2 Relaciona los deportes de la actividad anterior con las siguientes expresiones y escribe frases como en el ejemplo.

- | | |
|----------------------|--------------------------|
| a good racket | a lot of patience |
| strong legs | strong arms |
| speed | organization |
| strength | warm clothes |

Example: *You need a good racket for playing tennis.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

3 Rellena los espacios en blanco con *quite* o *rather*.

- 1 Watching football in the stadium is _____ exciting.
- 2 Watching sports on television is _____ boring.
- 3 Fishing is _____ relaxing.
- 4 Skiing is _____ dangerous.
- 5 To play tennis you have to be _____ skilful.
- 6 Swimming is _____ good for your health.
- 7 I don't like rugby. I find it _____ violent.
- 8 I don't like much watching golf on television. It's _____ slow.

4 Relaciona las frases siguientes con los antónimos de los adjetivos del recuadro. Escribe dichos antónimos utilizando el prefijo correspondiente.

healthy	happy	interesting
emotional	sure	obedient
punctual	polite	honest
lucky	organised	patient

- 1 She never does what her parents tell her to do.

- 2 He eats lots of hamburgers and chocolates. He's very fat.

- 3 She never shows her feelings and she never cries.

- 4 Mr Hills is terrible. His desk is always in a mess. He can never find what he's looking for.

- 5 My husband has no patience at all. If I'm ever late, he gets very angry with me.

- 6 My wife is always getting on my nerves. She's always late.

- 7 Jackie never says 'please' or 'thank you'.

- 8 My brother does the lottery every week and he has never won a penny, not a penny.

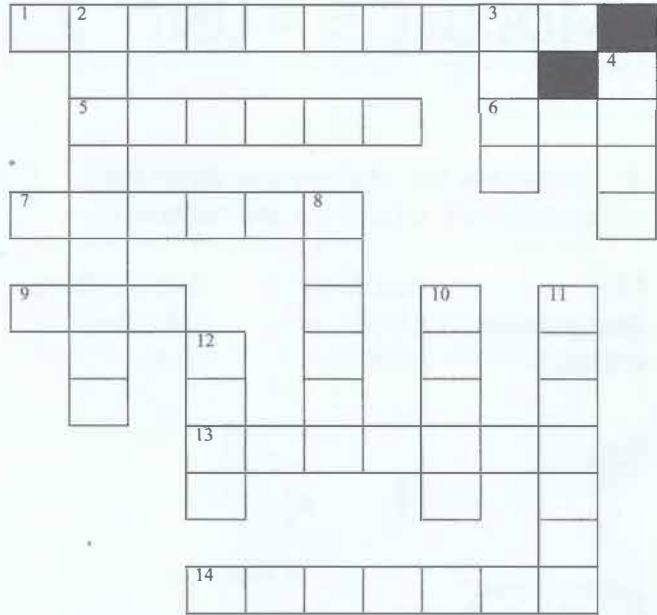
- 9 You can't trust my neighbour.

- 10 Lots of programmes on television these days.

- 11 I have a friend who is always asking me what to do. He can never make up his mind.

- 12 His wife has left him and he has lost his job.

5 Crucigrama.



Across

1. Michael Jordan was a genius at this sport. (10)
5. For this sport, you need a long stick to hit a small ball. (6)
6. Playing sports is the best way to keep like that. (3)
7. A sport where you hit a ball with a racket. (6)
9. To do some exercises, you have to _____ on the floor on your back. (3)
13. You do this with your legs after a long journey by car. ((7)
14. The Tour of France is connected with this sport. (7)

Down

2. These are sports such as running, jumping, the javelin, etc. (9)
3. If you _____ a part of your body, you move it to a higher position. (4)
4. You shouldn't overdo your exercises. You must _____ after a time. (4)
8. Another word for 'football'. (6)
10. You play this sport in pubs, but you don't do much exercise with it. (5)
11. For this sport, you need a rod and patience, a lot of patience. (7)
12. To exercise your abdominal muscles, you have to _____ your knees against your chest. (4)



MODULE 5 - UNIT 3

1 Subraya la palabra que tiene el sonido vocálico diferente a las demás en cada grupo.

- | | | | | |
|---|-------|-------------|-------|------------|
| 1 | hat | bat | farm | lab |
| 2 | park | THAT | car | <i>dam</i> |
| 3 | cut | done | Bush | love |
| 4 | tan | PAN | fat | part |
| 5 | heart | cart | darts | man |

2 Subraya la opción correcta en cada frase.

- I 'm not sure what to wear for the wedding. I think I **will / am going to** wear my navy blue suit and a red tie. What do you think?
- Everything is planned. When I finish my studies, I **will / am going to** spend a year in England to improve my English.
- 'I've got a terrible headache.' 'Don't worry. I **will / am going to** get you an aspirin'.
- What **will the weather / is the weather going to** be like tomorrow?
- 'Can you meet me at the airport?' 'Yes, I **will / am going to** be there at 6 o'clock.'
- 'Have you heard the news? Brad **will / is going to** marry Sharon!' 'Really?'
- 'Where are you going?' 'We **will / are going to** get tickets for the concert next week.'
- Oh, these suitcases are heavy! I **will / am going to** give you a hand.



3 Convierte los verbos del recuadro en adjetivos terminados en -ing o -ed, según corresponda, para completar las frases siguientes.

interest	bore	tire
excite	surprise	motivate
satisfy	disappoint	embarrass
annoy		

- I've been working all day long. I'm so _____.
- I had a teacher who was very _____. The students used to go to sleep in class.
- 'You look _____! What's the matter?' 'I've just bought a new car and I'm so happy.'
- The students were criticising the teacher when she got into the classroom and she overheard them. They felt very _____.
- 'Are you _____ in modern art?' 'No, not much'.
- 'Have you heard about John? He had an accident with his car yesterday' 'Well, I'm not _____. He drives carelessly.'
- When my husband told me we couldn't go on holidays this year, it was very _____. You see, I had made so many plans.
- Our new teacher is quite _____. His lessons are so funny and interesting!
- I want to complain about the television set I bought yesterday. I'm not _____ at all because it doesn't work.
- I find it very _____ when people smoke in public places.

4 En la siguiente sopa de letras encontrarás los nombres de 10 complementos.



5 Ordena las letras para formar palabras relacionadas con la ropa y la moda.

- 1 aht _____
- 2 sders _____
- 3 kirts _____
- 4 acejkt _____
- 5 lgveos _____
- 6 giimmnsw situ _____
- 7 istu _____
- 8 hirts _____
- 9 abr _____
- 10 ehoss _____
- 11 eit _____
- 12 eorrssut _____

6 Ahora relaciona las palabras de la actividad anterior con las siguientes ilustraciones.



- | | | | | | |
|---|---|---|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |



MODULE 5 - UNIT 4

1 ¿Qué estaban haciendo estas personas ayer, domingo, a las 6 de la tarde? Escribe frases como la del ejemplo.



Example: (John and Chris)
John and Chris were playing cards.



1 (Brenda)



2 (Linda and James)



3 (Sheila)



4 (Rosalyn and Tom)



5 (Jane)

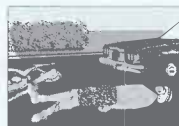


6 (Liz)

2 ¿Qué pasó mientras las personas de la actividad 1 descansaban? Escribe frases como la del ejemplo.



Example: (the baby / begin to cry)
John and Chris were playing cards when the baby began to cry.



1 (see an accident)



2 (James / fall)



3 (some friends / arrive)



4 (have a headache)



5 (a mosquito / bite her)



6 (the telephone / ring)



22 YOU AND YOUR DREAMS

3 Subraya la palabra que tiene el sonido vocálico diferente a las demás en cada grupo.

- | | | | | |
|---|--------|--------|---------|------|
| 1 | bought | caught | cot | fork |
| 2 | pork | port | thought | spot |
| 3 | knot | cork | cock | not |
| 4 | fox | forks | fog | fond |
| 5 | short | sport | corn | shot |

4 ¿Adjetivo o adverbio? Utiliza los adjetivos del recuadro, o conviértelos en adverbios, para completar las frases.

quiet	noisy	hungry
careful	beautiful	

- 1 She was following him _____, without making a noise.
- 2 The children were playing _____ in their bedroom.
- 3 He speaks very little. He's very _____.
- 4 When children get home after a hard day at school, they usually eat _____.
- 5 John is a very _____ driver. He has never had an accident.
- 6 Children in a classroom are usually so _____ that you can hardly hear the bell.
- 7 Last night I had a salad only for supper. I was not _____.
- 8 You should drive more _____. You've nearly hit that other car.
- 9 That's a _____ dress you're wearing. Where did you buy it?
- 10 Plácido Domingo sings so _____ that I can spend hours listening to him.



5 Rellena los espacios en blanco con un pronombre reflexivo sólo cuando sea necesario.

- 1 I've left a beard grow because I used to cut _____ when I shaved _____.
- 2 Mary usually gets up _____ at 7 o'clock. Then she washes _____ and dresses _____, has breakfast and goes to work.
- 3 What do you see when you look at _____ in the mirror?
- 4 Tom likes music very much. He always relaxes _____ listening to music.
- 5 Jim is very selfish. He thinks he's the center of the universe. He's always talking about _____.
- 6 After having a shower, people should dry _____ very carefully.

6 Match the words (1-10) with their right definition (a-j).

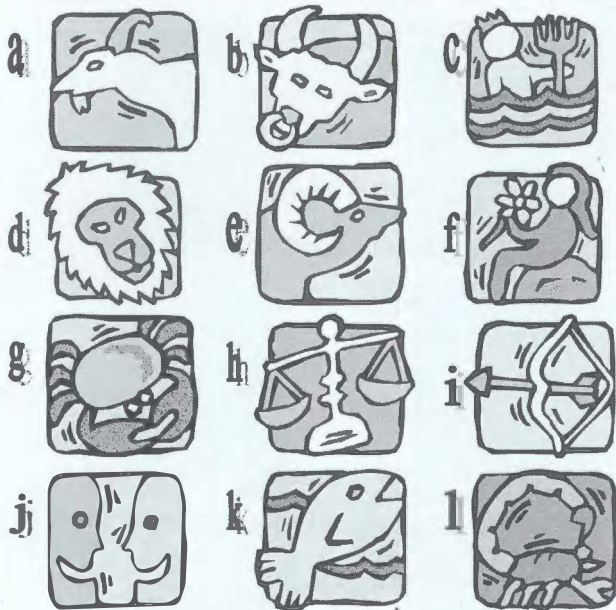
- | | | |
|-------------|---|---|
| 1 nightmare | a | an imaginary series of events that you 'live' in your mind while you're sleeping. |
| 2 sleep | b | a small, round mass of medicine |
| 3 dream | c | someone who is not sleeping |
| 4 asleep | d | siesta |
| 5 pill | e | a bad dream |
| 6 nap | f | the act of walking while sleeping |
| 7 awake | g | the state of rest when your eyes are closed and your body and mind are inactive. |
| 8 brain | h | someone who is sleeping |
| 9 sleepwalk | i | someone who wants to sleep |
| 10 sleepy | j | the organ inside your head |

- 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
6 ___ 7 ___ 8 ___ 9 ___ 10 ___

MODULE 5 - UNIT 5

1 Relaciona los nombres de los signos del zodiaco con la ilustración correspondiente.

1 Aquarius	2 Aries	3 Cancer
4 Capricorn	5 Gemini	6 Leo
7 Libra	8 Pisces	9 Sagittarius
10 Scorpio	11 Taurus	12 Virgo



1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___
 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___

2 Contesta las siguientes preguntas utilizando las expresiones del recuadro.

I think so	I think she/he is
I think I am	I don't think I am
I don't think so	I don't think she/he is

- Do you think there is life in other planets?

- Are you a generous person?

- Is your best friend sensitive?

- Do you think computers will replace teachers at school?

- Are you a conservative person?

- Is your best friend reliable?

- Do you think reading the horoscope is useful?

- Do you think people should be more worried about the future?

3 Elige cinco signos y escribe frases con adjetivos del recuadro.

arrogant	impatient
quick-tempered	charming
inefficient	reliable
conservative	intelligent
secretive	creative
logical	self-disciplined
curious	manipulative
sensitive	eccentric
optimistic	stubborn
generous	possessive
understanding	imaginative
progressive	unemotional

- _____
- _____
- _____
- _____
- _____

Example: *I think that Leo people are arrogant and stubborn. | They say that Leo people are arrogant and stubborn, but I don't think so.*

24 TALKING ABOUT YOURSELF

4 Une los siguientes pares de oraciones con la conjunción entre paréntesis.

1 Leo people are reliable. They can be very arrogant. (although)

2 I'm a Leo person. I'm not stubborn. (however)

3 Pisces people are considerate. Sometimes they are over-sensitive. (but)

4 Anna is very kind and sensitive. She's rather bad-tempered when she's in a bad mood. (although)

5 Vicky is an English teacher. She's very interested in computers. (however)

6 And you? Write a sentence about you, using but.

5 Selecciona algunas palabras del recuadro para completar estos versos que nunca ganarán un premio de poesía.

wool	cool	fool
full	pull	pool
few	would	could
food		

1 As I was sitting on my wooden stool,
I was trying desperately to keep

_____.

2 Because someone as you so good
love me not, never, _____.

3 But whatever I was doing, I, a fool,
shed tears that rolled into a _____.

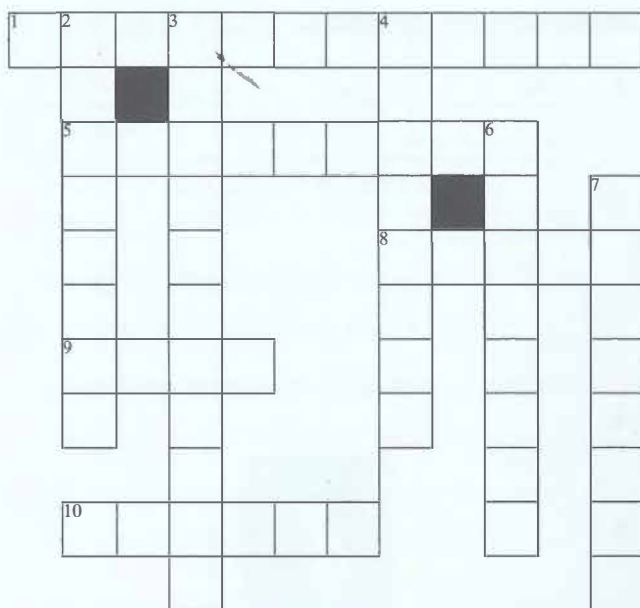
4 My mind from you I couldn't pull
because my thoughts of you were

_____.

5 And however much I would,
only think of you I _____.

6 Couldn't you come back to me, you,
who are the delight of just a _____?

6 Crucigrama.



Across

1. These people force or persuade others to act in the way they want. (12)
5. These people are very practical in the way they handle things. (9)
8. This adjective can mean 'intelligent' or 'elegant'. (5)
9. A person who is very tidy. (4)
10. This person shows and feels love for other people. (6)

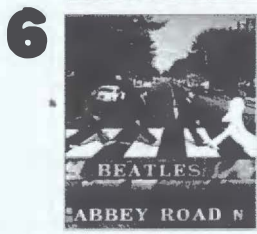
Down

2. These people believe they are more important than others. (8)
3. A person like this finds it easy to create new and exciting things. (11)
4. This person is very good at drawing and painting. (8)
6. These people are very pleasant or attractive. (8)
7. Someone who doesn't want to change their mind and who wants to have things in their own way. (8)

MODULE 5 - UNIT 6

1 Relaciona las personas de las fotos con los siguientes tipos de música.

- | | | |
|---------------|--------|-------------|
| a flamenco | b folk | c opera |
| d heavy metal | e pop | f classical |
| g rap | h jazz | i latin |
| j rock | | |



- 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
 6 ___ 7 ___ 8 ___ 9 ___ 10 ___

2 Imagina que hoy es 15 de marzo del año 2002. Escribe frases sobre Jane utilizando las expresiones del recuadro, como en los ejemplos.

March 2002	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						

- | | |
|----------------------------|-------------------------------|
| the day after tomorrow | a week last Sunday |
| a week last Monday | yesterday |
| the day before yesterday | next Thursday |
| two weeks today | last Friday |
| a week on Wednesday | |

Examples: (3/3/02 – go to London)
She went to London a week last Sunday.
 (29/3/02 – visit a factory in Newcastle)
She's visiting a factory in Newcastle two weeks today.

- (4/3/02 – get married)

- (8/3/02 – go on honeymoon)

- (13/3/02 – come back to Bristol)

- (14/3/02 – visit clients in Bath)

- (17/3/02 – have lunch with friends)

- (21/3/02 – attend a conference in Brussels)

- (27/3/02 – have a meeting in the office)

3 Algunas de estas frases tienen errores gramaticales. Corrígelos.

- 1 The music what I like best is rock.

- 2 The loud noise is that I can't stand of heavy metal.

- 3 I like the music that is relaxing.

- 4 Country and western is the music what comes from the United States.

- 5 What young people want today is music that makes them feel something.

- 6 Classical music is the kind of music what most people say they like, but few people do.

- 7 That you need is some classical music that makes you relax.

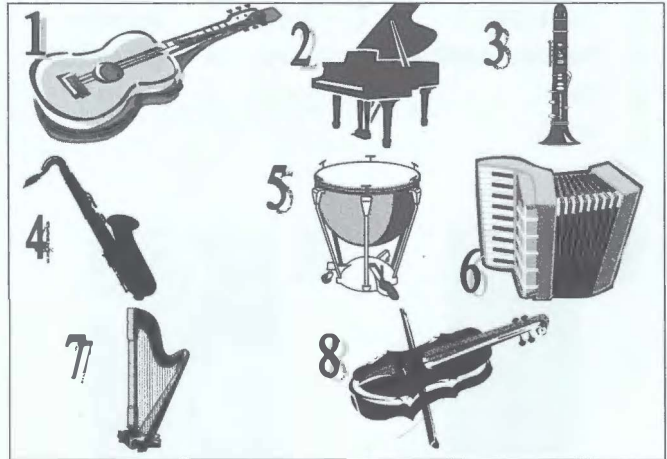
4 Escribe frases sobre tus gustos musicales, utilizando like, don't like, don't mind o hate.

Example: (rap) *I don't mind rap.*

- 1 (classical music) _____
- 2 (pop) _____
- 3 (jazz) _____
- 4 (rap) _____
- 5 (folk) _____
- 6 (flamenco) _____
- 7 (country) _____
- 8 (blues) _____

5 Relaciona los instrumentos musicales con su nombre y escribe frases como la del ejemplo.

accordion	piano	violin
harp	guitar	saxophone
clarinet	drum	



Example: *A guitarist is someone that plays the guitar.*

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

6 En las siguientes frases subraya las sílabas cuya vocal se pronuncie con el sonido /ə/ y tacha aquellas cuya vocal se pronuncie con el sonido /ɜ:/.

- 1 The girl's mother ate a banana.
- 2 Her father doesn't like red shirts.
- 3 When the stranger moved further away, she heard him say 'Goodbye'.
- 4 First she went to London and then she came back again.
- 5 Today I'm going to the library by bus.

MODULE 5 - UNIT 7

1 Relaciona los prefijos y sufijos (1-8) con las palabras (a-h). Un mismo prefijo o sufijo puede ir con varias palabras.

- | | |
|---------|-------------|
| 1 -ment | a care |
| 2 -ly | b honest |
| 3 -ful | c friend |
| 4 -less | d young |
| 5 dis- | e entertain |
| 6 -ship | f happy |
| 7 -ish | g quick |
| 8 un- | h use |

- 1 _____ 2 _____ 3 _____ 4 _____
 5 _____ 6 _____ 7 _____ 8 _____

2 Ahora utiliza las palabras que has formado en la actividad anterior para completar las frases siguientes.

- Do you think that _____ between a man and a woman is possible?
- Paul is very _____ today because his dog died yesterday.
- Learning English is very _____. It can open doors to many important jobs.
- 'You are so _____! Why don't you pay more attention to what you're doing?'
- She's a very _____ person. I wouldn't trust her at all.
- 'What does he look like?' 'Well, he's _____, with short hair, hazel eyes, and a bit short.'
- 'Come on! Do it _____. We haven't got all day!'
- Going to the cinema is the best type of _____ for me.

3 ¿Adjetivo o adverbio? Selecciona la opción correcta en cada frase.

- Humus* washing powder washes more **efficient/efficiently** than any other washing powder.
- If you buy this sofa, you will spend hours sitting there **comfortable/comfortably**.
- John is a very **careless/carelessly** driver. He never takes any notice of the other cars.
- Anybody can drive **good/well** with the new *Pocus* car.
- After taking this new pill, you will feel **happy/happily**.
- 'Who broke the glass?' 'It was me', the little boy answered **honest/honestly**.
- She works so **hard/hardly** that she'll have a heart attack if she's not **careful/carefully**.

4 Recuerda que cuando una palabra empieza por 's' seguida de consonante, no debes pronunciar ninguna vocal delante. Ordena las palabras para formar frases y pronúncialas con cuidado.

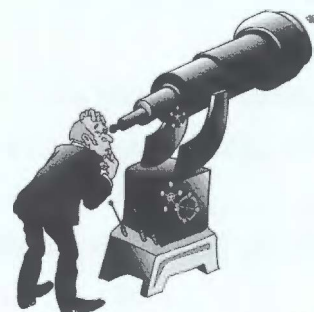
- students / schools / in / Spanish / Spanish / noise / a / of / make / lot

- spits / Stella / when / speaks / she

- spends / sleeping / hours / Steven / many / hotel / he / staying / is / in / the / where

- spell / do / 'Spain' / How / you / ?

- Scotland / stars / Steven / studies / the / in



5 Rellena los espacios en blanco con la forma correcta del verbo entre paréntesis para formar oraciones condicionales del primer tipo.

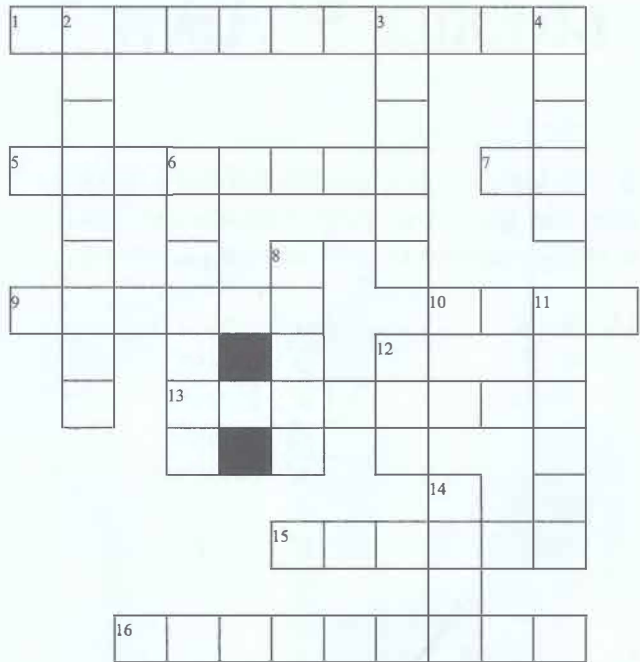
- 1 If you _____ (buy) the *Vidi 4* car, you _____ (make) your dreams come true.
- 2 You _____ (walk) comfortably if you _____ (wear) these shoes.
- 3 You _____ (not lose) your suitcases if you _____ (fly) with *Spanenglish Airlines*.
- 4 If your husband _____ (take) the *Stopsnore* pills, he _____ (not snore) any more.
- 5 Your wife _____ (look) twenty years younger if she _____ (use) the *Babyface* cream.
- 6 Girls _____ (love) you if you _____ (wear) the new *Paco* jeans.

6 Rellena los espacios en blanco con la forma correcta de los siguientes verbos.

drink	eat	use
get	arrive	go

- 1 I always have a healthy breakfast before _____ to work.
- 2 After _____ at the office yesterday, I found I'd forgotten my wallet at home.
- 3 You should always read the instructions carefully before _____ a new machine.
- 4 You won't feel happier after _____ a lot of spirits.
- 5 You should be absolutely sure you're making the right decision before _____ married.
- 6 People usually get indigestion after _____ a lot.

7 Crucigrama.



Across

1. Advising people to buy things. (11)
5. This is what some people do after listening to 1 across – they go _____ and buy lots of things. (8)
7. A short word for 'advertisement'. (2)
9. This person sells things, usually newspapers, sweets and cigarettes, from a small stall. (6)
10. Some actors are asked to take part in advertisements because of this, i.e., because they're famous. (4)
13. The person who buys and uses the things they buy, the recipient of advertisements. (8)
15. Another word for 'advertisement'. (6)
16. Most products offer one for one or more years. (9)

Down

2. Some advertisements are like this because they don't tell the truth about the product they are advertising. (9)
3. A short, easily-remembered phrase quite used in advertisements. (6)
4. Things that are made to be sold. (5)
6. Something that is produced and sold. (7)
8. The version of a product made by a particular manufacturer. (5)
11. This is the place where things are bought and sold. (6)
12. The opposite of 'sell'. (3)
14. All advertisements say that the products they advertise are the _____. (4)

MODULE 6 - UNIT 1

1 Lee los anuncios siguientes. ¿Qué vacaciones elegirían Vanessa y Robert?

a

ROMANTIC ROME

Visit the best known monuments of Roman times. Luxurious hotels, rent-a-car service, full board. Unbeatable prices. Departures: all year

b

SAFARI IN KENYA

Adventure lovers will find this an extraordinary experience: lions, elephants, snakes ... Lodge in self-catering apartments. Departures: all year. Discount for big groups.

c

BEACH HOLIDAYS IN SPAIN

Unbeatable prices. Lodge in our inexpensive hotels and travel by coach around the south of the Spanish peninsula: Nerja, Málaga, Torremolinos and Estepona. Departures: all year.

d

SUNSHINE HOLIDAYS IN CUBA

Relax and enjoy the resorts on the island, taste the best rum in our unspoilt beaches. Full board, rent-a-car. Departures: summer season.



hotel
holiday in summer
alone
hire a car
beach holidays



apartment
holiday in winter
with lots of people
travel by plane
activity holidays

Robert: _____

Vanessa: _____

2 Expresa las preferencias de Robert y Vanessa utilizando prefer.

Example: *Robert prefers staying in a hotel.*

1 Vanessa _____

6 Robert _____

2 Robert _____

7 Vanessa _____

3 Vanessa _____

8 Robert _____

4 Robert _____

9 Vanessa _____

5 Vanessa _____



3 Ordena las palabras para formar frases.

1 to / activity holidays / prefer / I / beach holidays

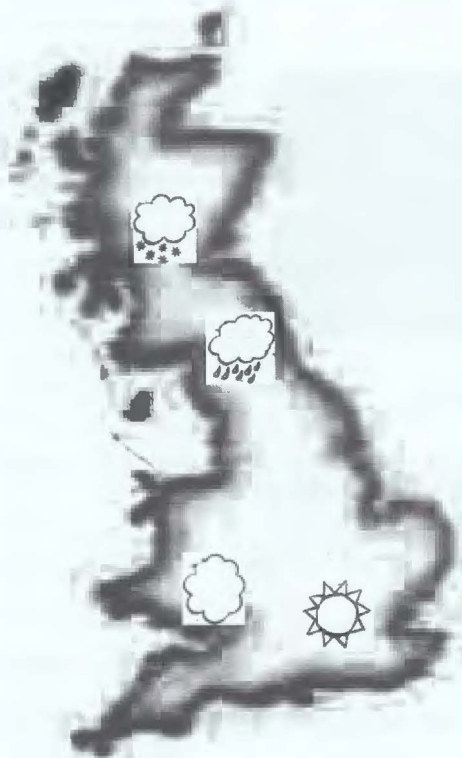
2 music / Cynthia / TV / prefers / to / to / listening / watching

3 would / travel / Matthew / alone / rather

4 prefer / I / hotel / stay / a / would / in / to

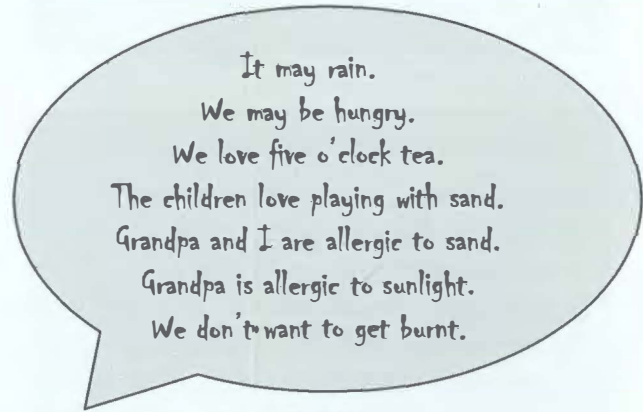
5 got / slight / afraid / I / a / we've / problem / am

4 Observa el siguiente mapa del Reino Unido y comenta el tiempo que hace en las siguientes ciudades.



- 1 In Edinburgh it's _____
- 2 In York _____
- 3 In Cardiff _____
- 4 In London _____

5 La familia Adam va a pasar un día en la playa. Relaciona la lista de objetos que llevan con las explicaciones que dan, utilizando because o the reason why.



- 1 We are taking some chairs because _____

- 2 The reason why _____

- 3 _____

- 4 _____

- 5 _____

- 6 _____

- 7 _____

MODULE 6 - UNIT 2

1 Lee las siguientes recetas y rellena los espacios en blanco con las palabras que aparecen en los recuadros.

mix bake add cut peel

a 1) _____ the apples and 2) _____ them into thin slices. Place in an oven proof dish with sugar and cinnamon. 3) _____ the flour with the sugar and the butter and 4) _____ over the crumble mixture. 5) _____ for 25-30 minutes.

heat serve stir toast mix

b 1) _____ the bread first. In a bowl 2) _____ together the milk, the eggs and salt and pepper. 3) _____ a saucepan with some olive oil. Pour the mix into the saucepan and 4) _____ constantly until the egg is firm. 5) _____ hot on the toast.

add bake put heat cut

c 1) _____ the oven into 190° C. 2) _____ the top of the tomatoes and cut a cross on the tops. Rub some butter and 3) _____ salt and pepper. 4) _____ the tomatoes in a roasting dish and 5) _____ for about 10 minutes, until soft but not without shape.

2 ¿Qué nombre crees que tienen las tres recetas de la actividad anterior? Elige de entre las siguientes opciones.

- Spanish omelette*
- Fish and chips*
- Scrambled eggs on toast*
- Chicken curry*
- Apple crumble*
- Beef casserole*
- Baked tomatoes*

a _____
 b _____
 c _____

3 Andrew y Bill van a cocinar uno de los tres platos. Observa las listas de ingredientes y rellena los espacios en blanco con a/an, some o any.

*5 apples
 3 table spoonful of sugar
 (for the crumble)
 100 g of butter
 150 g of flour
 50 g of sugar
 a pinch of cinnamon*

*6 tomatoes
 butter
 salt and pepper*

*3 eggs
 2 slices of bread
 a quarter of a cupful of milk
 a pinch of salt and pepper*

Andrew: Let's prepare lunch!
Bill: OK. What do we need? Have we got 1) _____ eggs?
Andrew: No, there aren't 2) _____. There is 3) _____ apple, there is 4) _____ salt and pepper and 5) _____ butter.
Bill: Are there 6) _____ tomatoes?
Andrew: Yes, there are 7) _____.

Name of the dish they are going to cook:

4 Relaciona los objetos que aparecen a continuación con su uso o finalidad y escribe frases como la del ejemplo.



Example: *I use a spatula to stir the stew.*

open a tin	serve some soup in it	cut some steak
serve some steak on it	cook some stew	drink some tea
add three teaspoonfuls of chilli		fry an egg
help me eat some chips	ADD A TABLESPOONFUL OF SUGAR	

- b I use _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____
- j _____
- k _____

5 Completa las siguientes frases con little, few, too much o too many.

- 1 We have _____ wine for the party. We'll have to buy some.
- 2 Either there were _____ people at the party or the flat was too small.
- 3 There are _____ chairs in this room. Go and bring some more.
- 4 There is _____ butter on those trays. You are wasting it!
- 5 I have _____ money in my wallet. I need to go to the bank and get some cash.
- 6 She has _____ free time now that she is retired.
- 7 This garden has _____ trees. They are planning to plant some more soon.
- 8 There are _____ books on that shelf. It's going to break!



MODULE 6 - UNIT 3

1 Lee los comentarios que se hacen sobre estos famosos y rellena los espacios en blanco con las palabras que aparecen en los recuadros.

wears he's always him he his a



This is 1) _____ famous photographer. 2) _____ name is Hans and 3) _____ German. He 4) _____ glasses. 5) _____ doesn't speak English and 6) _____ takes a dictionary with 7) _____.

words she loves guitar smokes her



She is a pop star. 8) _____ name is Monique Orange. She is French and 9) _____ glossy magazines. 10) _____ plays the 11) _____ and her songs contain lots of dirty 12) _____. She 13) _____ a lot.

her says everywhere she an



She is 14) _____ American actress. Her name is Maleny Star. They say 15) _____ drinks a lot. She is always losing 16) _____ wallet and then 17) _____ someone has robbed her. She takes her little dog 18) _____.

eating he his he's to



This is John Posh. 19) _____ is a writer. 20) _____ British and he smokes in a pipe. He always carries a notebook 21) _____ write 22) _____ notes. He is a vegetarian and is always 23) _____ peanuts.

2 ¿A qué famoso de la actividad anterior pertenecen estos objetos? Escribe frases como la del ejemplo.

Whose are these?



- 1 This is Monique's magazine.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____



4 Completa los espacios en blanco con alguna de las palabras compuestas de la actividad anterior.

- 1 I hated wearing a _____ when I was a child.
- 2 If you're going to the beach, don't forget to put some _____ on.
- 3 I'd like to eat some baked beans but I can't find the _____.
- 4 Fido is starving. Let's buy him his _____.
- 5 I saw you yesterday at the _____.
- 6 Andrew started as a _____ and he's now the manager.
- 7 I don't know the answer. I'll have a look at the _____.
- 8 The keys were on the _____.

5 Lee las siguientes frases sobre los estereotipos nacionales y rellena los espacios en blanco con las expresiones del recuadro. Ten en cuenta que el tono de las frases es irónico.

Spaniard	the Irish	German
the French	the British	Dutchman
Italian		

*Does the perfect European exist?
Of course!*

- 1 The perfect European is generous as a _____.
- 2 He should be controlled as an _____.
- 3 He should cook like _____.
- 4 He should drive like _____.
- 5 He should be modest as a _____.
- 6 He should be sober as _____.
- 7 He should be humorous as a _____.

6 Lee las siguientes opiniones y corrige los errores gramaticales que encuentres.

1 *I am not agree with national stereotypes. There might is some truth in them but we can't generalise like that.*

2 *Perhaps French drive badly and German are very organised but there are exceptions!*

3 *I am agree with stereotypes because they run from generation to generation.*

4 *The Americans must to be so patriotic because their country is so big that they need to feel united somehow.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____



MODULE 6 - UNIT 5

1 Escribe frases con *yet* y *already*, según hayan sucedido los hechos ya o no.

Example: Penicillin / discover
Penicillin has already been discovered.

1 Gandhi / die

2 Men / discover a cure for some cancers.

3 Wars / disappear

4 Men / travel to the Moon

5 Men / put cloning into practice

6 Men / live on Mars

7 Men / invent plastic money

8 Men / use computers to talk to other people

2 Indica si las siguientes frases tienen entonación ascendente (↗) o descendente (↘).

- 1 What's your best friend's name?
- 2 Have you known him/her for a long time?
- 3 Did you meet at school?
- 4 Where did you meet?
- 5 How often do you see your friend?
- 6 Are you a good friend?

3 Responde a las preguntas de la actividad anterior.

1 _____

2 _____

3 _____

4 _____

5 _____


6 _____


4 Completa el siguiente texto con el verbo *need* en la forma que corresponda.


I feel so lonely. I 1) _____ a friend. I 2) _____ to talk to someone about my life and my problems. 3) _____ I _____ to go out every night? No, I don't. I think what I 4) _____ is to trust someone. I 5) _____ money or a better job. I just 6) _____ good company. 7) _____ you _____ a friend? Here I am!





5 Completa las siguientes frases con el pretérito perfecto continuo del verbo entre paréntesis y for o since.


1  We _____
(live) together _____ 1995.


2  I _____
(work) here _____ a month.

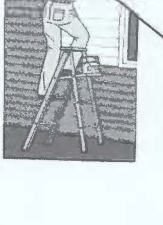
3  She _____
(study) English _____
two years.

4  I _____
(prepare) for this exam _____
the beginning of the year.

5  The children _____
_____ (play) _____
half past six.

6  It _____
(rain) _____ three hours.

7  I _____
(share) a flat with them
_____ a couple of years.

8  I _____
(paint) the house _____
last week.

6 Completa los espacios en blanco con un pronombres indefinido.

- 1 I need _____ to talk to.
- 2 There wasn't _____ I knew at the party.
- 3 _____ at school knows my name. I'm very popular!
- 4 _____ in town can you find better prices.
- 5 Would you like _____ to eat or drink?
- 6 I've looked _____ but I can't find my glasses.
- 7 Did you meet _____ interesting last night?
- 8 There's _____ else they can say.
- 9 _____ wanted to try this meal and now I have to throw it away.
- 10 Your wallet must be _____. Let's look for it.

7 Algunas de estas frases tienen errores gramaticales. Corrígelos.

- 1 I've known Andy since 1967.

- 2 I didn't like nobody at the party.

- 3 My father has been waiting since three hours.

- 4 Everybody are looking for the ring.

- 5 Would you like anything to eat?

- 6 She is in bed yet.

- 7 They don't need be here before 5:00.

- 8 I've already phoned the doctor.

MODULE 6 - UNIT 6

1 Relaciona las personas de la columna A con los hechos de la columna B.

A

- 1 Margaret Thatcher
- 2 Gandhi
- 3 Gutenberg
- 4 Anne Boleyn
- 5 Leonardo da Vinci
- 6 Shakespeare
- 7 Giuseppe Verdi
- 8 Graham Bell

B

- a died the same day as Cervantes
- b invented printing in the 15th century
- c Henry VIII married
- d invented the telephone in 1876
- e was killed by a fanatic in 1948
- f wrote *Il Trovatore* in 1853
- g was the Prime Minister for 11 years
- h was born in 1452

1 ___ 2 ___ 3 ___ 4 ___

5 ___ 6 ___ 7 ___ 8 ___

2 Escribe frases de relativo con la información de la actividad anterior.

Example: Margaret Thatcher (the British politician)

Margaret Thatcher is the British politician who was the Prime Minister for 11 years.

2 Gandhi (the Indian leader) _____

3 Gutenberg (the man) _____

4 Anne Boleyn (the second woman) _____

5 Leonardo da Vinci (the Italian painter) _____

6 Shakespeare (the English writer) _____

7 Giuseppe Verdi (the Italian composer) _____

8 Graham Bell (the man) _____



3 Escribe cómo se leen las siguientes fechas y la tradición que celebran.

Example: *The twenty-sixth of December is Boxing Day.*

1 14th February

2 31st October

3 25th December

4 1st April

4 Vuelve a escribir las siguientes frases de modo que signifiquen lo mismo.

Example: Although I hate Christmas, I'll prepare a wonderful meal for the whole family.

I hate Christmas, but I'll prepare a wonderful meal for the whole family.

1 I didn't receive any Valentine cards this year, but I sent a lot.

Although _____

2 Although we had prepared a surprise birthday party for Andy, he didn't seem to be very happy.

We had _____

3 Although most Christmas presents were very expensive, the child only played with the empty boxes.

Most Christmas presents _____

4 The festival takes place every year, but the locals never get tired.

Although _____

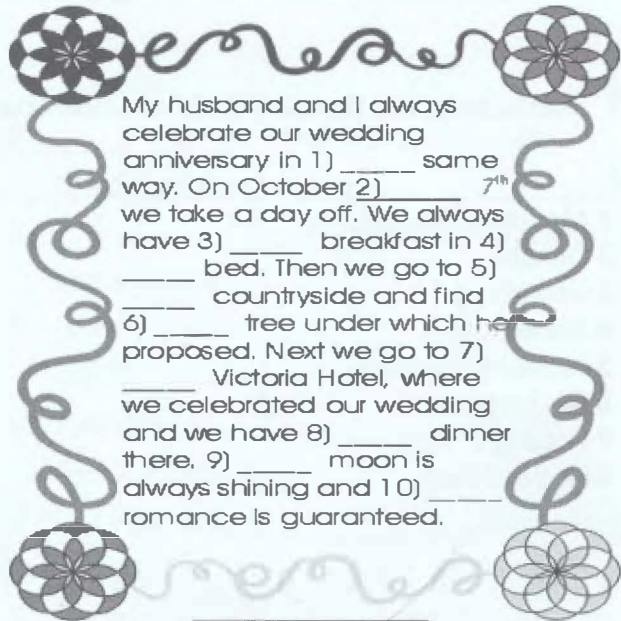
5 I always make wishes when I blow the candles, but they never come true.

Although _____

6 Although I don't like American traditions, I always dress up as a witch on October 31st.

I don't like _____

5 Completa el siguiente texto con el artículo determinado donde corresponda.



My husband and I always celebrate our wedding anniversary in 1) _____ same way. On October 2) _____ 7th we take a day off. We always have 3) _____ breakfast in 4) _____ bed. Then we go to 5) _____ countryside and find 6) _____ tree under which he proposed. Next we go to 7) _____ Victoria Hotel, where we celebrated our wedding and we have 8) _____ dinner there. 9) _____ moon is always shining and 10) _____ romance is guaranteed.



6 Corrige los errores que encuentres en las siguientes frases.

1 The money who they receive is invested on different charities.

2 Sun rises in the east and sets in the west.

3 This is the song who he sang beautifully.

4 British are very polite and reserved.

5 He lived in United States of America for ten years.

6 I have two children. Boy's name is Andrew and girl's is Olivia.

7 Old need more facilities than young in this area of the town.

8 The love is more powerful than the money.



4 Utiliza who o whose para enlazar las frases siguientes.

Example: That's the teacher. Her daughter won the prize.
That's the teacher whose daughter won the prize.

1 He's the nurse. He'll look after my mother.

2 She's the kind of person. She always helps everybody.

3 That's the girl. Her house we are going to buy.

4 Martha is a friend. Her ideas are always different.

5 The man robbed my wallet. He is standing next to the phone box.

6 They are the family. They lent me their car.

7 They are the family. I borrowed their car.

8 They think Sandra is a person. Her main interest in life is to make money.

5 Escribe frases utilizando when y las siguientes palabras.

Example: do my English exam / take my lucky charm
When I do my English exam, I'll take my lucky charm.

1 see Mark / read his palm

2 find a horseshoe / buy a lottery ticket

3 earn my first salary / buy presents for all my friends

4 go to the theatre / not wear anything yellow

5 finish this book / be able to read Tarot cards

6 spill salt / throw some over my shoulder

6 ¿Qué palabra de cada grupo no contiene el sonido /z/?

1 usual leisure sugar measure

2 confusion treasure television mission

3 pleasure superstition casual vision



People whose only interest in life is money

MODULE 4 - SELF TEST

Rellena los espacios en blanco con la opción adecuada y contesta la pregunta final de pronunciación.

TEXT A

Alan: 1) _____
Marion: It's a beautiful 2) _____ in the hills near a lake.
Alan: Really? And 3) _____ from the town centre?
Marion: Not really. It's 4) _____ between Stoke and Spring Hill.
Alan: Great! I love Spring Hill. I 5) _____ there when I was a child.

- | | | | |
|------------------------------|--------------------------------|---------------------------------|----------------------------|
| 1 a. What is your new house? | b. How is your new house like? | c. What is your new house like? | d. How like is your house? |
| 2 a. cottage | b. jumper | c. lounge | d. grandson |
| 3 a. is it long | b. is it far | c. is it much | d. is it near |
| 4 a. bottom | b. middle | c. nearly | d. halfway |
| 5 a. used to go | b. used to going | c. used going | d. used go |

TEXT B

Joe: I've finished my homework. 1) _____ now, mum?
Mother: I think you should 2) _____ your room first, Joe.
Joe: I did that 3) _____, mum.
Mother: OK, then. But remember, you 4) _____ to play in Mrs Simon's garden.
Joe: But mum! We 5) _____ there.

- | | | | |
|-------------------------|-----------------------|----------------------|---------------------|
| 1 a. Can I go out | b. Must I go out | c. Can I going out | d. Must I going out |
| 2 a. pick up | b. tidy | c. keep | d. hold |
| 3 a. early this morning | b. this morning early | c. early ago | d. early later |
| 4 a. mustn't allowed | b. aren't allowed | c. shouldn't allowed | d. can't allowed |
| 5 a. don't never play | b. play never | c. never play | d. don't play never |

TEXT C

Mark: Where 1) _____ Spanish, Jim?
Jim: I 2) _____ to a language school near the Post Office.
Mark: How interesting!
Jim: I think it's 3) _____ one in town.
Mark: Oh, yes. I know some of the teachers there. 4) _____?
Jim: Mr Lawrence.
Mark: Mr Lawrence?
Jim: Yes, he was tall and had very long hair.
Mark: I don't know him.

- | | | | |
|------------------------|--------------------|-------------------------|-------------------|
| 1 a. you learnt | b. did you learn | c. did you learnt | d. learn you |
| 2 a. was went | b. was study | c. went | d. was gone |
| 3 a. the better | b. the more better | c. the best | d. the most best |
| 4 a. Who did teach you | b. Who teached you | c. Who did teaching you | d. Who taught you |

Pronunciation: ¿Qué palabra contiene el sonido subrayado en la palabra thin?

- | | | | |
|-----------|----------|---------|-----------|
| 5 a. they | b. death | c. dead | d. theirs |
|-----------|----------|---------|-----------|

MODULE 5 - SELF TEST

Rellena los espacios en blanco con la opción adecuada y contesta la pregunta final de pronunciación.

TEXT A

1) _____ sport and exercise is very important for everybody. If you practise sport regularly, you will feel 2) _____ and you will 3) _____ more attractive. Some people do exercise late in the evening and that's 4) _____ bad. The best time to do exercise is just after 5) _____ in the morning.

- | | | | |
|-----------------|--------------|-----------------|--------------|
| 1 a. to do | b. doing | c. to make | d. making |
| 2 a. healthier | b. healthyer | c. more healthy | d. unhealthy |
| 3 a. sound | b. look | c. taste | d. seem |
| 4 a. quite | b. not quite | c. rather | d. enough |
| 5 a. getting up | b. get up | c. to get up | d. got up |

TEXT B

Fashion is so silly, don't you think so? I can't understand why people are so 1) _____ by fashion. If one day a famous fashion designer decides that men should wear 2) _____, you will see lots of men wearing them and showing the world their hairy legs. It's ridiculous! I like 3) _____ clothes, like jeans and T-shirts, clothes that 4) _____ me and in which I feel comfortable. Fashion ... Do you think people 5) _____ free of the tyranny of fashion?

- | | | | |
|-------------------|-----------------|-------------------------|-------------------------|
| 1 a. fascinating | b. interesting | c. interested | d. fascinated |
| 2 a. shirts | b. skirts | c. trousers | d. belts |
| 3 a. casual | b. formal | c. unformal | d. tight |
| 4 a. fit | b. like | c. suit | d. tire |
| 5 a. ever will be | b. will ever be | c. are ever going to be | d. ever are going to be |

TEXT C

A: What type of music do you prefer?

B: It depends on my 1) _____. If I feel a bit sad, I enjoy listening to quiet music, music 2) _____ tells me something about my feelings. But if I'm happy, I can listen to any kind of music.

A: Do you think that today's popular music is better than the music of the 60s and 70s?

B: 3) _____. The music of the 60s was, in general, much better than today's music. 4) _____, there is some music today which is quite good.

- | | | | |
|-----------------|------------|---------------------|---------------------|
| 1 a. humour | b. state | c. mood | d. mad |
| 2 a. that | b. what | c. who | d. whose |
| 3 a. I think so | b. I agree | c. I don't think it | d. I don't think so |
| 4 a. Although | b. But | c. Because | d. However |

Pronunciation: ¿Qué palabra contiene el sonido /3:/?

- | | | | |
|-------------|-----------|---------------|---------|
| 5 a. person | b. camera | c. understand | d. very |
|-------------|-----------|---------------|---------|

MODULE 6 - SELF TEST

Rellena los espacios en blanco con la opción adecuada y contesta la pregunta final de pronunciación.

TEXT A

Have you heard about Sue? She left her last boyfriend, Tom, to go out with a street musician. They say the street musician is very strange. The reason 1) _____ they say this is that 2) _____ he plays music in the streets, he is a millionaire! I heard the mansion 3) _____ to your house is 4) _____. I don't think they'll be together very long. They've been going out 5) _____ a month only!

- | | | | |
|---------------|-------------|--------------------|----------------------|
| 1 a. why | b. because | c. that | d. for |
| 2 a. but | b. although | c. on the one hand | d. on the other hand |
| 3 a. opposite | b. near | c. next | d. behind |
| 4 a. him | b. his | c. her | d. hers |
| 5 a. since | b. ago | c. for | d. --- |

TEXT B

I think my diet is very healthy. I eat 1) _____ of vegetables. I eat 2) _____ fried food and I eat fish every day. The only thing I do wrong is that I don't drink 3) _____ milk because I don't like it. I 4) _____ drink some juice or just mineral water. Yes! I think I'm very healthy. 5) _____ with me?

- | | | | |
|--------------------|------------------|-----------------|--------------|
| 1 a. much | b. many | c. some | d. a lot |
| 2 a. very few | b. very much | c. very little | d. many |
| 3 a. any | b. some | c. the | d. a |
| 4 a. 'd rather | b. 'd prefer | c. prefer | d. prefer to |
| 5 a. Are you agree | b. You are agree | c. Do you agree | d. You agree |

TEXT C

I'm going on holiday soon but I haven't decided where to go 1) _____. I may go to Brighton 2) _____ the weather is good. I know a very good hotel there 3) _____ has interesting discounts this time of the year. The problem in this country is that 4) _____ knows if the sun will shine or if it'll pour down with rain.

- | | | | |
|--------------|-----------|-------------|-------------|
| 1 a. already | b. yet | c. for | d. since |
| 2 a. if | b. but | c. although | d. which |
| 3 a. who | b. which | c. whose | d. when |
| 4 a. someone | b. anyone | c. no one | d. everyone |

Pronunciation: ¿Qué palabra contiene el sonido /ʒ/?

- | | | | |
|------------|----------|----------|-----------|
| 5 a. shine | b. usual | c. sugar | d. answer |
|------------|----------|----------|-----------|

ANSWER KEY

Module 4 - Unit 1

Activity 1

- 1 a 2 a 3 a 4 c 5 a 6 c 7 c 8 b

Activity 2

- 1 e 2 a 3 b 4 c 5 d

Activity 3

- 1 Could you speak more slowly, please?
- 2 Could you close the windows, please?
- 3 Could you say that again, please?
- 4 Could you help me with my homework, please?
- 5 Could you speak more loudly, please?

Activity 4

/s/	/z/	/ʃ/
lesson	please	cash
sorry	means	sugar
say		shop
class		English

Activity 5

Suggested answers

- 1 You shouldn't worry about making mistakes.
- 2 You should study harder.
- 3 You shouldn't use the dictionary so much.
- 4 You should see films and read newspapers in English.
- 5 You should plan your day.
- 6 You shouldn't be so pessimistic.

Activity 6



Module 4 - Unit 2

Activity 1

- | | | | |
|--------|---------|--------|----------|
| 1 Who | 4 Why | 7 How | 10 How |
| 2 How | 5 What | 8 Who | 11 What |
| 3 When | 6 Where | 9 When | 12 Where |

Activity 2

/t/	/d/	/ɪd/
walked	lived	waited
stopped	died	ended
watched	changed	decided
washed	opened	wanted

Activity 3

- 2 He used to drive to work, but now he walks everywhere.
- 3 He used to live in a rented flat, but now he has his own house.
- 4 He used to have many girlfriends, but now he is married.
- 5 He used to waste a lot of money, but now he saves 30% of his salary.
- 6 He used to wear jeans and T-shirts, but now he buys designer clothes.
- 7 He used to hate children, but now he has two daughters.
- 8 He used to hate cooking, but now he makes dinner every night.

Activity 4

- | | |
|-----------------|-------------------------|
| 1 always does | 5 usually gets up |
| 2 never makes | 6 never eats |
| 3 sometimes has | 7 usually/often uses |
| 4 often cooks | 8 sometimes starts work |

Activity 5

- | | | |
|---------------|---------------|------------|
| 1 got up | 7 finished | 12 phoned |
| 2 didn't have | 8 visited | 13 had |
| 3 went | 9 didn't meet | 14 watched |
| 4 got | 10 bought | 15 went |
| 5 took | 11 took | 16 was |
| 6 was | | |

Module 4 - Unit 3

Activity 1

- | | |
|------------------------------|-----------------|
| 1 was sleeping | 5 was having |
| 2 was watching | 6 were watching |
| 3 were dancing | 7 was doing |
| 4 was listening to / playing | |

Activity 2

- | | |
|-----------------|-------------------|
| 1 First | 6 August 1980 |
| 2 At the age of | 7 When / While |
| 3 3 years later | 8 At the end |
| 4 then | 9 finally |
| 5 While | 10 September 2000 |

Activity 3

- | | | | |
|----------|-------|----------|------------|
| 1 bought | ago | 6 met | when/while |
| 2 made | in | 7 moved | when |
| 3 won | later | 8 wrote | last |
| 4 saw | when | 9 cried | when |
| 5 read | ago | 10 found | last |

Activity 4

- 1 Peter has told his boss a secret.
- 2 I will never forget the day when I met you.
- 3 I lost my new job two months ago.
- 4 Where did your parents go on their honeymoon?

Activity 5

- | | | |
|------------|-------------|------------|
| 1 wedding | 5 advice | 9 drill |
| 2 date | 6 reason | 10 pain |
| 3 ring | 7 stranger | 11 break |
| 4 marriage | 8 briefcase | 12 partner |

Activity 6

- | | |
|---------------|----------------|
| 1 was having | 8 went |
| 2 rang | 9 wasn't |
| 3 was doing | 10 was having |
| 4 lost | 11 was singing |
| 5 rang | 12 twisted |
| 6 was cooking | 13 was getting |
| 7 was | |

Module 4 - Unit 4**Activity 1**

- | | | |
|------------|--------------|-------------|
| 1 curtains | 6 bookcase | 10 lamp |
| 2 cooker | 7 dishwasher | 11 shower |
| 3 table | 8 ladder | 12 armchair |
| 4 fridge | 9 desk | 13 carpet |
| 5 wardrobe | | |

Activity 2

- | | |
|----------------------------|--------------------------|
| 1 have got | 4 hasn't got ... has got |
| 2 haven't got ... have got | 5 has got |
| 3 has got | 6 hasn't got ... has got |

Activity 3

- | | | | |
|----------|---------|----------|----------|
| 1 this | 2 dead | 3 there | 4 bed |
| 5 mother | 6 those | 7 though | 8 bought |

Activity 4

- Carol loves cheese, *That's English!* and flowers.
- She likes reading (books), (going) shopping and drinking (beer).
- She hates swimming, driving (cars), cooking and dancing.

Activity 5

- | | | |
|------------|------------|------------|
| 1 studying | 4 swimming | 7 emptying |
| 2 jogging | 5 sitting | 8 saying |
| 3 trying | 6 skiing | |

Activity 6

- | | |
|-------------------|--------------------|
| 1 There are some | 5 There's some |
| 2 There isn't any | 6 There's some |
| 3 There is some | 7 There isn't any |
| 4 There isn't any | 8 There aren't any |

Module 4 - Unit 5**Activity 1**

- 1 f 2 b 3 a 4 d 5 e 6 c

Activity 2

- I can/can't send faxes.
- I can/can't interview clients.
- I can/can't use a word processor.
- I can/can't type 100 words a minute.
- I can/can't speak two foreign languages.
- I can/can't write in shorthand.

Activity 3

- | | | |
|------------|------------------|------------|
| 1 was | 7 learned/learnt | 12 loved |
| 2 went | 8 made | 13 decided |
| 3 studied | 9 had | 14 started |
| 4 finished | 10 came | 15 read |
| 5 spent | 11 found | 16 thought |
| 6 wanted | | |

Activity 4

- | | |
|------------|-----------|
| 1 studied | 4 Correct |
| 2 worked | 5 applied |
| 3 has been | 6 Correct |

Activity 5

- | | | |
|---------|---------------|-----------------|
| 1 rise | 4 skills | 7 overtime |
| 2 staff | 5 typist | 8 advertisement |
| 3 break | 6 advertising | |

Activity 6

- | | |
|------------------|----------------|
| 1 loyal | 6 mature |
| 2 efficient | 7 energetic |
| 3 competitive | 8 enthusiastic |
| 4 ambitious | 9 flexible |
| 5 well-organised | 10 dynamic |

Activity 7

- | | | | |
|-----|-----|-----|-----|
| 1 f | 2 e | 3 h | 4 c |
| 5 b | 6 a | 7 g | 8 d |

Module 4 - Unit 6**Activity 1**

- | | |
|-----------------|---------------|
| 1 mustn't drink | 6 mustn't use |
| 2 must fasten | 7 must drive |
| 3 must check | 8 must stop |
| 4 mustn't park | 9 must pay |
| 5 mustn't break | 10 must stop |

Activity 2

- | | |
|-----------------|-----------|
| 1 used to | 6 used to |
| 2 didn't use to | 7 used to |
| 3 used to | 8 used to |
| 4 used to | 9 used to |
| 5 didn't use to | |

Activity 3

- | | |
|---------------------------|--------------|
| 1 stay out | 5 picking up |
| 2 look after | 6 look up |
| 3 will be back | 7 wash up |
| 4 was getting off/got off | 8 tidy up |

Activity 4

- You can't go out now.
- You must stay in bed.
- You're not allowed to sing here. This is a hospital.
- You mustn't touch that. It's dangerous.
- You can play music in your room if you like.

Activity 5

- Permission:** 5
Obligation: 2
Prohibition: 1, 3, 4

Activity 6

- 1 more popular than
- 2 longer than
- 3 cheaper than
- 4 big as
- 5 healthier than
- 6 tasty as
- 7 older than
- 8 shorter than
- 9 smaller than
- 10 difficult as ... easier than

Module 4 - Unit 7

Activity 1

TAKE: vitamins, exercise

HAVE: a headache, healthy habits, vegetables, the flu, a bad cough, a pain in my back, insomnia

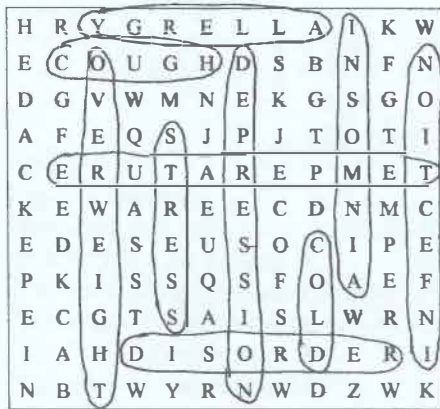
BE: overweight, ill

DO: exercise, jogging

Activity 2

- 1 the sandiest
- 2 the best
- 3 the kindest
- 4 the greatest
- 5 the most interesting
- 6 funniest
- 7 the wealthiest
- 8 the most important
- 9 the most expensive
- 10 the cheapest

Activity 3



Activity 4

/dʒ/	/g/	Neither
gin	get	yellow
July	bag	cough
digestion	angry	high
large		you
Germany		
allergy		
arrange		
vegetables		

Activity 5

- 1 Is
- 2 Are
- 3 Is
- 4 Does
- 5 Does
- 6 Do
- 7 Is
- 8 Do

Activity 6 (Suggested answers)

- 1 Yes, it is.
- 2 No, they aren't.
- 3 Yes, it is.
- 4 No, she doesn't.
- 5 Yes, it does.
- 6 No, they don't.
- 7 Yes, it is.
- 8 Yes, I do.

Activity 7

- 1 d
- 2 b
- 3 e
- 4 a
- 5 c

Module 5 - Unit 1

Activity 1

- 1 reach
- 2 seat
- 3 feet
- 4 wheel
- 5 cheek
- 6 /i:/

Activity 2

- 1 sounds wonderful
- 2 sound interesting
- 3 tastes terrible
- 4 looked dangerous
- 5 tasted delicious
- 6 looked impressive

Activity 3

- 1 He's got a moustache
- 2 He's ugly
- 3 He's got a beard.
- 4 He's bald.
- 5 They're fat.
- 6 He's short.
- 7 She's thin.
- 8 She's blonde.
- 9 She's got curly hair.
- 10 He's old.

Activity 4

in-: insensitive, inconsiderate, inexpensive, inefficient
 un-: unattractive, unhappy, unromantic, unintelligent, unmarried, unkind, unimportant, uninteresting

Activity 5

- 1 unmarried
- 2 unattractive
- 3 inexpensive
- 4 unkind
- 5 unhappy
- 6 unintelligent
- 7 unromantic
- 8 unimportant
- 9 uninteresting

Activity 6

- 1 c
- 2 g
- 3 i
- 4 f
- 5 a
- 6 e
- 7 d
- 8 b
- 9 h
- 10 j

Activity 7 (Suggested answers)

- 1 She's medium height, good-looking, dark-haired and she looks much younger than she is.
- 2 She's warm, sensitive, romantic and she's quite interested in painting.
- 3 He's a good listener.
- 4 His eyes. He's got deep blue eyes, and when he looks at you, you feel the only person in the world.

Module 5 - Unit 2

Activity 1 (Suggested answers)

- 1 Playing golf is more relaxing than playing football.
- 2 Playing hockey is more physical than swimming.
- 3 Playing tennis is more skilful than fishing.
- 4 Playing rugby is more violent than playing cricket.
- 5 Skiing is more dangerous than cycling.

Activity 2 (Suggested answers)

- 1 You need organization for football.
- 2 You need strength for playing hockey.
- 3 You need strong arms for swimming.
- 4 You need a lot of patience for fishing.
- 5 You need speed for rugby.
- 6 You need strong legs for cycling.
- 7 You need warm clothes for skiing.

Activity 3

- 1 quite
- 2 rather
- 3 quite
- 4 rather
- 5 quite
- 6 quite
- 7 rather
- 8 rather

Activity 4

- | | |
|----------------|------------------|
| 1 disobedient | 7 impolite |
| 2 unhealthy | 8 unlucky |
| 3 unemotional | 9 dishonest |
| 4 disorganised | 10 uninteresting |
| 5 impatient | 11 unsure |
| 6 unpunctual | 12 unhappy |

Activity 5

¹ B	² A	S	K	E	T	B	A	³ L	L	
	T							I		⁴ S
	⁵ H	O	C	K	E	Y		⁶ F	I	T
	L							T		O
⁷ T	E	N	N	I	⁸ S					P
	T				O					
⁹ L	I	E			C		¹⁰ D		¹¹ F	
	C		¹² P		C		A		I	
	S		U		E		R		S	
	¹³ S	T	R	E	T	C	H			
	H				S				I	
									N	
	¹⁴ C	Y	C	L	I	N	G			

Module 5 - Unit 3

Activity 1

- | | | |
|--------|--------|--------|
| 1 farm | 2 that | 3 Bush |
| 4 part | 5 man | |

Activity 2

- | | |
|--------------------|----------------|
| 1 will | 5 will |
| 2 am going to | 6 is going to |
| 3 will | 7 are going to |
| 4 will the weather | 8 will |

Activity 3

- | | |
|---------------|-----------------|
| 1 tired | 6 surprised |
| 2 boring | 7 disappointing |
| 3 excited | 8 motivating |
| 4 embarrassed | 9 satisfied |
| 5 interested | 10 annoying |

Activity 4

N	C	G	A	B	D	N	A	H	V
J	E	S	O	E	T	R	I	K	S
A	D	C	F	I	A	H	B	C	S
C	B	E	K	T	I	R	I	N	G
H	W	B	E	L	O	W	W	T	N
A	A	E	N	O	A	W	A	R	I
T	T	G	C	F	H	C	T	I	R
T	C	H	B	E	L	T	E	H	R
C	H	A	T	H	T	R	H	S	A
E	B	R	A	C	E	L	E	T	E

Activity 5

- | | | |
|----------|-----------------|-------------|
| 1 hat | 5 gloves | 9 bra |
| 2 dress | 6 swimming suit | 10 shoes |
| 3 skirt | 7 suit | 11 tie |
| 4 jacket | 8 shirt | 12 trousers |

Activity 6

- | | | | | | |
|-----|-----|-----|------|------|------|
| 1 G | 2 F | 3 E | 4 I | 5 J | 6 K |
| 7 C | 8 D | 9 L | 10 A | 11 B | 12 H |

Module 5 - Unit 4

Activity 1

- Brenda was walking.
- Linda and James were dancing.
- Sheila was painting.
- Rosalyn and Tom were playing chess.
- Jane was reading.
- Liz was playing the guitar.

Activity 2

- Brenda was walking when she saw an accident.
- Linda and James were dancing when James fell.
- Sheila was painting when some friends arrived.
- Rosalyn and Tom were playing chess when Rosalyn had a headache.
- Jane was reading when a mosquito bit her.
- Liz was playing the guitar when the telephone rang.

Activity 3

- | | | |
|---------|--------|--------|
| 1 cot | 2 spot | 3 cork |
| 4 forks | 5 shot | |

Activity 4

- | | | |
|------------|-----------|----------------|
| 1 quietly | 5 careful | 8 carefully |
| 2 noisily | 6 noisy | 9 beautiful |
| 3 quiet | 7 hungry | 10 beautifully |
| 4 hungrily | | |

Activity 5

- | | | |
|---------------|-----------------|--------------|
| 1 myself; --- | 2 ---; ---; --- | 3 yourself |
| 4 --- | 5 himself | 6 themselves |

Activity 6

- 1 e 2 g 3 a 4 h 5 b 6 d 7 c 8 j 9 f 10 i

Module 5 - Unit 5

Activity 1

- | | | | | | |
|-----|-----|-----|------|------|------|
| 1 c | 2 e | 3 g | 4 a | 5 j | 6 d |
| 7 h | 8 k | 9 i | 10 l | 11 b | 12 f |

Activity 2

Suggested answers

- | | |
|------------------------|-----------------------|
| 1 I think so. | 5 I don't think I am. |
| 2 I think I am. | 6 I think she is. |
| 3 I don't think he is. | 7 I don't think so. |
| 4 I don't think so. | 8 I think so. |

Activity 3

Suggested answers

- 1 They say that Aquarius people are progressive and eccentric, but I don't think so.
- 2 I think Aries people are impatient and quick-tempered.
- 3 They say that Cancer people are sensitive and understanding, but I don't think so.
- 4 I think Capricorn people are conservative and self-disciplined.
- 5 They say that Gemini people are intelligent and curious, but I don't think so.
- 6 I think Leo people are arrogant and stubborn.
- 7 They say that Libra people are charming and unemotional, but I don't think so.
- 8 I think Pisces people are imaginative and impatient.
- 9 They say that Sagittarius people are optimistic and generous, but I don't think so.
- 10 I think Scorpio people are manipulative and secretive.
- 11 They say that Taurus people are creative and inefficient, but I don't think so.
- 12 I think Virgo people are logical and unemotional.

Activity 4 (Suggested answers)

- 1 Although Leo people are reliable, they can be very arrogant.
- 2 I'm a Leo person. However, I'm not stubborn.
- 3 Pisces people are considerate, but sometimes they are over-sensitive.
- 4 Anna is very kind and sensitive, although she's rather bad-tempered when she's in a bad mood.
- 5 Vicky is an English teacher. However, she's very interested in computers.
- 6 I'm kind and generous, but I'm a bit stubborn.

Activity 5

- 1 cool
- 2 would
- 3 pool
- 4 full
- 5 could
- 6 few

Activity 6

¹ M	² A	N	³ I	P	U	L	⁴ A	T	I	V	E
	R		M				R				
	⁵ R	E	A	L	I	S	T	I	⁶ C		
	O		G				I		H	⁷ S	
	G		I				⁸ S	M	A	R	T
	A		N				T		R		U
	⁹ N	E	A	T			I		M		B
	T		T				C		I		B
			I						N		O
	¹⁰ L	O	V	I	N	G			G		R
			E								N

Module 5 - Unit 6

Activity 1

- | | | | | |
|-----|-----|-----|-----|------|
| 1 c | 2 f | 3 h | 4 b | 5 j |
| 6 e | 7 i | 8 a | 9 g | 10 d |

Activity 2

- 1 She got married a week last Monday.
- 2 She went on honeymoon last Friday.
- 3 She came back to Bristol the day before yesterday.
- 4 She visited clients in Bath yesterday.
- 5 She's having lunch with friends the day after tomorrow.
- 6 She's attending a conference in Brussels next Thursday.
- 7 She's having a meeting in the office a week on Wednesday.

Activity 3

- 1 The music that I like best is rock.
- 2 The loud noise is what I can't stand of heavy metal.
- 3 Correct.
- 4 Country and western is the music that comes from the United States.
- 5 Correct.
- 6 Classical music is the kind of music that most people say they like, but few people do.
- 7 What you need is some classical music that makes you relax.

Activity 4

Suggested answers

- 1 I don't mind classical music.
- 2 I like pop.
- 3 I don't like jazz.
- 4 I hate rap.
- 5 I like folk.
- 6 I don't like flamenco.
- 7 I don't mind country.
- 8 I like blues.

Activity 5

- 2 A pianist is someone that plays the piano.
- 3 A clarinettist is someone that plays the clarinet.
- 4 A saxophonist is someone that plays the saxophone.
- 5 A drummer is someone that plays the drum.
- 6 An accordionist is someone that plays the accordion.
- 7 A harpist is someone that plays the harp.
- 8 A violinist is someone that plays the violin.

Activity 6

- 1 The girl's mother ate a banana.
- 2 Her father doesn't like red shirts.
- 3 When the stranger moved further away, she heard him say 'Goodbye'.
- 4 First she went to London and then she came back again.
- 5 Today I'm going to the library by bus.

Module 5 - Unit 7

Activity 1

- | | | | |
|-----|-----------|-------|---------|
| 1 e | 2 b/c/f/g | 3 a/h | 4 a/c/h |
| 5 b | 6 c | 7 d | 8 f |

Activity 2

- | | | |
|--------------|-------------|-----------------|
| 1 friendship | 4 careless | 7 quickly |
| 2 unhappy | 5 dishonest | 8 entertainment |
| 3 useful | 6 youngish | |

Activity 3

- 1 efficiently 4 well 7 hard ... careful
 2 comfortably 5 happy
 3 careless 6 honestly

Activity 4

- 1 Spanish students make a lot of noise in Spanish schools.
 2 Stella spits when she speaks.
 3 Steven spends many hours sleeping in the hotel where he is staying.
 4 How do you spell 'Spain'?
 5 Steven studies the stars in Scotland.

Activity 5

- 1 buy ... will make 4 takes ... won't snore
 2 will walk ... wear 5 will look ... uses
 3 won't lose ... fly 6 will love ... wear

Activity 6

- 1 going 2 arriving 3 using
 4 drinking 5 getting 6 eating

Activity 7

¹ A	² D	V	E	R	T	I	³ S	I	N	⁴ G	
	I						L			O	
	S						O			O	
⁵ S	H	O	⁶ P	P	I	N	G		⁷ A	D	
	O		R				A			S	
	N		O		⁸ B		N				
⁹ V	E	N	D	O	R			¹⁰ F	A	¹¹ M	E
	S		U		A		¹² B			A	
	T		¹³ C	O	N	S	U		M	E	R
			T		D		Y			K	
								¹⁴ B		E	
					¹⁵ A	D	V	E	R	T	
								S			
			¹⁶ G	U	A	R	A	N	T	E	E

Module 6 - Unit 1**Activity 1**

Robert: d; Vanesa: b

Activity 2

- 1 Vanessa prefers staying in an apartment.
 2 Robert prefers going on holiday in summer.
 3 Vanessa prefers going on holiday in winter.
 4 Robert prefers travelling alone.
 5 Vanessa prefers travelling with lots of people.
 6 Robert prefers hiring a car.
 7 Vanessa prefers travelling by plane.
 8 Robert prefers beach holidays.
 9 Vanessa prefers activity holidays.

Activity 3

- 1 I prefer activity holidays to beach holidays / beach holidays to activity holidays.
 2 Cynthia prefers listening to music to watching TV / watching TV to listening to music.
 3 Mathew would rather travel alone.
 4 I would prefer to stay in a hotel.
 5 I am afraid we've got a slight problem.

Activity 4

- 1 In Edinburgh it's snowing. 2 In York it's raining.
 3 In Cardiff it's cloudy. 4 In London it's sunny.

Activity 5 (Suggested answers)

- 1 We are taking some chairs because Grandpa and I are allergic to sand.
 2 The reason why we are taking some sandwiches is because we may be hungry.
 3 We are taking the bucket and the spade because the children love playing with sand.
 4 The reason why we are taking sunglasses is because Grandpa is allergic to sunlight.
 5 We are taking sun cream because we don't want to get burnt.
 6 The reason why we are taking some tea is because we love five o'clock tea.
 7 We are taking an umbrella because it may rain.

Module 6 - Unit 2**Activity 1**

a

- 1 Peel 2 cut 3 Mix 4 add 5 Bake

b

- 1 Toast 2 mix 3 Heat 4 stir 5 Serve

c

- 1 Heat 2 Cut 3 add 4 Put 5 bake

Activity 2

- a apple crumble b scrambled eggs on toast
 c baked tomatoes

Activity 3

- 1 any 4 some 7 some
 2 any 5 some
 3 an 6 any

Name of the dish they are going to cook: **baked tomatoes**

Activity 4

- b I use a frying pan to fry an egg.
 c I use a knife to cut some steak
 d I use a saucepan to cook some stew.
 e I use a teaspoon to add three teaspoonfuls of chilli.
 f I use a plate to serve some steak on it.
 g I use a soup bowl to serve some soup in it.
 h I use a tin opener to open a tin
 i I use a tablespoon to add a tablespoonful of sugar.
 j I use a fork to help me eat some chips.
 k I use a cup and a saucer to drink some tea.

Activity 5

- 1 little 2 too many 3 few 4 too much
 5 little 6 too much 7 few 8 too many

Module 6 - Unit 3

Activity 1

- | | | |
|----------|-----------|---------------|
| 1 a | 9 loves | 17 says |
| 2 His | 10 She | 18 everywhere |
| 3 he's | 11 guitar | 19 He |
| 4 wears | 12 words | 20 He's |
| 5 He | 13 smokes | 21 to |
| 6 always | 14 an | 22 his |
| 7 him | 15 she | 23 eating |
| 8 Her | 16 her | |

Activity 2

- This is Hans's dictionary.
- This is Maleny's champagne/glass.
- This is John's pipe.
- This is Monique's guitar.
- These are John's peanuts.
- This is Maleny's dog.
- These are Hans's glasses.
- This is Maleny's wallet.
- This is John's notebook.
- This is Hans's camera.
- These are Monique's cigarettes.

Activity 3

- | | | |
|----------------|-----------------|----------------|
| 1 There were | 5 There weren't | 8 There were |
| 2 There wasn't | 6 There wasn't | 9 There wasn't |
| 3 There were | 7 There were | 10 There were |
| 4 There was | | |

Activity 4

- | | | |
|------------|------------|---------|
| 1 opposite | 2 on | 3 under |
| 4 on | 5 opposite | |

Activity 5

23, *king Avenue*
Lincoln
LN 594

Dear Matt,

I hope you and Mary are well. Just a quick note to tell you we'll be visiting you in December. We have lots of gossip for you about our old friends. You can't imagine who's got married..., but you'll have to wait till we get together.

We'll arrive on 22nd and stay till 26th. Let me know if that's OK with you.

Love and kisses

Andy

P.S. Send my love to Mary.

Module 6 - Unit 4

Activity 1

- | | |
|------------|-------------------------|
| 1 can't | 6 can't |
| 2 must | 7 may/must/might/could |
| 3 probably | 8 Perhaps |
| 4 Perhaps | 9 probably |
| 5 probably | 10 must/may/might/could |

Activity 2

- | | | | |
|--------|---------|----------|---------|
| 1 hour | 2 tower | 3 flower | 4 power |
|--------|---------|----------|---------|

Activity 3

- | | |
|------------------|-----------------|
| 1 answer key | 5 kitchen table |
| 2 school uniform | 6 bus stop |
| 3 dog food | 7 tin opener |
| 4 window cleaner | 8 sun cream |

Activity 4

- | | |
|------------------|------------------|
| 1 school uniform | 5 bus stop |
| 2 sun cream | 6 window cleaner |
| 3 tin opener | 7 answer key |
| 4 dog food | 8 kitchen table |

Activity 5

Suggested answers

- | | | |
|---------------|--------------|----------|
| 1 Dutchman | 4 the French | 7 German |
| 2 Italian | 5 Spaniard | |
| 3 the British | 6 the Irish | |

Activity 6

- I do not agree with national stereotypes. There might be some truth in them but we can't generalise like that.
- Perhaps the French drive badly and the Germans are very organised but there are exceptions!
- I agree with stereotypes because they run from generation to generation.
- The Americans must be so patriotic because their country is so big that they need to feel united somehow.

Module 6 - Unit 5

Activity 1

- Gandhi has already died.
- Men have already discovered a cure for some cancers. /Men haven't discovered a cure for some cancers yet.
- Wars haven't disappeared yet.
- Men have already travelled to the Moon.
- Men have already put cloning into practice.
- Men haven't lived on Mars yet / can't live on Mars yet.
- Men have already invented plastic money.
- Men have already used computers to talk to other people.

Activity 2

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 ↘ | 2 ↗ | 3 ↗ | 4 ↘ | 5 ↘ | 6 ↗ |
|-----|-----|-----|-----|-----|-----|

Activity 3

Suggested answers

- My best friend's name is Eva.
- Yes, I have.
- No, I didn't.
- I met her at home. She was my next door neighbour.
- I see her every day.
- Yes, I am. All my friends say I am.

Activity 4

- | | | |
|-------------|--------------|---------------|
| 1 need | 4 need | 7 Do you need |
| 2 need | 5 don't need | |
| 3 Do I need | 6 need | |

Activity 5

- 1 We've been living together since 1995.
- 2 I've been working here for a month.
- 3 She's been studying English for two years.
- 4 I've been preparing for this exam since the beginning of the year.
- 5 The children have been playing since half past six.
- 6 It has been raining for three hours.
- 7 I've been sharing a flat with them for a couple of years.
- 8 I've been painting the house since last week.

Activity 6

- 1 someone/somebody
- 2 anyone/anybody
- 3 Everyone/Everybody
- 4 Nowhere
- 5 something
- 6 everywhere
- 7 anyone/anybody
- 8 nothing
- 9 nobody/No one
- 10 somewhere

Activity 7

- 1 Correct
- 2 I didn't like anybody at the party.
- 3 My father has been waiting for three hours.
- 4 Everybody is looking for the ring.
- 5 Would you like something to eat?
- 6 She is already/still in bed./She isn't in bed yet.
- 7 They don't need to be here before 5:00.
- 8 Correct

Module 6 - Unit 6**Activity 1**

- | | | | |
|-----|-----|-----|-----|
| 1 g | 2 e | 3 b | 4 c |
| 5 h | 6 a | 7 f | 8 d |

Activity 2

- 2 Ghandi was the Indian leader who was killed by a fanatic in 1948.
- 3 Gutenberg was the man who invented printing in the 15th century.
- 4 Anne Boleyn was the second woman Henry VIII married /... woman who married Henry VIII.
- 5 Leonardo da Vinci was the Italian painter who was born in 1452.
- 6 Shakespeare was the English writer who died the same day as Cervantes.
- 7 Giuseppe Verdi was the Italian composer who wrote *Il Trovatore* in 1853.
- 8 Graham Bell was the man who invented the telephone in 1876.

Activity 3

- 1 The fourteenth of February/February the fourteenth is St Valentine's Day.
- 2 The thirty-first of October/October the thirty-first is Halloween.
- 3 The twenty-fifth of December/December the twenty-fifth is Christmas Day.
- 4 The first of April/April the first is April Fools' Day.

Activity 4

- 1 Although I didn't receive any Valentine cards this year, I sent a lot.
- 2 We had prepared a surprise birthday party for Andy, but he didn't seem to be very happy.
- 3 Most Christmas presents were very expensive, but the child only played with the empty boxes.
- 4 Although the festival takes place every year, the locals never get tired.
- 5 Although I always make wishes when I blow the candles, they never come true.
- 6 I don't like American traditions, but I always dress up as a witch on October 31st.

Activity 5

- 1 the
- 2 the
- 3 ---
- 4 ---
- 5 the
- 6 the
- 7 the
- 8 ---
- 9 The
- 10 ---

Activity 6

- 1 The money which they receive is invested on different charities.
- 2 The sun rises in the east and sets in the west.
- 3 This is the song which he sang beautifully.
- 4 The British are very polite and reserved.
- 5 He lived in the United States of America for ten years.
- 6 I have two children. The boy's name is Andrew and the girl's is Olivia.
- 7 The old need more facilities than the young in this area of the town.
- 8 Love is more powerful than money.

Module 6 - Unit 7**Activity 1**

- | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 1 b | 2 d | 3 c | 4 a | 5 g | 6 e | 7 f |
|-----|-----|-----|-----|-----|-----|-----|

Activity 2

I think Sheila is a very superstitious person because if she reads her horoscope, she thinks it's always right. If she sees a ladder, she never walks under it. If she has an exam, she never forgets her lucky charm. If she has an important appointment, she always dresses in blue. If she has to make an appointment, it will never be on Friday 13th. If she can, she never puts her umbrella up in the house. If she breaks a mirror, she fears what's coming next.

Activity 3

- 1 What if I fail the exam?
- 2 Suppose you find a job in Sweden. What will you do?
- 3 What if the weather changes?
- 4 Suppose the thief is inside the house.
- 5 The devil will appear behind you if you spill some salt.

Activity 4

- 1 He's the nurse who will look after my mother.
- 2 She is the kind of person who always helps everybody.
- 3 That's the girl whose house we are going to buy.
- 4 Martha is a friend whose ideas are always different.
- 5 The man who is standing next to the phone box robbed my wallet. / The man who robbed my wallet is standing next to the phone box.
- 6 They are the family who lent me their car.
- 7 They are the family whose car I borrowed.
- 8 They think Sandra is a person whose main interest in life is to make money.

Activity 5

- 1 When I see Mark, I'll read his palm.
- 2 When I find a horseshoe, I'll buy a lottery ticket.
- 3 When I earn my first salary, I'll buy presents for all my friends.
- 4 When I go to the theatre, I won't wear anything yellow.
- 5 When I finish this book, I'll be able to read Tarot cards.
- 6 When I spill salt, I'll throw some over my shoulder.

Activity 6

- 1 sugar 2 mission 3 superstition

Module 4 - Self Test**Text A**

- 1 c 2 a 3 b 4 d 5 a

Text B

- 1 a 2 b 3 a 4 b 5 c

Text C

- 1 b 2 c 3 c 4 d 5 b

Module 5 - Self Test**Text A**

- 1 b 2 a 3 b 4 c 5 a

Text B

- 1 d 2 b 3 a 4 c 5 b

Text C

- 1 c 2 a 3 d 4 d 5 a

Module 6 - Self Test**Text A**

- 1 a 2 b 3 c 4 b 5 c

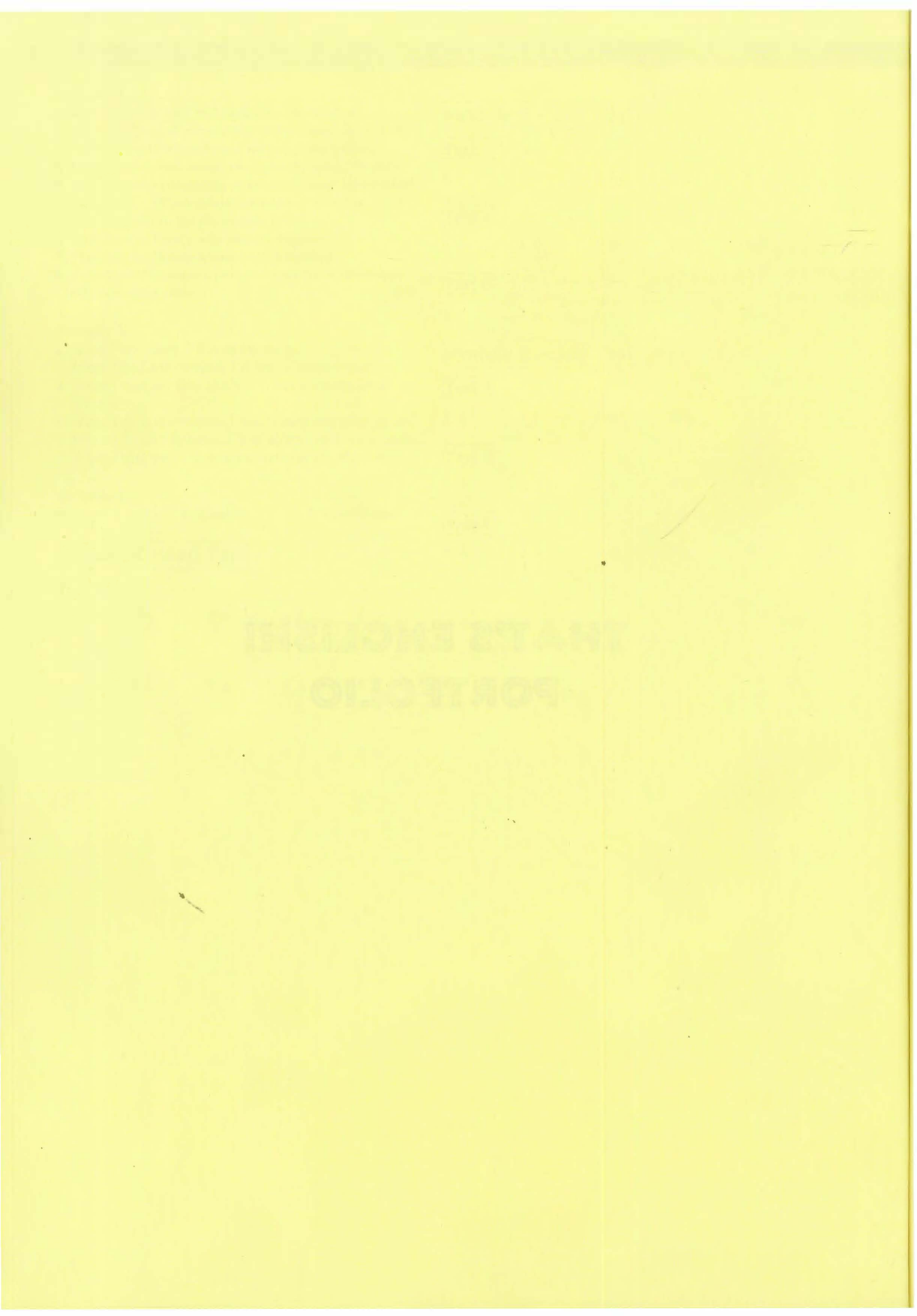
Text B

- 1 d 2 c 3 a 4 d 5 c

Text C

- 1 b 2 a 3 b 4 c 5 b

THAT'S ENGLISH!
PORTFOLIO



Introducción

El Portfolio de *That's English!* está diseñado para que en él se recojan todos los conocimientos lingüísticos, comunicativos e interculturales aprendidos tanto en los diferentes módulos como al final del curso.

El portfolio consta de tres partes bien diferenciadas:

- El **pasaporte**, que consiste fundamentalmente en tus datos personales. Aquí podrás dar una visión general de tus competencias lingüísticas y de tus títulos y experiencia profesional.

- La **biografía** es un elemento de ayuda para que reflexiones sobre tus experiencias previas en el aprendizaje del idioma y en los aspectos socioculturales implícitos en dicho proceso. Es, además, una herramienta de motivación ante tu situación presente y futura con respecto al aprendizaje del idioma. Te ayudará a analizar el bagaje que aportas al proceso de aprendizaje, las estrategias que te ayudarán en ese proceso y las destrezas más eficaces para dicho aprendizaje, ya sea para una finalidad laboral o social. Es un documento personal y dinámico al que deberías recurrir regularmente a fin de evaluar tus progresos y remediar los aspectos en los que más necesites profundizar.

- El **dossier**, que se compone de 5 páginas donde podrás anotar las actividades y tareas que hayas realizado como alumno de una lengua extranjera. Para que puedas incluir actividades en el dossier, te ofrecemos unas tareas opcionales, en bloques de dos unidades. Estos bloques te permitirán, mediante una serie de actividades que recogen los puntos más relevantes de los contenidos de cada módulo, analizar tu progresión en el proceso de aprendizaje. Al final de cada bloque, encontrarás un listado de logros en el que podrás ir anotando los progresos realizados en las cinco destrezas fundamentales, a saber, comprensión auditiva, expresión oral, interacción oral, comprensión de la lectura y expresión escrita. Esta reflexión deberás realizarla una vez que hayas completado las actividades de cada bloque.

Como verás, estos bloques figuran en páginas recortables, que podrás ir archivando en una carpeta para poder llevar a cabo un seguimiento de tus progresos en el aprendizaje de la lengua.

En algunas de las actividades, sobre todo en las de expresión escrita, notarás que el espacio ofrecido puede resultar insuficiente. De ser así, puedes realizar la actividad en una hoja aparte, que podrás incluir en la carpeta de todo el material.

En las actividades de interacción oral y expresión oral se te recomienda que grabes tu voz. Esta grabación podrías realizarla en una cinta de audio, si todavía dispones de un magnetófono, o en el disco duro de tu ordenador. Una vez terminadas todas las grabaciones que se sugieren en este cuadernillo, podrías pasarlas a un CD, que guardarías junto con el resto del material.

En las actividades de interacción oral se te recomienda realizar la actividad junto con un compañero, para hacerlas así más realistas y, al mismo tiempo, podáis ayudaros mutuamente.

Por último, las ideas que se sugieren para realizar las actividades de interacción oral y escrita son meramente indicativas, para ayudarte a estructurar y articular el discurso.

...the ... of the ...

...the ... of the ...

1917

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

LANGUAGE PASSPORT

First name: _____ Surname: _____

Mother tongue: _____ Other languages: _____






Qualifications: _____

Work experience: _____

Linguistic and intercultural experiences (home & abroad). Include dates.

Language diplomas and certificates: _____

Self-assessment of Language Skills¹:

Language: <i>English</i>						
	A1	A2	B1	B2	C1	C2
 Listening						
 Spoken interaction						
 Spoken production						
 Reading						
 Writing						

¹ see next two pages

		A1	A2	B1	B2	C1	C2
COMPRENDER	Comprensión auditiva	Reconozco palabras y expresiones muy básicas que se usan habitualmente, relativas a mí mismo, a mi familia y a mi entorno inmediato cuando se habla despacio y con claridad.	Comprendo frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo). Soy capaz de captar la idea principal de avisos y mensajes breves, claros y sencillos.	Comprendo las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo, en la escuela, durante el tiempo de ocio, etc. Comprendo la idea principal de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.	Comprendo discursos y conferencias extensos e incluso sigo líneas argumentales complejas siempre que el tema sea relativamente conocido. Comprendo casi todas las noticias de la televisión y los programas sobre temas actuales. Comprendo la mayoría de las películas en las que se habla en un nivel de lengua estándar.	Comprendo discursos extensos incluso cuando no están estructurados con claridad y cuando las relaciones están sólo implícitas y no se señalan explícitamente. Comprendo sin mucho esfuerzo los programas de televisión y las películas.	No tengo ninguna dificultad para comprender cualquier tipo de lengua hablada, tanto en conversaciones en vivo como en discursos retransmitidos, aunque se produzcan a una velocidad de hablante nativo, siempre que tenga tiempo para familiarizarme con el acento.
	Comprensión de la lectura	Comprendo palabras y nombres conocidos y frases muy sencillas, por ejemplo las que hay en letreros, carteles y catálogos.	Soy capaz de leer textos muy breves y sencillos. Sé encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.	Comprendo textos redactados en una lengua de uso habitual y cotidiano o relacionada con el trabajo. Comprendo la descripción de acontecimientos, sentimientos y deseos en cartas personales.	Soy capaz de leer artículos e informes relativos a problemas contemporáneos en los que los autores adoptan posturas o puntos de vista concretos. Comprendo la prosa literaria contemporánea.	Comprendo textos largos y complejos de carácter literario o basados en hechos, apreciando distinciones de estilo. Comprendo artículos especializados e instrucciones técnicas largas, aunque no se relacionen con mi especialidad.	Soy capaz de leer con facilidad prácticamente todas las formas de lengua escrita, incluyendo textos abstractos estructural o lingüísticamente complejos como, por ejemplo, manuales, artículos especializados y obras literarias.
HABLAR	Interacción oral	Puedo participar en una conversación de forma sencilla siempre que la otra persona esté dispuesta a repetir lo que ha dicho o a decirlo con otras palabras y a una velocidad más lenta y me ayude a formular lo que intento decir. Planteo y contesto preguntas sencillas sobre temas de necesidad inmediata o asuntos muy habituales.	Puedo comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos. Soy capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mí mismo.	Sé desenvolverme en casi todas las situaciones que se me presentan cuando viajo donde se habla esa lengua. Puedo participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales).	Puedo participar en una conversación con cierta fluidez y espontaneidad, lo que posibilita la comunicación normal con hablantes nativos. Puedo tomar parte activa en debates desarrollados en situaciones cotidianas explicando y defendiendo mis puntos de vista.	Me expreso con fluidez y espontaneidad sin tener que buscar de forma muy evidente las expresiones adecuadas. Utilizo el lenguaje con flexibilidad y eficacia para fines sociales y profesionales. Formulo ideas y opiniones con precisión y relaciono mis intervenciones hábilmente con las de otros hablantes.	Tomo parte sin esfuerzo en cualquier conversación o debate y conozco bien modismos, frases hechas y expresiones coloquiales. Me expreso con fluidez y transmito matices sutiles de sentido con precisión. Si tengo un problema, sorteo la dificultad con tanta discreción que los demás apenas se dan cuenta.
	Expresión oral	Utilizo expresiones y frases sencillas para describir el lugar donde vivo y las personas que conozco.	Utilizo una serie de expresiones y frases para describir con términos sencillos a mi familia y otras personas, mis condiciones de vida, mi origen educativo y mi trabajo actual o el último que tuve.	Sé enlazar frases de forma sencilla con el fin de describir experiencias y hechos, mis sueños, esperanzas y ambiciones. Puedo explicar y justificar brevemente mis opiniones y proyectos. Sé narrar una historia o relato, la trama de un libro o película y puedo describir mis reacciones.	Presento descripciones claras y detalladas de una amplia serie de temas relacionados con mi especialidad. Sé explicar un punto de vista sobre un tema exponiendo las ventajas y los inconvenientes de varias opciones.	Presento descripciones claras y detalladas sobre temas complejos que incluyen otros temas, desarrollando ideas concretas y terminando con una conclusión apropiada.	Presento descripciones o argumentos de forma clara y fluida y con un estilo que es adecuado al contexto y con una estructura lógica y eficaz que ayuda al oyente a fijarse en las ideas importantes y a recordarlas.
ESCRIBIR	Expresión escrita	Soy capaz de escribir postales cortas y sencillas, por ejemplo para enviar felicitaciones. Sé rellenar formularios con datos personales, por ejemplo mi nombre, mi nacionalidad y mi dirección en el formulario del registro de un hotel.	Soy capaz de escribir notas y mensajes breves y sencillos relativos a mis necesidades inmediatas. Puedo escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien.	Soy capaz de escribir textos sencillos y bien enlazados sobre temas que me son conocidos o de interés personal. Puedo escribir cartas personales que describen experiencias e impresiones.	Soy capaz de escribir textos claros y detallados sobre una amplia serie de temas relacionados con mis intereses. Puedo escribir redacciones o informes transmitiendo información o proponiendo motivos que apoyen o refuten un punto de vista concreto. Sé escribir cartas que destacan la importancia que le doy a determinados hechos y experiencias.	Soy capaz de expresarme en textos claros y bien estructurados exponiendo puntos de vista con cierta extensión. Puedo escribir sobre temas complejos en cartas, redacciones o informes resaltando lo que considero que son aspectos importantes. Seleccione el estilo apropiado para los lectores a los que van dirigidos mis escritos.	Soy capaz de escribir textos claros y fluidos en un estilo apropiado. Puedo escribir cartas, informes o artículos complejos que presentan argumentos con una estructura lógica y eficaz que ayuda al oyente a fijarse en las ideas importantes y a recordarlas. Escribo resúmenes y reseñas de obras profesionales o literarias.

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

MY ENGLISH LANGUAGE BIOGRAPHY












A. How I learn English

A1. Write a paragraph or record your voice on each of the following sections. Give as many details as possible. Do this again several times every year and write or record the date.

<p>a. I am learning English because... (job / travel / study / others)</p>	<p>d. Things I find difficult:</p>
<p>b. In English, I want to be able to... (listen / read / speak / write)</p>	<p>e. My expectations about</p> <ul style="list-style-type: none">- the course:- the teacher:- myself:
<p>c. Things I am good at:</p>	

A2. Look at the learning styles described below. Tick the boxes for the approaches which best describe your learning style and add comments to sentences a and b in your Portfolio notebook. This will help you identify the best way of working to improve your language skills. Do this again several times every year and write or record the date.

a. I learn best by...

	✓	x	?
 reading, seeing the words and looking at pictures			
 writing and memorizing from my notes			
 writing notes and reviewing them from time to time			
 listening to a tape again and again			
 hearing new information, then repeating it			
 recording language on a tape and then listening to it at home			
 saying it again and again to myself			
 moving in the classroom and walking while I revise			
 using language with my teacher			
 using language with other people in my class			
 using language in a real situation outside the class			

b. My ten favourite learning activities, in order of effectiveness, are...

(1 = most effective — 10 = least effective)

c. My favourite time and place for learning is ...



A3. What useful learning strategies do you have to learn English? Every time you find a new strategy, write it down and make a note of the date.

A4. You can keep a diary to see your progress in English. It could include these sections and any others you find useful.

My Learning Diary

Date: _____

In the past week I have learnt:

Topics _____

Vocabulary _____

Grammar _____

Pronunciation _____

Listening _____

Speaking _____

Reading _____

Writing _____

Learning strategies

I need to work more on:

Language learning experiences (outside or inside the class) that have been especially useful or memorable.



B2. Write a paragraph or record your voice to describe the intercultural experiences that have contributed to your knowledge of English and your understanding of (and attitude to) the English-speaking culture. Use the grid below as a guide. Do this again with every new experience. You can include:

- Contact with the culture and/or speakers of English (include contacts in your country and abroad).
- Cultural activities: art, music , literature, history, media, etc. (include type, title, author / actor).
- Practical use of English in specific situations: work, study, school, free time, with friends, etc.
- Work: presentations, projects, participation in conferences, etc (include type, subject, audience, media)
- Differences and similarities that you found particularly surprising.

DATE (from...to...)	PLACE (home / abroad)	CONTEXT			MEDIA		
		<input type="checkbox"/> Travel	<input type="checkbox"/> Visit family or friends	<input type="checkbox"/> Personal	<input type="checkbox"/> Telephone		
		<input type="checkbox"/> Study	<input type="checkbox"/> Work	<input type="checkbox"/> Others	<input type="checkbox"/> E-mail / letter		
DESCRIPTION OF EXPERIENCE				HOW THIS INFLUENCED ME			


B3. You can write or record your comments about cultural behaviour that you learn during the course and also note cultural attitudes and behaviour that you do not fully understand. Use the grid below as a guide.


Cultural behaviour that I can understand now (+Date)	
Cultural behaviour that I do not fully understand yet (+Date)	


SELF-ASSESSMENT CHECKLISTS


MODULE 1


4 - VERY WELL 3 - WELL 2 - NOT TOO WELL 1 - POORLY

 I CAN UNDERSTAND...	4	3	2	1	Unit
basic greetings: formal and informal					1
personal details: telephone number, workplace, nationality, residence, family, age, job, languages people speak					2, 3
short, simple instructions and directions to get to a place					4
information about rooms in a hotel, length of stay, prices, facilities					5
a restaurant menu					6
people ordering a meal at a restaurant					6
details about clothes: size, price, form of payment					7
how to get to a specific department in a store					7

 I CAN UNDERSTAND...	4	3	2	1	UNIT
simple forms in order to complete them with basic personal details					1, 2
paragraphs and advertisements with basic personal information					3
short, simple instructions and directions to get to a place					4
information about rooms in a hotel, prices, facilities					5
a letter from a friend asking me to reserve a hotel room					5
a description of a restaurant					6
a restaurant menu					6
a store directory					7
information about clothes sizes and prices					7


 I CAN ...	4	3	2	1	UNIT
introduce myself, ask people their name and check their identity					1
introduce and identify other people					2
start a conversation with someone I already know					2
say goodbye					2
exchange personal details: telephone number, workplace, nationality, residence, family, age, job, languages I speak					2, 3
ask for and give short, simple instructions and directions to get to a place					4
ask for directions to the main places in a town or city					4
say 'thank you'					4
say that I don't understand and ask for repetition					4
ask and answer about rooms available in a hotel, length of stay, prices, facilities					5
ask and answer how to spell names, surnames and addresses					5
ask for a table and the menu at a restaurant, ask someone what he/she would like and say what I would like to have, order a meal					6
offer and ask for help at a clothes shop: directions to a department, article features, prices, form of payment					7


 I CAN ...	4	3	2	1	UNIT
spell names and surnames					1
give personal details: telephone number, workplace, nationality, residence, family, age, job, languages I speak					2/3
give short, simple instructions and directions to get to a place					4
give information about rooms in a hotel, length of stay, prices, facilities					5
order a meal					6
express opinions about food					6
express opinions about clothes, including size and price					7


 I CAN ...	4	3	2	1	UNIT
complete simple forms with basic personal details					1, 5
write a paragraph with basic information about myself					2, 3
write short, simple instructions and directions to get to a place					4
write a short letter recommending a hotel					5
complete a menu					6
take an order at a restaurant					6
complete the customer's part in a conversation at a clothes shop					7


MODULE 2

4 = VERY WELL 3 = WELL 2 = NOT TOO WELL 1 = POORLY


 I CAN UNDERSTAND...	4	3	2	1	UNIT
announcements at a train station					1
opening times					2
messages in an answering machine					3
a job interview on the telephone with an au pair agency					4
a conversation discussing qualifications, skills and suitable jobs					5
announcements at a supermarket					6
an announcement at a department store describing a missing child					7

 I CAN UNDERSTAND...	4	3	2	1	UNIT
information about trains and timetables					1
a newspaper article about events and tourist activities in a city					2
a postcard from a friend on holidays					2
a letter describing daily routines and duties					3
a letter about career plans					4
an advertisement from a language school and decide on the best course					4
newspaper advertisements for jobs and decide on the best choice					5
the ingredients needed for a recipe					6
a guide to healthy food and decide how healthy a meal is					6
a family's food shopping habits					6
a letter from a friend living abroad					7

 I CAN ...	4	3	2	1	UNIT
ask for and give information about trains and times					1
ask for and give objects					1
ask about a place and say where it is					1, 7
greet and respond to greetings in informal situations					2
make, accept and reject suggestions					2, 5
ask for and give tourist information					2
ask and answer about feelings					2
ask for repetition					3
show someone around the house					3
give instructions and orders					3
ask for, give and refuse permission					3, 5
offer help, make suggestions and make offers					4, 6
exchange personal details and information about qualifications and interests					4, 5
talk about intentions and plans					4
talk about likes and dislikes and express agreement and disagreement					5
make an appointment for a job interview on the telephone					5
interact expressing necessity, duty, obligation and permission					5, 6
ask and answer about what food there is at home and what is needed					6
make requests: ask someone for something or to do something					6
buy food at a local shop					6
have a telephone conversation					7
make small talk (short conversation to kill time or make the other person feel comfortable)					7


 I CAN ...	4	3	2	1	UNIT
buy a train ticket					1
talk about present time and activities in progress at the time of speaking					2, 3
describe tourist activities					2
express admiration and pleasure and talk about feelings					2, 3
talk about daily routines and duties					3
make comparisons					4
talk about my qualifications, interests, plans and intentions					4, 5
talk about my needs, likes and dislikes in connection to work					5
say what food I need to buy					6
talk about healthy food and shopping habits					6
describe physical appearance and clothes					7
express intentions and make predictions, deductions and hypotheses					7




 I CAN ...	4	3	2	1	UNIT
take notes from announcements for trains					1
write a letter to a friend about train services					1
write an informal invitation to a friend					2
take notes about messages in an answering machine					3
write a letter describing routines and duties					3
write a formal letter asking for information about language courses					4
fill in a curriculum vitae					5
complete a job application letter					5
write a note about food prices					6
describe my food shopping habits					6
write a letter describing the visit of an English guest					7


MODULE 3


4 - VERY WELL 3 - WELL 2 - NOT TOO WELL 1 - POORLY


 I CAN ...	4	3	2	1	UNIT
understand a doctor's instructions on the telephone					1
follow instructions to put objects in different rooms of the house					2
understand telephone invitations					3
understand the gist of what someone says about their holidays					4
understand a simple telephone conversation about a bank account					5
understand the details of an accident					6
understand basic information about a faulty machine					7

 I CAN UNDERSTAND...	4	3	2	1	UNIT
a diary					1
short adverts					2
invitations					3
detailed information about holidays					4
simple information from a bank					5
short notes about accidents					6
information about a car					7



 I CAN ...	4	3	2	1	UNIT
answer questions about a common illness					1
make an appointment to see the doctor					1
exchange information about health					1
make polite requests and give instructions					2
express possession					2
express a complaint					2
make, accept and refuse suggestions					3, 6
make, accept and refuse invitations					3
express agreement and disagreement					4
exchange information about holidays					4
exchange information about money					5
open a bank account					5
give advice					5
ask and give information about an accident					6
express surprise and sympathy					6
exchange information about cars					7
ask for and give help					7

 I CAN ...	4	3	2	1	UNIT
describe the symptoms of an illness					1
express complaints					2
talk about my holidays					4
express agreement and disagreement					4
make comparisons					4
express money problems					5
talk about an accident					6
make predictions					7
talk about problems with a car					7

 I CAN ...	4	3	2	1	UNIT
write notes and messages					1
write a fax asking for an estimate for moving					2
accept and refuse an invitation					3
write a postcard from a holiday resort					4
write a letter to a bank asking for more information					5
write a letter to a friend giving them news about an accident					6
write a paragraph describing a car					7





DOSSIER

**Selección de trabajos realizados
en formato escrito o gráfico**

Individual / En grupo	Breve descripción	Uso en el futuro: trabajo, estudio, etc.	Idioma	Año de realización

Fecha:

DOSSIER

Selección de trabajos realizados
en formato audio o vídeo

Individual / En grupo	Breve descripción	Uso en el futuro: trabajo, estudio, etc.	Idioma	Año de realización

Fecha:

f



DOSSIER

**Selección de trabajos realizados
en formato multimedia o para Internet**

Individual / En grupo	Breve descripción	Uso en el futuro: trabajo, estudio, etc.	Idioma	Año de realización

Fecha:

DOSSIER

Selección de materiales utilizados

Lecturas (prensa, revistas, comics, novelas, etc.)

Sporte papel / electrónico	Título / Nombre de la publicación	Autor	Razón por la que se incluye en esta selección: trabajo, estudio, etc.	Idioma

Fecha:



**OPTIONAL TASKS
FOR THE
DOSSIER**

MODULE 4 = UNITS 1 & 2



1. Read the article and fill in the gaps with a suitable word from the box below.

There are four extra words.

aloud detailed distracted during exploring facial front heard lesson
others sit talking

What kind of learner are you?

Visual Learners



learn through seeing

These learners need to see the teacher's body language and (1)_____ expression to fully understand the content of a (2)_____. They tend to prefer sitting at the (3)_____ of the classroom to avoid visual obstructions. They may think in pictures and learn best from visual displays. (4)_____ a lecture or classroom discussion, visual learners often prefer to take (5)_____ notes to absorb the information.

Auditory Learners



learn through listening

They learn best through verbal lectures, discussions, (6)_____ things through and listening to what (7)_____ have to say. Auditory learners interpret the meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is (8)_____. These learners often benefit from reading text (9)_____ and using a tape recorder.

Tactile / Kinesthetic Learners



learn through moving, doing and touching

Tactile/Kinesthetic persons learn best through actively (10)_____ the physical world around them. They may find it hard to (11)_____ still for long periods and may become (12)_____ by their need for activity.

It is uncommon for people to be only visual, auditory or kinesthetic. The more common reality is that we all operate a number of systems but often have a preference for one .



2. Imagine you are telling an English friend about changes in Spain over the last few decades. Compare the roles of men and women when your parents were young to present lifestyle. You can mention some of the ideas below. Then record your voice.

- household tasks
- eating and cooking
- work and timetable
- children's daily routine



3. Watch the interview with Paul, the male midwife (Module 4 DVD – Unit 2 – Programme C – Documentary) and choose the correct option.

- | | | |
|--|---|--|
| <p>1. Paul</p> <p>a. prefers to be called a 'midhusband'.</p> <p>b. says 'midwife' is the right word.</p> <p>c. thinks 'midwife' is old-fashioned.</p> | <p>2. Many of Paul's patients...</p> <p>a. ask to be treated by a doctor.</p> <p>b. have been under his care for some time.</p> <p>c. would like a female midwife.</p> | <p>3. Paul became a midwife...</p> <p>a. after training as a nurse.</p> <p>b. although it was more difficult.</p> <p>c. in Australia.</p> |
|--|---|--|

LANGUAGE TOOLS

- ◆ You could /should/ought to
- ◆ Why don't you...?
- ◆ How about ... + -ing?
- ◆ You have to /need to

4. Give a friend some advice on how to improve his/her strategies to learn English. Watch the *Play It Again* section (Module 4 DVD – Unit 1 - Programme C) to prepare. Use some of the ideas below. Get someone to play the part of your friend and record your voices.

- YOUR FRIEND'S PROBLEMS**
- *read only the texts in the Student's Book*
 - *study English in the living room, while his family watch TV*
 - *hard to understand recordings*
 - *use the dictionary too often*
 - *feel embarrassed to speak*
 - *afraid to make mistakes*
 - *forget vocabulary*
 - *make pronunciation mistakes*

- YOUR ADVICE**
- read adapted fiction or magazines
 - find a quiet room to revise
 - notice how words are stressed in sentences
 - try to work out the meanings from the context
 - spend your holidays in beach resorts visited by English tourists
 - relax
 - write new words in their context in your notebook
 - record yourself and compare with the model



5. Write a description of your experience as a student of English. Include:

- reasons for learning English
- your favourite areas
- the parts that you find most difficult (or -let's be positive- *challenging!* 😊)

NOW I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND PEOPLE TALKING ABOUT AN UNUSUAL JOB				
DESCRIBE CHANGES IN LIFESTYLES				
GIVE ADVICE ON HOW TO LEARN A LANGUAGE				
UNDERSTAND HOW DIFFERENT PEOPLE LEARN				
DESCRIBE MY EXPERIENCE AS A LANGUAGE LEARNER				



MODULE 4 – UNITS 3 & 4



1. Read the story and write the correct number next to each of these phrases.

- | | |
|---|---|
| _____ a jar with a home-made label | _____ special beekeeping helmet and boots |
| _____ before she could decide what to do next | _____ the little girl reached under the bed |
| _____ but she couldn't say a word | _____ for her telescope |
| _____ over and over again | _____ when something caught her eye |
| _____ she would warn them at once | |

Is Mr Ailes an Alien?

It was a hot midsummer evening. Too hot to sleep, so Annie gazed out of the window. Next door Mrs Ailes* was still gardening. At last, she put away her rake. Annie was about to go back to reading her new space book, (1). It was a shadowy figure in the Ailes'* garden wearing a space helmet! (2), but the figure had disappeared into the bushes, and all she could see was a pair of boots... big silver boots which sparkled in the sunset light.

(3), there was a ring at the door. Ding-a-ling-ling! "I've come to borrow some cable." It was Mr Ailes talking to Dad. Annie rushed downstairs. (4).

Annie burst into the living room. "What is it, dear?" asked Dad. (5) ... because Mr Ailes was wearing boots ... big silver boots! She ran back upstairs. "Is Mr Ailes an alien*?" she asked herself (6). "Oh no! His spaceship must be broken, and he must need some new cable to repair it!"

She woke late and anxious next morning. Ding-a-ling-ling! It was Mr Ailes again. He handed Dad (7). "Ailes' Prize Honey", it said, and there was a picture of a huge bee. "Good heavens!" cried Dad. "Don't you worry about getting stung?" "Not with my (8), said Mr Ailes, "... even if they do make me look like someone from outer space!"

* Ailes /eɪlz/; Ailes' /eɪlɪz/; alien /eɪliən/

Adapted from *Bedtime Stories for Under Fives*, by Joan Stimson. © Ladybird Books Ltd 1992



2. Watch the documentary (Module 4 DVD – Unit 3 – Programme C), complete these sentences and match them to the pictures.



- The Swan Theatre, the home of the _____.
- The Holy Trinity Church, where Shakespeare is _____.
- The _____ Avon.
- New Place, where he _____ years.
- Shakespeare's _____.
- The _____ where he probably became interested in literature.

Picture



3. Talk about a holiday that turned into a nightmare. Use some of the expressions below. Record your voice.

First Then Next After that Suddenly Later Finally Eventually So in the end
Fortunately Unfortunately Surprisingly Believe it or not



4. You are telling your friend about your holiday in the Scottish Highlands, where you stayed in a cottage in the middle of nowhere. Use some of the adjectives and nouns below. Get someone to play the part of your friend and record your voices.

Adjectives: cheap delicious exciting modern sunny talkative
Nouns: car cottage food people place weather

Friend: Did you enjoy your holiday in the Highlands?

You:

Friend: Really? What were the people like?

You:

Friend: Well, but was the cottage OK at least?

You:

Friend: Oh dear! And what about the car you rented?

You:

Friend: How about the weather? Was it alright?

You:

Friend: And the food?

You:



5. Look at the ads for holiday homes in Unit 4 - A - Activity 17 (Student's book) and then at the letter in activity 6. Write a similar letter describing one of the other ads (A or C).

Now I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND REFERENCES TO FAMOUS PLACES				
TALK ABOUT A BAD/DISASTROUS HOLIDAY				
DESCRIBE A HOLIDAY				
UNDERSTAND UNEXPECTED EVENTS IN A CHILDREN'S STORY				
DESCRIBE A HOLIDAY HOME IN A LETTER				

MODULE 4 – UNITS 5 & 6



1. Watch the interviews with Juan (J), Maria Jesús (M) and Pepe (P) (Module 4 DVD – Unit 5 – Programme C – Out & About) and write the right letter next to these sentences.

- ___ doesn't say that he'd like to go back to Spain.
- Few foreign people manage to get a job like ___'s.
- ___ is quite well-known now in Edinburgh.
- It was easy for ___ to find an interesting job.
- ___ mentions Spanish reputation at work.
- ___'s working conditions have greatly improved.



2. You are in the UK to improve your English and you need a job. Read the classified ads and match each of them to one advantage plus one disadvantage.

- | | | | |
|--------------------------|------------------------------------|--------------------------|--|
| <input type="checkbox"/> | ☛ Accommodation provided | <input type="checkbox"/> | ☛ Isolated from the attractions of a bustling city |
| <input type="checkbox"/> | ☛ Free time to attend classes | <input type="checkbox"/> | ☛ Need to find someone to apply with |
| <input type="checkbox"/> | ☛ In the heart of an exciting city | <input type="checkbox"/> | ☛ Not keen on interior design |
| <input type="checkbox"/> | ☛ Lovely environment to work in | <input type="checkbox"/> | ☛ Timetable would make it hard to attend classes regularly |
| <input type="checkbox"/> | ☛ Meet other young people | <input type="checkbox"/> | ☛ Too much office work and responsibility |

PART-TIME SHOP ASSISTANT REQUIRED

We are looking for a part-time shop assistant to work 15-20 hours per week. The ideal candidate will have an excellent phone manner and basic computer skills. The shop sells high quality home accessories and kitchenware so the right person should have a good eye for detail. Creativity and self-motivation are also important.

A

LIVE-IN BAR & WAITING STAFF – COUPLE IMMEDIATE START

Looking for live-in bar and waiting staff, would prefer a couple, but do not mind friends. Must speak fluent English as dealing with customers is a must. Great opportunity to work in a fun environment.

B

SPA RECEPTIONIST

£14,500 per annum + benefits

C

Amazing 5* property. One of the most special places in Britain. We are currently looking for a Spa Receptionist to work in our prestigious Spa. We also offer free access to the gym and free lunch.

You will need to ensure that our guests receive the highest standard of service at all times. Skills required: previous 4/5* hotel experience in UK; previous experience an advantage; well presented, attention to details, fluent English.

The Spa Receptionist will work shift - 40 hours a week.

STAFF WANTED FOR NEW RESTAURANT

Must be enthusiastic, as will contribute to this unique experience by providing the highest standards of cars as part of our team. Must be 18+. Previous experience preferred, but not essential. Minimum 16 hours per week. Hours to be arranged but must be very flexible. Meets national minimum wage. Initial team training / gathering will be held soon.

D

TRAVEL COMPANY RECEPTIONIST/ ADMINISTRATOR

£20,000 per annum + pension + 22 days holidays.

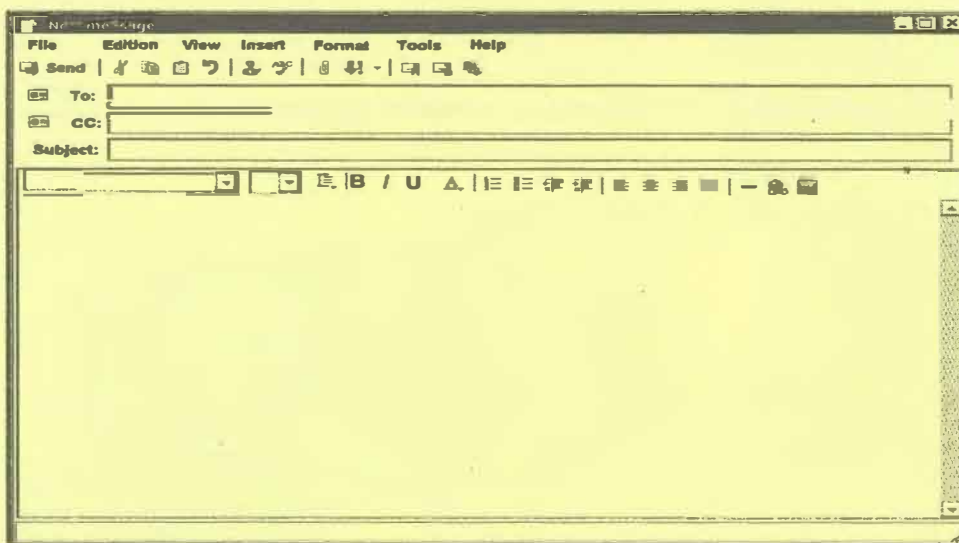
Join this global travel organisation and undertake a role working on a busy reception area located close to Liverpool Street Station. The role will involve full reception duties, meeting and greeting visitors, managing a busy reception, dealing with post etc. Other duties will include general administration. You need to be able to work on your own initiative, a good time-keeper, with a confident and outgoing personality.

E

3. You applied for the two jobs as a receptionist. Both companies have offered you the job and now you can't decide. A friend asks you for details. Get someone to play the part of your friend, practise your parts and record your voices.

YOUR FRIEND'S QUESTIONS	YOUR LANGUAGE TOOLS
<ul style="list-style-type: none"> ■ Salary? ■ Working hours? ■ Timetable? ■ Stressful? ■ Opportunities to practise English? ■ Amenities: in the workplace / in the area? ■ Additional benefits? ■ Relevant experience for your career? 	<ul style="list-style-type: none"> ● I can't make up my mind/I have mixed feelings ● I could go either way. ● I'm leaning towards..., but then again ... ● On the one hand, On the other hand, ● On the plus side, ... , but on the minus side, ● I think I'll go for / choose... ● On second thoughts, I'll go for ... / maybe I should...

4. Imagine you are a teenager who has very strict parents, like Gary's "daughter" in the Play It Again section (Module 4 DVD - Unit 6 - Programme C). Write a letter to your best friend explaining your problems at home. You can mention some of the ideas below.



- Go out at night
- Phone your friends
- Have friends at home
- Play loud music
- Have a tattoo done
- Look for a part-time job
- Help with the housework
- Go on holiday with friends
- Go to rock concerts

5. Explain to an English friend why Spanish young people "leave the nest" much later than their parents used to do and compare the present and past situations. Use some of the ideas below. Then record your voice.

freedom studies housework housing prices employment prospects

NOW I CAN ...				
	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND EXPERIENCES ABOUT WORKING ABROAD				
DESCRIBE SOCIOLOGICAL CHANGES				
CONSIDER PROS AND CONS AND EXPRESS HESITATION				
DECIDE ON PROS AND CONS ON DIFFERENT JOBS				
WRITE A LETTER ABOUT FAMILY PROBLEMS				



MODULE 4 – UNIT 7 & MODULE REVIEW



1. Read the introduction to the story and match the beginning of each paragraph (1-6) with its right ending (A-F).



BEFORE



AFTER

Paula Stevenson, a teacher from Harrogate, is delighted to have lost over 2 stone (12.7 kg) since going on a Diets'R'Us plan five months ago. She was 11 stone (69.8 kg) and size 16 dress size. She had an underactive thyroid that made her put on weight, increased her cholesterol levels and left her feeling old and tired.

1 She was concerned about her high cholesterol and family medical history of heart disease, strokes and diabetes.

2 The increased self-confidence she has gained has spread to other areas of her life, not just her appearance. The exercise she has done has made her feel strong and fit.

3 Paula considered herself as someone who had always been interested in healthy eating.

4 Her attitude to food is a healthier one now.

5 The changes haven't all been physical, though. Paula feels now that when she looks in the mirror, the person she sees is the same as the person she feels inside.

6 We asked Paula if she felt her new slimmer physique and healthy outlook was sustainable.

A She still feels the urge to comfort eat from time to time but she feels she has managed to separate her emotions from her appetite and has learned to give herself healthy treats that don't involve food.

B However, the Diets'R'Us scheme made her realize that her intake of bad fat, sugar and salt was far too high.

C "I am really confident that I will manage to stay slim and healthy this time. The support of the Diets'R'Us team as well as the member support is a great booster at difficult times".

D She feels 20 years younger and has joined a walking group again.

E But her turning point came when she realised her father, uncle and cousin had all suffered strokes. She became determined to do all she could to avoid having the same happen to her.

F She feels happy in her skin and likes herself more.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

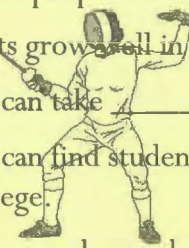
2. You have been on a Diets'R'Us plan and your friend is considering doing that, too. Tell him about your experience. You can use some of the ideas below. Get someone to play the part of your friend and record your voices.

YOUR FRIEND	YOU
<ul style="list-style-type: none"> ■ What made you decide to go on a diet? ■ What was your diet like before? ■ How has this diet helped you improve your eating habits? ■ Has your husband been supportive? ■ Do you feel healthier now? ■ What other changes have you noticed? 	<ul style="list-style-type: none"> ● last summer photos/feeling tired/clothes ... too tight ● not too bad... healthy food... unhealthy stuff ● delicious new recipes /portion sizes ● enjoy new food / help with the cooking ● lower cholesterol level /perfect blood pressure / more energy / walk or cycle everywhere ● gain self-confidence / clothes fit now / choose brighter colours



3. Watch the documentary (Module 4 DVD – Unit 4 – Programme C) and fill in the gaps with a suitable phrase.

1. At garden fairs you can buy all kinds of _____.
2. British people like living in houses with a small _____.
3. Plants grow well in Britain because there is plenty _____.
4. You can take _____ courses at a college.
5. You can find students of _____ and social classes at Morley College.
6. Some people enrol on a course to learn a skill they couldn't learn when they were _____.



4. Describe your experience as a student of English. Record your voice. Include:

- reasons for learning English
- when you use English now
- how it will be useful for you in the future



5. Go back to the Tips and Learning to Learn sections at the end of each unit in the book. Can you summarise all that advice?

Be like a good detective: make notes, search for clues, make deductions and guess meaning from context.

Now I can ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND A REPORT ON BRITISH HOBBIES				
TALK ABOUT MY LEARNING EXPERIENCE				
TELL SOMEONE ABOUT BEING ON A DIET				
UNDERSTAND A STORY ABOUT ADOPTING A HEALTHIER LIFESTYLE				
UNDERSTAND TEXTS WITH ADVICE ON LEARNING A LANGUAGE				
MAKE A WRITTEN SUMMARY OF SEVERAL TEXTS				



MODULE 5 – UNITS 1 & 2



1. Answer the questions with one or more sports. Underline the evidence in the text.

According to this text, which of the sports mentioned would you choose in order to...

1. ...become more flexible?
2. ...do very intensive exercise in a short time?
3. ...improve your balance?
4. ...improve your breathing?
5. ...improve your posture?
6. ...relax your muscles?
7. ...work your muscles while protecting your joints?

Cross-training: kill two sports with one routine

Want to be a better horse rider? Try surfing. A better squash player? Take up cycling. An exercise routine that involves two different sports is becoming increasingly popular. As well as stopping boredom, it will work different muscle groups, reducing the chance of injury. Here are some suggestions to get you going.

Yoga and pilates for running

Karen took up yoga two years ago to strengthen her body for running. "When I run, I often get very tight lower back muscles. My yoga practice helps loosen them and minimise the pain. A dynamic practice such as sun salutations before running can warm up the body and get you connected to your breathing".

Pilates can also be beneficial to runners because it can improve flexibility. Its emphasis on correct posture also counters the strain on joints and the shortening of muscle groups that often tortures runners.

Cycling for squash

Squash is one of the best aerobic activities, burning more than 300 calories for every 30 minutes played. It is also notoriously tough on the joints. But regular cycling minimises the risk of injury: the continuous motion of the bike allows your muscles to align themselves and have a complete workout without causing any stress to your joints of other parts of your body.

Surfing for horse riding

Surfing and horse riding might sound worlds apart, but in fact they complement each other. There are many physical elements required to ride horses safely, such as good balance and stability, strong legs, flexible ankle joints and good posture. In addition, riders need good strength in order to protect their backs, and also maintain the correct riding position. These elements go hand in hand with surfing.



2. Describe what you do to keep fit, what you used to do in the past and what sports you could take up to change to a healthier lifestyle. You can use the ideas below. Record your voice.

- individual / team sports (with friends?)
- indoor / outdoor sports
- sports for different seasons
- time: when / how long / how often



MODULE 5 – UNITS 3 & 4



1. Read the following advertisements and match them to the correct items of clothing. Then fill in the blanks with the correct word from the box.

crew neck fasten fit knee outer pocket polo
sweatshirt track jacket zip fly

Low rise stretch skinny jeans. They are made from soft quality denim with lots of stretch and (1)_____ beautifully! Standard jean pockets to the front and back and (2)_____ with a button and zip fly. **a**



Smart flared stretchy trousers made of a quality black fabric with stretch. They fasten with a (3)_____, fit snug to the hips and flare out beautifully from the (4)_____. **b**



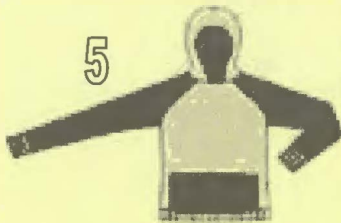
Hooded (5)_____ with a front patch (6)_____. 100% mid-weight cotton for added comfort, fleece-lined, hood with drawstring. **c**



Full-zip bicolour (7)_____. Elasticated at the cuffs. There are 3 (8)_____ zipped pockets. **d**



Long-sleeve (9)_____ shirt with small logo on chest and large logo across back. **e**



Short-sleeve (10)_____ t/shirt with large logo on chest. **f**



2. Watch the documentary (Module 5 DVD – Unit 3 – Programme C), decide if these sentences are True or False and, if false, correct the wrong information.

1. The British follow the fashion from the windows of London's expensive shops.

2. The future of fashion depends on design and fashion students.

3. The Graduate Fashion Week is for young people who are studying design and fashion.

4. Young designers have got a university degree.



3. You are a customer at a clothes shop. Get someone to play the part of the shop-assistant and record your voices.

Shop-assistant: Can I help you, sir / madam?

You:

Shop-assistant: What style do you need? Casual? More formal?

You:

Shop-assistant: Well, in that case, you might find these baggy trousers exciting.

You:

Shop-assistant: Yes, perhaps a bit too informal to wear there. What about this lovely brown suit / dress?

You:

Shop-assistant: Yes, it's by a very imaginative designer from Edinburgh.

You:

Shop-assistant: Well, if you prefer, we have it in black as well.

You:

Shop-assistant: Well, it's not exactly cheap, but it's the finest silk, sir / madam.

You:

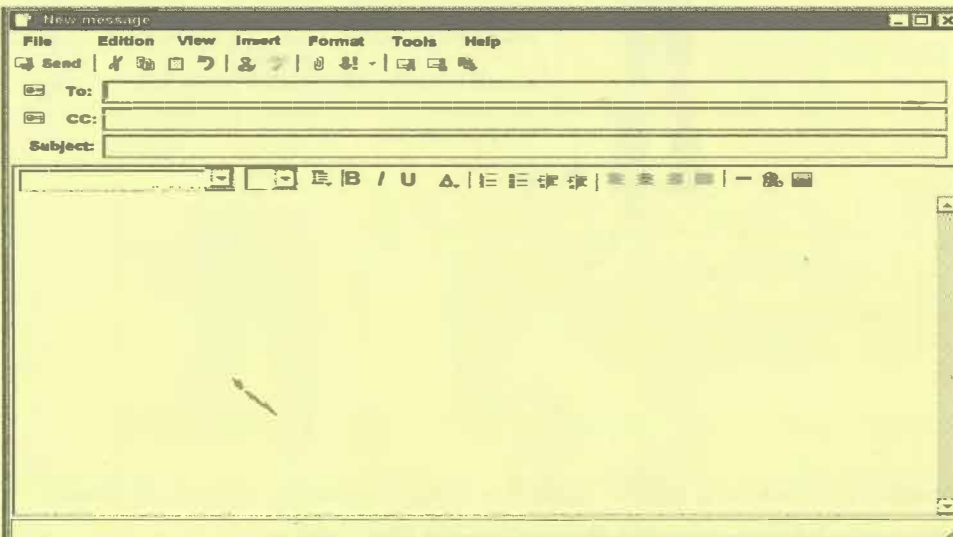
Shop-assistant: Certainly, sir / madam. The fitting rooms are over there. Come this way, please.



4. Prepare a summary of a well-known fairy tale. You can use one of the stories below or any other, if you wish. Record your voice.

- Little Red Riding Hood
- Sleeping Beauty
- Peter Pan
- The Ugly Duckling
- Three Little Pigs
- Cinderella

5. Write an e-mail to your psychotherapist describing a terrible nightmare you had last night. Use some of the expressions below.



- First
- Next
- Then
- After that
- Suddenly
- Later
- Finally
- Eventually
- So in the end
- Fortunately
- Unfortunately
- Surprisingly
- Believe it or not

NOW I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND A DOCUMENTARY ABOUT FASHION				
TELL A FAIRY STORY				
BUY CLOTHES IN A SHOP				
UNDERSTAND ADVERTISEMENTS ABOUT FASHION				
WRITE ABOUT A NIGHTMARE				



MODULE 5 – UNITS 5 & 6



1. Match these traits to each personality type (E / I / T / F). Decide which personality type you are.

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Caring of others | <input type="checkbox"/> Enjoys solitude | <input type="checkbox"/> Independent | <input type="checkbox"/> Social/ outgoing |
| <input type="checkbox"/> Critical | <input type="checkbox"/> Expressive | <input type="checkbox"/> Keeps to self | <input type="checkbox"/> Talkative |
| <input type="checkbox"/> Dislikes conflict | <input type="checkbox"/> Firm with people | <input type="checkbox"/> Not socially inclined | <input type="checkbox"/> Wants truth |
| <input type="checkbox"/> Easy to approach | <input type="checkbox"/> Gentle | <input type="checkbox"/> Rational | <input type="checkbox"/> Warm |

Extroverted (E)

Extroversion is a preference to focus on the world outside the self. Extroverts enjoy social interactions and tend to be enthusiastic, verbal and animated. They enjoy large social events, such as parties and any kind of group activity. Extroverts are likely to enjoy time spent with people and find themselves energized by social interaction.

Extrovert Characteristics

- Gregarious
- Assertive
- Volunteers personal information
- Has many friends



Introverted (I)

Introversion is a preference to focus on the world inside the self. Introverts tend to be quiet, peaceful and deliberate and are not attracted to social interactions. They prefer activities they can do alone or with one other close friend, activities such as reading, writing, thinking, and inventing. Introverts find social gatherings exhausting.

Introvert Characteristics

- Energized by time alone
- Fewer friends
- Prefer smaller groups
- Internally aware

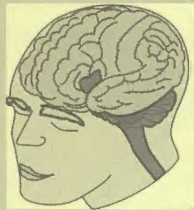


Thinking (T)

Thinking people are objective and make decisions based on facts. They are ruled by their head instead of their heart. Thinking people judge situations and others based on logic.

Thinking Characteristics

- Logical
- Decides with head
- Impersonal
- Thick-skinned
- Driven by thought



Feeling (F)

Feeling people are subjective and make decisions based on principles and values. They are ruled by their heart instead of their head. They judge situations and others based on feelings and circumstances.

Feeling Characteristics

- Decides with heart
- Passionate
- Driven by emotion
- Easily hurt
- Empathetic




2. Describe the kind of personality that your ideal partner should have. You can use some of the ideas below. Record your voice.

What should he/she be like...?

- | | | |
|-----------|-------------------|------------------------|
| ● at home | ● with the family | ● in his leisure time |
| ● at work | ● with friends | ● in financial matters |



 **3. Watch the interview with the director of the *Comhaltas Ceoltóirí Éireann* (Module 5 DVD – Unit 6 – Programme C – Documentary) and choose the correct option.**

1. Irish traditional music is...

- a. enjoyed by elderly people.
- b. old-fashioned.
- c. part of the national identity.


2. Sad music is connected to...

- a. anxiety.
- b. death.
- c. poverty.

3. Traditional music is...

- a. in danger.
- b. only played in festivals.
- c. taught to the younger generation.



 **4. Tell a workmate about a great concert you went to at the weekend. You can use some of the ideas below. Get someone to play the part of your friend and record your voices.**

YOUR WORKMATE'S QUESTIONS






- Singer / Band? ● Where?
- Who...with? ● Crowded?
- What was the music like?
- What did / didn't you enjoy?
- I wish I had come!



 **5. Write a composition entitled "*The Music Of My Life*". Describe one or more special occasions in your life which in your memory will be forever linked to a song.**



NOW I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
 UNDERSTAND AN INTERVIEW ABOUT TRADITIONAL MUSIC				
 DESCRIBE PERSONALITIES				
 TELL A FRIEND ABOUT GOING TO A CONCERT				
 UNDERSTAND MY PERSONALITY TYPE				
 WRITE ABOUT MEMORIES LINKED TO MUSIC				

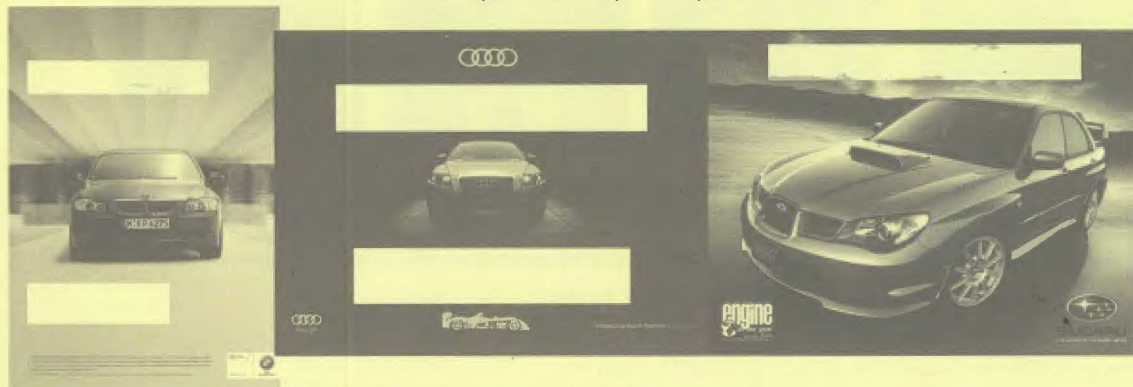


MODULE 5 – UNIT 7 & MODULE REVIEW



1. Match the headings and captions to the right advertisements.

Advertisement War!



1. FROM THE WINNER OF THE WORLD CAR OF THE YEAR 2006.
2. WELL DONE TO AUDI AND BMW FOR WINNING THE BEAUTY CONTEST.
FROM THE WINNER OF THE 2006 INTERNATIONAL ENGINE OF THE YEAR.
3. CONGRATULATIONS TO BMW FOR WINNING WORLD CAR OF THE YEAR 2006.
4. CONGRATULATIONS TO AUDI FOR WINNING SOUTH AFRICAN CAR OF THE YEAR 2006.
5. FROM THE WINNER OF SIX CONSECUTIVE LE MANS 24 HOUR RACES 2000-2006.



2. Read the article and fill in the gaps with a suitable word from the box below.

There are four extra words.

actually ads although are base done effort else keywords known
like links nothing place reason seem to top ways when

ADVERTISING ON THE INTERNET

'Without promotion, something terrible happens - (1)_____ !'- P. T. Barnum

Think about New Year's Eve, midnight. Think about billions of bits of confetti falling from the sky. Now, write some (2)_____ on a few dozen or hundred or thousand pieces of paper and throw them into the air with the rest. That's what it's (3)_____ to advertise on the internet.

Trying to make your product, service or web site (4)_____ to the rest of the internet community and getting visitors to (5)_____ visit the site can be terribly frustrating. (6)_____ advertising on the internet, I have several quick rules of thumb that (7)_____ to serve me very well.

Rule number one is "people use search engines, and to get them to your site you MUST show up in the (8)_____ 50 or so listings for your (9)_____ in all of the major search engines". Nothing (10)_____ will build traffic faster than getting listed in a search engine.

Rule number two is "concentrate a lot of (11)_____ on getting your links on other sites". This is an excellent, (12)_____ very time-consuming, way to build permanent increases in traffic. Search engines (13)_____ much of their ranking system on the number and "quality" of (14)_____ to a site. My third rule of thumb is "start free and stay free unless you've got a very good (15)_____ to pay for advertising". There are many (16)_____ to get free advertising on the web to advertise your site.



3. Record your voice while you describe how your English has improved this year.

- what you are better at in the language
- what you need to work harder on



4. Watch the documentary (Module 5 DVD – Unit 5 – Programme C) and match these statements to each of the speakers.



1. A sound in this accent is pronounced in the same way as the Spanish “j”. _____
2. He doesn't live in a big city. _____
3. His company doesn't impose any rules for the kind of accent workers should have. _____
4. Many of his colleagues speak the same variety of English as he does. _____
5. The “r” sound is stronger in this accent. _____
6. There are different varieties in this kind of English. _____
7. They use several words to make each new meaning. _____
8. This accent is identified with the upper classes. _____



5. Go back to the Tips and Learning to Learn sections at the end of each unit in the book. Can you summarise all that advice?

Accept and learn from mistakes. _____

NOW I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND DIFFERENT ACCENTS IN ENGLISH				
REFLECT ABOUT MY LEARNING EXPERIENCE				
UNDERSTAND ADVERTISEMENTS HEADINGS AND CAPTIONS				
UNDERSTAND AN ARTICLE WITH ADVICE ON ONLINE ADVERTISING				
UNDERSTAND TEXTS WITH ADVICE ON LEARNING A LANGUAGE				
MAKE A WRITTEN SUMMARY OF SEVERAL TEXTS				

MODULE 6 – UNITS 1 & 2



1. Watch Mr Saunders (Module 6 DVD – Unit 2 – Programme B – Street interviews), listen to him and write down the recipe he gives.



2. Read the following restaurant reviews and answer this question:

Which restaurant would you go to if you wanted to eat ...

- a. meat? b. fish?

The Grill Room

1

Of the English offerings, none are better than the magnificent fillets of sole with a light ginger and tomato sauce; the superb beef consomme with beef marrow dumplings; the unforgettable scallops in saffron sauce; and the extraordinary stuffed partridge with wild mushrooms. For dessert don't forget to order the pear parfait with fresh raspberry puree. Prices are high for dinner but reasonable for lunch.

The Wilton Bar

2

Whether you sit on a stool at the bar or at a table, the oysters are magnificent at this extraordinarily popular place. The raw oysters are served with black bread, butter, chopped onion and lemon. You can also have fried oysters, baked oysters, poached oysters, oysters with caviar and oysters with spinach. All are delicious. Not expensive.

Middleton's

3

The roast beef here is the best to be found in England. Rare or medium rare, this dish is a carnivore's delight. Other dishes worth trying are the roast leg of lamb with mint sauce; and, in season, the roast pheasant. Expensive but worth every penny.

The Oak Room

4

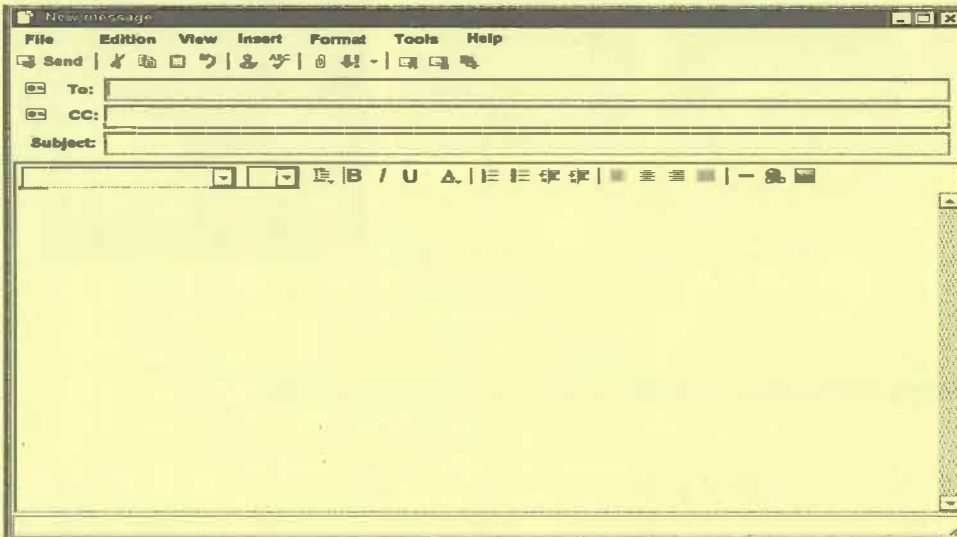
For the main course, you can choose, among others, between the chicken and leek pie and the roast beef with horseradish sauce. Don't forget that the hotel has one of the best cheese trays in England, so make sure there is room enough for cheese after your main course. Dinner prices are very high but the lunch menu is reasonable.



3. Which restaurant would you choose? Why? Make short notes if you wish and then record your voice.



4. Write an e-mail to a friend telling him/her about your last summer holidays. Include at least six of the words below.



- accommodation
- apartment
- beach ■ flight
- resort ■ sandy
- self-catering
- sightseeing
- stay ■ unspoilt
- views ■ weather



5. You are staying at an expensive hotel but you are having problems with your room so you telephone the receptionist to complain. Do the activity with a friend and record the conversation.

Receptionist: Reception. How can I help you?

You:

Receptionist: What seems to be the problem?

You:

Receptionist: Cold water? Oh dear! It must have been dreadful.

You:

Receptionist: I'm sorry, sir. Did you say there were more problems?

You:

Receptionist: Oh dear! So the lift has been waking you up all night! I apologise on behalf of the hotel. I'll see what I can do about your room ...

NOW I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND A RECIPE SOMEONE IS TALKING ABOUT				
EXPRESS MY PREFERENCES FOR FOOD ORALLY				
COMPLAIN ORALLY IN A HOTEL				
UNDERSTAND WRITTEN REVIEWS OF RESTAURANTS				
WRITE AN E-MAIL ABOUT MY HOLIDAYS				

MODULE 6 – UNITS 3 & 4



1. Watch the documentary (Module 6 DVD – Unit 4 – Programme C) and answer this question:

ARE THE BRITISH DIFFERENT FROM THE SPANISH? IF SO, HOW?



- a. clothes _____
- b. hot drinks _____
- c. relationship with other people _____
- d. houses _____
- e. driving _____
- f. animals _____



2. Imagine you are asked to give a speech on today's Spain. Think of the stereotypes below and then record your voice.

- all Spaniards sleep siesta
- everyone in Spain can dance flamenco
- most people in Spain go to bed very late
- Spanish people are proud and stubborn
- most Spanish people are noisy
- almost everyone in Spain like bullfighting
- the Spanish are lively and vivacious
- Spaniards are not hard workers



3. Express agreement and disagreement with the following statements a friend makes. Get someone to play the part of your friend and, when you are ready, record your voices.

Friend: In my opinion, journalists shouldn't invade famous people's privacy.

You:

Friend: I think the Royal family should set an example for all the citizens to follow.

You:

Friend: I don't think football players should earn so much money.

You:

Friend: I don't think there should be so many reality programmes on television.

You:

Friend: From my own point of view, famous people's sex lives are quite interesting.

You:

Friend: I think many people are interested in gossip because their own lives are not very interesting.

You:

Friend: I like soap operas very much. I find them funny and entertaining.

You:



4. Read the interview with Pamela Ash. Then imagine you are the interviewer and write a letter to a friend telling him or her about the interview.

I: After your appearance on *Superstar* there were rumours you would be releasing an album. Is that still so?

P: Yeah, hopefully an album will be out at the end of the year! We've been working on it for a while now but I wanted to get it right.

I: How do you feel about your new movie?

P: I'm so excited about getting back into acting as it's been a while. After I left Hollywood, modelling and singing were my main priorities.

I: Who would be your ideal movie co-star?

P: John Dinner. Have you seen his face? I've fancied him for ages.

I: Do you have any plans to go back to Hollywood?

P: I love Hollywood, but there are no plans to go back there just yet.

I: Would you ever have any more tattoos?

P: I've got two Chinese symbols on my back, the word 'Love' written in Hindi on the top of my neck and an angel

on my stomach. I do think it becomes very addictive so yes I will have some more in the future.

I: What advice can you give Melinda H. after she was revealed as the new face and body of *Intime* underwear?

P: Melinda is in great shape so she doesn't need any advice from me. I wonder how she manages to keep her amazing body after having two children.

I: If there was a range of *Intime* underwear for men, who would you like to model it?

P: John Dinner! I'm obsessed with him.

I: How are things going with your

boyfriend?

P: It's a bit harder now that we're living together at the moment, but it's cool. He's an easy guy to live with.

I: What are your top health and beauty tips?

P: I drink a lot of water every day. I sleep eight hours a day. I go to the gym three days a week. I have five portions of fruit and vegetables every day and I never eat meat.

I: How would you sum yourself up in just one word?

P: Eccentric.



A large rectangular area with horizontal lines for writing a letter.

Now I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND PEOPLE TALKING ABOUT STEREOTYPES				
ARGUE AGAINST STEREOTYPES ORALLY				
EXPRESS AGREEMENT AND DISAGREEMENT ORALLY				
UNDERSTAND AN INTERVIEW WITH A FAMOUS PERSON				
WRITE AN INFORMAL GOSSIPY LETTER				



MODULE 6 – UNITS 5 & 6



1. Watch the street interviews (Module 6 DVD – Unit 6 – Programme B) and match the following people to the way they celebrate Christmas and New Year.



Sara



Melissa



David



Peter



Chloe



Mr Addison

around the tree

~~lunch in a hotel~~

singing

~~a dark-haired man bringing presents~~

kissing

~~long meal with the family~~



2. Read the following text and decide if the statements below are true or false, writing evidence from the text.

Thanksgiving Day, a holiday in the USA, was first celebrated in New England. After the first harvest was completed by the Plymouth colonists in 1621, they held a three-day “thank you” celebration, in which they thanked the members of an Indian tribe for teaching them how to survive in the New World. The tradition of that Indian tribe, the Wampanoags, was to share with their visitors whatever little food they might have, which was very lucky for the colonists. It was also very lucky for them the fact that one Wampanoag had learnt English, the language of the Pilgrims, in his travels to England with an English explorer.

After the first “Thanksgiving”, the custom spread throughout the colonies, each region celebrating it on different days. It was not until 1863, when President Lincoln called on the “whole American people” to unite “with one heart and one voice”, on the last Thursday of November, in observing this tradition. He wanted Americans to “implore the interposition of the Almighty ... to heal the wounds of the nations and to restore it...to full enjoyment of peace, harmony, tranquillity and union.”

Thanksgiving Day was advanced one week by President Franklin D. Roosevelt in 1939 and two years later it was moved again to its present date, the fourth Thursday in November.

1. Thanksgiving Day has always been one day.

2. On Thanksgiving Day, Americans thank the Almighty God for giving them harmony, tranquillity and union.

3. Since 1941, Thanksgiving Day has always fallen on the same day in November.





3. A foreigner is asking you about a Spanish tradition. Get someone to play the part of the foreigner and record your voices.

Foreigner: When does it take place?

You:

Foreigner: How long does it go on?

You:

Foreigner: How do people celebrate?

You:

Foreigner: How does it end?

You:

Foreigner: How did it begin? When?

You:



4. How did you meet your best friend? Think of the ideas below and record your voice.

Where did you meet him/her? When did you meet him/her? How old were you? How old was he/she? Did you like each other at first? Why did you like each other? What did you use to do together? How often did you meet? Do you miss those days?




5. Write a letter introducing yourself to a pen pal. Write about your family, friends, likes and dislikes, interests, job, studies, etc.

Now I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND PEOPLE TALKING ABOUT CELEBRATIONS				
SPEAK ABOUT HOW I MET MY BEST FRIEND				
ANSWER QUESTIONS ABOUT A SPANISH TRADITION				
UNDERSTAND A TEXT ABOUT HOW A TRADITION BEGAN				
WRITE AN INFORMAL LETTER INTRODUCING MYSELF				



MODULE 6 – UNIT 7 & MODULE REVIEW

 1. Watch the documentary (Module 6 DVD – Unit 7 – Programme C) and match these events with the pictures.




1. The hearing of voices of children long ago dead ____
2. The apparition of a woman with a child ____
3. The murder of the secretary of a queen by the queen's husband ____
4. The burning of witches ____
5. Public executions ____
6. The apparition of a woman dressed in 19th century clothes ____



2. What is your opinion about superstitions? Think of the ideas below and record your voice.

Do you think that every-day activities and common things can bring good or bad luck? What about horoscopes? Do you think that the future of all the people who were born at the same period of time can be predicted based on the position of the stars at the time they were born?

 3. Watch (Module 6 DVD – Unit 1 – Don't make me laugh!) and complete these sentences.

1. When my wife said she wanted to see the world, I _____
2. When I arrive at my hotel and open my suitcase, I _____
3. My wife didn't want a book for her birthday because _____
4. Venice is not very modern, but the _____
5. We only stayed in Venice for a few days because _____





4. Go back to the Tips and Learning to Learn sections at the end of each unit in the book. Can you summarise all that advice?

Beware of false friends. Before listening, try to predict what you are going to hear. _____

5. A nutritionist wants to talk to you about your eating habits. Get someone to play the part of the nutritionist and record your voices.

Nutritionist: Can I ask you some questions about your eating habits?

You:

Nutritionist: What kind of fruit and vegetables do you usually eat?

You:

Nutritionist: What about meat? How much meat do you eat a week? Is it red or white meat?

You:

Nutritionist: What fish do you like? How often do you eat fish?

You:

Nutritionist: And carbohydrates? You know ... pasta, bread, cereals, potatoes, ... Do you think you eat too much of that?

You:

Nutritionist: In general, would you say you have a healthy diet or an unhealthy one?

You:



Now I CAN ...

	VERY WELL	WELL	NOT TOO WELL	POORLY
UNDERSTAND SOMEONE TALKING ABOUT SUPERSTITIONS				
UNDERSTAND JOKES ABOUT HOLIDAYS				
GIVE MY OPINION ON SUPERSTITIONS ORALLY				
ANSWER QUESTIONS ABOUT MY FOOD HABITS				
UNDERSTAND A TEXT WITH ADVICE ON LEARNING A LANGUAGE				
MAKE A WRITTEN SUMMARY				

ANSWER KEY

MODULE 4 - UNITS 1 & 2

Activity 1

- | | | | | | |
|----------|----------|---------|--------------|------------|---------------|
| 1 facial | 2 lesson | 3 front | 4 During | 5 detailed | 6 talking |
| 7 others | 8 heard | 9 aloud | 10 exploring | 11 sit | 12 distracted |

Activity 2

- 1 b 2 b 3 a

MODULE 4 - UNITS 3 & 4

Activity 1

- | | |
|---|---------------------------------------|
| 1 when something caught her eye | 5 But she couldn't say a word |
| 2 The little girl reached under the bed for her telescope | 6 over and over again |
| 3 Before she could decide what to do next | 7 a jar with a home-made label |
| 4 She would warn them at once | 8 special beekeeping helmet and boots |

Activity 2

- | | | |
|---------------------------------|------------------|--------------|
| 1 Royal Shakespeare Company (e) | 2 buried (d) | 3 river (f) |
| 4 spent his last (c) | 5 birthplace (a) | 6 school (b) |

MODULE 4 - UNITS 5 & 6

Activity 1

- 1 P 2 J 3 P 4 M 5 J 6 P

Activity 2

- | | |
|---|--|
| A ♣ Free time to attend classes | ♣ Not keen on interior design |
| B ♣ Accommodation provided | ♣ Need to find someone to apply with |
| C ♣ Lovely environment to work in | ♣ Isolated from the attractions of a bustling city |
| D ♣ Meet other young people | ♣ Timetable would make it hard to attend classes regularly |
| E ♣ In the heart of an exciting city | ♣ Too much office work and responsibility |

MODULE 4 - UNIT 7 & MODULE REVIEW

Activity 1

- 1 E 2 D 3 B 4 A 5 F 6 C

Activity 3

- 1 plants and tools
- 2 garden at the back
- 3 of rain
- 4 non-vocational
- 5 all ages
- 6 younger / at school

MODULE 5 - UNITS 1 & 2

Activity 1

- | | |
|--------------------------------|--|
| 1 Pilates | Pilates can also be beneficial to runners because it can improve flexibility |
| 2 Squash | Squash is one of the best aerobic activities, burning more than 300 calories for every 30 minutes played |
| 3 Horse riding/Surfing | Good balance / These elements go hand in hand with surfing |
| 4 Yoga | get you connected to your breathing |
| 5 Pilates/Horse riding/Surfing | correct posture/good posture/These elements go hand in had with surfing |
| 6 Yoga | tight lower back muscles. My yoga practice helps loosen them |
| 7 Cycling | muscles to align themselves and have a complete workout without causing any stress to your joints |

Activity 3

- 1 Family 2 Welcoming 3 Advantages 4 Spain
5 Disadvantages 6 other countries 7 the real people 8 visit (Britain and especially) Scotland

MODULE 5 - UNITS 3 & 4

Activity 1

- a6 b4 c5 d3 e1 f2
1 fit 2 fasten 3 zip fly 4 knee 5 sweatshirt
6 pocket 7 track jacket 8 outer 9 polo 10 crew neck

Activity 2

- 1 False. The British ~~follow the fashion from the windows of London's expensive shops~~ *don't follow just one fashion today / follow a mixture of styles.*
2 True.
3 False. The *Graduate Fashion Week* is for young people who ~~are studying design and fashion~~ *finish their design and fashion studies.*
4 False. ~~Young designers have got a university degree.~~ *Universities and private schools offer fashion design courses.*

MODULE 5 - UNITS 5 & 6

Activity 1

- | | | | |
|-----------------------|----------------------|---------------------------|---------------------|
| F - Caring of others | I - Enjoys solitude | I - Independent | E - Social/outgoing |
| T - Critical | E - Expressive | I - Keeps to self | E - Talkative |
| F - Dislikes conflict | T - Firm with people | I - Not socially inclined | T - Wants truth |
| E - Easy to approach | F - Gentle | T - Rational | F - Warm |

Activity 3

- 1 c 2 b 3 c

MODULE 5 - UNIT 7 & MODULE REVIEW

Activity 1

- | | BMW | Audi | Subaru |
|----------------|---|---|---|
| Heading | Congratulations to Audi for winning South African Car of the Year 2006. | Congratulations to BMW for Winning World Car of the Year 2006. | Well done to Audi and BMW for winning the beauty contest. From the winner of the 2006 International Engine of the Year. |
| Caption | From the Winner of the World Car of the Year 2006. | From the Winner of Six Consecutive Le Mans 24 Hour Races 2000-2006. | |

Activity 2

- | | | | |
|-----------|------------|-------------|-----------|
| 1 nothing | 5 actually | 9 keywords | 13 base |
| 2 ads | 6 when | 10 else | 14 links |
| 3 like | 7 seem | 11 effort | 15 reason |
| 4 known | 8 top | 12 although | 16 ways |

Activity 4

- 1 C 2 D 3 A 4 A 5 D 6 D 7 B 8 A

MODULE 6 - UNITS 1 & 2

Activity 1

Put the pasta in the saucepan, put some water to it and boil it up, put some garlic and some onion into a saucepan and a bit of tomato sauce, heat that up and mix them together.

Activity 2

- a. 3 or 4
b. 1

MODULE 6 - UNITS 3 & 4

Activity 1

Activity 1

- a. clothes - No
- b. hot drinks – They have tea at any time in the day.
- c. relationship with other people – They like their privacy. They are more individualists.
- d. houses – They live in individual houses.
- e. driving – They drive on the left.
- f. animals – They are great animal lovers.

MODULE 6 - UNITS 5 & 6

Activity 1

Sara: lunch in a hotel

Melissa: around the tree

David: long meal with the family

Peter: singing

Chloe: kissing

Mr Addison: a dark-haired man bringing presents

Activity 2

- 1. False. "They held a three-day 'thank you' celebration"
- 2. False. "He wanted Americans to 'implore the interposition of the Almighty ... to heal the wounds of the nations and to restore it...to full enjoyment of peace, harmony, tranquillity and union'."
- 3. False. "... and two years later it was moved again to its present date, the fourth Thursday in November".

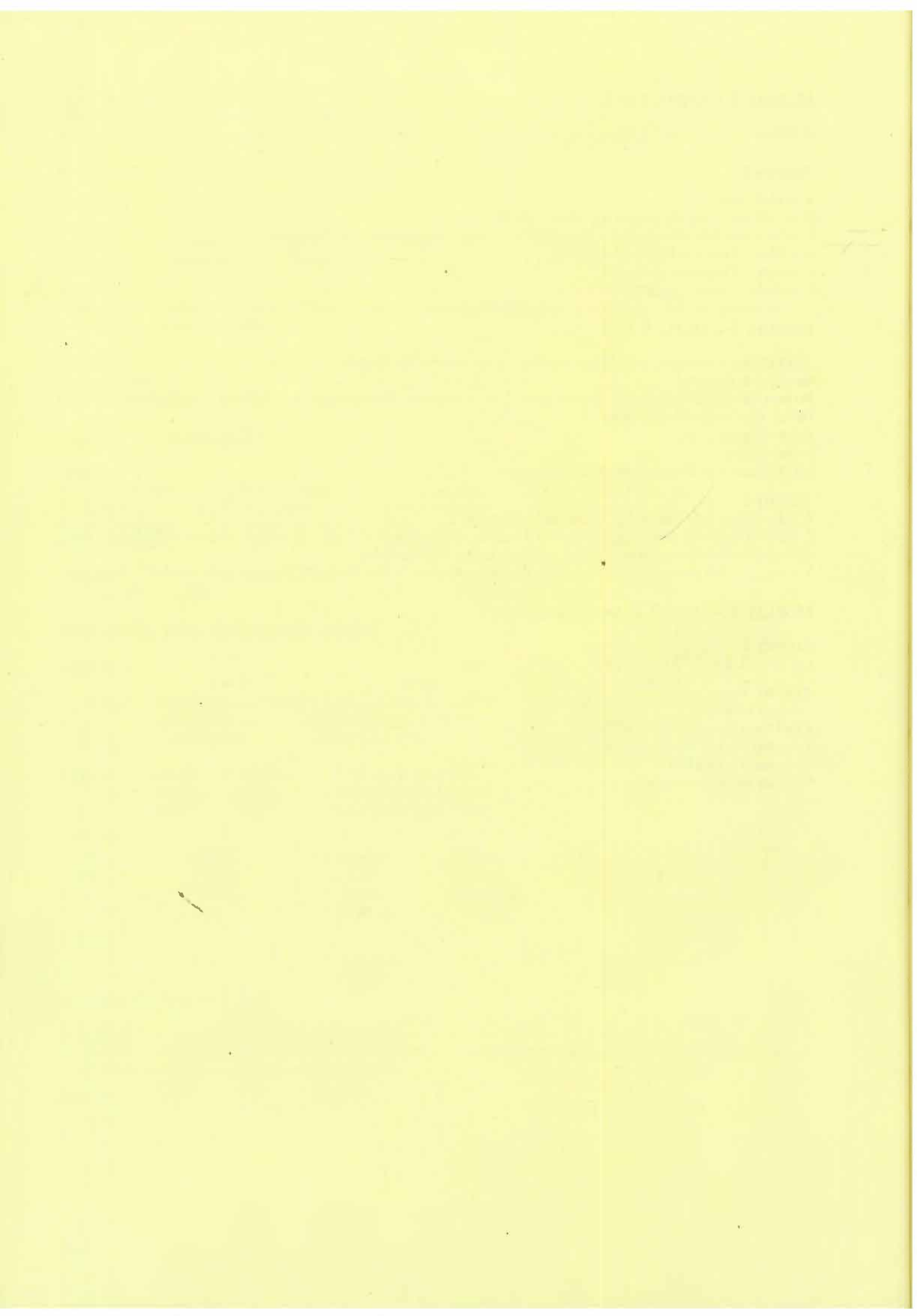
MODULE 6 - UNIT 7 & MODULE REVIEW

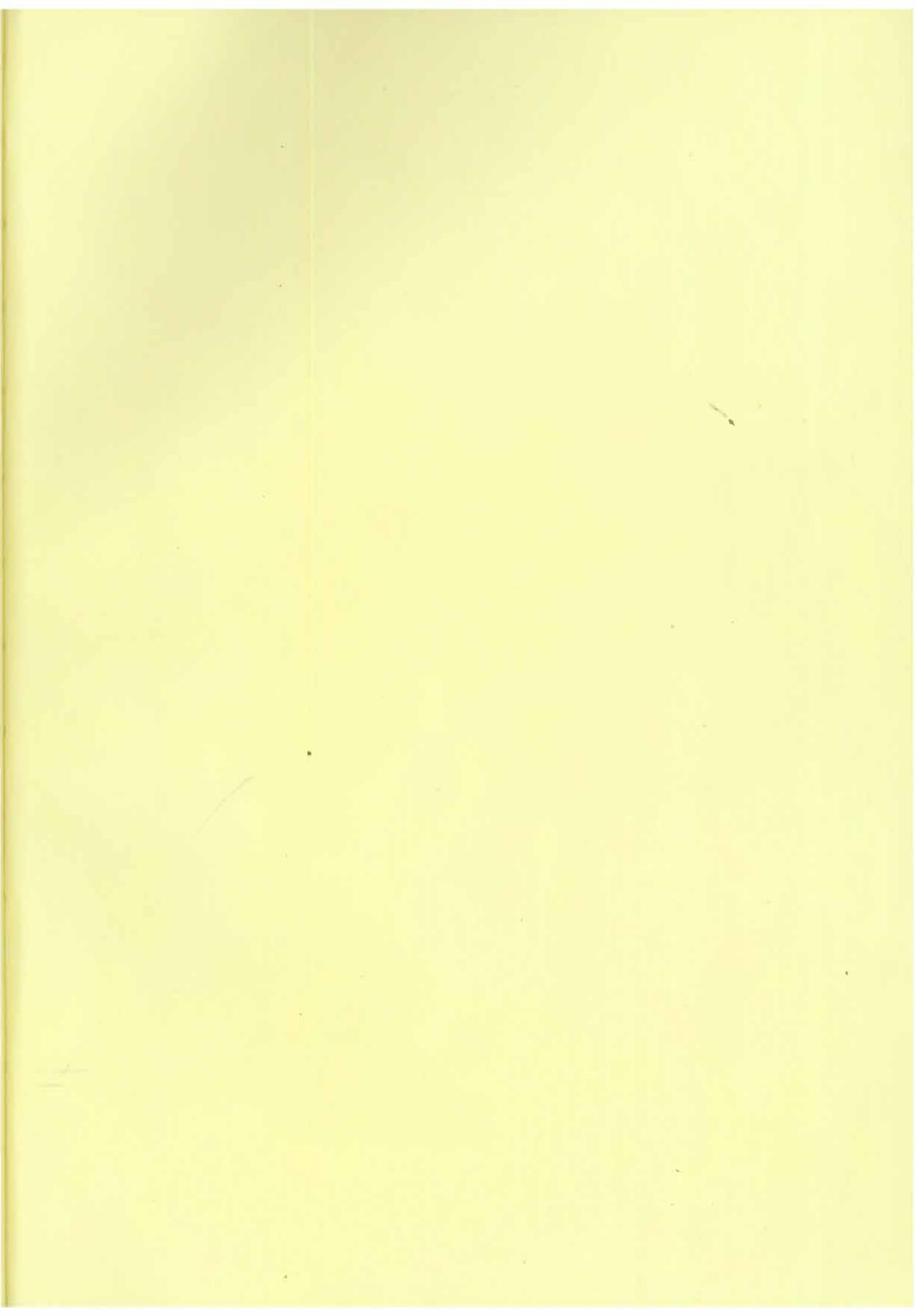
Activity 1

1 e 2 d 3 b 4 a 5 f 6 c

Activity 3

- 1 bought her a map.
- 2 find that I have forgotten everything.
- 3 she said she had already got one.
- 4 ice-cream is excellent.
- 5 the city was full of water.









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