

# THAT'S ENGLISH!

Programa oficial de inglés a distancia



## Módulo 5



GOBIERNO  
DE ESPAÑA

MINISTERIO  
DE EDUCACIÓN



---

THAT'S  
ENGLISH!

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

## Módulo Quinto

### Título: **That's English!**

**Autores:** Martyn Ellis, Rosa María Martín y Janet Olearski

**Letrista:** Michael Hinton

**Director del proyecto:** Phil Clymer

**Director editorial de la serie:** Barry Tomalin

**Coordinadora editorial:** Catriona Dawson

**Supervisora de fotografía:** Tania Ruggles

**Traducción y adaptación:** Isabel del Río-Sukan

**Comprobación:** Liliana Nogueira Pache

**Diseño:** Liz Rowe

**Diseño de cubierta:** IBERSAF

**Origenación:** Create Publishing Services Limited, Bath, Inglaterra

**Fotografías:** Ace Photo Agency (12, 19, 63); The High Commission of India (1); The Image Bank (29); Performing Arts Library (59); Redferns (54); Retna Pictures Ltd (48, 54, 57, 59); Rex Features Ltd (1, 46, 48, 59); Royal College of Music/Chris Christodoulou (58); Tony Stone Images (3, 13, 19, 42, 58, 68, 72); Sygma (48); Telegraph Colour Library (9, 10, 13, 43, 56, 68, 72); Topham Picturepoint (73); Universal Pictorial Press & Agency Ltd (48); Vistakon (69); ZEFA Pictures (3, 8, 29, 36, 72); CORDON PRESS (58, 59, 60, 61).

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

Nuria Cambroneró Sicilia

Carmen Echevarría Rosales

Ángel Nieto Serrano

María Ángeles Rodríguez Rodríguez

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



**MINISTERIO DE EDUCACIÓN**  
**SECRETARÍA DE ESTADO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL**

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

Edita:

© SECRETARÍA GENERAL TÉCNICA

Subdirección General de Documentación y Publicaciones

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

Catálogo general de publicaciones oficiales: [www.060.es](http://www.060.es)

Fecha de edición: Julio 2010

NIPO: 820-10-069-9

Depósito Legal: M-27562-2010

Imprime: Ibersaf Industrial, S. L.

210

# THAT'S ENGLISH!

Módulo

5



# CONTENTS

<b>Acknowledgements</b>	ii
<b>Introduction</b>	vi
.....	
<b>Unit 1</b>	1
Sweethearts	
.....	
<b>Unit 2</b>	11
Ready, steady, go!	
.....	
<b>Unit 3</b>	21
Fashion and beauty	
.....	
<b>Unit 4</b>	31
You and your dreams	
.....	
<b>Unit 5</b>	41
Talking about yourself	
.....	
<b>Unit 6</b>	51
Music in our lives	
.....	
<b>Unit 7</b>	65
Advertising	
.....	
<b>Unit 8</b>	75
And finally . . .	
.....	
<b>Answer key</b>	79
<b>Grammar summary</b>	91

Functions	Structures
<ul style="list-style-type: none"> <li>• Describing people and personality</li> <li>• Expressing likes and dislikes</li> <li>• Opening an informal conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of adjectives</li> <li>• <b>be interested in</b> + -ing/noun</li> <li>• <b>look, sound and taste</b></li> <li>• <b>I like/dislike his/her way of + -ing</b></li> </ul>
<ul style="list-style-type: none"> <li>• Giving opinions about sports</li> <li>• Giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>-ing</b> form as subject or object</li> <li>• Adjectives: comparative</li> <li>• Quantifiers: <b>very, rather, quite</b></li> <li>• Imperative forms</li> </ul>
<ul style="list-style-type: none"> <li>• Describing appearance and experiences</li> <li>• Expressing intentions</li> <li>• Making predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives ending in <b>-ing</b> or <b>-ed</b></li> <li>• Present continuous</li> <li>• <b>going to</b></li> <li>• Future</li> </ul>
<ul style="list-style-type: none"> <li>• Narrating dreams</li> <li>• Expressing probability</li> </ul>	<ul style="list-style-type: none"> <li>• Past simple and continuous</li> <li>• Linking words</li> <li>• Reflexive pronouns</li> <li>• <b>could/might/perhaps</b></li> </ul>
<ul style="list-style-type: none"> <li>• Giving opinions</li> <li>• Expressing agreement and disagreement</li> <li>• Expressing contrast</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I think I am ... They think I am ...</b></li> <li>• <b>I think so/I don't think so</b></li> <li>• <b>I agree/I don't agree</b></li> <li>• <b>but, although, however</b></li> </ul>
<ul style="list-style-type: none"> <li>• Identifying</li> <li>• Expressing time</li> <li>• Theme Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses with <b>that</b> and <b>what</b></li> <li>• Time expressions</li> <li>• Passive voice</li> </ul>
<ul style="list-style-type: none"> <li>• Giving information</li> <li>• Contrasting information</li> <li>• Persuading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>have got</b></li> <li>• <b>there is/are</b></li> <li>• <b>before/after + -ing</b></li> <li>• Conditional sentences</li> <li>• Quantifiers: <b>very, quite, enough</b></li> </ul>
<b>Revision</b>	

Lexis	Pronunciation	Study skills	Cross culture
<ul style="list-style-type: none"> <li>Physical appearance and personality</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of /i/ and /i:/</li> <li>Pronunciation of weak syllables with /ɪ/</li> </ul>	<ul style="list-style-type: none"> <li>Inferring word order in the description of a person</li> <li>Identifying prefixes with negative meaning</li> </ul>	<ul style="list-style-type: none"> <li>Ideal partner</li> <li>Dating</li> </ul>
<ul style="list-style-type: none"> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of /e/ and /æ/</li> <li>Pronunciation of weak syllables with /ə/</li> </ul>	<ul style="list-style-type: none"> <li>Identifying prefixes with negative meaning</li> <li>Understanding basic ideas in a reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes towards sports</li> </ul>
<ul style="list-style-type: none"> <li>Names of clothes, accessories and underwear</li> <li>Adjectives used for describing clothes</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of /æ/, /ɑ:/ and /ʌ/</li> <li>Signalling approval or disapproval through intonation</li> </ul>	<ul style="list-style-type: none"> <li>Using the visual and verbal context for a better understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes towards fashion in men/women, young/older people</li> </ul>
<ul style="list-style-type: none"> <li>Vocabulary related to sleeping habits</li> <li>Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of /ɒ/ and /ɔ:/</li> <li>Stress of four-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Connecting words and ideas through linking words</li> <li>Word formation: adjectives + <b>-ly</b></li> </ul>	<ul style="list-style-type: none"> <li>What happens when we sleep?</li> </ul>
<ul style="list-style-type: none"> <li>Adjectives describing personality</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of /ʊ/ and /u:/</li> <li>Word linking</li> </ul>	<ul style="list-style-type: none"> <li>Understanding word formation: prefixes with negative meaning</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes towards horoscopes, fortune telling, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Types of music</li> <li>Adjectives to describe different types of music</li> <li>Some musical instruments</li> <li>Moods</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of /ə/ and /ɜ:/</li> <li>Signalling appreciation through intonation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying specific information in a reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Music festivals</li> </ul>
<ul style="list-style-type: none"> <li>Vocabulary related to advertising</li> <li>More adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of /eɪ/, /aɪ/ and /ɔɪ/</li> <li>Consonant clusters: s + consonant at the beginning of a word</li> </ul>	<ul style="list-style-type: none"> <li>Understanding word formation</li> <li>Understanding the main information in a text</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes towards stereotypes</li> </ul>

and consolidation

## INTRODUCCIÓN

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

### 1ª PÁGINA – PRIMER PROGRAMA DE TV

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

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

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

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

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

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

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

### 2ª Y 6ª PÁGINAS – READING

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


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

### 3ª, 4ª Y 7ª PÁGINAS – LANGUAGE STUDY

Estas páginas están dedicadas al desarrollo de los siguientes aspectos:

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

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

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



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

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

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

#### 5ª PÁGINA – SEGUNDO PROGRAMA DE TV

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

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

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

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

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

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

#### 8ª Y 9ª PÁGINAS – CONSOLIDATION

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

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

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

#### 10ª PÁGINA – SELF TEST

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

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

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

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



*[The text in this section is extremely faint and illegible.]*



1

# SWEETHEARTS

**OBJETIVOS**  
 Expresar sentimientos  
 Hablar de la personalidad y del aspecto físico  
 Usar adjetivos correctamente

## **A** COMPUTER DATING

### BEFORE YOU WATCH

#### 1 You will hear

- 1 My job is wonderful, but my social life is awful.
- 2 What's he like?
- 3 What does he look like?
- 4 I've got sensitivity, humour and intelligence on the list.
- 5 Are you interested in playing tennis?

#### 2 You will see



1 I still haven't met the right man.



2 You want someone who thinks about you.



3 I need a new partner.

### AFTER YOU WATCH

#### 4 ¿Cómo describe Rosie a su compañero ideal? Marca las casillas correspondientes.

- He must be . . .
- |                                      |                                    |                                          |
|--------------------------------------|------------------------------------|------------------------------------------|
| unemotional <input type="checkbox"/> | quick <input type="checkbox"/>     | emotional <input type="checkbox"/>       |
| tall <input type="checkbox"/>        | efficient <input type="checkbox"/> | clever <input type="checkbox"/>          |
| angry <input type="checkbox"/>       | thin <input type="checkbox"/>      | romantic <input type="checkbox"/>        |
| warm <input type="checkbox"/>        | married <input type="checkbox"/>   | a tennis player <input type="checkbox"/> |

#### 5 Observa las frases de la actividad 1. ¿Quién dice cada frase, Valerie, Rosie o George?

#### 6 A continuación figuran algunos adjetivos que sirven para indicar cómo es el compañero ideal de Rosie. Relaciona cada adjetivo con las frases del diálogo.

- a spiritual      c tall and strong  
 b rich            d kind and considerate

- 1 So, you're looking for a man like Arnold Schwarzenegger . . .
- 2 But also like Mahatma Gandhi.
- 3 I want somebody who thinks about other people.
- 4 He must have lots of money.



### WHILE YOU WATCH

#### 3 Responde a las preguntas que te hacen Vanessa y Robert.

- 1 What does Rosie think is the most important quality in a man?
- 2 Why does Rosie like George?

### NOW YOU!

#### 7 En no más de cinco minutos, anota todas las palabras que conoces para hablar de la personalidad y el aspecto físico de alguien. Luego selecciona las diez palabras más importantes de la lista y colócalas por orden de preferencia.

## READING

**8** Si tuvieras que elegir las características de tu compañero/a ideal, en una escala del uno al cinco (1 = no importante, 5 = muy importante), ¿qué valor darías a cada una de las siguientes facetas?

Personality	1	2	3	4	5
Physical appearance	1	2	3	4	5
Occupation	1	2	3	4	5
Educational qualifications	1	2	3	4	5
Social class	1	2	3	4	5
Financial status	1	2	3	4	5

### IDEAL PARTNER

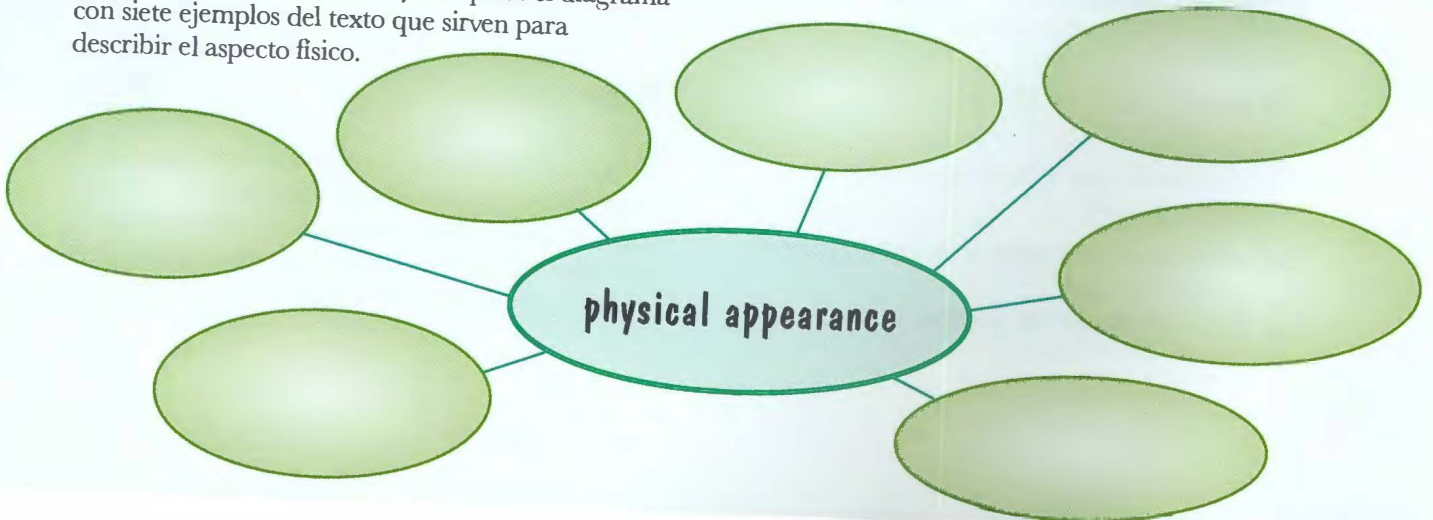
**W**hat qualities do you look for in a partner? My friend Susan believes that personality is more important than physical appearance. She also says that you should choose someone for their sense of humour, not for their occupation, social class or educational qualifications. For her, a man's financial status is unimportant, but he must be spiritual, warm, emotional and considerate. Unfortunately, Susan still hasn't met the right person.

**W**hat is Susan like? Well, she is a beautiful, well-educated woman. She works in the fashion business and meets lots of nice people. Unfortunately, she doesn't meet many unmarried people. Last month, she joined a computer dating agency and met Jeffrey. Jeffrey is intelligent and quick, but Susan didn't like him because he's short and wears glasses. The agency also introduced Susan to Michael. He's good looking, has a great sense of humour and is interested in going to the theatre and the opera. Susan didn't like him because he drives a taxi, is bald, has a moustache and doesn't have a university degree. She didn't like Norman either. He is kind and sensitive and a talented painter, but he's not handsome or famous and he hasn't got much money. I liked all three and last week I went out with Jeffrey on Wednesday, with Michael on Friday and with Norman on Saturday. Susan is continuing the search for the man of her dreams.

**9** Estudia detenidamente el texto y responde a las siguientes preguntas.

- 1 According to Susan, what is more important than physical appearance?
- 2 Why hasn't Susan met anyone through her work?
- 3 What, in Susan's opinion, was wrong with Jeffrey?
- 4 What are Norman's main qualities?
- 5 How do we know that financial status is important to Susan?

**10** Lee el texto de nuevo y completa el diagrama con siete ejemplos del texto que sirven para describir el aspecto físico.



**11** Completa las frases siguientes con palabras y expresiones tomadas del texto.

- 1 I like the way he always sees the funny side of things. He's got a good .....
- 2 She has a university degree in mathematics and philosophy. She's very .....
- 3 He's usually very busy, but he always finds time for people who need his help. He's a very ..... person.
- 4 She can paint, dance, sing, play the violin and fly a plane. She's the most ..... woman I've met.
- 5 When you explain things to him, he understands immediately. He's very .....

# LANGUAGE STUDY

## 12 Pronunciation

Escucha la diferencia entre la **i** breve /ɪ/ y la **i** larga /i:/.

/ɪ/	rich	chick	sit	will	fit
/i:/	reach	cheek	seat	wheel	feet

Ahora escucha de nuevo y marca las palabras que vayas oyendo.

- |        |       |         |       |
|--------|-------|---------|-------|
| 1 rich | reach | 4 will  | wheel |
| 2 sit  | seat  | 5 chick | cheek |
| 3 fit  | feet  |         |       |

**13** A continuación figura una de las preguntas del cuestionario de Rosie para encontrar pareja por ordenador. Escucha la cinta y coloca en el orden correcto las siguientes palabras.

What qualities are you looking for in your future partner? Write them in order of importance below (1 = most important).

- |            |         |
|------------|---------|
| 1 handsome | 6 ..... |
| 2 .....    | 7 ..... |
| 3 .....    | 8 ..... |
| 4 .....    | 9 ..... |
| 5 .....    |         |

sensitive charming powerful intelligent  
rich talented a sense of humour famous

**14** Responde a las siguientes preguntas empleando el verbo correspondiente (**sounds**, **looks** o **tastes**).

- Examples:  
 What do you think of this music? (*terrible*)  
 It sounds terrible.  
 What do you think of my dress? (*lovely*)  
 It looks lovely.  
 What do you think of this food? (*delicious*)  
 It tastes delicious.

- What do you think of my tie? (*good*)
- What do you think about going to New York? (*exciting*)
- What do you think of Japanese food? (*unusual*)
- What do you think of this piece by Mozart? (*wonderful*)
- What do you think of my new car? (*expensive*)
- You phoned Jean. Is she well? (*unhappy*)
- What do you think of Italian food? (*nice*)

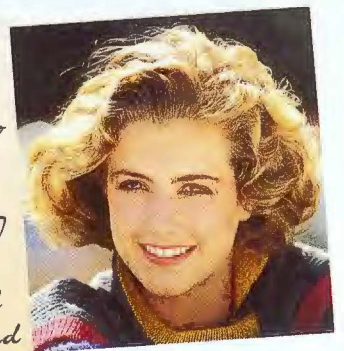
**15** Escucha las descripciones de estos cinco hombres, y relaciona cada una con la imagen correspondiente.



**16** Las cartas que aparecen a continuación describen lo que les interesa a Karen y Mike. Léelas y escribe cinco frases por carta.

Example: Karen is interested in dancing.

*Hi, I'm Karen. I'm 30 years old, I like dancing and pop music and going to parties. I work in a travel agency - I like travelling, and I often go to Spain. I speak Spanish and I'm studying Spanish art and music. I love the guitar and I play quite well.*



*Hello, my name's Mike. I'm 40 years old. I'm not married. I work in the City of London - I'm a banker. I like sport and travel and I swim and play tennis. I've studied Mexican culture and I love Brazilian music.*

**17** Para expresar las características de George que le gustan, Rosie dice **I like his way of laughing and talking**. Lee lo que dice George de ella y escribe frases parecidas.

Example: George likes Rosie's way of . . .

I've met Rosie. She's wonderful. When I see her walking, it's wonderful. When she smiles, it's beautiful. And when she looks at me with those beautiful, brown eyes, I fall in love! She touches you when she talks. It's wonderful! I don't like her laugh, though. It's too loud.

#### PREFIJOS UN- E IN-

Los prefijos **un-** e **in-** delante de un adjetivo invalidan su significado, de manera que la posesión de una cualidad se convierte en la falta de dicha cualidad, y la capacidad para hacer algo se convierte en incapacidad. Así la palabra **unimportant** significa algo **not important** y la palabra **insensitive** sirve para hablar de alguien **not sensitive**.

**18** Judy y su marido Arthur tienen problemas matrimoniales. Escucha los comentarios de Judy a su amigo Robert, quejándose de su marido. Mientras escuchas, rellena los espacios en blanco con el prefijo correspondiente (**un-** o **in-**).

You see, Robert, I've been married to Arthur now for over ten years, but now I really wish I was single again. I want to be free, like my **1)** .....married friends. Arthur is so **2)** .....kind and **3)** .....sensitive. He is more interested in his work than me and he thinks my work is **4)** .....important and **5)** .....interesting. I cook meals for him, and he comes home late from the office. He's so **6)** .....considerate. He's not an **7)** .....intelligent person. He's very clever, so why doesn't he realise that he's making me very **8)** .....happy?

**19** Janet ha organizado una cita a ciegas entre Alison y Nick. Alison quiere saber qué aspecto tiene Nick. Completa el diálogo con las frases (a-g). Comprueba tus respuestas escuchando la cinta. Luego adopta el papel de Janet y describe a Alison el aspecto de Nick.

- a They're brown.
- b About thirty-five.
- c He's tall and slim.
- d He's kind, romantic, considerate and intelligent.
- e Of course not. He's very good looking.
- f It's quite long.
- g It's very dark with some grey at the sides.

**Alison** Now, how will I recognise this man? What does he look like? I hope he's not ugly.

**Janet** **1)** .....

**Alison** What colour are his eyes?

**Janet** **2)** .....

**Alison** Good. What about his hair? Is it long or short?

**Janet** **3)** .....

**Alison** That sounds OK. What colour is it?

**Janet** **4)** .....

**Alison** How old is he?

**Janet** **5)** .....

**Alison** Is he short or tall?

**Janet** **6)** .....

**Alison** What's he like?

**Janet** **7)** .....

**Alison** He sounds wonderful. I can't wait to meet him.

Ahora imagínate que has organizado una cita a ciegas entre dos de tus amigos. Responde a las preguntas que hay en la cinta. Dile a tu amiga cómo es el chico que le vas a presentar.

**20** Alison no disfrutó de su cita con Nick, pues no era en absoluto como decía Janet. Completa la carta de Alison a Janet, sirviéndote de las notas que hay a continuación.

appearance: *not good looking – ugly*

eyes: *not brown – green*

hair: *not long, not dark – bald*

age: *not thirty-five – fifty*

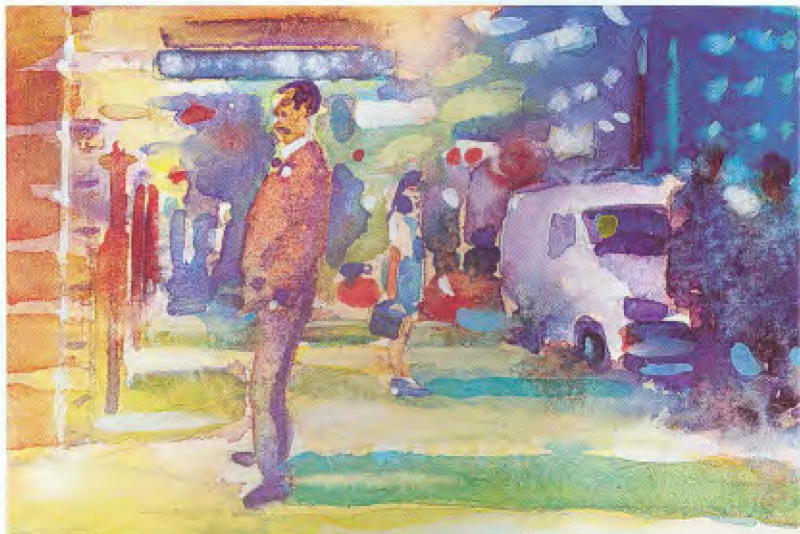
height: *not tall – quite short*

personality: *not kind – unkind, not romantic – unromantic, not considerate – inconsiderate, not intelligent – unintelligent*

Empieza la carta del siguiente modo.

Dear Janet,

When you described Nick to me, he sounded wonderful. I couldn't wait to meet him. Unfortunately he was very different from the way you described him. For a start, he's not good looking. He's very . . .





# MY IDEAL PARTNER

## BEFORE YOU WATCH

**1** Responde a las siguientes preguntas.

- 1 What would you like your ideal partner to look like? Describe his/her appearance.
- 2 What would you like your ideal partner to be like? Describe his/her personality.
- 3 What do you look like? Describe your own appearance.

### 2 The ad spot

Coloca estos acontecimientos en el orden correcto.

- a He tells Melissa his name is George.
- b Melissa sees a boy across a crowded room.
- c He asks Melissa her name.
- d He gives her flowers.
- e He's dark and handsome.
- f They dance together.
- g Their eyes meet.

¿Qué crees que les va a pasar a continuación?

## AFTER YOU WATCH

### 5 The ad spot

Reconstruye la conversación entre George y Melissa empleando las frases siguientes.

**George**

I'm sorry. How do you do? What's your name?

What's that big spot on your face? Oh, look, there's another one. And another. Oh, Melissa . . .

My name's George.

What's that, Melissa?

It's very nice to meet you too, Melissa . . . Ugghhh!

What's that on your face?

**Melissa**

Nice to meet you, George.

Oh, George. I'm so happy.

Darling?

What do you mean, George?

My name's Melissa. What's your name?

### 6 Don't make me laugh!

¿De qué habla Danny?

- his appearance  his hobbies  his marriage   
 smoking  his girlfriend  food

### 3 Don't make me laugh!

Elige la terminación más apropiada para los chistes de Danny.

- 1 I'm a very nice man, . . .
- 2 For ten years my wife and I were very happy, . . .
- 3 I love my girlfriend, . . .

- a then we met.
- b although I don't look too fat.
- c but I can't find an ideal partner.
- d but I don't think she loves me.
- e however, I was married once.

### 4 Song time

Completa las frases de la canción **Love's for Keeps** con las siguientes palabras. Comprueba tus respuestas cuando veas el programa de TV.

- |         |        |        |
|---------|--------|--------|
| flowers | clever | keeps  |
| hours   | money  | sleeps |

## Love's for Keeps

*Isn't handsome, isn't funny,  
 Isn't famous, got no 1) ..... ,  
 Got no talents, isn't 2) ..... ,  
 But he tells me love's for ever,  
 That's why my man is the man of my dreams.  
 Not romantic, buys no 3) ..... ,  
 Won't go dancing for hours and 4) ..... ,  
 Mouth is open when he 5) ..... ,  
 Then he whispers love's for 6) ..... ,  
 That's why my man is the man of my dreams.*

**7** Con las siguientes palabras, haz parejas que rimen.

- |      |       |       |        |
|------|-------|-------|--------|
| mind | wrong | eight | mine   |
| kind | date  | nine  | strong |

## NOW YOU!

**8** Consigue una foto de un grupo de amigos. Escribe la descripción de uno de ellos y pasa tu descripción a un compañero para ver si puede identificar en la foto al amigo que has descrito.

## READING

**9** Antes de leer la reseña, responde a las siguientes preguntas.

One way of finding a partner is to advertise in a newspaper. In Britain, people advertise in a 'Lonely Hearts' column. Give three advantages and three disadvantages of advertising yourself in a newspaper. Do you think it's a good idea? Give your reasons.

**10** Ahora lee esta reseña de un libro sobre cómo conocer a la pareja ideal, y mientras lees elige la opción correcta para completar las frases siguientes.

- You should write a lonely hearts advert that is . . .  
a short. b very specific. c cheap.
- According to the writer, it's better to . . .  
a say you are looking for a solid relationship.  
b get thirty letters from the right people.  
c get a hundred letters from people who want an adventure.
- Women who are over forty . . .  
a don't get a lot of letters.  
b get forty letters.  
c don't get as many replies to their adverts as men.
- If you are worried about the way you look, . . .  
a lonely hearts adverts help you avoid stress.  
b you will receive fewer replies.  
c you should lie about your appearance.

**11** Encuentra las palabras y expresiones de la columna A en el texto y subráyalas. Luego relaciona cada expresión de la columna A con otra de la columna B que tenga un significado parecido.

- | A                         | B                                               |
|---------------------------|-------------------------------------------------|
| 1 it's worth a try        | a not wanted and not loved                      |
| 2 being 'wordy'           | b answering                                     |
| 3 fleeting                | c it's a good idea to do it                     |
| 4 rejected                | d using a lot of words                          |
| 5 don't put yourself down | e short, brief                                  |
| 6 responding to           | f try not to say negative things about yourself |

### Meeting your ideal partner

Place an advert in a Lonely Hearts column: it's worth a try at least once in your life!

Choose a newspaper that people like you read. It's important to write a very specific advert. Don't try to save money by writing a short advert that doesn't really describe you or the person you want to meet. This is one time where being 'wordy' can be the winning strategy! It's better to receive thirty letters from people who may be your ideal partner than a hundred from people who will never be. Of course, you should include what type of relationship you are looking for: an adventure? a fleeting romance? a solid relationship leading to marriage and children? Be precise!

Statistics show that women – particularly in the over-forty age group – receive fewer letters than men. So, a woman who receives only forty replies when her male friend receives a hundred, should not feel rejected.

Lonely hearts adverts are particularly useful for people who are worried about their appearance. It's a great way of avoiding the stress of meeting people in person. Describe yourself clearly, but don't put yourself down. You may receive fewer replies, but at least you will know that your correspondent is responding to you and that you sound acceptable to them.

Never tell lies about your appearance. At some point you will meet the person who wrote to you. It is wise to be honest from the start.

Adapted from *A Million And One Love Strategies* by Marie Papillon

**12** Examina detenidamente los siguientes anuncios.

Intelligent woman, 55, short, charming, sensitive, honest, seeks tall, handsome, successful businessman for dinner parties, visits to theatre and art galleries. Write to Mailbox 231.

Man, 32, not very tall, reliable, seeks considerate woman for friendship and permanent relationship. Non-smoker, vegetarian, interested in jazz and walks in the countryside. Write to Mailbox 148.

Ahora escribe un anuncio con un máximo de 30 palabras sobre ti o sobre una persona que conoces (podría ser un actor famoso o un célebre político). Procura ser concreto y describe el tipo de persona que se quiere encontrar y también la relación que se persigue. Procura ser sincero cuando hables de tu aspecto (o el de la otra persona).



# LANGUAGE STUDY



## 13 Pronunciation

Cuando se dice una palabra aislada en voz alta, la vocal acentuada se suele pronunciar con cierta intensidad, de forma fuerte. Cuando esta misma palabra se dice en una frase, los sonidos vocálicos se acortan y pasan a tener la forma débil, para que así todas las palabras se puedan pronunciar con mayor rapidez.

Escucha y repite la pronunciación de las siguientes palabras. Luego, usa estas palabras para rellenar los espacios en blanco de las frases que hay a continuación y repítelas.

efficient    extremely    busy    emotional

- 1 Susan's too ..... to go on dates.
- 2 She's quick and ..... , but men think she's impolite.
- 3 She dislikes anyone who's over-..... .
- 4 She's ..... intelligent and interested in politics.

**14** ¿Conoces las principales palabras para describir a personas? Coloca los ejemplos que figuran a continuación en columnas, según la categoría a la que correspondan. Añade nuevas palabras consultando el diccionario y pidiendo consejo a tu tutor.

Age	Height/Build	Face/Appearance	Hair	Eyes	Personality	Interests/Hobbies
about 35	tall	moustache	bald	green	energetic	theatre

tall   plays football   handsome   bald   energetic   beautiful   ugly   short   fat   heavy   about 35  
 good looking   young   straight   fair   long   confident   dark   theatre   beard   proud   plays golf  
 green   slim   quiet   red   thin   grey   romantic   strong   blonde   nice   old   emotional   warm   clever  
 spiritual   cinema   curly   moustache   attractive



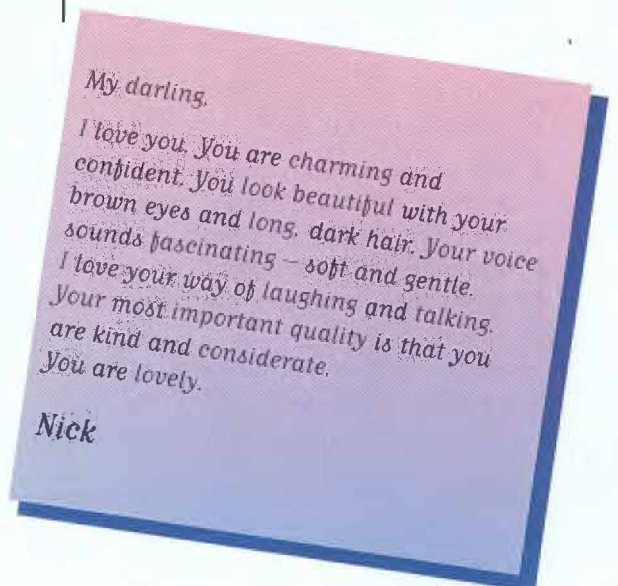
**15** Escucha cómo describe Nick a la mujer de sus sueños y completa el cuadro. Luego escribe las características de tu pareja ideal.

	The woman of Nick's dreams	The man/woman of <i>your</i> dreams
character		
looks		
He likes her way of . . .		
eyes		
hair		
enjoys		
interested in		
most important quality		

**16** Ahora graba en una cinta las características de tu pareja ideal.

- Examples: He must have blonde hair.  
 I want somebody intelligent.  
 She must be interesting.

**17** Nick escribió una carta a la mujer de sus sueños. Léela y escribe tú una carta semejante.



## CONSOLIDATION



**1** Observa la foto de David. ¿Qué tipo de persona es y qué crees que escribiría en el impreso para conocer a alguien por ordenador? Rellena el impreso en su nombre con un lápiz, y luego escucha cómo se describe a sí mismo. Compara tus respuestas con las suyas.



# Loveline

Please match me with my ideal partner and send me full details of the *Loveline* Computer Dating Service.

### 1 Your personal details

Marital status: single  widowed  divorced   
 Sex: female  male  Height: ..... m ..... cm Age: ..... years  
 Age of the person you would like to meet: between ..... years and ..... years  
 First name: *David* Surname: *Parker*  
 Address: *5, Avenue Road, London* Postcode: .....  
 Occupation: ..... Religion: .....

### 2 What are you like? Tick the boxes that describe your personality.

efficient  romantic  emotional  considerate  intelligent   
 spiritual  energetic  quiet  humorous  adventurous

### 3 What are you interested in?

food and drink  going to the pub  reading  politics  jazz music   
 travel  watching TV  technology  rock music  exercise   
 cycling  football  children  theatre/cinema  smoking

### 4 List, in order of importance, the most important qualities that your ideal partner must have.

1 ..... 3 *romantic* 5 ..... 7 *sensitive* 9 .....  
 2 *charming* 4 *quiet* 6 ..... 8 *organised* 10 .....

Send this form to *Loveline*, 42, The Love Palace, Upper Liphook, Hampshire LH9 5RS, and get ready to meet the partner of your dreams.

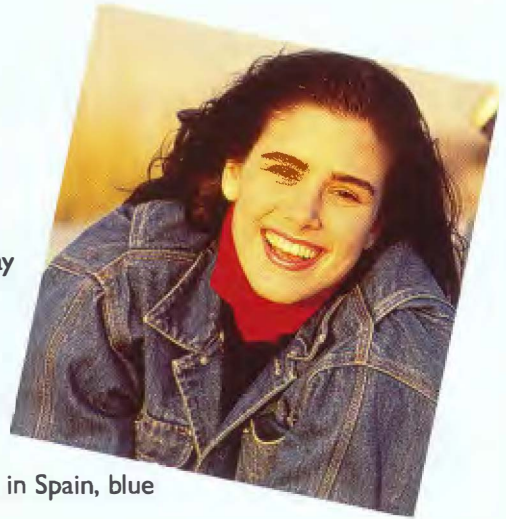
**2** ¿Cómo rellenarías tú el cuestionario de **Loveline**? Escribe sobre lo siguiente.

- 1** Your personal details: your marital status, height, age, the age of the person you want to meet, your name and address, occupation and religion.
- 2** What are you like? Decide which of the adjectives in the questionnaire describe you.
- 3** What are you interested in? Decide which of these activities interest you.
- 4** List the most important qualities your partner must have.

Ahora graba en una cinta una descripción de ti mismo, como hizo David. Haz que otro alumno escuche tu grabación y rellene el cuestionario en tu nombre.

**3** Katy rellenó un cuestionario distinto al de David. Relaciona las preguntas con sus respuestas.

- |                       |                                                                                                                                                                     |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Name?               | a Unreliable, proud, expensive                                                                                                                                      |
| 2 Age?                | b Taurus                                                                                                                                                            |
| 3 Height?             | c Old, green Renault 5                                                                                                                                              |
| 4 Weight?             | d 1m 70cm                                                                                                                                                           |
| 5 Job?                | e Reading, cooking, parachute jumping                                                                                                                               |
| 6 Salary?             | f 59 kilos                                                                                                                                                          |
| 7 Home?               | g Sleeping late, aerobics, a Saturday-night party with friends, lunch at an Italian restaurant, a walk in the country, Sunday newspapers, a bottle of good red wine |
| 8 Vehicle?            | h Katy James                                                                                                                                                        |
| 9 Star sign?          | i £15,000                                                                                                                                                           |
| 10 Favourite clothes? | j Tiny, one-bedroom flat in Camden Town, London                                                                                                                     |
| 11 Interests?         | k 25 next birthday                                                                                                                                                  |
| 12 Good points?       | l Old, brown leather jacket that I bought in Spain, blue and green striped T-shirt                                                                                  |
| 13 Bad points?        | m Elegant, highly intelligent, sensitive                                                                                                                            |
| 14 Ideal weekend?     | n Photographer                                                                                                                                                      |



Ahora escribe tus propias respuestas a las preguntas.

**4** ¿Cómo iniciarías una conversación en una fiesta con alguien a quien no conoces? Lee las siguientes formas de iniciar una conversación, y con una puntuación del uno al cinco, indica si son o no aceptables (1 = aceptable, 5 = inaceptable); luego escribe una respuesta que sea idónea para cada una. Compara tus sugerencias con las conversaciones que hay grabadas en la cinta, y luego intenta escribir tres formas de iniciar una conversación.



## SELF TEST

1 Responde a las siguientes preguntas.

1 ¿Qué palabra o frase significa lo mismo que la expresión en cursiva?  
Our new neighbour is talented and intelligent, but he's also *very good looking*.  
a beautiful   b handsome   c kind

2 ¿Qué palabra contiene el mismo sonido que el subrayado en **dreams**?  
a business   b rich   c people

3 ¿Cuál es la mejor respuesta a la pregunta?  
What does he look like?

- a Yes, he does.
- b He's warm and emotional.
- c He's tall and very slim.

4 Completa la frase con la opción correcta.  
My ideal partner must be . . .

- a interested to go to dancing.
- b interest in go dancing.
- c interested in going dancing.

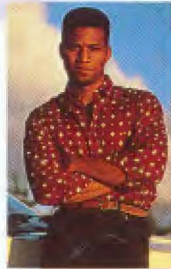


2 Martin, Arthur y Nick están en una fiesta con sus parejas. Por las descripciones que se dan en la cinta, intenta identificar a Rosa, Judy y Alison entre las cinco ilustraciones que hay a continuación.



3 Estudia la foto de Peter y parte del cuestionario que rellenó. Luego descríbelo en sólo cinco frases, pero con el mayor detalle que puedas. Graba tu descripción en una cinta. Usa las preguntas siguientes como guía.

- 1 How old is Peter, in your opinion?
- 2 Talk about his height and build.
- 3 Talk about his face, general appearance, hair and eyes.
- 4 Describe his personality.
- 5 Talk about his interests and hobbies.



What are your good qualities?

*When I do something new, I always succeed. I can understand and learn new information very easily.*

What are the negative aspects of your personality?

*Well, I suppose I don't always think about other people, and my female*

*friends say that I never notice when they're unhappy or need attention. They hate me because sad films never make me cry.*

What about interests and hobbies?

*I'm not someone who watches football or tennis or cricket on TV. I think motor-racing is OK. Politics, economics and history are the subjects I like to talk about.*

### TIPS

Keep a grammar notebook. Each time you finish a *That's English!* unit or a lesson with your teacher, write notes in your notebook about any new grammar items you have studied. Whenever

you come across an authentic example of that grammar item – a sentence that you read or something that you hear – write it down. Read your grammar notebook as often as you can.

### LEARNING TO LEARN

I never say anything in English because I'm afraid of making a mistake.

I used to feel like that too, but now I know that the more mistakes I make, the more opportunities I have for learning better English. I ask my friends and teachers to correct me, then I do my best not to make the same mistake a second time.

# 2 READY, STEADY, GO!

### OBJETIVOS

Reconocer términos y expresiones aplicando los principios que rigen la formación de palabras  
 Responder verbalmente y por escrito ante un texto sobre deportes

## A SPORTS DAY

### BEFORE YOU WATCH

#### 1 You will hear

- 1 I've got to run a hundred metres.
- 2 Running is the best type of exercise.
- 3 Winning is not important. Playing the game is important.

#### 2 You will see

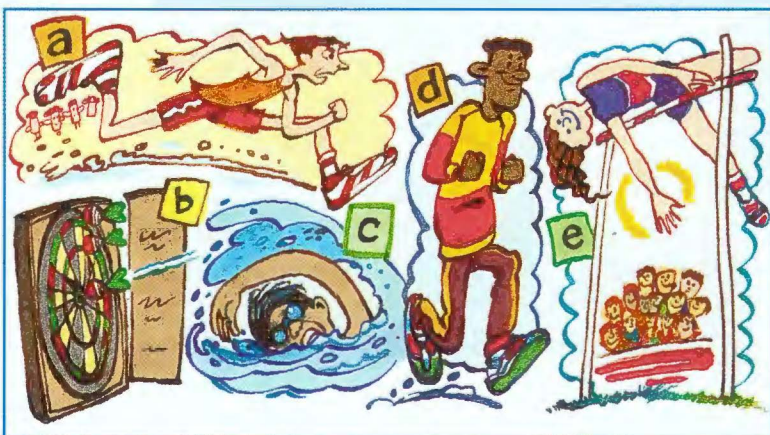
- 1 It's not the body of an Olympic athlete, is it?



2 Come on, get those knees up.

- 3 Relaciona la ilustración con el deporte correspondiente.

- 1 jogging    2 darts    3 running    4 jumping  
 5 swimming



### WHILE YOU WATCH

- 4 Responde a las preguntas que te hacen Vanessa y Robert.

- 1 Which sports does James like?
- 2 When does James want to go jogging?

### AFTER YOU WATCH

- 5 De las siguientes frases, ¿cuáles son verdaderas y cuáles falsas?

- 1 James wants to get fit in time for sports day.
- 2 Bernard wants James to get fit in time for sports day.
- 3 James is optimistic about sports day.
- 4 Bernard is fit and does a lot of exercise.

### NOW YOU!

- 6 Clasifica la siguiente información en: deportes que se juegan en equipo (**team sports**) y deportes de participación individual (**individual sports**).

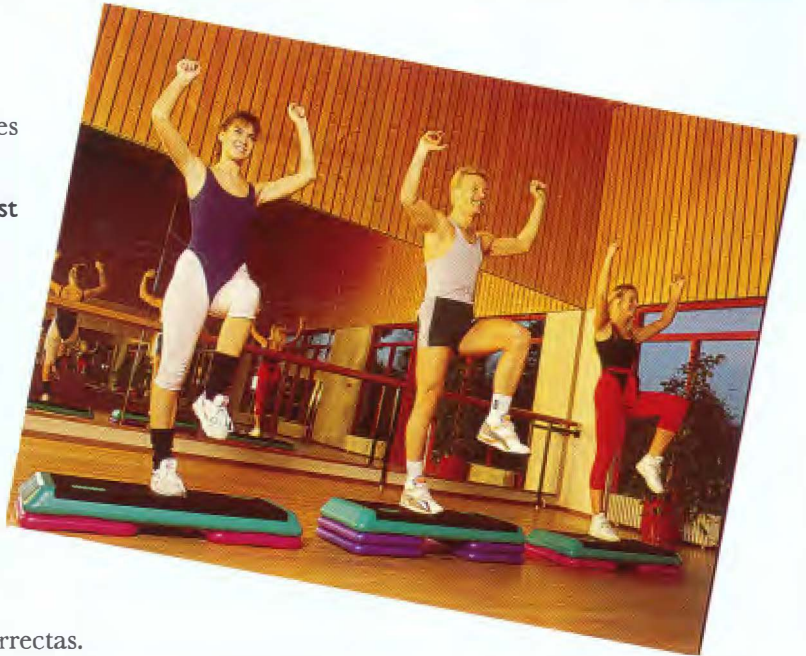
- athletics    basketball    football    hockey  
 swimming    cycling    rugby    tennis  
 running    jumping    darts    jogging

team sports	individual sports
basketball	athletics

READING

7 Antes de leer el texto, responde a las siguientes preguntas sobre tu forma de vida.

- 1 Do you think you get enough exercise? Make a list of things you do to keep fit and healthy.
- 2 Do you think you have a healthy diet? What are the things you eat that are good for you and bad for you?
- 3 Which excuses do people make when they don't really want to exercise? Choose from this list.
  - a I don't have time.
  - b I'm too busy.
  - c I've got to go out.
  - d I've got to cook.
  - e I'm too tired.
  - f I'm not fit enough.



Lee el texto y comprueba si tus respuestas son correctas.

ONE STEP AT A TIME: HOW YOU CAN CHANGE TO A HEALTHIER LIFESTYLE

Start by considering the two most important elements of a healthy lifestyle, diet and exercise, and work out a programme for improving both. Don't try to change everything at the same time. First change one eating habit and one exercise habit. Start with the most practical action: remove temptation. Don't buy

all those fattening foods, but foods that will keep you healthy. They are just as easy to prepare. If you spend too long in bed on Sunday morning, get up and do some exercise. Most important, take it easy at first. Visit your doctor for a check-up. Start by changing just one activity and see how you feel. Don't overdo the diet or

the exercise. If you do, you will find yourself making excuses for not continuing. If you find exercising alone rather boring, find a partner who will exercise with you. Go jogging together, play sports together, or join a sports club. Then give yourselves a reward. If you find it difficult to get up early in the morning to exercise,

don't do it. Exercise at another time of the day. Note down improvements on the exercise bicycle or on your jogging route or at tennis against your partner. Next time try to go a little bit faster or work a little bit harder, but not too much. Most important, don't suffer for your health. Enjoy it, and pass on the message.

8 Indica cuáles son los consejos más importantes del texto, y haz una lista que resuma lo que debe hacerse y lo que no.

DOS AND DON'TS TO HELP YOU GET FIT AND HEALTHY A STEP AT A TIME

DO

Work out a programme to improve your diet and fitness.

.....

.....

.....

.....

DON'T

Don't try to change everything at the same time.

.....

.....

.....

9 Indica qué palabras o expresiones del texto significan lo mismo que lo siguiente.

- 1 something you do often
- 2 medical examination
- 3 do too much
- 4 have a bad time
- 5 have a good time



## LANGUAGE STUDY



## 10 Pronunciation

A Escucha los siguientes ejemplos de los dos sonidos vocálicos /e/ y /æ/.

/e/ pen men bed  
/æ/ pan man bad

B Ahora escucha y subraya la palabra que oigas en la cinta.

1 pen pan 2 men man 3 bed bad 4 said sad  
5 fen fan 6 ten tan 7 expend expand  
8 fend fanned 9 bet bat 10 shell shall

C Vuelve a escuchar, repitiendo cada par de palabras.



11 Cubre el siguiente texto y escucha la conversación. Rellena los espacios en blanco de las frases que hay a continuación.

- Louise prefers watching sport in the stadium because .....
- James prefers watching sport on television because .....
- Louise is a member of a hockey club because ..... and because .....

Lee el texto de la conversación entre James y Louise. Rellena los espacios en blanco con las palabras que correspondan. Escucha la conversación de nuevo para comprobar si tus respuestas son correctas.

- Louise** Oh, hello! I thought you were going to the football match.
- James** Yes, but it's raining. I'm watching it on TV.
- Louise** Oh, how boring! Watching in the stadium is much more 1) ..... than sitting in front of the television.
- James** Yes, I know, but you see 2) ..... action on television.
- Louise** Yes, I suppose so. Anyway, I prefer 3) ..... sports.
- James** You play for a hockey team don't you?
- Louise** Yes. Training for the game keeps you very fit and playing for the club gives you a good social life.
- James** Yes, maybe I should get some 4) ..... .
- Louise** Look at you! You're in a terrible state. You're 5) ..... . You need to keep 6) ..... . Join a sports club. 7) ..... some exercise. 8) ..... people.
- James** Yes, you're right. I suppose I am rather unfit.
- Louise** 9) ..... unfit! You're 10) ..... unfit. And you don't get fit by watching sport on TV.



Cuando el verbo funciona como sustantivo, en español se usa el infinitivo mientras que en inglés se usa la forma terminada en **-ing**.

Training every day is important for playing football. Entrenar todos los días es importante para jugar al fútbol.

Swimming is good for your health. Nadar es bueno para la salud.

**3 12** Escribe frases a partir de los términos siguientes.

Example: Train/be/essential for/play team sports  
Training is essential for playing team sports.

- Play sports/be/better than/watch/on television
- Get fit/be/important for/your health
- Watch/sport/on television/be/for lazy people
- Run every day/be/good/for your heart
- Exercise every day/make/feel good

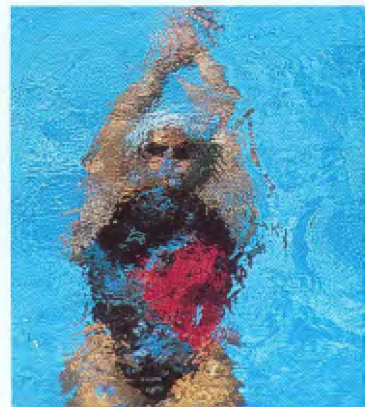
**13** Asigna a cada actividad deportiva un máximo de tres adjetivos.

Example: golf – relaxing, skilful

- |            |              |
|------------|--------------|
| 1 golf     | a fast       |
| 2 football | b exciting   |
| 3 swimming | c exhausting |
| 4 hockey   | d dangerous  |
| 5 fishing  | e physical   |
| 6 tennis   | f relaxing   |
| 7 cricket  | g violent    |
| 8 rugby    | h skilful    |

Escribe frases completas con los verbos **go** o **play**.

Example: Playing golf is relaxing.



**4 14** Escribe seis frases comparando distintos deportes.

Example: football/tennis  
Playing football is more exhausting than playing tennis.

- running/jogging
- cricket/rugby
- fishing/swimming
- darts/basketball
- hockey/cricket
- golf/tennis



## VERY, QUITE, RATHER

**Very** significa *mu*y en español, y sirve para realzar o intensificar el significado del adjetivo al que acompaña.

very exciting    very boring

**Quite** y **rather** significan *bastante* en español, y expresan un grado menor que **very**.

**Quite** se utiliza normalmente cuando la idea o el adjetivo son positivos.

It wasn't fantastic, but it was *quite* exciting.

**Rather**, sin embargo, se utiliza generalmente cuando la idea o el adjetivo son negativos.

I thought it was *rather* boring.

A veces, **rather** puede usarse con un adjetivo positivo. En este caso, se está expresando sorpresa.

I thought it was *rather* interesting (= I didn't expect it to be interesting).

**5 15** Rellena los espacios en blanco de las frases siguientes con **very**, **quite** o **rather**.

Example: You like training a lot.  
Training is **very** enjoyable.

- You don't really like rugby very much.  
Rugby is ..... boring.
- You work very hard at your job, and you really like to relax on the golf course at the weekend.  
Golf is ..... relaxing.
- You don't understand all the rules of cricket, but you like watching it.  
I find cricket ..... interesting.
- You don't understand why cricket matches sometimes take three days to play.  
I find cricket ..... slow.
- You used to do a lot of athletics, but now you find it too hard.  
Athletics is ..... exhausting.



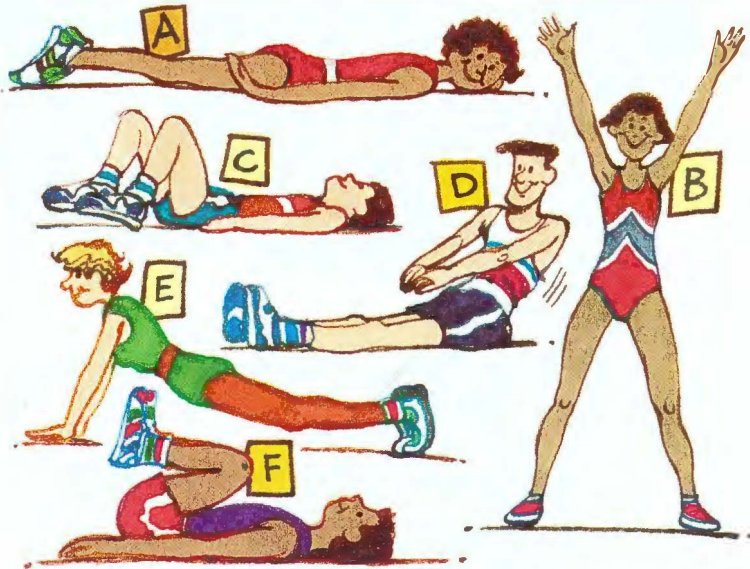
**16** A continuación verás las instrucciones de un programa de ejercicio físico. Añade el verbo correspondiente en imperativo. (Observa que hay un verbo que deberás usar dos veces.) Luego escucha las instrucciones en la cinta para comprobar si tus respuestas son correctas.

a stretch    b pull    c lie    d lift    e bend  
f stand    g push    h get up

- ..... on the floor on your back. .... your knees and keep your feet apart.
- ..... your head and shoulders from the floor.
- ..... your knees towards your chest.

- ..... on the floor on your stomach.
- ..... yourself up with your arms and ..... from the floor.
- ..... with your feet wide apart and .....

En las siguientes ilustraciones tienes un ejercicio gimnástico. Relaciona cada instrucción (1-6) con la imagen correspondiente (A-F).



**17** Escucha las siguientes preguntas sobre tu actitud hacia el deporte y el ejercicio físico, y formula tus respuestas.

- How important is sport and exercise in your life?  
B .....
- Which sports do you or members of your family do or play?  
B .....
- Do you think it's important to keep fit? How do you keep fit?  
B .....
- Do you think you get enough exercise?  
B .....
- Do you think there are enough facilities for sports in your town?  
B .....
- What advice would you give to someone who is thinking of taking up a sport?  
B .....

**18** Basándote en las ideas que se proponen en la actividad 17, escribe un texto corto sobre el tema. Empieza del siguiente modo.

Sport and exercise are/aren't an important part of my life because . . .



## B PLAYING THE GAME

### BEFORE YOU WATCH

**1** Responde a las siguientes preguntas.

What sports do you like doing and why?  
What sports do you not like doing and why?  
Make a list and give your reasons.

### 2 The ad spot

Contesta estas preguntas sobre el tenis.

How many players?  
Where do they play?  
What equipment do they have?  
What is the purpose of the game?  
How many games in a set?  
How many sets in a match?

tennis court	pista de tenis		
tennis ball	pelota de tenis		
tennis racquet	raqueta de tenis		
game	juego	hit	golpear
set	serie de juegos	serve	sacar
match	partido		

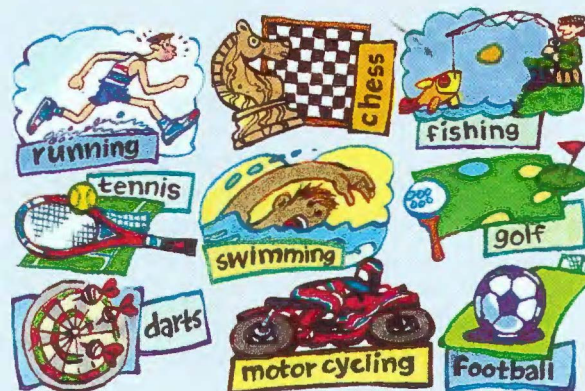
### 3 Song time

Haz una lista de palabras que rimen con las siguientes. ¡Cuantas más . . . mejor!

run    part    floor    you

### 4 Don't make me laugh!

De los siguientes deportes y actividades recreativas, ¿cuáles no sirven para hacer ejercicio físico?



### AFTER YOU WATCH

**5** Indica cuál es la respuesta más idónea.

- a** Taking part in sport is more important than winning.

**b** When you take part in sport, you shouldn't try to win.

**c** Winning is very important if you want to do sports well.
- The exercise described is . . .

**a** running a race against somebody.

**b** running alone.

**c** running without moving forwards or backwards.

### 6 The ad spot

- Margaret has a problem with some of these aspects of her game. Which ones?
  - She can't hit the ball.
  - She can't hit the ball hard enough.
  - She can't get the ball over the net.
  - She doesn't practise enough.
  - She has an injury.
  - She is wearing the wrong tennis shoes.
  - She is using the wrong racquet.

**2** The advertisement says that the Frazer racquet . . .

- will help her win at Wimbledon.
- is better for the way tennis is played now.
- will mean fewer hours of practice.

### 7 Don't make me laugh!

Indica cuál es la respuesta correcta.

- Danny is getting fatter because he is . . .
  - playing the wrong kind of games.
  - not exercising for long enough.
  - not doing what the doctor told him.
- a** He caught a big fish.

**b** He can't remember the size of the fish.

**c** He didn't catch any fish.

### NOW YOU!

**8** Contesta las siguientes preguntas.

What sports and games did you play when you were a child? How has this changed?

Examples: I used to play on my bicycle with my friends, but now I don't.

I used to play football at the weekend but now I watch it.

## READING

**9** Antes de leer el texto, rellena las casillas correspondientes con la siguiente información sobre el centro donde cursaste tus estudios.

Sex: male  female   
 School: boys  girls  mixed   
 Physical education: compulsory  non-compulsory   
 Sports: compulsory  non-compulsory   
 School teams: yes  no   
 What sports? When? Extra training?

**10** Relaciona las siguientes palabras (1-6) con la definición correspondiente (a-f).

- |                 |                                |
|-----------------|--------------------------------|
| 1 survey        | a hot and wet                  |
| 2 teenage       | b exercise to dance music      |
| 3 gym kit       | c a report based on interviews |
| 4 authoritarian | d aged between 13 and 19       |
| 5 sweaty        | e sports clothes               |
| 6 aerobics      | f very strict                  |

**11** En el texto se indica que hoy en día la gente joven hace poco ejercicio. Pon en una lista los motivos que se dan. También se dice que a las chicas les gusta menos practicar deporte en el colegio que a los chicos. Enumera las razones. Consulta el texto para comprobar tus respuestas.

**12** Forma expresiones que aparecen en el texto relacionando una palabra (1-5) con otra (a-e).

- |               |             |
|---------------|-------------|
| 1 physical    | a kit       |
| 2 regular     | b games     |
| 3 competitive | c exercise  |
| 4 video       | d education |
| 5 gym         | e sports    |

**13** En cada una de las siguientes frases, cambia, agrega o suprime una o dos palabras para que el significado concuerde con lo indicado en el texto.

Example:

Schoolchildren are often unhealthy because they take enough exercise.

Schoolchildren are often unhealthy because they **don't** take enough exercise.

- 1 The study showed that most of the girls were happy with the showering and changing facilities at school.

### Schoolgirls and school sport

A recent survey indicates that teenage girls take less exercise than boys. Although they appreciate regular exercise, they enjoy it less. They dislike wearing gym kit, they have authoritarian and critical PE teachers, they have poor facilities for changing and showers, and they dislike feeling hot and sweaty after PE. Boys did not share these feelings. In addition, many girls prefer individual activities, such as swimming and aerobics to competitive sports.

The survey shows all children take less exercise than they should, due to TV, video games and going to school by car rather than walking.

**PE** = Physical Education  
**facilities** = equipment or services for something

- 2 Most of the boys in the study felt uncomfortable doing sport.  
 3 Many adolescent girls think competitive sport is a good thing.  
 4 Most of the girls in the study prefer team games.  
 5 The girls' negative attitudes are always caused because they don't like sport.

En inglés se usan prefijos para expresar el significado contrario de un adjetivo.

happy	un + happy	unhappy
motivating	de + motivating	demotivating
honest	dis + honest	dishonest

**6 14** Rellena los espacios en blanco añadiendo la palabra opuesta a las indicadas.

- 1 honest ..... 3 happy .....  
 2 ..... uninteresting 4 ..... unsure

**15** Elige la definición correcta (a o b) para cada una de las siguientes palabras, según el contexto del párrafo.

- |                 |                                       |
|-----------------|---------------------------------------|
| 1 indicates     | a shows                               |
|                 | b gives directions                    |
| 2 appreciate    | a increase                            |
|                 | b value                               |
| 3 enjoy         | a work hard                           |
|                 | b have a good time                    |
| 4 authoritarian | a with authority                      |
|                 | b strict                              |
| 5 facilities    | a the place you get changed for sport |
|                 | b the things you use to play sport    |

## LANGUAGE STUDY



### 16 Pronunciation

Escucha las frases de la cinta e indica las sílabas débiles. Luego vuelve a escuchar y repite cada frase.

- 1 What was the football like?
- 2 Did you enjoy the motor racing?
- 3 What is your local swimming pool like?
- 4 Is George Smith a good player?
- 5 I hear you've joined your local tennis club.
- 6 There are a lot of good athletes in the Olympic team.



### 17 Barry Striker es un famoso futbolista

**4** inglés que juega en un equipo español. En una entrevista se le pide que compare el fútbol español con el inglés. Escucha y, a partir de lo que dice Barry, compara el fútbol que se juega en España con el que se juega en Gran Bretaña. En las frases, incluye los siguientes adjetivos tomados de la entrevista.

Example: fast

Barry thinks football is faster in England than in Spain.

- 1 slow 2 skilful 3 physical 4 patient 5 critical

Vuelve a escuchar y toma nota de otras diferencias entre el fútbol español y el inglés.



**2** 18 Una manera muy sencilla de mantenerse en forma es hacer ejercicio en casa. A ello se debe que se vendan tantos vídeos de gimnasia. A continuación te damos varios consejos sobre el vídeo que más te conviene. Completa el texto con el vocabulario que figura más adelante.

ADVICE FOR CHOOSING AN EXERCISE VIDEO

- 1 ..... a video presented by a qualified instructor.
- 2 ..... comfortable clothing and training shoes that support your ankles.
- 3 ..... enough space so that you can move freely.
- 4 ..... you do a warm-up at the beginning.
- 5 If there is an aerobic section, ..... gradually.
- 6 If your muscles start to ache, ..... , ..... and then ..... again when you are ready.

a build up b wear c prepare d make sure  
e stop f choose g rest h join in

**19** Lee los comentarios sobre distintos vídeos dedicados al ejercicio físico y luego elige el vídeo más adecuado para cada una de las siguientes personas (a-f). Explicale las razones a tu tutor.

## Screen Test

WE REVIEW THE EXERCISE VIDEOS OF THE YEAR.

**1** This could provide inspiration to those wanting to build up strength. It explains each exercise clearly and pays plenty of attention to safety.

**2** This video is for anyone who feels ready for a tough, high-energy workout. Not for beginners, nor anyone with limited space.

**3** This is for women over thirty who find it easier to put on weight and harder to lose it. Could be a good choice for any slimmer who aims to put the ageing process on hold.

**4** This is the best choice for a video that teaches aerobics from beginner standard to advanced. The instructor makes you feel she understands the difficulty of starting a new fitness programme if you have never tried it before.

**5** Completely unsuitable for women or any beginner, the exercises develop your muscles, but are more likely to damage your back than help you to get fit.

**6** With a classical music accompaniment, there are no aerobics, but very good stretching movements, great for an elegant posture.

- a Someone thinking of doing fitness training for the first time who needs help and patience.
- b Someone who wants to get very strong, but wants to avoid dangerous activities.
- c Someone who wants to improve the way they move.
- d A slightly older person who wants to keep slim.
- e A man who wants to develop his strength, but is not so worried about safety.
- f A fit person who wants to get fitter and who has space to work.

**20** Imagínate que tienes un amigo inglés que viene a pasar unos meses a la ciudad donde vives. Le interesan los deportes y el ejercicio, y por ello quiere saber qué instalaciones deportivas hay en la zona. Escríbele una carta breve, informándole del lugar dónde se encuentran tales instalaciones, de las tarifas, de los horarios y de otros pormenores.

## CONSOLIDATION

1 Lee la hoja informativa del centro deportivo **Queen's Sports Centre** que hay a continuación. Luego lee las frases (1-5) que se refieren a las actividades de ese centro. Cuando lo que se dice sea imposible indica el motivo.

# QUEEN'S SPORTS CENTRE

### GENERAL INFORMATION

Enjoy a full range of sport and leisure activities here at the Queen's Sports Centre. We have an extensive aerobic programme, at an average price of £2 per session, and a spacious fitness room. Afterwards, relax in the health suite. Eat and drink in our lounge bar, coffee shop or restaurant (family menu £10). If you enjoy your visit, tell others; if not, tell us!

### Centre Opening Hours

Monday to Friday	7.30am-10.00pm
Saturday	8.00am-6.00pm
Sunday	9.00am-6.00pm

### Facilities

- Main swimming pool
- Teaching swimming pool (classes every evening from 6pm)
- Multi-purpose sports hall
- Health suite (not Mondays)
- Weights and fitness room

### Pool prices

Adult swim:	£1.75
Off-peak adult swim: (weekdays: 9.30am-11.30am)	£1.25
Children 8-15:	£1.00
accompanied children under 8:	free

### Swimming Pool

Monday to Thursday	7.30am-7.30pm
Friday	7.30am-8.30pm
Saturday	8.00am-5.30pm
Sunday	9.00am-4.30pm

- Four squash courts (reservations only: £4 per session)
- Dance studio
- Club room
- Combat and self-defence room

Weekly pool pass:	£5.50
Monthly:	£22.00
Quarterly:	£61.00
Annual:	£220.00

**Note** Children under 8 must be accompanied by an adult at all times.

Example: On Saturdays, I like to go swimming in the evening at about 6 p.m.

Not possible: on Saturdays, the pool closes at 5.30 p.m.

- 1 I go to the health suite regularly on Tuesdays at about seven in the evening.
- 2 I like to combine swimming and weights on Mondays because there are not so many people. Then I meet my friend in the health suite.
- 3 If I go swimming at 10 a.m. on Saturdays, it's cheaper.
- 4 I went swimming with my wife and two children (Danny, who is eight, and Jane, who is six) on Saturday morning. Then we had a family menu in the restaurant. The morning cost £15 for the whole family.
- 5 Sometimes I do a session in the weights room while Danny and Jane have a swim by themselves.

**2** Imagínate que acabas de hacerte socio del **Queen's Sports Centre**, y te parece un centro tan estupendo que quieres informar a un amigo tuyo. Escríbele una carta, indicando las actividades que pueden practicarse normalmente.

Why do you like going there?  
(activities, variety, meet people, restaurant)  
Which activities do you do?  
(first, next, alone, with other people)

How long do you do each activity?  
How do you relax?  
What time do you have something to eat or drink?  
What time do you finish?



**3** Escucha el siguiente anuncio radiofónico sobre el centro deportivo **King's**. Es muy parecido al del centro **Queen's**, pero hay algunas diferencias. Compara la información facilitada para cada centro, y señala a qué centro se refiere cada una de las siguientes afirmaciones: **Queen's**, **King's** o ambos.

- 1 A swimming session is cheaper, but a season ticket is more expensive.
- 2 The pool is the same size as an Olympic pool.
- 3 The Centre opens earlier and closes later.
- 4 Aerobics and swimming cost the same in this centre.
- 5 If you want a sauna, this is the centre for you.
- 6 You can't leave the children on their own.
- 7 You can have a good meal.

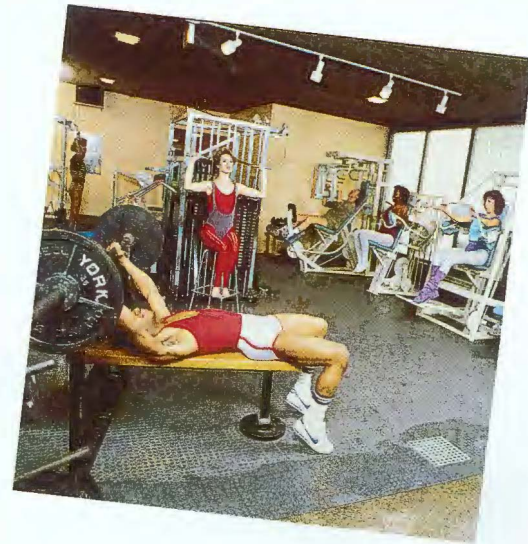
**4** Se ha organizado un concurso, y el premio consiste en ser socio del **Queen's Sports Centre** gratuitamente por espacio de un año. En no más de 50 palabras, escribe por qué conviene hacer ejercicio regularmente. Empieza con las siguientes frases.

I think fitness training is good for you because . . .

Da tus razones por orden, del siguiente modo.  
First, ..... . Second, ..... . Finally, ..... .

Y termina con esta frase.

For these reasons, I think everyone should do fitness training.



**5** De los siguientes deportes, indica cuál no corresponde y a qué se debe.

Example: football hockey tennis

Tennis: because the other two are team games.

o

Football: because you play it with a big ball, hockey and tennis with a small ball.

- |   |         |               |               |
|---|---------|---------------|---------------|
| 1 | running | motor racing  | boxing        |
| 2 | golf    | cricket       | volleyball    |
| 3 | skiing  | ice hockey    | speed skating |
| 4 | sailing | windsurfing   | swimming      |
| 5 | cycling | motor cycling | motor racing  |



**6** ¿Qué aptitudes se necesitan para practicar los deportes mencionados en la actividad 5? Indica cuatro o cinco deportes, explicando las aptitudes más importantes que se necesitan.

patience      skill      strength      physical      fitness      stamina  
speed      courage      quick thinking      teamwork      organisation

Example: For boxing, you need strength and stamina.

## SELF TEST

**1** Completa cada frase con la palabra que corresponda.

- 1 ..... people are good at making excuses for not doing enough exercise.  
a Lazy b Fit c Clever
- 2 ..... is essential for getting fit for team games.  
a Training b Practising c Exercising
- 3 ..... is not the most important thing in sport.  
a Beating b Losing c Winning
- 4 He spends most of his time in bed eating chocolates. I should think he's ..... unhealthy.  
a very b rather c quite

**2** Lee el texto y contesta las preguntas.

- 1 Tennis players want to win Wimbledon because ...  
a they win a lot of money.  
b it is played on grass.  
c it has a great tradition.
- 2 Wimbledon is played on grass because ...  
a it is the fastest surface.  
b it has always been played on grass.  
c grass is easy to maintain.
- 3 Top tennis players ...  
a have glamorous lifestyles.  
b have demanding lifestyles.  
c have comfortable lifestyles.
- 4 Some people say tennis is becoming boring because ...  
a there is an emphasis on strength and power.  
b there are no interesting personalities.  
c there is not enough prize money.

### TIPS

Many people are embarrassed by trying to make the pronunciation right in a foreign language – they think they are exaggerating. Of course, this is not how the native speaker of the language views it. When you are alone, practise an exaggerated form of the target language pronunciation. Do your best to sound like a member of the target language community. You will surprise yourself as you notice an improvement almost immediately. Then practise with people. It will soon become natural. Try to get inside the character of the language you are learning. After all, you want to communicate effectively.



## Wimbledon

Every year for two weeks in June, the All-England Tennis Club at Wimbledon in south London hosts the most famous and most romantic tennis tournament in the world. Of all the big tournaments – the Australian, American, French – none can compare with the history and drama of Wimbledon, which has taken place every year since 1877. This is the one everybody desperately wants to win.

Nowadays, the game of tennis is played on many different surfaces, but Wimbledon is the only big championship still to be played on grass. Grass courts produce fast surfaces suited to powerful servers and hard hitters. Some people say that the power and strength of modern tennis players is causing the delicate

skills of the game to disappear, that enjoyment is no longer part of the game, and that big prize money is to blame. Today's top tennis stars are fit, powerful and athletic, with incredible reactions developed through constantly playing matches and practising in between.

But it isn't all glamour. They are always on the move and under pressure, living in hotels and rarely having much time to spend at home. Some of the younger ones become so exhausted they have to give up the game before their time. So it is important that they develop mental as well as physical fitness to get them through the pressure of their biggest games. Tennis requires the highest level of concentration. One error can lose the match and the prize.

**3** Escribe un texto de unas 50 palabras sobre lo que hay que hacer para estar más en forma, y sobre las ventajas derivadas del ejercicio físico. Habla de los siguientes aspectos.

fitness centres education paying for fitness advantages of a healthy nation, etc.

## LEARNING TO LEARN

I can't seem to get English intonation right.

Listen to the common rhythms of the language. You will soon recognise a number of standard stress and intonation patterns which occur again and again. They do in every language. Start to fit your own words into the rhythms simply as an exercise. Look at some of the stress and intonation patterns in exercises in this book. They may be question forms or responses or statements. Keep practising.

## 3

## FASHION AND BEAUTY

## OBJETIVOS

Describir prendas de vestir  
Expresar intenciones  
Servirse de una imagen para entender un texto



## IN FASHION?

## BEFORE YOU WATCH

## 1 You will hear

- 1 I'm going to look my best.
- 2 All my friends are wearing Riki trainers.
- 3 It'll probably be in fashion again soon.
- 4 It's a bit out of fashion, really.

## 2 You will see



- 2 It suits me, don't you think?



- 1 I'll wear my hair up . . . or does it look better down?

- 4 He doesn't think her choice of clothes is very interesting.
- 5 They don't agree about fashion.



## 5 Completa las siguientes frases.

a earrings    b skirt    c dress    d trainers  
e the same clothes    f heels    g hair

- 1 Rosie isn't sure if her ..... is better up or down.
- 2 James needs a new pair of .....
- 3 Rosie thinks her ..... are too big, but Jean thinks they are all right.
- 4 Rosie can't wear high ..... because George is rather short.
- 5 Two hours later, Rosie is wearing ..... as she was two hours ago.

## WHILE YOU WATCH

- 3 Responde a la pregunta que te hacen Vanessa y Robert.

What is Bernard's opinion of fashion?

## AFTER YOU WATCH

- 4 Relaciona cada foto (a-e) con la afirmación correspondiente (1-5).

- 1 It's their first date together.
- 2 They don't agree about the value of trainers.
- 3 They are deciding what one of them should wear for the date.

## NOW YOU!

- 6 ¿Qué llevas puesto cuando quieres ir bien vestido/a? Marca las prendas.

a suit    a jacket    a tie    a T-shirt and jeans  
a dress    a blouse and skirt    shorts

## READING

7 Responde a las siguientes preguntas.

- 1 What is the difference between 'fashion' and 'clothes'?
- 2 Look at the title of the article. What do you think it will be about?

Ahora lee el artículo rápidamente e intenta responder a las siguientes preguntas.

- 3 Will new materials make our lives easier?
- 4 Will we need special clothes for winter?
- 5 Will we wear dark or bright colours at the end of the century?

Vuelve a leer el texto y comprueba si tus respuestas son correctas.

Adapted from *Time Out*

8 Elige la respuesta más apropiada.

- 1 Why are some materials 'intelligent'?
  - a Because they have tiny computers in them.
  - b Because they react differently to different weather conditions.
  - c Because they are made by advanced computer technology.
- 2 The new silk will be useful because . . .
  - a it is not as delicate as the silk we have today.
  - b there will be more colours.
  - c the material will be the same as your other clothes.
- 3 The new cotton will mean shirts . . .
  - a you don't have to dry.
  - b you don't have to wash.
  - c you don't have to iron.
- 4 We won't need heavy coats because . . .
  - a the weather will be warmer.
  - b we won't be outside in the cold so much.
  - c they will be out of fashion.
- 5 Most men will still wear boring clothes because . . .
  - a they are not prepared to experiment with new fashion.
  - b they are lazy.
  - c they haven't got enough money.

### THE FUTURE OF FASHION

Technology will revolutionise fashion design by creating new materials. Sweaters, jackets and sportswear made from 'intelligent' materials will make you warmer or cooler depending on the weather conditions and can change colour too. There will be silk blouses you can throw in the washing machine with all your jeans, underwear, T-shirts and other clothes. There will be cotton shirts you can wear straight from the drier. There will be cardigans and sweaters made of metal wool.

In our working and domestic lives, we spend a lot of time in our cars, offices, shopping malls and homes. The temperature stays the same throughout the year. The traditional division between winter and summer clothes will disappear and we will wear medium-weight clothes. No more heavy coats and sweaters. It will also be easier to get clothes for specific groups of people; good news if you are fat, thin, tall or short. As the millennium approaches, clothes will get darker in colour, but at the end of the century, bright colours will return. Unfortunately, menswear will still be a luxury, and most men will still wear suits that don't fit, colours that don't suit them and unattractive shoes well into the twenty-first century.

9 En el texto se mencionan diez prendas de vestir. Relaciona cada una con la ilustración correspondiente. Observarás que hay tres prendas que no aparecen en el texto – escribe el nombre de cada una.





## LANGUAGE STUDY



## 10 Pronunciation

Escucha cómo se pronuncian estas tres palabras.

hat /hæt/    heart /hɑ:t/    hut /hʌt/

Clasifica en tres columnas las siguientes palabras según el tipo de sonido (/æ/, /ɑ:/, /ʌ/), y practica la pronunciación de cada una. Luego escucha la cinta e indica cuál de las tres palabras se dice.

1 cat	cart	cut
2 darn	Dan	dun
3 fan	fun	farm
4 pat	part	putt
5 party	patty	putty
6 tan	tarnish	tun

## WILL Y GOING TO

**Going to** sirve para indicar que se tiene la intención de hacer algo o que se proyecta hacer algo determinado. **Will** indica una decisión tomada espontáneamente.

**I'll wear my sports jacket.**

Se trata de una decisión espontánea tomada en ese preciso momento.

**I'm going to wear my sports jacket.**

Constituye una decisión que ya se ha tomado.

**Will** también sirve para predecir algo, es decir, para expresar lo que se cree que va a suceder.

**Most people will dress more formally.**



11 En la siguiente conversación, los dos interlocutores usan dos formas del tiempo futuro: **going to** o **will**. Escucha lo que se dice y rellena los espacios en blanco.

- Ann** 1) ..... wear that to the theatre?  
**Bill** Well, yes. What's the matter? Don't you like it?  
**Ann** Yes, it's very nice. It's just that most people 2) ..... dress more formally.  
**Bill** What? Jane says she 3) ..... wear her jeans. Do you think it's too casual?  
**Ann** Well, perhaps it is a little bit. I like it, but other people might not.  
**Bill** Yes, maybe you're right. 4) ..... wear my blue suit instead.  
**Ann** You 5) ..... be too hot if you wear that. It gets very hot in the theatre. How about that sports jacket?  
**Bill** Yes, that's a good idea. I 6) ..... wear that.  
**Carol** Oh, hi. What 7) ..... wear to the theatre?  
**Bill** I 8) ..... wear my sports jacket.  
**Carol** That's nice. Comfortable but not too casual.



12 Escucha de nuevo la conversación y decide si estas frases son verdaderas o falsas.

- Most of the people will dress like Bill.
- Bill suggests wearing the sports jacket.
- Bill makes the decision to wear his sports jacket the moment Carol comes into the room.
- Carol thinks it's a good choice.



13 ¿Cómo responderías a las siguientes afirmaciones (1-5)? Utiliza las ideas (a-f) empleando el futuro con **will**.

Example: I'm going to drive to Lisbon.

b It'll take two days.

- I'm going to the wedding in my jeans.
- Here comes the train. I'm going to buy a newspaper.
- I'm going to buy the latest style jacket.
- I'm going to drink a lot at the party.
- I'm not going to study any more.

- a you/feel bad/morning    d you/look/too informal  
 b it/take/two days    e you/miss/train  
 c you/not pass/exams    f it/not/in fashion/next year

14 Examina las imágenes e indica lo que lleva puesto cada persona, especificando de qué está hecha cada prenda de vestir.

Examples: John is wearing leather shoes.  
 Anna is wearing a woollen sweater.

## Material

woollen	cotton	linen	silk
leather	polyester	lycra	waterproof

## Clothes

sweater	shirt	socks	shoes
trousers	cycling shorts		anorak



**15** ¿Cuáles son, a tu juicio, las ventajas y desventajas de ser modelo? Haz una lista de las ventajas y otra de las desventajas, y luego compara tus ideas con las opiniones siguientes.

**A** *I like being a model. I find it fascinating. I can travel anywhere, I get to meet people I would never normally meet, and my life is forever changing. I know these years won't last forever, so I make the most of my life as it is now.*

**B** *I don't have five minutes to myself so I'm never bored. I don't have the time. But I find it exhausting. I get tired quite easily so I make sure I get plenty of sleep.*

**C** *I enjoy working with the best designers and hair and make-up artists in the world. I don't go out much and I don't smoke or drink because my skin, my hair and my nails would be affected. I'm being paid to look good so I'm not complaining. Beauty has a lot to do with confidence, with knowing who you are. I must say I'm very surprised at my success.*

**D** *When I first started modelling, I was so nervous. I was terrified of working with some of the world's top models. As in all walks of life, there are some interesting people and others who are only interested in themselves. I found some of the women very disappointing in real life.*

**16** Completa las frases siguientes. Usa la forma correspondiente del adjetivo (terminado en **-ed** o en **-ing**). Consulta el recuadro de ayuda que figura a continuación.

- 1 Life as a model is (fascinate).
- 2 She never gets (bore).
- 3 Life as a model is sometimes (exhaust).
- 4 She often gets (tire).
- 5 She finds her success (surprise).
- 6 Working with some of the top models can be (terrify).
- 7 Some of the people she meets are (interest).
- 8 She is (disappoint) in others.

FASCINATED / FASCINATING

He was fascinated because the film was fascinating.  
Estaba fascinado porque la película era fascinante.

Se usa el adjetivo terminado en **-ed** para expresar lo que sentimos acerca de algo.

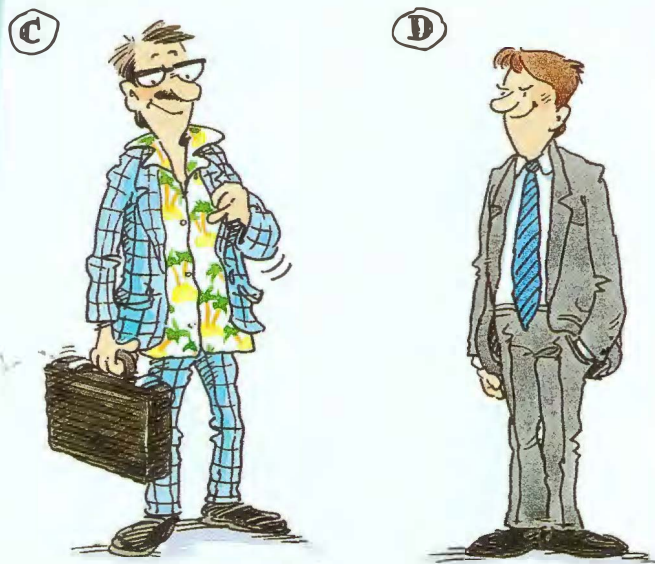
Se usa el adjetivo terminado en **-ing** para expresar el efecto que algo nos produce.

to be interested    estar interesado  
to be interesting    ser interesante

John is interested in music.  
John está interesado en la música.  
John is a very interesting man.  
John es un hombre muy interesante.

**17** Indica las frases que corresponden a cada ilustración.

- 1 It suits you.
- 2 It doesn't suit you.
- 3 It fits you.
- 4 It doesn't fit you.
- 5 It's comfortable.
- 6 It's uncomfortable.
- 7 It's too tight.
- 8 It's not very fashionable.
- 9 What size do you take?
- 10 Try this/these on.



**18** Di en voz alta lo que llevas puesto, y graba lo que dices. Indica si es **comfortable**, **tight**, etc. Haz lo mismo con un compañero o familiar.

**19** Ahora escribe lo que vas a llevar la próxima vez que salgas con tus amigos. Da las razones.

Example: I'm going to the theatre so I'm going to wear my suit.

# B DRESSING UP

## BEFORE YOU WATCH

**1** ¿Moda o comodidad? Se dice que hay personas siempre preocupadas por lo que llevan puesto y otras que sólo llevan prendas de vestir cómodas. ¿Cuál es tu actitud hacia la ropa?

### 2 The ad spot

¿Qué estilo de ropa te gusta?

Do you prefer:

- |                     |    |                      |
|---------------------|----|----------------------|
| tight clothes       |    | loose clothes?       |
| bright colours      |    | plain colours?       |
| cheap clothes       | or | expensive clothes?   |
| fashionable clothes |    | normal clothes?      |
| unusual fabrics     |    | traditional fabrics? |

### 3 Song time

¿Cuántas palabras que rimen con las siguientes se te ocurren?

- date      down      shoes      dress

### 4 Don't make me laugh!

Relaciona una palabra de la columna A con la correspondiente de la columna B.

- | A           | B       |
|-------------|---------|
| hair        | rings   |
| nail        | up      |
| make        | cut     |
| fashionable | clothes |
| summer      | varnish |
| ear         | dress   |

## AFTER YOU WATCH

### 5 The ad spot

Barry Glitterati dice que su colección tiene tres características. Indica cuáles son.

- colour    comfort    style    materials

### 6 Song time

Algunas de las siguientes ilustraciones se describen en la canción, pero otras no. Indica cuáles son las que se describen.

### 7 Don't make me laugh!

- 1 What is the problem with the expert barber (hairdresser)?
- 2 What was surprising about the new dress?
- 3 What happens to old fashion?

## NOW YOU!

**8** Indica lo que llevarías puesto en cada una de las siguientes ocasiones. Incluye el mayor número de detalles que puedas.

- 1 going to a wedding      2 playing tennis  
3 going out with friends



## READING

**9** Responde a las siguientes preguntas antes de leer el texto.

- 1 Do you have any clothes that always bring you good or bad luck?
- 2 Do you know any good luck superstitions for clothes in Spain?
- 3 Do some colours bring more luck than others?
- 4 When is the best or worst time to cut your hair?
- 5 Is there any jewellery which has a tradition of bringing good or bad luck?

Adapted from *Lucky (and unlucky) charms* by Francine Prose in *Allure*

**10** Relaciona la primera parte de la frase con la segunda. Luego comprueba tus respuestas consultando el texto.

- 1 If you cut your hair during the full moon,
- 2 If you go to church at Easter,
- 3 If you've got any yellow underwear,
- 4 If you want to have a good day,
- 5 If you're worried about that swimming lesson,
- 6 If you notice you've got your shirt on inside out,

- a be prepared for bad luck.
- b make sure you are not in France.
- c put your left shoe on first.
- d wear it at New Year in Latin America.
- e wear a new hat.
- f wear some earrings.

**11** Relaciona cada palabra con la imagen correspondiente.

- 1 outfit    2 garment    3 to button  
4 inside out    5 underwear    6 earrings



### Lucky (and unlucky) charms

My good luck outfit is a well-cut black jacket and skirt which I always wear with the same sweater. But clothes can also bring bad luck.

A friend of mine gave me a new pair of very expensive shoes because her boyfriend broke up with her the very first time she wore them. Wearing an outfit for the first time in church or at Easter, especially a new hat, brings good luck, but bad luck if you do it on Fridays. Repairing a garment while you are wearing it may bring you money problems. Which shoe do you put on first in the morning? The left if you want to be lucky. But if you accidentally button a shirt wrongly or put something on inside out, I hope you don't realise your mistake. Your good luck will turn to bad. Latin Americans wear yellow underwear on New Year's Day and Chinese babies wear red for luck. And what about hair? Many Chinese women cut their hair during Chinese New Year to eliminate the old year's bad luck. For the French, cutting your hair during full moon brings terrible luck, while Italians believe it makes your hair grow thicker and healthier. Jewellery also influences our luck. Diamonds are not just a girl's best friend, they're a remedy for sadness, while emeralds are good for success in business and travel. Wearing earrings protects you from drowning, which is why you never see sailors and pirates without them.



**12** Examina las afirmaciones que hay a continuación e indica cuáles corresponden a hombres hablando de mujeres y cuáles a mujeres hablando de hombres.

- 1 I dislike short hair.
- 2 I can't stand brightly coloured ties.
- 3 I hate leggings.
- 4 I don't like to see them trying to dress much younger than they are.
- 5 Oh, blonde highlights in their hair. I can't bear them.
- 6 I hate too much make-up.
- 7 Oh, I really don't like those comfortable shoes that look so unfashionable.
- 8 I don't like long, red fingernails.
- 9 Tights, definitely. I can't stand them.
- 10 I really hate polyester shirts. They smell.
- 11 A badly fitting suit looks terrible.

Ahora escucha la cinta para comprobar tus respuestas.

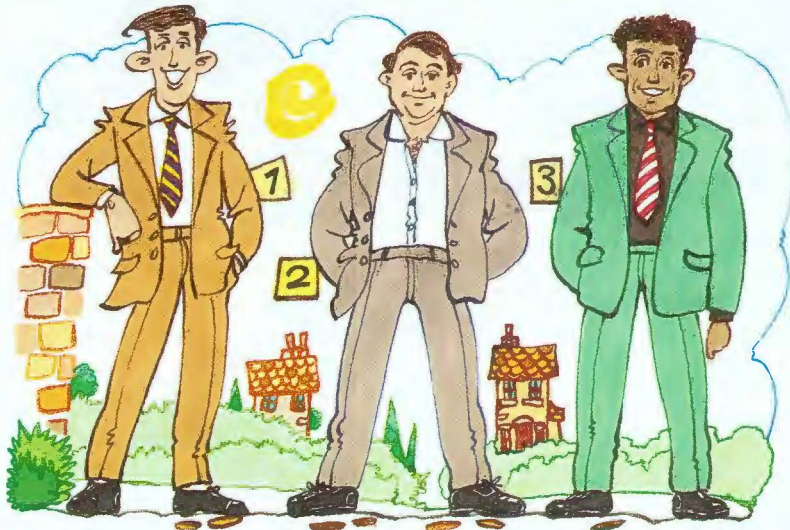
# LANGUAGE STUDY

## 13 Pronunciation

A continuación oírás varias preguntas. Fíjate en la entonación y decide cuáles indican desaprobación. Practica la entonación de estas frases.

- 1 Are you going to wear that to the party?
- 2 Are you going to wear that to the theatre?
- 3 Are you going to wear that to the beach?
- 4 Are you going to wear that to work?
- 5 Are you going to wear those to the disco?
- 6 Are you going to wear that in this weather?

## 14 Escucha la cinta. ¿De quién se está hablando?



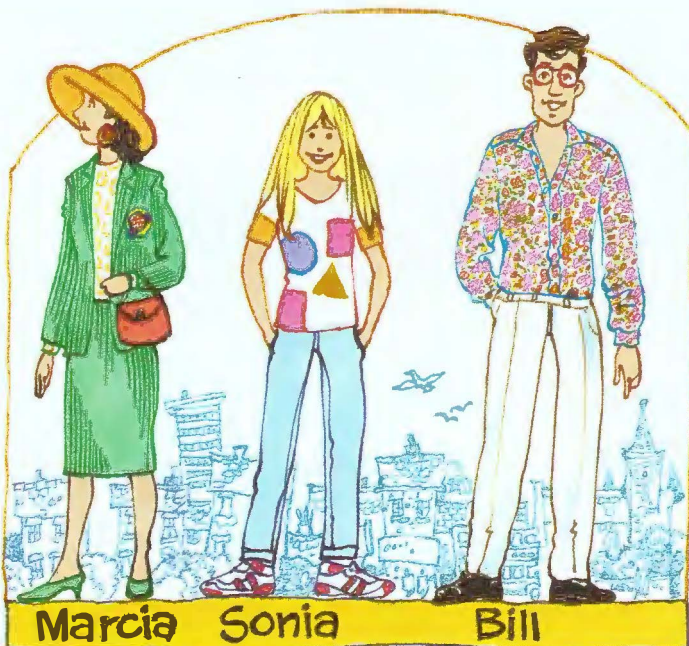
15 Indica dónde hay que llevar puesto cada uno de los siguientes accesorios.

- a earrings   b a watch
- c a necklace   d a bracelet
- e a ring   f a brooch   g a belt



8 16 Describe a cada una de las personas de la ilustración, usando expresiones como las siguientes.

- He's/she's wearing . . .
- She's got a . . .
- The man in the bright shirt . . .
- dark, light, bright, formal, informal, casual, etc.



17 Imagínate que trabajas en una revista de moda. Escribe un breve artículo sobre las tendencias de la moda para el año que viene, basándote en las preguntas siguientes.

- What colours will people wear?
- Will skirts be short or long?
- Will mini-skirts and jeans be in or out of fashion?
- What accessories will people wear?

Comienza el artículo del siguiente modo.  
Next year, men and women will . . .

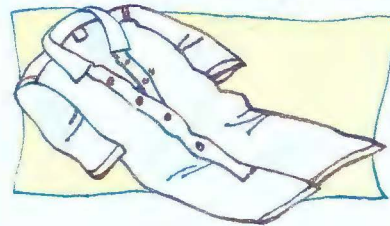
## CONSOLIDATION

**1** Imagínate que tu hermano y tú vais a salir de vacaciones esta misma noche, pero él tiene que trabajar hasta muy tarde y ha dejado un mensaje en el contestador automático, pidiéndote que le hagas la maleta. Escucha lo que dice, y marca en el dibujo la ropa que quiere llevarse.



**2** Indica los artículos y prendas que has guardado en la maleta de tu hermano.

Example: One white, short-sleeved shirt



**3** Lee las descripciones de los siguientes estudiantes de diseño de moda, y luego relaciona las afirmaciones (a-g) con el texto correspondiente (1-7).

### 1 Mercedes

*I am Spanish. I think London is more cosmopolitan – you can see it in the way people dress. They don't worry so much about what is in fashion or what is out of fashion. They just wear what they like. That's why I enjoy designing for them.*

### 2 Sheila

*I am a perfectionist and I like to hand-finish everything I do. I like people to wear my clothes, not just to look at them in the fashion shows. I hate the way some people dress in the name of fashion. I prefer a more formal way of dressing.*

### 3 Jilly

*I believe that knitwear has a wonderful future. It is no longer considered as old-fashioned. You can do so much with different-coloured wools. It's very exciting.*

### 4 Louise

*I didn't know whether to study fashion or sculpture. That's probably why some of my designs appear three-dimensional. For example, I designed a metal wool top with enormously long sleeves.*

### 5 Sian

*I'm a big fan of trousers, although they aren't very healthy as they don't air the legs. But I think trousers can look so good on a girl. I am pleased to say there is a smartness returning to fashion.*

### 6 Andrea

*I come from the countryside and I think not living in a town has had a big impact on my work. I like simple shapes and I also like to experiment with new fabrics made from things like grass or fruit and vegetables.*

### 7 Sally

*I've always been fascinated by the dark and the mysterious, and this shows in my design style. Lots of my work looks Victorian, long heavy skirts. I'd like to design costumes for the theatre.*

Adapted from Clothes Show

- a Her clothes have a historical influence.
- b Her clothes are for wearing, not for admiring.
- c She enjoys designing for people who don't really care about fashion.
- d She enjoys the magic of the woollen sweater.
- e She likes a girl to look elegant, not necessarily in a skirt.
- f The career she didn't follow influences her design work.
- g The simplicity of the countryside can be seen in her designs.

4 Elige la definición correcta para las siguientes expresiones que aparecen en el texto.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 They just wear what they like.</p> <ul style="list-style-type: none"> <li>a They only like fashionable clothes.</li> <li>b They don't worry about being correctly dressed.</li> <li>c They like wearing clothes.</li> </ul> <p>2 I'm a perfectionist.</p> <ul style="list-style-type: none"> <li>a I like my work to be perfectly finished.</li> <li>b All my work is perfect.</li> <li>c I like my work to be better than other people's work.</li> </ul> <p>3 old fashioned</p> <ul style="list-style-type: none"> <li>a from a different time</li> <li>b not in good condition</li> <li>c fashionable once but not any more</li> </ul> | <p>4 I didn't know whether to study fashion or sculpture.</p> <ul style="list-style-type: none"> <li>a I was thinking of studying something different.</li> <li>b I couldn't decide between the two.</li> <li>c I wanted to study both.</li> </ul> <p>5 I'm a big fan of trousers.</p> <ul style="list-style-type: none"> <li>a I only ever wear trousers.</li> <li>b I make a lot of trousers.</li> <li>c I think trousers are a wonderful thing to wear.</li> </ul> <p>6 (to have) a big impact on my work</p> <ul style="list-style-type: none"> <li>a to have a strong influence on my work</li> <li>b to have a negative effect on my work</li> <li>c to cause a problem with my work</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

5 Imagínate que estás hablando con una amiga inglesa por teléfono para aconsejarle sobre la ropa que tiene que llevar cuando venga de vacaciones a España. Observa las siguientes notas. Aconséjale también sobre el tiempo que hará.

**Marbella**

light clothes  
skirts/blouses/shorts  
sandals  
swimsuit

**Santander**

warm clothes  
sweater for the evening  
raincoat

6 Examina la siguiente carta y luego escribe otra parecida a un amigo tuyo que va a ir a Santander.



Dear Mark,


I'm so happy you're coming to Marbella. The weather will be very hot, so bring T-shirts, shorts and sandals. We're very informal, so you needn't bring a suit. Bring your swimming trunks - we're by the sea!

love Miguel

## SELF TEST

1 Completa las frases con las palabras que correspondan.

- Look at Sarah. She ..... that terrible dress again.  
a wears b is wearing c will wear
- I'm getting really ..... because the film isn't very interesting.  
a boring b boredom c bored
- Let's see. What shall I wear to the party?  
I know! ...  
a I'm going to wear this.  
b I'm wearing this.  
c I'll wear this.
- I'm going to give my mother a surprise visit.  
She ..... very pleased to see me.  
a is b is going to be c will be
- I don't think you should wear your best suit to the beach party. It's too ...  
a formal b informal c tight

 2 Escucha estos cinco anuncios de empresas de confección que venden sus productos por catálogo y luego responde a las preguntas.

- Runaround* sells ...  
a sportswear. b casual wear. c suits.
- Night-time* is for ...  
a men's and women's underwear and nightwear.  
b men's underwear and nightwear.  
c women's underwear and nightwear.

- The River Clothing Company* sells clothes ...  
a only for men.  
b mostly for men with some clothes for women.  
c for men and women.
- The Cockpit* specialises in ...  
a leather jackets.  
b leather clothing and other materials.  
c everything in leather.
- Everyday* clothes are ...  
a cheap and fashionable.  
b cheap and they don't look good.  
c quite expensive and practical.

3 A continuación te van a hacer una entrevista sobre la ropa y la moda. Da tu opinión, contestando las siguientes preguntas.

- Clothes are functional and decorative. Which is most important for you?  
I think clothes should be ....., but I also think it is important .....
- Would you prefer to be comfortable but unfashionable, or uncomfortable but wearing the latest fashion?
- Do you think clothes are too expensive because of the money spent on designing new fashions?
- What is your opinion of the annual big fashion shows? Do you think people really wear some of the outfits exhibited?
- How much do you think you spend on clothes every month? Would you like to spend more?
- What is your opinion of people who spend lots of their money on fashion?
- What are your favourite clothes at the moment?

### TIPS

Use pictures whenever you can to help you learn vocabulary. For example, make simple drawings of clothes or cut out pictures from magazines to build up your clothing vocabulary. Then practise by putting the vocabulary into simple sentences.

### LEARNING TO LEARN

I can never remember all the different words for clothes.

As you walk around town, test yourself on your vocabulary as you see it. For example, with clothes, identify different types of clothing, materials and colours, and practise making little phrases to help you remember. For example, 'She's wearing a bright red, cotton summer dress'.



## 4

# YOU AND YOUR DREAMS

## OBJETIVOS

Identificar los puntos más importantes de una narración breve  
Expresarse en inglés con mayor confianza  
Escribir narraciones cortas

## A NIGHTMARE!

### BEFORE YOU WATCH

#### 1 You will see



1 I'd like to speak to the manager.



2 I haven't been sleeping very well.



3 I'm a bit short of money at the moment.

2 Las siguientes palabras tienen importancia en el relato. Consulta un diccionario si no sabes lo que significan.

lorry   bow tie   warning   nonsense  
lend money to someone   die

### WHILE YOU WATCH

3 Responde a las preguntas que te hacen Vanessa y Robert.

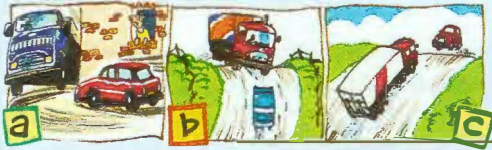
- 1 What does Valerie think Bernard's dream means?
- 2 Why does Edwin want to talk to Bernard?

### AFTER YOU WATCH

4 De las siguientes afirmaciones, ¿cuáles son verdaderas y cuáles son falsas?

- 1 In Bernard's dream, the lorry driver and James are both laughing.
- 2 The postcard makes Bernard remember who was driving the lorry in the dream.
- 3 Valerie doesn't want Edwin to visit them.

5 Indica cuál es la opción correcta.

- 1 
- 2 a Valerie doesn't believe that dreams warn you of disaster.  
b Bernard doesn't believe that dreams warn you of disaster.  
c Bernard and Valerie don't believe that dreams warn you of disaster.
- 3 a Valerie is worried that Bernard is not sleeping.  
b She is worried that he is keeping her awake.  
c She is worried that he is taking too many pills.

### NOW YOU!

6 Contesta estas preguntas.

- 1 Do you remember your dreams . . . every night? some nights? never?
- 2 Do you usually have . . . good dreams? bad dreams? a mixture of good and bad?
- 3 Do you have dreams where you are . . . falling? walking? running? swimming? travelling in a vehicle?

## READING

**7** A continuación verás un fragmento de *Alicia en el país de las maravillas*, la célebre narración sobre un sueño que escribió Lewis Carroll. Responde a las siguientes preguntas sobre el texto.

- 1 Where was Alice?
- 2 Where did she find the key?
- 3 Why did she only notice the door the second time around?
- 4 Why did she want to get through the door?
- 5 Why couldn't she get through the door?

### ALICE'S ADVENTURES IN WONDERLAND

She found herself in a long, low hall. There were doors all around the hall, but they were all locked; and when Alice had been all the way down one side and up the other, trying every door, she walked sadly down the middle, wondering how she was ever to get out again.

**Suddenly** she came upon a little three-legged table, all made of solid glass; there was nothing on it except a tiny golden key, and Alice's first thought was that it might **belong to** one of the doors of the hall; but, alas! . . . it would not open any of them. However, on the second time around, she came upon a low curtain she had not noticed before, and behind it was a little door about fifteen inches high: she tried the little golden key in the lock, and to her great surprise it fitted!

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she **longed** to get out of that dark hall, and wander about among the beds of bright flowers and those cool fountains, but she could not even get her head through the doorway. There seemed to be no use in waiting by the little door, so she went back to the table: this time she found a little bottle on it . . . and round the neck of the bottle was a paper label, with the words **DRINK ME** beautifully printed on it in large letters.

quickly and unexpectedly  
match or fit in

wanted  
walk without going in  
a particular direction

Adapted from *Alice's Adventures in Wonderland* by Lewis Carroll

**8** Relaciona las definiciones (a-f) con la palabra o expresión correspondiente del texto (1-6).

- |             |                     |
|-------------|---------------------|
| 1 low       | a very small        |
| 2 wondering | b opened            |
| 3 tiny      | c went on her knees |
| 4 one inch  | d 2.54 cm           |
| 5 led       | e not high          |
| 6 knelt     | f thinking          |

**9** Une las siguientes frases utilizando **and** (y), **but** (pero) o **so** (así que). La mayoría de las respuestas están en el propio texto.

Example: There were doors all around the hall. They were locked.

There were doors all around the hall, but they were locked.

- 1 She tried the little golden key in the lock. To her great surprise, it fitted.
- 2 Alice opened the door. She found that it led into a small passage.
- 3 She longed to get out of that dark hall. She could not even get her head through the doorway.
- 4 There seemed to be no use in waiting by the little door. She went back to the table.
- 5 The bottle said **DRINK ME**. She drank it.

**10** Indica qué palabras del texto significan lo mismo que las siguientes expresiones.

- 1 closed with a key
- 2 without warning, in one moment
- 3 you walk along it to get from one room to another
- 4 not hot but not too cold
- 5 an ornament in a garden which produces water
- 6 a piece of paper with information on it

En inglés, el adverbio de modo se forma añadiendo **-ly** al adjetivo. Esta terminación equivale a *-mente* en castellano.

adjetivo		adverbio
slow	+ ly	slowly
lento		lentamente

**6 11** Usa adverbios para convertir estas dos frases en una sola.

Example: Alice opened the door. She was careful.  
Alice opened the door carefully.

- 1 Alice took the key. She was hopeful.
- 2 She ran to the doors. She was very quick.
- 3 She tried every door. She was very careful.
- 4 Then she opened the door and looked through it. She was excited.
- 5 She wanted to get out of the hall. She was desperate.

## LANGUAGE STUDY



## 12 Pronunciation

Escucha la diferencia entre los sonidos vocálicos /ɒ/ y /ɔ:/.  
 /ɒ/ pot cot shot  
 /ɔ:/ port caught short

A Indica cuál de las dos palabras de cada grupo oyes.

- |                   |               |                 |
|-------------------|---------------|-----------------|
| 1 pot/port        | 2 cot/caught  | 3 shot/short    |
| 4 spot/sport      | 5 cock/cork   | 6 hock/hawk     |
| 7 fox/forks       | 8 fond/fawned | 9 popper/pauper |
| 10 knotty/naughty |               |                 |

Vuelve a escuchar y repite cada palabra para practicar los distintos sonidos.

B Escucha y repite los siguientes trabalenguás.

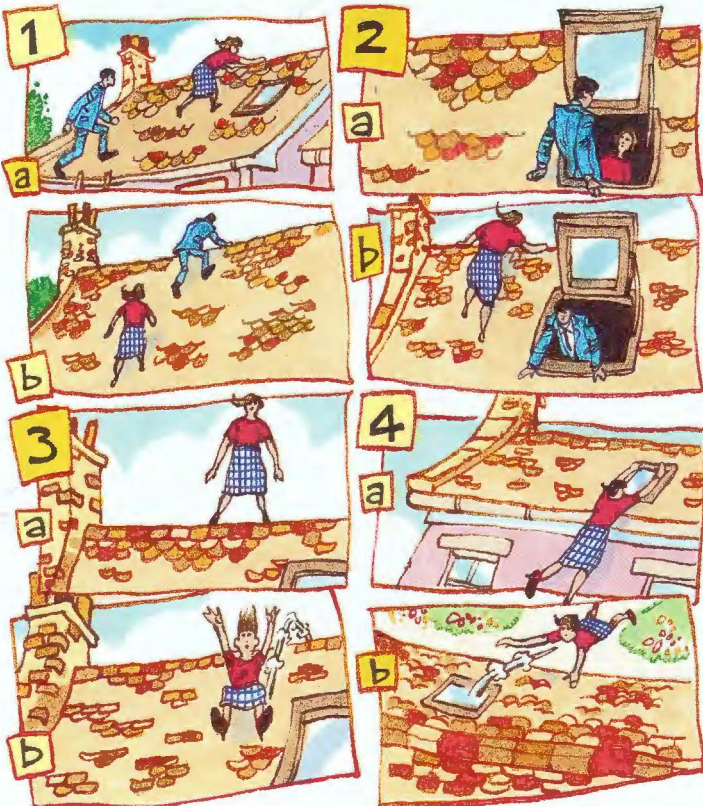
- John taught the poor fox to use forks.
- Although Tom has spots, he is very good at sports.
- The tot fell from the cot, but I caught him.
- The trawler called at ports with lots of pots.

¿Has observado las distintas maneras de representar por escrito el sonido /ɔ:/?



## 13 Escucha el sueño que relata este

▶10 personaje y selecciona las ilustraciones más apropiadas. Procura no mirar la actividad 14. Oirás dos palabras importantes: **roof** (tejado) y **climb/climbing** (subir, ascender).



## PASADO CONTINUO Y PASADO SIMPLE

Estos dos tiempos verbales se emplean a veces juntos para contrastar una acción continua interrumpida repentinamente.

I was walking in the park **when** the dog bit me.  
 Iba andando por el parque cuando el perro me mordió.



14 El siguiente texto trata del mismo sueño. Léelo y completa los espacios en blanco con el verbo correspondiente de la lista que hay más adelante. Después escucha el texto (actividad 13) y comprueba si son correctas tus respuestas.

I remember I was on this roof. I think it was a school roof, like a very big house. I was with someone I work with, called Nina. I don't know why we were on the roof, but she 1) ..... for something, and I 2) ..... her. She 3) ..... higher and higher up this roof ahead of me, rather carelessly. I knew she could fall at any moment, and I 4) ..... , 'Come down, Nina, that's far enough,' but she kept going. I 5) ..... the roof was very slippery, so I was very careful, but my shoes kept slipping underneath me, and I couldn't get very far. And finally I 6) ..... and I really 7) ..... at her, 'Come down now! I'm not climbing any more'. And she 8) ..... and said, 'Come on. Don't be frightened – we're nearly there.' But I 9) ..... what she was looking for. And I stopped and 10) ..... in through a tiny window which was half way up the roof. And when I turned to look out through the window, I saw Nina. She 11) ..... down the roof towards me very fast, and I didn't know what to do next. She hung on to the part of the roof that formed the window. I was relieved and really angry with her at the same time. 'You could kill yourself,' I 12) ..... angrily, and she just 13) ..... – she thought it was good fun. And then I 14) .....

a shouted b shouted c was climbing d climbed  
 e said f stopped g laughed h was looking  
 i was following j woke up k was falling l turned  
 m knew n didn't know

**10 15** Narra lo que ocurre en las ilustraciones utilizando los pasados continuo y simple y las palabras que hay a continuación.



Para hacer conjeturas en inglés, puede usarse cualquiera de las siguientes expresiones.

It could mean . . . Podría significar que . . .  
 It might mean . . . Podría significar que . . .  
 Perhaps it means . . . Quizá signifique que . . .

Las tres significan lo mismo. Por ejemplo, si sueñas con números . . .

It could mean you are going to win the lottery.  
 It might mean you are going to win the lottery.  
 Perhaps it means you are going to win the lottery.

**12 16** Vuelve a leer el sueño de la actividad 14 e intenta interpretarlo. Relaciona una frase del primer grupo (1-6) con la correspondiente del segundo grupo (a-f). Utiliza las siguientes expresiones.

It could/might mean . . . Perhaps it means . . .

Example: Nina was climbing up the roof.  
 It could mean she is very ambitious at work.

- 1 Nina was climbing up the roof.
- 2 John was following Nina.
- 3 Nina was climbing carelessly.
- 4 John was climbing carefully.
- 5 John told Nina to stop.
- 6 John stopped climbing.

#### Nina

- a She is very ambitious at work.
- b She is prepared to take risks to do the job.

#### John

- c He thinks she is not doing things correctly and doesn't want her to make a mistake.
- d He is not prepared to take risks.
- e He is not prepared to help her any more.
- f He thinks she's more successful at work than he is.

#### PRONOMBRES REFLEXIVOS

SINGULAR		PLURAL	
myself	me	ourselves	nos
yourself	te	yourselves	os
himself	se	themselves	se
herself			
itself			

Se usan cuando la acción la realiza y recibe el sujeto.

I cut myself yesterday morning.  
 Me corté ayer por la mañana.

**11 17** Completa el texto con la forma correcta de un verbo de la lista. Cuando sea preciso, añade el pronombre reflexivo en su forma correspondiente.

I 1) ..... what happened in my dream. I 2) ..... as the alarm clock sounded; as I did every morning. I stayed in bed and 3) ..... for a few minutes until it was time to 4) ..... . It was a beautiful day, and I went into the bathroom to 5) ..... as usual. But it wasn't the bathroom. It was the kitchen. Everything was normal, except that the rooms were in different places. I went to the kitchen, and it was the bathroom. Then when I went back to the bedroom to 6) ..... , it wasn't the bedroom but the living room. Then, as I was making my breakfast, I 7) ..... with a knife. The blood was green, and it wouldn't stop bleeding. I soon 8) ..... , and I needed to sleep. I was falling asleep as I stood. But I couldn't find my bedroom. It disappeared completely.

a cut b get up c relax d tire e wash  
 f remember g wake up h dress

**18** Sigue las instrucciones, prepara tu narración y habla por espacio de un minuto.

Do you remember your last dream? Tell us about it. These phrases will help you.

I remember I was (in/on/running/walking)  
 There was/were . . . and . . . but . . . so . . . Suddenly  
 . . . walking/running/driving/falling (slowly/quickly)  
 Then I woke up.

**19** Escribe un resumen del cuento de Caperucita Roja, usando las palabras que figuran a continuación. No escribas más que cuatro o cinco líneas.

wolf Little Red Riding Hood grandmother  
 forest basket

## B

## SLEEPY HEAD

## BEFORE YOU WATCH

**1** Reflexiona sobre lo siguiente antes de ver el programa de TV.

We can also dream during the day. We dream about things we want to do, places we want to go, things we want to buy. What do you dream about?

**2 Don't make me laugh!**

Relaciona cada frase con su definición correcta.

- |                           |                               |
|---------------------------|-------------------------------|
| 1 He sleeps like a log.   | a He sleeps very well.        |
| 2 He was on stage.        | b He can't sleep.             |
| 3 He comes to have a nap. | c He comes for a short sleep. |
| 4 He has insomnia.        | d He goes to sleep.           |
| 5 He falls asleep.        | e He was in a show.           |

**3 Song time**

Esta canción trata de dos personajes históricamente célebres, cuyas muertes violentas fueron anunciadas en sendas pesadillas. Estudia las siguientes palabras que sirven para crear ambiente y relaciónalas con las ilustraciones de la derecha.

- 1 whistling 2 shivering 3 laughing 4 thundering

**4 The ad spot**

¿Cuál es tu sueño? Elige el que más te guste. Dos ilustraciones son sueños y una es una pesadilla; indica cuál.



## AFTER YOU WATCH

**5 Don't make me laugh!**

¿Qué temas menciona Danny?

- a his wife b a man he dreams about c his dreams  
d a woman in the audience e a man in the audience

**6 Song time**

- In Calpurnia's dream, who is going to die?
- Who is going to kill the victim?
- In Lincoln's dream, who is going to die?
- Who is going to kill the victim?
- Where will the murder take place?

**7 The ad spot**

Indica cuál es la respuesta correcta en cada caso.

- The presenter's example of a nightmare holiday is ...  
a skiing in the rain.  
b skiing in the summer.  
c skiing with no snow.

- The presenter's example of a dream holiday is ...  
a a cool drinks by the hotel pool.  
b tennis on the beach.  
c a hotel with good food and good service.
- The presenter offers ...  
a special prizes to winners of the lottery.  
b money prizes.  
c a holiday and a special prize.
- The man ...  
a has won a prize.  
b dreams he has won a prize.  
c dreams he has bought a lottery ticket.

## NOW YOU!

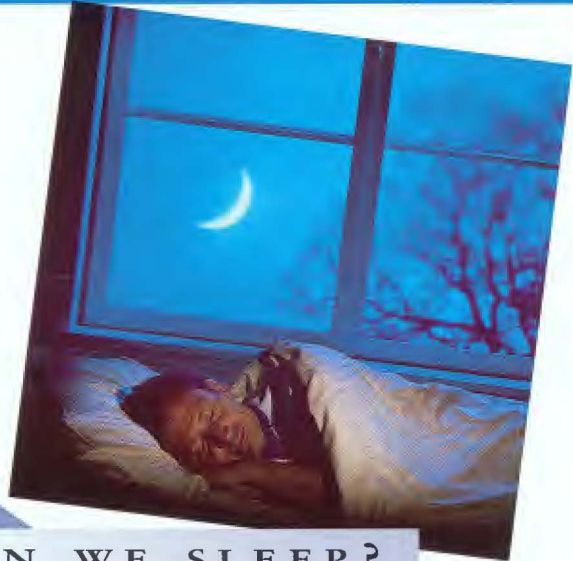
**8** ¿Con qué sueñas tú?

- Your dream house. Where is it? What would you have in it?
- Your dream holiday. Where? Who with?
- Your dream possession. Car? Hi-fi? Computer?

## READING

9 Intenta responder a las siguientes preguntas antes de leer el texto. Después comprueba si tus respuestas son correctas leyendo el párrafo.

- 1 How much of our life do we spend sleeping on average?
- 2 Do we always dream when we sleep?
- 3 When are our longest periods of dreaming; at the beginning of sleep or just before we wake up?
- 4 Do some people walk or talk in their sleep while they dream?



### WHAT HAPPENS WHEN WE SLEEP?

We spend about one-third of our lives asleep, but far from being a passive state, sleep is a remarkably active one. Although the sleeper appears calm, the electrical activity of the brain never stops. As sleep becomes deeper, the brainwaves become bigger and more extended. After about ninety minutes, there is an increase in neurological activity, the heart and breathing functions become irregular, and the sleeper's eyes

move rapidly from side to side. This stage is called REM (rapid eye movement) sleep, and is the period during which the brain dreams and reviews the events of the day before. As the night progresses, the periods of body sleep become shorter and the REM episodes longer. The first REM period lasts ten minutes, but by early morning they can last as long as an hour. So most of us sleep in two distinct ways;

REM sleep, when we dream, and ordinary sleep, when we simply sleep. Experts tell us that we dream every time we are asleep, but we often don't remember the content of our dreams. It is impossible to move when you are dreaming, because all the muscles become immobilised. This protects us from acting out our dreams and hurting ourselves. Sleep walking and sleep talking do not occur during dreaming.

10 En cada una de las frases siguientes falta una palabra. Escribe la palabra correcta en el espacio que corresponda. Hallarás las respuestas en el texto.

- 1 The brain is very during sleep.
- 2 REM sleep begins minutes after we go to sleep.
- 3 REM sleep episodes get longer the night.
- 4 We dream when we are asleep.
- 5 We often can't the content of our dreams.
- 6 People dream and sleepwalk at the same time.

Para enlazar frases, se pueden usar conjunciones como **although** (aunque), **but** (pero) y **because** (porque).

#### although

Although I go to bed early, I don't sleep well.

#### but

I go to bed early, but I don't sleep well.

#### because

I go to bed early because I don't sleep well.

13 11 Une las siguientes frases utilizando **although**, **but** o **because**.

Example: He looked very relaxed. He was very excited.

Although he looked relaxed, he was very excited.

- 1 He ran faster and faster. He got more and more tired.
- 2 He couldn't get up. He was very ill.
- 3 She told him she loved him. He didn't believe her.
- 4 He often had nightmares. They didn't affect his everyday life.

12 Indica cuál es el término opuesto a cada una de las siguientes palabras del texto.

- 1 nervous 2 passive 3 slowly 4 longer 5 forget

## LANGUAGE STUDY



### 13 Pronunciation

**A** Escucha estas palabras y presta especial atención a la sílaba acentuada. Luego vuelve a escuchar y repite.

pronunciation  
competition  
introduction

intonation  
photographic  
understanding

**B** Ahora escucha estas palabras y señala cuál es la sílaba acentuada. Luego vuelve a escuchar y repite.

advertisement  
comfortable

vegetable  
difficulty

**C** Examina las frases siguientes. Intenta decirlas en voz alta, acentuando las sílabas que correspondan. Luego vuelve a escucharlas en la cinta y repítelas.

- 1 Jack had difficulty understanding pronunciation.
- 2 Andrew did the advertising for the photographic competition.
- 3 Belinda didn't feel comfortable cooking vegetables.
- 4 Write an introduction immediately about the difficulty of pronunciation and intonation.



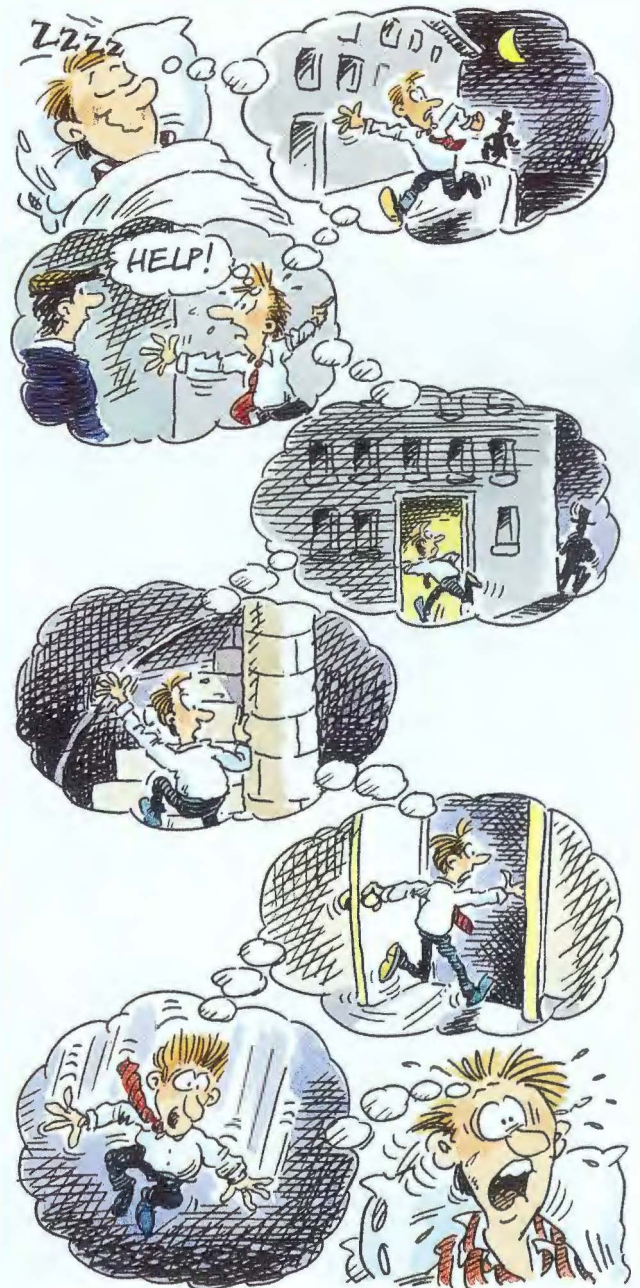
**14** De los seis temas con que suele soñar la gente, que figuran a continuación, ¿qué cinco se mencionan en la cinta? ¿De qué otro tema se habla en la grabación?



**15** Relaciona cada una de estas interpretaciones con los sueños de la lista anterior.

- 1 Things are happening in your life that worry you and you are out of control.
- 2 You are able to deal with events in your life. Whatever happens to you, you rise above it.
- 3 You are frightened of changing things in your life.
- 4 You don't feel secure and you feel exposed in your work or your relationship.
- 5 You want to escape from the problems of life.
- 6 You find it difficult to get through the daily problems of life.

**16** Invéntate un sueño basado en las siguientes ilustraciones y cuéntalo.



## CONSOLIDATION

1 Veamos algunas características del insomnio. Marca los aspectos que se mencionan en el artículo.

- 1 Insomnia affects a significant percentage of the population.
- 2 Insomniacs worry about not sleeping.
- 3 Some insomniacs have no trouble going to sleep but wake up in the middle of the night.
- 4 Insomniacs get tired during the day.
- 5 Insomnia stops people working effectively.
- 6 Insomniacs worry about their work at night.
- 7 Sleeping pills are not always very effective.
- 8 Sleeping pills cost the nation lots of money.
- 9 Sleeping pills can be dangerous.



## Can't sleep?

Insomnia, the inability to sleep at night, is a complaint which affects millions. Perhaps the worst thing about insomnia is that the less we sleep, the more we worry about it, which makes the problem worse. For some insomniacs, insomnia takes over their lives and they have to take naps during the day.

In Britain, one in seventeen people suffer badly from insomnia and five million sleeping pills are swallowed every night. Much of the cost is a tragic waste, since the pills often do not work and can be dangerous.

What is apparent from this is that while sleep is the most powerful organiser of our lives, millions have trouble doing it properly.

2 Termina tú el artículo dando consejos sobre lo que debe y no debe hacerse (**dos and don'ts**). Observa la lista siguiente y decide si es **do** o **don't**.

- Drink tea or coffee.
- Go to bed at a regular time.
- Eat a heavy meal just before you go to bed.
- Get up at a regular time.
- Relax in a hot bath.
- Take sleeping pills.
- Think relaxing thoughts.
- Sleep during the day.
- Go to bed hungry.
- Count sheep.
- Get up for ten minutes if you can't sleep.

**Do**

**Don't**

*Don't drink tea or coffee.*



**3** Responde a las siguientes preguntas que oirás en la cinta sobre tus hábitos de dormir.

**Interviewer** Do you have a regular time to go to bed during the week?

**You** .....

**Interviewer** And what about the weekends?

**You** .....

**Interviewer** How many hours' sleep do you usually need?

**You** .....

**Interviewer** Do you usually sleep well or badly?

**You** .....

**Interviewer** What keeps you awake?

**You** .....

**Interviewer** Do you get tired during the day?

**You** .....

**Interviewer** And when you are asleep, do you often have nightmares?

**You** .....

**4** Escucha el siguiente programa de radio sobre los hábitos de dormir del ser humano.

**A** Contesta las siguientes preguntas.

- 1 How do we know when it is time to sleep and to wake up?
- 2 Why do some creatures sleep longer than others?



**B** A continuación hay varias preguntas y respuestas sobre el programa radiofónico. Rellena los espacios en blanco con las palabras necesarias.

- 1 How long ..... in a room?  
Two weeks.
- 2 What ..... the room?  
There were no clocks and the lights were kept on.
- 3 ..... sleep?  
He slept and woke as normal.
- 4 How ..... when to sleep?  
Our bodies tell us when to sleep.
- 5 Why ..... sleep at different times?  
Because different animals need different amounts of sleep.
- 6 Why ..... sleep less than other animals?  
Because elephants need to spend most of their lives looking for food.

## SELF TEST

1 Completa las frases siguientes con la expresión correcta.

1 I must tell you about my dream. I ..... down this dark street.

a walked b was walking c am walking

2 Suddenly, I ..... footsteps behind me. Someone ..... me.

a heard b hear c was hearing  
d was following e followed f follows

3 I looked ..... for someone to help me, ..... I couldn't find anybody.

a desperately b desperation c desperate  
d so e and f but

4 I ran faster and faster and then I fell and cut . . . a me. b – c myself.

5 Then I woke up. What do you think it means? It ..... you are frightened of someone at work.

a perhaps means b could mean c will mean

2 Lee el párrafo y responde a las preguntas.

Frank Gamble is a very special person. He has not slept at all since he suffered serious head injuries in an accident twenty-two years ago. Researchers tested him by putting him in a darkened room with electrodes to see to what extent he was drowsy or slept. It is almost impossible for a sleepy person to lie down in a darkened room all night and not fall asleep. The recording

showed him relaxed but awake all night. He says he thinks most of the night, reflecting on happy events in his life which help him to relax mentally. How can we explain a case like Frank's? It seems likely that his accident damaged in some way the operation of his biological clock and his brain doesn't give the body the order to sleep.

1 Frank is special ..... he doesn't sleep.  
a because b and c but

2 He does not sleep . . .

a because an accident damaged his brain.  
b because he prefers to think about his life.  
c because he does not need to.

3 Researchers wanted . . .

a to find out why he didn't sleep.  
b to make him go to sleep.  
c to find out if he slept.

4 Frank found it . . .

a impossible to stay awake in the room.  
b difficult to sleep because of the equipment.  
c comfortable in the room.

5 Frank . . .

a gets terribly bored at night because he has nothing to do.  
b thinks about enjoyable things at night.  
c decides what he is going to do the next day.

3 Lee las cartas que han escrito dos lectores a una revista que trata del sueño y del mundo onírico. En este ejercicio, tú eres el experto asesor. Elige una de las cartas y escribe una breve contestación.

I have always been happy, active, popular, relaxed and friendly. I never had problems sleeping well – until last year. I lost my job and have not been able to find another one. I can't sleep. I don't want to go to bed at night, and then I don't want to get up in the morning. I'm desperate. Can you help?  
James

I have this recurring nightmare about people I work with. I always seem to do something wrong just at the moment when the boss walks into the room. I try to hide my mistake, but it's very clear. I don't know if he has seen the mistake or not. What does it mean?  
Ann

### TIPS

Note down the number of words you see in English that are the same or almost the same in Spanish. These are often international words like 'radio' and 'sofa'. Also, note word endings that are often the same, such as -able. They may be pronounced differently, but they will help you. Also, note down ends of words which are different in the two languages but which are constant, as in the end of the words 'sociology' (sociología), 'geography' (geografía). Organise your vocabulary book for all these different kinds of words.



### LEARNING TO LEARN

When I'm reading or listening, there are so many words that I don't know.

Read the Tips section in this unit! Try and guess words you are not sure of. Don't worry about making mistakes. Someone will tell you if they don't understand. This way your confidence will improve as you realise how often your guesses are correct. Languages have a logical system, and this is an effective way of trying out the system to your advantage.

# TALKING ABOUT YOURSELF

## OBJETIVOS

Dar información sobre uno mismo  
 Contrastar información  
 Escribir una carta sobre uno mismo

## A HOROSCOPES

### BEFORE YOU WATCH

#### 1 You will hear

- 1 My horoscope says, 'Be careful of Scorpio men'.
- 2 You have a lifetime to get to know all my dark secrets.
- 3 Although I'm quite extrovert, I'm really quite shy.
- 4 I was born on April the first. April Fool's Day!

#### 2 You will see



1 Rosie, can you help?



2 Do you know what your horoscope says?



3 You will love this.

### WHILE YOU WATCH

- 3 Responde a la pregunta que te hacen Vanessa y Robert.

In Valerie's opinion, is George the right man for Rosie?

### AFTER YOU WATCH

- 4 Lee el siguiente texto y rellena los espacios con las palabras y expresiones correspondientes.

Rosie's in love. Well, she thinks she's in love. Perhaps it's only **1)** ..... . Her man makes her feel like a new person. She feels **2)** ..... . Because she's in love, she can't see his bad qualities. She's **3)** ..... . When her friends tell her, she thinks they want her man. They are **4)** ..... of her. She thinks they might kill her and put something in her drink to **5)** ..... her.

a brand new    b jealous    c infatuation  
 d poison    e blind

- 5 Relaciona las palabras referentes al carácter (a-d) con la definición correspondiente (1-4).

- 1 He likes other people and talks a lot.
- 2 He tells jokes and makes people laugh.
- 3 He is nervous with people and doesn't talk much.
- 4 He's very careful not to hurt your feelings.

a sensitive    b embarrassed    c a clown    d extrovert

- 6 Marca los adjetivos que describen a Valerie, Rosie y George.

Valerie	Rosie	George
emotional	infatuated	insensitive
realistic	dreamy	shy
jealous	bored	arrogant
honest	careful	funny

### NOW YOU!

- 7 Completa las frases siguientes. Para la última, usa adjetivos de la lista de la actividad anterior.

I'm a/an . . . (Give your star sign)

I was born on . . . (Give your day and month of birth)

People say that I am . . . (Give three adjectives)

## READING

**8** Antes de leer el texto, contesta las siguientes preguntas.

Think of someone you know well and get on well with. What star sign are they? Describe their character. Think of three positive things and three negative things.

**9** Lee el texto prestando gran atención y luego contesta las siguientes preguntas.

- 1 What was Ellen doing when she met Arthur?
- 2 What star sign is Arthur?
- 3 Who does Ellen always argue with?
- 4 How does Arthur keep fit?
- 5 What does Arthur usually talk about?
- 6 What four things do we know about Ellen?

**10** Anota las palabras del texto que signifiquen lo contrario de las siguientes.

- |             |             |
|-------------|-------------|
| 1 shy       | 5 impatient |
| 2 lazy      | 6 boring    |
| 3 dishonest | 7 modest    |
| 4 wrong     | 8 stupid    |

**11** Judy, la ex-mujer de Arthur, no está de acuerdo con lo que opina Ellen de éste. Lee la descripción de Judy y completa el texto eligiendo entre las palabras que te proponemos. Luego escucha lo que dice en la cinta y comprueba tus respuestas. Elige cada respuesta de la siguiente lista.

- |                     |                   |
|---------------------|-------------------|
| boring/interesting  | lazy/hard-working |
| honest/dishonest    | right/wrong       |
| creative/uncreative | happy/unhappy     |

Ellen must be mad. I don't believe she's in love with Arthur. It's probably infatuation. He's definitely the 1) ..... person for her. I know she can't trust him. He's very 2) ..... and unreliable. He tells lies. He's 3) ..... and unpunctual. He gets up late. He's unhealthy. He doesn't jog around the park. He doesn't know where the park is. He says he can cook, but he can't. He's totally 4) ..... in the kitchen. He buys ready-made food in the supermarket and says he's cooked it himself. It's true that Arthur talks



### Love is blind

My name's Ellen. I'm in love. I think I'm in love with Arthur. In fact, I know I'm in love with Arthur. I met him in the supermarket at the cheese counter. We like the same food, you see. Although I've only known him a week, I know I'm in love. I think he's so wonderful. I just know that he's the right person for me. I'm Cancer and I've always got on with Leos. Aries men like me, but they're too possessive and we always argue. Pisces men are good company, but they phone you today and forget you tomorrow.

However, Arthur is different. I know I can trust him. He's honest and reliable. He's also a self-confident person, but he's never arrogant. He's very creative, too, especially in the kitchen. He's very professional and hard-working, but he still finds time to keep fit. He's always active and on the move. He amazes me. He says that he jogs around the park twice a day.

Arthur is so interesting. I know he talks about himself and his work a lot, but I can listen to him for hours. I think he's very clever, and he's so considerate, too. Although I'm sometimes late for our dates, he's very patient and never gets angry with me. He's a happy person. He's always laughing and joking. I believe I've never seen him in a bad mood.

a lot about his work. He's the most 5) ..... person I know. He's basically 6) ..... and I believe I've never seen him in a good mood.

**12** Rellena los espacios en blanco con palabras de la actividad 11.

- 1 A person who tells lies is a ..... person.
- 2 Michael is always late for appointments. He's very .....
- 3 Susan passed all her exams, got a very good university degree and now has a well-paid job. She certainly isn't .....
- 4 Jean is always making new meals in the kitchen. She's very .....

# LANGUAGE STUDY



## 13 Pronunciation

**A** Presta atención a la diferencia que hay entre el sonido breve /ʊ/ y el largo /u:/.

/ʊ/	pull	full	foot	cook
/u:/	pool	fool	food	cool

**B** Ahora coloca cada palabra en la columna correspondiente y luego escucha la cinta para comprobar si tus respuestas son correctas.

wool	good	stupid	push	tooth
would	Tuesday	suit		

/ʊ/	/u:/

### OPINIONES

Cuando se nos pide una opinión sobre algo y la pregunta empieza **Are you . . . ?** o **Do you think you are . . . ?** se puede responder afirmativamente diciendo **I think I am** o negativamente diciendo **I don't think I am**.

### ACUERDO Y DESACUERDO

Cuando se nos pregunta si estamos de acuerdo o no y la pregunta empieza **Do you . . . ?**, para responder afirmativamente hay que decir **(Yes,) I think so** y para responder negativamente **(No,) I don't think so**.



**14** Alison le está haciendo a Robert unas preguntas acerca de su personalidad. Escucha el diálogo e indica si Robert contesta de manera afirmativa o negativa, y cuál es la última pregunta que formula Alison.

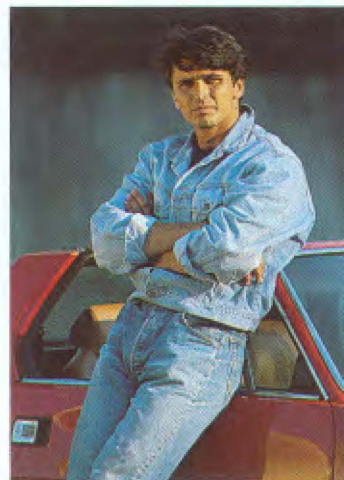
- 1 Are you easy to get on with?
- 2 Are you good at languages?
- 3 Are you creative?
- 4 Are you romantic?
- 5 Are you a jealous person?
- 6 .....

Yes	No

**15** Observa la foto y responde a las siguientes preguntas.

Example: Is he rich?  
I don't think he is. I think he is.

- |                                   |                        |
|-----------------------------------|------------------------|
| 1 Is he rich?                     | 3 Is he married?       |
| 2 Is he English?                  | 4 Does he look honest? |
| 5 Does he like expensive clothes? |                        |
| 6 Do you want to meet him?        |                        |



¿Qué diferencia hay en España? Escribe frases contrastando la información.

Examples: Although astrologers are popular in Britain, they aren't popular in Spain.  
In Britain, graphology is sometimes used in job applications. However, in Spain, it isn't.



**16** Ahora te toca a ti hacer las preguntas. Lee las respuestas de Juliet y escribe las preguntas que te parezcan más idóneas. Luego escucha la cinta y lee en voz alta las preguntas que hayas anotado.

- Juliet** Hello! I'm Juliet. You wanted to ask me some questions. What's your first question?  
**You** Well, my first question is 1) .....
- Juliet** I think I am.  
**You** 2) .....
- Juliet** No, I don't think so.  
**You** 3) .....
- Juliet** I don't think I am.  
**You** 4) .....
- Juliet** Yes, I think so.  
**You** My last question is 5) .....
- Juliet** I don't think so. Certainly not.

**17** Lee el siguiente texto sobre la Gran Bretaña y responde a las siguientes preguntas. Luego di si las afirmaciones son verdaderas o falsas en cuanto a España.

*In Britain today, not so many people go to church on Sunday, but everyone wants to find out about the future. For example, most newspapers publish horoscopes and lots of people read them. Many people visit astrologers. A lot of young people are interested in other ways of telling the future, such as the Tarot or the Chinese method of fortune telling, the I-Ching. If you go to a fairground, there is usually a fortune teller who can read your palm for you. Nowadays, people even choose you for jobs by analysing your handwriting. It's called graphology, and experts say it's science, not superstition. Some experts say that at the end of the century, there is always more interest in predicting the future. What do you think?*

- 1 Do most people go to church on Sunday?
- 2 Do newspapers publish horoscopes?
- 3 Are astrologers popular?
- 4 Do people consult the Tarot and the I-Ching?
- 5 Where would you expect to find a fortune teller?
- 6 Is graphology used a lot in job applications?
- 7 Why do experts say we are interested in fortune telling?

## CONTRASTES

Para conectar dos ideas contrapuestas se usan los términos **although** (aunque), **however** (sin embargo) o **but** (pero).

**Idea 1**

Your finances will improve,

Rosie only met George a week ago,

Jean is very easy going.

**Idea 2**

*although* you are going to have a difficult month.

*but* she knows she's in love.

*However*, she can be firm when she wants to.

Observa que **although** puede colocarse delante de las dos ideas y también entre ambas.

**Although** you are going to have a difficult month, your finances will improve.

En cuanto a **but** y **however**, se colocan entre las dos ideas, no delante de ellas.



**18** Escucha la cinta y luego rellena los espacios en blanco del siguiente horóscopo.

This is your horoscope for the week beginning 1st August. **1)** ..... you get on well with Scorpios, you must be careful of them. They may have a dark secret that could cause you problems. Someone you know makes you feel brand new. **2)** ..... , remember that everything looks different when you are in love. A friend is trying to help you, **3)** ..... you think they are jealous of your good news. This week you will feel creative and happy, **4)** ..... a misunderstanding will put you in a bad mood.

Is this Valerie's, Rosie's or George's horoscope?

**13** **19** Utilizando la palabra entre paréntesis, une las siguientes ideas.

- 1** I don't believe in astrology – I always read my horoscope. (*although*)
- 2** I don't think I'm a superstitious person – I never travel on Friday 13th. (*but*)
- 3** I believe black cats are lucky – at home I have one white cat and one brown cat. (*however*)
- 4** Normally I never walk under a ladder – I did this morning because I was with my business associates. (*but*)



**20** Completa la entrevista sobre supersticiones que se le hace a David. Emplea las frases que verás a continuación. Luego escucha la cinta para comprobar si tus respuestas son correctas. Vuelve a escuchar la cinta y da tus propias respuestas a las preguntas.

- a** Yes, it's a penknife. I take it everywhere with me.
- b** Seven.
- c** No, not at all.
- d** This morning.
- e** No, I don't believe in any of them.
- f** Yes, it's green. I always wear green socks.

**Interviewer** Are you a superstitious person?

**David** **1)** .....

**Interviewer** Do you believe in astrology, palm reading or card reading?

**David** **2)** .....

**Interviewer** What's your lucky number?

**David** **3)** .....

**Interviewer** I see. Have you got a lucky colour?

**David** **4)** .....

**Interviewer** And have you got a lucky object that you take with you on special occasions?

**David** **5)** .....

**Interviewer** When was the last time you read your horoscope?

**David** **6)** .....

**Interviewer** Thank you very much for your help with this superstition survey.



**21** Con las indicaciones que verás a continuación redacta el tipo de horóscopo que te gustaría leer mañana (para ti o para un conocido).

You must be careful of ..... . They may ..... . In your place of work, someone you know will make you feel ..... . You are a very ..... person. However, you are also ..... . In the morning, you will feel a bit bored, but ..... . In financial matters, do not ..... , although ..... . You think ..... . However, this is not true. You will feel ..... , but in the evening ..... .

# B ALL ABOUT YOU

## BEFORE YOU WATCH

1 Responde a las siguientes preguntas.

- 1 What are the positive aspects of your character?
- 2 What are the negative aspects?

## 2 Don't make me laugh!

Tú, ¿qué opinas?

- What do you think boring people talk about?
- What do you think interesting people talk about?
- Do you think drinking whisky can become a habit?
- Why do you think people sometimes drink too much?
- When do you think they usually drink?

### IN THE STARS

What's happening in the stars tonight?  
 (Is Venus joined with 1) ..... tonight?  
 I know it's superstitious,  
 But, baby, you're 2) ..... tonight.

What's happening in Aquarius tonight?  
 Will I meet a 3) ..... tonight?  
 They say that love is blind,  
 But, baby, I don't 4) ..... tonight.

What's happening out in 5) ..... tonight?  
 Will I meet a man from 6) ..... tonight?  
 This romantic situation  
 May lead to 7) ..... tonight.

## 3 The ad spot

Relaciona los adjetivos con las ilustraciones correspondientes.

- a sad b strong c firm d impolite e unkind



## 4 Song time

Rellena los espacios en blanco de la canción **In the Stars** con las palabras que hay a continuación. Comprueba tus respuestas al ver el programa.

- Leo Sagittarius Mars infatuation  
 delicious Rio mind

## AFTER YOU WATCH

## 5 The ad spot

Indica cómo habría contestado el hombre del anuncio las siguientes preguntas.

	I think so	I don't think so
1 Although you are a nice person, are you really quite shy?		
2 Although you are a kind person, can you be firm when you want to?		
3 Are you a weakling, someone with no friends?		

6 Indica cuál es la respuesta correcta.

- 1 a Danny is so interesting that other people like to talk to him.  
 b Danny is so interesting that he likes to talk to himself.

- 2 a Danny doesn't think drinking can become a habit.  
 b Danny thinks drinking can become a habit.
- 3 a Danny drinks because he has a problem.  
 b Danny drinks because he's with someone or he's alone.

## NOW YOU!

7 ¿Qué es lo que influye en tu carácter? Indica qué persona, objeto o actividad necesitas para . . .

- feel happy?
- become active and energetic?
- arrive on time?
- become a good, careful listener?

Escribe frases como ésta.

I need (X) to make me feel happy.

## READING

**8** Antes de leer el texto piensa en tres personas que tengan aptitud de líder. ¿Cuál es la clave de su éxito? Indica dos cualidades que caractericen a cada uno. Piensa en tres líderes del pasado, y señala si los tres tienen las mismas cualidades.

Consulta el significado de las siguientes palabras en el diccionario. Luego lee el resumen sobre las características que hay que tener para ser líder.

successful    achieve goals

**9** ¿En qué párrafo se menciona cada una de estas ideas?

- A Situational leadership
- B Examples of good leaders
- C Major leadership qualities
- D Characteristics of the 'great man'
- E The right mixture of skills

**10** Indica cuál de las dos frases significa lo mismo que la expresión en cursiva.

- 1 ... characteristics which *distinguish them from their followers*.
  - a make them seem honest
  - b show that they are different
- 2 Perhaps they are courageous and *inspire loyalty*.
  - a have a quality that makes people want to be loyal to them
  - b shows that they are true and patriotic
- 3 But *this approach is too restrictive*.
  - a This method of approach has limitations.
  - b This opinion is wrong.

**11** Lee de nuevo el texto, e indica si las siguientes afirmaciones son verdaderas o falsas.

- 1 Mrs Thatcher is the best politician in modern times.
- 2 Good leaders have three main theories.
- 3 Churchill was a successful leader in wartime.
- 4 All leaders have charisma.
- 5 Many leaders have a dream, but they don't attract followers.



## CAN YOU BE A LEADER?

- 1** What are the characteristics of a good leader? Most people agree that Margaret Thatcher is the best example in modern times, although they probably disliked her ideas. But what do you think about John Major? Is he a good leader? Academics have three main theories about the qualities of a good leader.
- 2** The 'great man' school has identified some successful people and then found characteristics which distinguish them from their followers. Perhaps they are brave and inspire people to follow them.
- 3** The 'situational leadership' school says that a good leader is specific to the time or the circumstances. So Churchill was the right man in wartime, but he was unsuccessful in peace time.
- 4** The third school says that great leaders are people who have the right mixture of skills – perhaps imagination and determination – to change circumstances and achieve their goals.
- 5** People who agree with these theories often conclude that leaders have one or two major qualities, such as vision or charisma. But this is too restrictive. Some leaders haven't got much charisma, but that does not seem to be important. Also there are many people with a vision (or a dream) that is impractical, or unobtainable and so they inspire no one to follow them.

Adapted from *Can you be a leader?* by Professor Adrian Furnham in the *Daily Mail*

**12** Busca las palabras de la columna A en el texto y subráyalas. Luego relacionalas con las palabras de la columna B que tengan un significado parecido.

- | A                | B                                         |
|------------------|-------------------------------------------|
| 1 vision         | a something that you cannot have or reach |
| 2 goals          | b the ability to see the future           |
| 3 has identified | c not practical                           |
| 4 impractical    | d has seen something and given it a name  |
| 5 unobtainable   | e objectives, aims                        |

**13** Estudia la siguiente lista de palabras y expresiones y busca en el diccionario las que no entiendas. Elige cinco características que te definan, y luego consulta la clave para saber si tienes cualidades de líder.

hard-working    efficient    honest    have vision  
 considerate    self-confident    sensitive    shy  
 inspire people to follow you    intelligent    extrovert  
 superstitious

¿Se te ocurren otras cualidades?



## LANGUAGE STUDY



### 14 Pronunciation

**A** Escucha y repite la pronunciación de los siguientes grupos de palabras.

- |                          |                     |
|--------------------------|---------------------|
| <b>1 a</b> an ice house  | <b>2 a</b> I scream |
| <b>b</b> a nice house    | <b>b</b> ice-cream  |
| <b>3 a</b> my ears       | <b>4 a</b> too wide |
| <b>b</b> my years        | <b>b</b> two-eyed   |
| <b>5 a</b> horrible eyes | <b>6 a</b> big love |
| <b>b</b> horrible lies   | <b>b</b> big glove  |

**B** Ahora escucha la cinta y señala qué grupo de palabras estás oyendo.

**15** Señala cuáles de las siguientes palabras y expresiones se refieren a aspectos negativos de la personalidad, y cuáles a aspectos positivos.

a good sense of humour    quite friendly    lazy  
 a little foolish    very sociable    stubborn  
 reliable    self-confident    very moody  
 a good listener    creative    always late  
 insensitive    patient    rather suspicious  
 a bit possessive



**16** Ahora escucha lo que dicen sobre sí mismos Mark, George, Tony, Karen y Adrian. Numera cada opinión siguiendo el orden en que la escuches.

- a** Mark: People think I'm friendly and sociable, but I can be a bit moody.  
**b** George: Although I'm quite extrovert, I'm really quite shy.  
**c** Tony: I'm friendly with a good sense of humour, but I'm a bit lazy.  
**d** Karen: I've got a good sense of humour, but my one fault is that I'm always late.  
**e** Adrian: I'm a good listener and I'm patient, but I can be rather stubborn.

**17** Utilizando las siguientes sugerencias, escribe descripciones como las de la actividad 16.

- self-confident/with/sense/humour/bit/stubborn.
- although/quite/ambitious/really/rather/lazy.
- people think/serious/hard-working/can be/quite/unreliable.
- quite/extrovert/sociable/one fault/a bit possessive.

### PREFIJOS

En inglés se usan con frecuencia los prefijos **in-** y **un-** para negar o contradecir el significado de una palabra. Otro prefijo semejante, aunque de uso menos frecuente, es **dis-**.

unsociable = not sociable  
 incorrect = not correct  
 dishonest = not honest

No hay ninguna regla para determinar el tipo de prefijo que debe preceder a una palabra. No obstante, **un-** se usa con adjetivos y verbos, pero no con sustantivos, y el prefijo **in-** cambia delante de determinadas letras.

in + p = imp    in + polite = impolite  
 in + m = imm    in + modest = immodest

**6 18** Indica el prefijo que corresponde a cada una de las siguientes palabras (**in-**, **im-**, **dis-** o **un-**).

.....healthy    .....expensive    ..... obedient    .....active  
 .....practical    .....honest    .....married    .....efficient  
 .....lucky    .....possible    .....patient    .....courteous

**6 19** Tu antiguo jefe te ha dado una carta de recomendación. Lamentablemente, se trata de una carta que sólo habla de aspectos muy negativos sobre tu persona. Redáctala de manera que sea totalmente favorable.

Mr/Ms ..... is extremely unprofessional and inefficient. He/She is inconsiderate and unkind towards other members of the company. In my experience, he/she is also unreliable and unpunctual. In his/her attitude towards work, he/she is unambitious, uncreative and impractical. He/She has been very unhappy with our company, and we feel we are lucky to lose him/her.

**20** Describe en 50 palabras a tu líder predilecto (político, profesor, personalidad). Indica qué cualidades tiene. Empieza del siguiente modo.

I think ..... is a good leader. I think he/she is .....  
 I think he/she has .....

**21** Graba una descripción de ti mismo para tu nuevo jefe. Emplea las preguntas siguientes como guía.

What are your good points?    What are you bad at?  
 What are your bad points?    What do you like?  
 What are you good at?    What do you dislike?

# CONSOLIDATION



**1** Observa las fotos de estas cuatro célebres mujeres. En la cinta se hablará de la personalidad de tres de ellas. Relaciona tres de las fotos con el comentario correspondiente.



**2** Lee las características de cuatro de los signos del Zodíaco y asegúrate de que conoces lo que significa cada palabra.

**LEO**

*Positive traits*  
reliable  
loving  
kind

*Negative traits*  
arrogant  
stubborn  
possessive



**TAURUS**

*Positive traits*  
creative  
reliable  
talented

*Negative traits*  
inefficient  
stubborn  
possessive



**PISCES**

*Positive traits*  
considerate  
artistic  
imaginative

*Negative traits*  
impatient  
over-sensitive  
living in the past



**LIBRA**

*Positive traits*  
clever  
charming  
elegant

*Negative traits*  
unemotional  
possessive  
manipulative



**3** Ahora lee estos cuatro horóscopos y relaciona cada uno con el signo correspondiente de la actividad 2.

When you think of a different time or place you feel impatient. You can't enjoy yourself now. You have a good imagination. Try and find a different way of looking at the world. You must look forward to the future and not live in the past.

You are usually kind to other people. At the moment you are rather stubborn and angry. Be careful. You could be unlucky in your personal life and also in money. You must change your attitude, be more relaxed and patient.

Be careful. Don't argue or fight. Don't be angry or possessive. You are worried about money. Stop worrying and be yourself. You're a clever person. Use your intelligence. Your relationship with other people will improve but you mustn't manipulate them.

Sometimes people must stop what they are doing and start again. You must be organised and efficient. When you are ready you will be free to start new projects. Your new plans will improve your life and creative work this year.

**4** Nigel Best quiere cambiar de trabajo. Lee los dos anuncios que hay a continuación, así como el extracto de la carta que ha escrito Nigel solicitando el empleo. ¿A cuál de los dos anuncios escribe?

**A**

**Engineering Administrator**

Strand Incorporated have a vacancy for an Engineering Administrator who will take responsibility for the maintenance and operation of all our technical equipment. Applicants must have knowledge of audio and video recording systems. They must be able to work as part of a small team of technicians to solve technical problems. The successful candidate will be computer literate, will be good with numbers, have an excellent memory and will be highly organised. They must also be able to work under pressure and have good telephone skills.

Write to: The Human Resources Manager, Strand Incorporated, 1 Mill Road, Chelmsford, Essex.

*I am computer literate and I have a diploma in mathematics. I am also efficient and organised. Although I enjoy working as part of a team, I am good at working on my own. I believe I am hard-working. I can work under pressure and I have good telephone skills. I've also got a good sense of humour . . .*



**5** Un grafólogo ha analizado la caligrafía de Nigel. Entre paréntesis se indican dos opciones sobre cada aspecto de su personalidad. Primero, señala con cuál de las dos opciones estás de acuerdo. Luego, escucha el informe del grafólogo que hay en la cinta. Subraya las opciones que difieran de las que has indicado tú.

The applicant's handwriting shows a mixture of light and heavy pressure. This suggests that they (work efficiently/ do not work efficiently) under pressure. Their writing also shows that they are (hard-working and reliable/easy going and a little unrealistic). They are (unhappy/happy) if they have to work on too many projects at the same time. They are (able/unable) to solve many problems alone. There are large lower loops in their handwriting which indicate that they possess (a very creative and artistic/a rather serious and organised) mind. They are (impractical/practical), and this makes it (easy/difficult) for them to make decisions quickly. There is evidence in their writing that they (have a good memory/do not have a good memory). Although the candidate is (bad/good) at talking to people face-to-face, they are very (efficient/careful) on the phone.

**B**

**METROPOLITAN POLICE**

When you are a Metropolitan Police Officer, you bring all your experience to the job. You use what you have learned in life to give an effective, sensitive service to the local community. You probably already have many of the qualifications that you need for a successful career in the police.

You are a responsible person and you communicate effectively with all kinds of people. You can solve problems and take decisions quickly. You probably already take part in the community through voluntary work or sport. These qualities will make you a valuable member of our team. Of course, you are also physically fit and have good educational qualifications. You are mature and sensitive to the needs of London's multi-cultural, multi-racial community. Phone us now on 402 3330.



**6** Cuando Nigel acudió a la entrevista, éstas fueron las preguntas que le hizo el entrevistador. Responde a las preguntas con la información que aparece en la solicitud que presentó Nigel y en el informe del grafólogo. Luego escucha las preguntas en la cinta y da tus respuestas.

- Interviewer** This job has a lot of pressure. How do you work under pressure?
- Nigel** 1) .....
- Interviewer** What happens when you have a lot of projects to do at the same time?
- Nigel** 2) .....
- Interviewer** What are your positive characteristics?
- Nigel** 3) .....
- Interviewer** Is it easy for you to make decisions quickly?
- Nigel** 4) .....
- Interviewer** Are you better in face-to-face conversation or on the telephone?
- Nigel** 5) .....

**7** Escribe una carta breve para solicitar el segundo empleo anunciado en la actividad 4. Habla de tu personalidad y de tu capacidad profesional. Básate en la carta de Nigel.

## SELF TEST

- 1** Indica cuál es la opción correcta.
- 1** ¿Qué prefijo indica lo opuesto de **patient**?  
a un- b in- c im-
- 2** ¿Qué palabra consta del mismo sonido que la sílaba subrayada en la palabra **football**?  
a news b good c thought
- 3** ¿Qué palabra falta?  
Rosa doesn't like Martin talking to other women. She's very .....  
a generous b arrogant c jealous
- 4** Elige la respuesta adecuada.  
Do you like Rosie?  
a I think. b I think so. c I don't think.
- 5** Completa la frase con la expresión más idónea.  
Although I've got a good sense of humour, ...  
a and I'm always laughing and joking.  
b I sometimes get into a bad mood.  
c but I'm unhappy.



**2** Frank Wright llama a **Astroline** para enterarse de su horóscopo. Lee la información sobre Frank y luego escucha al astrólogo.

**Name:** Frank Wright

**Age:** 33

**Marital status:** married

**Occupation:** Marketing  
Manager



- 1** What star sign is Frank?  
a Leo b Aquarius c Scorpio
- 2** How will Frank feel this week?  
a difficult b friendly c unhappy
- 3** Which sentence is correct?  
a Frank is right and the other person is wrong.  
b Frank is wrong and the other person is correct.  
c The other person thinks they are wrong.
- 4** What advice does the *Astroline* astrologer give Frank?  
a He must be professional and arrogant.  
b He can be stubborn and make mistakes.  
c He should work hard and be careful.
- 5** What advice does *Astroline* give Frank about relationships?  
a He should go on holiday with his new partner.  
b He should be careful of Scorpios.  
c He should look for another partner – probably a Leo.

**3** Imagínate que has solicitado un puesto de trabajo y que te está entrevistando la psicóloga de la empresa. Responde a sus preguntas.

How do other people see you?

How do you want them to see you?

How do you see yourself? Can you describe the positive characteristics of your personality?

How do you feel right now?

Now, I want you to imagine that you are sitting on a beach with someone you like very much next to you. The sun is shining. It's warm. You can hear the gentle sound of the water. Describe how you feel.

### TIPS

Find an English-speaking penpal who wants to improve their Spanish. Write to them in Spanish, but ask them to reply in English. That way you get to improve your English reading comprehension and they practise their reading in Spanish.

Miss K. Davies  
23, Nightingale Lane  
Walkam  
RW9 7RB  
ENGLAND



### LEARNING TO LEARN

My teacher thinks it's a good idea to study English every day, but I either forget or I don't feel like it. What should I do?

You need a study partner. Find another student who will phone you every day and remind you to revise your English or to prepare for your next lesson. Do the same for them, and remember that it's better to study for half an hour each day than not at all.

## 6 MUSIC IN OUR LIVES

## OBJETIVOS

Hablar de las diferencias de edad, actitud y manera de ser  
Expresar obligación y permiso  
Hablar de las costumbres del pasado y del presente  
Entender la información específica de un texto



## THE MUSIC OF LOVE

## BEFORE YOU WATCH

## 1 You will hear

- 1 Shall I put on some music?
- 2 This is the kind of music I like.
- 3 I like music that's not too loud.
- 4 I like this, but I prefer classical music.

## 2 You will see

- 2 George and I had an argument.



1 I hate folk music.

3 Two tickets to a concert – in three days' time.



4 No, I don't like classical music very much.



- 5 But they've been dead for so long.



## AFTER YOU WATCH

- 4 ¿Verdadero o falso? Corrige las afirmaciones que sean falsas.

- 1 George likes rock music.
- 2 Rosie prefers jazz and folk music.
- 3 Bernard hates classical music.
- 4 Valerie doesn't mind classical music on the radio.
- 5 James doesn't like classical music.

- 5 Indica qué tipo de música le gusta a cada uno. Relaciona el comienzo de la frase con el final correspondiente.

- |                                               |                           |
|-----------------------------------------------|---------------------------|
| 1 Bernard likes Mozart                        | a that's soft and gentle. |
| 2 George likes music                          | b because they're boring. |
| 3 James doesn't like classical music concerts | c that's very loud.       |
| 4 Rosie likes music                           | d because it's classical. |

## NOW YOU!

- 6 Observa la lista de los distintos estilos musicales. Ordénalos según tu interés.

classical traditional jazz folk  
rock pop country and western  
heavy metal chamber soul latin  
blues film opera flamenco reggae

## WHILE YOU WATCH

- 3 Responde a las preguntas que te hacen Vanessa y Robert.

- 1 Why doesn't Valerie want to go to the concert?
- 2 What kind of music does James like?

## READING

**7** A los nuevos vecinos de Sarah les encanta la música. Además cualquier estilo de música vale y, sobre todo, si es a todo volumen.

- 1 Lee rápidamente la carta que hay a continuación y enumera los distintos tipos de música que menciona Sarah.
- 2 Indica el tipo de música que le gusta a cada uno de los vecinos (a la madre, al padre y a los niños).
- 3 Indica qué tipo de música le gusta/le da igual/detesta Sarah.

Dear Fred,  
I have to tell someone so I'll tell you. I'm going out of my mind. This new family that's moved in next door. The loud music starts at breakfast time; Capitol Radio with all those awful disc jockeys talking over pop records. I can hear it through the wall. Then Dad goes to work and the teenage kids go to college. Mum stays at home with the radio on all day; a bit of jazz, a bit of pop, even a bit of classical. Now this isn't bad. But then Dad and the kids come home and the serious part of the day begins. Dad, like me, is an opera fan, but it seems he has invited the entire Covent Garden Opera company into his front room along with Plácido Domingo. Can you imagine? Wagner at full volume before dinner! Anyway, while Plácido is shouting at me through the dining-room wall, I decide I want something a little more relaxing, so I move into the front room. Some nice, gentle folk music is the kind of music I like. What do I get? Heavy metal and screaming guitars crashing through the wall. Axl Rose smashing his way into my front room. The kids can't hear Dad's music from the next room, and Dad can't hear theirs. The perfect situation. Except that I can hear both of them and I have an examination next week. So I went round to see them, expecting to meet Axl and Plácido in the flesh, and I said, 'A bit of peace and quiet is what I need. Could you turn it down a bit please?' They looked at me — Mum, Dad, the two kids. 'Turn what down?' they said . . .

**8** Indica si las siguientes afirmaciones son verdaderas o falsas.

- 1 She is desperate to talk to someone about this.
- 2 Mum listens to the same programme every day.
- 3 Sarah doesn't like Wagner's music.

**9** Indica qué palabras o expresiones del texto significan lo mismo que las siguientes.

- |                          |                                         |
|--------------------------|-----------------------------------------|
| 1 insane/mad             | 4 someone who is very keen on something |
| 2 terrible               | 5 maximum noise                         |
| 3 aged between 13 and 19 |                                         |



**4** The music is so loud, it seems as though the orchestra is in the front room.

**5** She moves to the front room to get away from the loud music.

**6** She puts some folk music on the hi-fi.

**7** She is worried about her examination.

**8** The kids can't hear the opera.

**9** She likes opera and heavy metal, but not at the same time.

## LANGUAGE STUDY



## 10 Pronunciation

**A** El sonido *schwa* (/ə/) es una forma débil y aparece en sílabas no acentuadas. Señala cuáles de las siguientes palabras tienen dicho sonido y en qué sílabas se encuentra. Comprueba con la cinta si tus respuestas son correctas.

London banana window camera mother car  
today library bus again fruit motor

**B** Ahora haz lo mismo con el sonido /ɜ:/ como en **bird**. Escucha la cinta.

bird further nearer shirt skirt food word  
bored first person good need

**C** Escucha la cinta y repite estas frases.

Mother heard father turn the bird.  
The word on the shirt is understandable.

- En inglés se dice **this Friday** si el viernes está dentro de la semana en curso. Si se trata del viernes de la semana que viene, entonces hay que decir **next Friday**.
- Si algo sucede todos los martes, se dice **on Tuesdays** o **every Tuesday**.
- Si hoy es martes y queremos hablar del próximo martes, podemos decir **a week today**.
- Si hoy es domingo y queremos referirnos no al próximo martes sino al siguiente, puede decirse **a week on Tuesday**.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 a week last Monday	2 a week last Tuesday	3 a week last Wednesday	4 last Thursday	5 last Friday	6 last Saturday	7 last Sunday
8 last Monday	9 the day before yesterday	10 yesterday	11 TODAY	12 tomorrow	13 the day after tomorrow	14 this Sunday
15 next Monday	16 next Tuesday	17 next Wednesday	18 a week today	19 a week tomorrow	20 a week on Saturday	21 a week on Sunday
22 a week on Monday	23 a week on Tuesday	24 a week on Wednesday	25 two weeks today	26	27	28

**11** Estudia el anuncio de **The Bandstand Music Venue**. Hoy es domingo 14 de junio. Contesta las siguientes preguntas sin usar fechas.

Example: When are the *Metal Pigs* appearing?  
A week on Tuesday.

- 1 When can you see a one-man band on Blues night?
- 2 When are *Take Me For A Ride* appearing?
- 3 When can you see two heavy-metal bands on the same night?
- 4 When is the last chance you'll have to see *The Traders*?



**12** James y Louise están planeando los conciertos que van a ver en **The Bandstand Music Venue**. Escucha y contesta las siguientes preguntas.

- 1 Tick the names of the performers they mention.
- 2 Why doesn't Louise want to see *The Traders*?
- 3 Why can't Louise go in two weeks' time?
- 4 Louise thinks they will be on again. Why?
- 5 Why didn't James like the *River Cats*?
- 6 Which kind of music all sounds the same to Louise?
- 7 James doesn't mind folk music, but he prefers something else. What?

## Summer at THE BANDSTAND MUSIC VENUE June

Monday: blues

Tuesday: heavy metal

Wednesday: soul

Thursday: singers' night

Friday: folk

Saturday/Sunday: pop/rock

All performances start at 8 p.m.

### Monday 1

• *Blues Revival*

### Monday 8

• *I Woke Up One Morning*

### Monday 15

• *Magic Dan One-Man Band*

### Monday 22

• *Mississippi Mike King*

### Tuesday 2

• *River Cats*  
• *Suspicious*

### Tuesday 9

• *Bad Smell*

### Tuesday 16

• *Kosmix*  
• *Dead Bikers*

### Tuesday 23

• *Metal Pigs*

### Wednesday 3

• *Funk City*  
• *The Whispers*

### Wednesday 10

• *Soul Magic with Barry Black*

### Wednesday 17

• *Wanda Winter's Soul Show*

### Wednesday 24

• *Soul Factory*

### Thursday 4

• *Plain Shane*  
• *Soosan Smeech*

### Thursday 11

• *Freddie Page and the Books*

### Thursday 18

• *Starvin' Marvin*

### Thursday 25

• *Nick Grimes*  
• *Sylvie Gold*

### Friday 5

• *The Yokel Folk with Mary Round*

### Friday 12

• *Rory O'Docherty*

### Friday 19

• *Trio Brothers*

### Friday 26

• *Frank Rickets*

### Saturday 6

• *Take Me For A Ride*

### Saturday 13

• *The Traders*

### Saturday 20

• *Wet Jelly*

### Saturday 27

• *Take Me For A Ride*

### Sunday 7

• *Lions and Tigers*

### Sunday 14

• *The Traders*

### Sunday 21

• *Wet Jelly*

### Sunday 28

• *The Traders*

**13** Observa de nuevo el calendario de actuaciones de la página anterior. Deduce en qué día se dirían estas frases a partir de la información siguiente.

Example: I'm going to see my favourite soul band this Wednesday. I've just seen a very good blues singer. I'm sorry I missed *Magic Dan* yesterday. Today is Tuesday 16th.

- I saw them two weeks ago, and they're on again next Saturday. I only come here on a Saturday. I've just seen a terrible group. I can't even remember their name.
- Wow! Two heavy-metal bands on one night. There are another two on the week after next.
- I've just seen my favourite group. They're on again tomorrow and two weeks tomorrow.

**14** Clasifica las siguientes palabras.

voice guitarist vocalist orchestra band trio clarinet piano group violin saxophonist brass quartet strings percussion drummer singer

group of musicians	instrument	musician	type of instrument
orchestra	piano	guitarist	strings

Ahora asocia al músico con el instrumento que toca.

Example: guitarist – guitar

**What** y **that** son pronombres relativos, pero no son intercambiables. **That** significa *que*, mientras que **what** significa *lo que*.

Tell me **what** you want. Dime lo que quieras.  
I don't like stories **that** are very long.  
No me gustan los cuentos que son muy largos.

**14** **15** Completa las frases con **what** o **that**.

- Music while I cook is ..... I like.
- I prefer music ..... has a nice tune.
- I like music ..... I can dance to.
- Dance music is ..... I like.
- Traditional jazz is ..... I prefer.
- I prefer the jazz ..... Louis Armstrong played.



**16** A continuación verás distintos estilos musicales que se han agrupado por parejas. Indica tus preferencias respecto a cada par.

Examples: I like jazz, but I prefer blues.  
I don't like jazz or blues.  
I like them both the same.  
I don't mind heavy metal, but I hate blues.

- |               |                                    |
|---------------|------------------------------------|
| 1 jazz/blues  | 4 orchestral/chamber               |
| 2 folk/dance  | 5 classical guitar/flamenco guitar |
| 3 soul/reggae | 6 rock/heavy metal                 |



**17** Escucha la cinta y responde a las siguientes preguntas.

- Interviewer** What kind of music do you like?  
**You** .....
- Interviewer** Do you buy records to play at home?  
**You** .....
- Interviewer** What kind of music do other members of your family like?  
**You** .....
- Interviewer** Do you like their kind of music?  
**You** .....
- Interviewer** Do they like your kind of music?  
**You** .....
- Interviewer** Why?  
**You** .....
- Interviewer** Do you go to music concerts?  
**You** .....
- Interviewer** What was the last concert you saw?  
**You** .....

**18** Escribe un párrafo sobre un espectáculo musical que hayas visto. Utiliza las siguientes expresiones.

I like ..... so I went to see ..... at the ..... . I thought the music was ..... . I liked the ..... because ..... . I didn't like the ..... because ..... .



**B**

# MY KIND OF MUSIC

## BEFORE YOU WATCH

**1** Describe lo que sientes cuando escuchas los siguientes tipos de música.

pop rock folk blues classical

sad glad happy excited bored  
good interested emotional angry

Example: Blues makes me feel sad.

## 2 The ad spot

Escribe frases como la del ejemplo, usando las siguientes palabras en la forma correcta.

bored excited interested relaxed  
good bad brilliant terrible

Example: Pop music's boring.  
I'm bored when I hear it.



## 3 Song time

¿Qué palabras riman? Completa la canción rellenando los espacios en blanco con las palabras correspondientes. Luego comprueba tus respuestas al ver el programa.

Feel 1) .....

Feel 2) .....

Feel 3) .....

I want 4) .....

*There is a kind of music that  
makes me think of you,  
There's a kind of music that  
brings me close to you,  
There is a kind of song that lets  
me see what's right, what's 5) .....,  
So won't you sing my kind of music,  
sing it all night 6) .....*

blue long bad sad wrong you

## 4 Don't make me laugh!

What are the advantages of seeing music live at a concert?

What are the advantages of listening to music on a record?

Examples: You can see the musicians at a concert.  
You can hear the instruments better on a record.

## AFTER YOU WATCH

### 5 The ad spot

Según el anuncio, indica cuáles de las siguientes afirmaciones son correctas y cuáles incorrectas.

- 1 He would like to listen to folk music for a long time.
- 2 The problem with classical music is that it's boring.
- 3 Rock music is normally too loud.
- 4 His new record combines different kinds of music.

### 6 Don't make me laugh!

Algunas de las siguientes afirmaciones son correctas; pero otras no se mencionan en los chistes de Danny. Indica cuáles.

- 1 Danny and his wife went to the opera.
- 2 His wife likes opera.
- 3 His wife didn't like the singer.
- 4 She clapped to stop herself falling asleep.
- 5 His wife sings opera.

## NOW YOU!

**7** Escribe un párrafo corto sobre la música de tu región. Habla de los lugares donde se interpreta, de los instrumentos característicos y de la frecuencia con que se escucha este tipo de música. Indica también si hay algún baile típico.



## READING

**8** Antes de leer el texto siguiente, responde a estas preguntas.

- |                                                                                                                                                                               |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b> Can you think of any annual festivals of music around the world? Make a list.</p> <p><b>2</b> Do you have any annual festivals of music in or near your town?</p> | <p><b>3</b> What time of the year does it take place?</p> <p><b>4</b> How long does it last?</p> <p><b>5</b> What kind of music is played?</p> <p><b>6</b> Is the festival popular?</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**9** Lee el texto que hay a continuación. ¿A qué se refieren los números subrayados?

Example: 100 (line 1) The Promenade concerts began 100 years ago.

The 100th season of Henry Wood Promenade concerts has begun at the Royal Albert Hall in London: eight weeks of nightly concerts, sometimes two a night – sixty-eight in all. Thirty-five orchestras take part, with the Berlin Philharmonic, the Cleveland, and the Dresden Staatskapelle among the guests this year. Every concert is carried through the country by Radio 3.

The programmes include big premieres (Peter Maxwell-Davies's Fifth Symphony, John Tavener's The Apocalypse), British

premieres (Alexander Goehr's Colossos or Panic), and Prom premieres (Mark-Anthony Turnage's Drowned Out, George Benjamin's Sudden Time). And also, to mark the centenary, Beethoven's nine symphonies and at least three of Brahms's four.

A large part of the celebratory centenary season is built around compositions that received their first, or first British, performances at the Proms.

The Proms have never been more popular, but this has not always been so. In the fifties, the same works would appear year



after year, played by the same orchestra, and often with the same conductor or soloist. The contrast of the modern Proms is that, this year, Beethoven's Fifth is done on period instruments by the Orchestre Revolutionnaire et Romantique and John

Elliot Gardner.

When William Glock became BBC Controller of Music in 1959, he changed things. In 1966, he invited the first overseas orchestra. In 1968, he improved the acoustics in the Hall. The proms became the world's greatest music festival.

Adapted from *A Hundred Years of Plenitude* by Andrew Porter in *The Observer*

**10** A continuación verás varias palabras tomadas del texto. Relaciónalas con la definición correspondiente.

- |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b> nightly</p> <p><b>2</b> take part</p> <p><b>3</b> guest</p> <p><b>4</b> premiere</p> <p><b>5</b> composition</p> <p><b>6</b> performance</p> <p><b>7</b> overseas</p> | <p><b>a</b> foreign</p> <p><b>b</b> first presentation of a piece of music, etc.</p> <p><b>c</b> a piece of music written by a composer</p> <p><b>d</b> playing a piece of music to other people</p> <p><b>e</b> participate</p> <p><b>f</b> every night</p> <p><b>g</b> a person you have invited</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**11** Ahora verás una lista de los temas que se tratan en los párrafos del texto. Colócalos siguiendo el orden en que aparecen.

- 1** premieres
- 2** centenary
- 3** introduction: performers
- 4** changes in the 60s
- 5** the 50s and the 90s contrasted

**12** Rellena los espacios en blanco de las frases siguientes para que tengan el mismo significado que en el texto.

- 1** If you can't go to the concerts, you can ..... .
- 2** They are playing all nine of Beethoven's symphonies to celebrate ..... .
- 3** Peter Maxwell-Davies's Fifth Symphony will be ..... .
- 4** The Proms are more interesting now than they were ..... .
- 5** This is because the same orchestras played the same compositions ..... .
- 6** William Glock changed things by ..... .

## LANGUAGE STUDY



### 13 Pronunciation

Varias personas hablan de una representación musical. La pronunciación de las frases sigue el mismo patrón: el significado de la primera es negativo, el de la segunda positivo y el de la tercera neutro.

- A** Escúchalas y fijate en esta distinción.
- B** Practica la pronunciación de las tres primeras frases.
- C** Indica si las restantes frases son positivas, negativas o neutras.
- 1 They were terrible.                      2 They were brilliant.  
3 He was all right.
- 4 She was fantastic.                      7 They were tremendous.  
5 He was dreadful.                      8 She wasn't bad.  
6 They were OK.                      9 They were awful.



**14** Escucha esta entrevista con Toni Childs que fue a la India a grabar un disco y rellena los espacios en blanco.

- Interviewer** Why did you travel to India to make this **1)** ..... ?
- Toni** I still don't know why. My spirit just wanted to go there. I have a mobile recording **2)** ..... , and this gives me freedom to travel to different places. Something happens to you when you work with people from different cultures. I just love it. When you're there, working with the **3)** ..... , you understand the **4)** ..... in a way I never understood it before.
- Interviewer** How do you account for world music's growing **5)** ..... ?
- Toni** I think we are starting to connect and to work more collectively. The environment of the planet is forcing us to be concerned about what our neighbours are doing. The big question is, does world music affect **6)** ..... ? I don't know, but I think we're getting close.



- Interviewer** Your **7)** ..... deals with the big issue: the cycle of life itself, from a woman's perspective.
- Toni** Basically it's a journey. There are elements of fire, air, water and earth, and it's broken up into four seasons, seasons of life.
- Interviewer** Where did you find your wonderful **8)** ..... ?
- Toni** I always knew I had a big **9)** ..... . I always knew I could **10)** ..... well. I think it came from experience of this life and, maybe, other lives. It found me, I think.

Adapted from MOJO

**15** ¿Qué adjetivos emplearías para hablar de Toni?

- 1 adventurous    2 interesting    3 traditional  
4 unsociable    5 open    6 solitary    7 talented  
8 political    9 feminist    10 spiritual

- 11 experimental  
12 satisfied  
13 confident  
14 brave  
15 independent

**16** ¿Qué opinas de la gente como Toni? Escribe lo que piensas. Utiliza la entrevista de la actividad 14 y algunas de las ideas que hay a continuación. Graba tu opinión en una cinta.

- 1 Do you think it is important that different types of musicians meet and make music?
- 2 Do you think it can influence politics or can help different cultures to live together?
- 3 Do you admire her initiative?
- 4 Would you want to hear the music she has produced?
- 5 What kind of music do you think it will be?

**17** Escribe una carta a Toni, diciéndole lo que opinas de su música. Empieza la carta del siguiente modo.

Dear Toni,  
I heard your interview on the radio. I am writing to say that I like/don't like .....

**18** Fijate de nuevo en este fragmento del texto sobre el centenario de los Promenade Concerts y responde a las preguntas escogiendo la opción correcta.

“The programmes include big premieres (...), British premieres (...) and Prom premieres (...).  
A large part of the celebratory centenary season **IS BUILT** around compositions that received their first, or first British, performances at the Proms.

The Proms have never been more popular, but this has not always been so. In the fifties, the same works would appear year after year, played by the same orchestra, and often with the same conductor or soloist. (...) This **IS DONE** on period instruments by the *Orchestre Revolutionnaire et Romantique* and John Elliot Gardner”



**1** What is the text about?

- a) The music in the programmes for the Proms
- b) The people who choose or play the music at the Proms

Look at the verb in **CAPITALS** in the text.

**2** Who does the action?

**IS BUILT** (Who builds?)

- a) the celebratory centenary season
- b) the Proms
- c) we don't know

**3** Who does the action?

**IS DONE** (Who does?)

- a) Beethoven's Fifth
- b) the *Orchestre Revolutionnaire et Romantique* and John Elliot Gardner
- c) we don't know

## VOZ PASIVA

## FORMA

**Sujeto + BE + Participio Pasado**

The celebratory centenary season IS BUILT around compositions  
Beethoven's Fifth IS DONE on period instruments BY the O.R. et R. and J. E. Gardner

## USO

A. El "actor" ("the doer", a menudo una persona) que realiza la acción **no es conocido / no es importante / es obvio.**

*The celebratory centenary season IS BUILT around compositions*

B. Mantener como **Sujeto (inicio de oración) el TEMA** sobre el que trata el texto. Para ello, el "actor" aparece tras el verbo en pasiva como Complemento Agente, introducido por la preposición BY.

*Beethoven's Fifth IS DONE on period instruments BY the O.R. et R. and J. E. Gardner* (Tema del párrafo = "las composiciones musicales elegidas")

Compara:

*The O.R. et R. and J. E. Gardner DOES Beethoven's Fifth on period instruments*

(Tema = "los intérpretes")

*The Proms WERE STARTED in 1895 by Sir Henry Wood, who conducted every year until 1941* (instead of "Sir Henry Wood started the Proms in 1895 and he conducted every year until 1941") (Tema = "the Proms")



**19** Fijate ahora en este fragmento del texto y responde a la pregunta escogiendo la opción correcta.

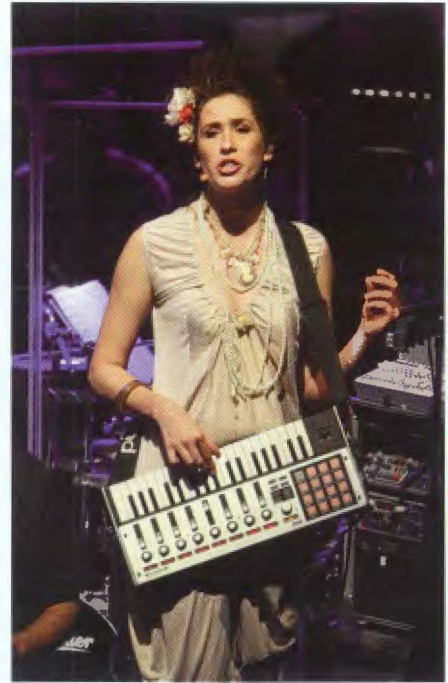
*"When William Glock became BBC Controller of Music in 1959, he changed things. In 1966, he invited the first overseas orchestra. In 1968, he improved the acoustics in the Hall".*

**1** What is the text about?

- a) William Glock and the changes he introduced
- b) The music in the programmes for the Proms

**20** Transforma el texto sobre William Glock (actividad 19) de manera que su nombre no sea mencionado. Utiliza la voz pasiva con BE en pasado

*“In 1959 there was a new BBC Controller of Music and things ...”.*  
 ( OR: *“In 1959 a new BBC Controller of Music WAS APPOINTED and things ...”.*)



**21** Ordena estas palabras para formar oraciones en voz pasiva.

- 1 performed / the Proms / were / some / first / at / compositions
- 2 musicians / was / the same / the same / year / played / music / every / by
- 3 are / BBC / details / website / concert / announced / on the
- 4 not / children / Royal Albert Hall / five / allowed / in the / under / are
- 5 artists / music / performed / from / top-class / is / by / all periods
- 6 heard / for a week / on the / most / can / after broadcast / Proms website / concerts / be

**22** Completa estas oraciones.

- 1 The Proms ..... (HOLD) every summer.
- 2 This festival ..... (CALL) the Proms (promenade concerts) because audience members could “promenade” (walk slowly) or stand in some areas of the concert hall where there are no seats.
- 3 Tickets for the standing areas ..... (SELL) at cheaper prices.
- 4 In 2006 a concert ..... (CANCEL) due to a fire.
- 5 The concerts ..... (BROADCAST) on radio, TV and the internet.

## LAST NIGHT OF THE PROMS (I)

**23** Completa este texto con la forma correcta, en voz pasiva, de los verbos que tienes a continuación.

**FOLLOW**

**SELL**

**BROADCAST**

**TAKE HOLD**

Most people's perception of the Proms .....(1) from the 'Last Night', although this concert is very different from the others. In the UK, it .....(2) on BBC2 (first half) and BBC1 (second half) and usually takes place on the second Saturday in September. The concert is traditionally in a lighter vein, and popular classics .....(3) by a series of British patriotic pieces in the second half of the concert, such as Elgar's *Pomp and Circumstance March* or Arne's *Rule Britannia*. The concert concludes with the British national anthem. Tickets are in great demand and, although they are not more expensive than for other concerts that .....(4) throughout the season, tickets for seats .....(5) at higher prices. It is usually necessary to attend several other Proms in the season to have a chance of getting a Last Night ticket.

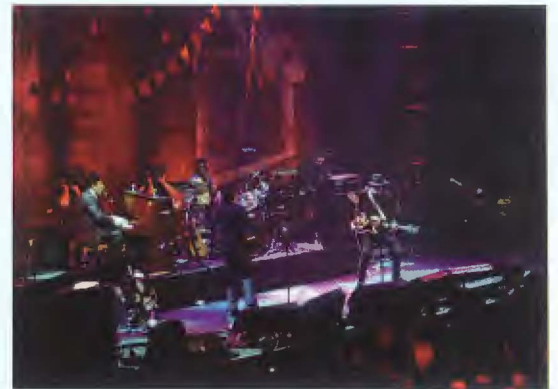
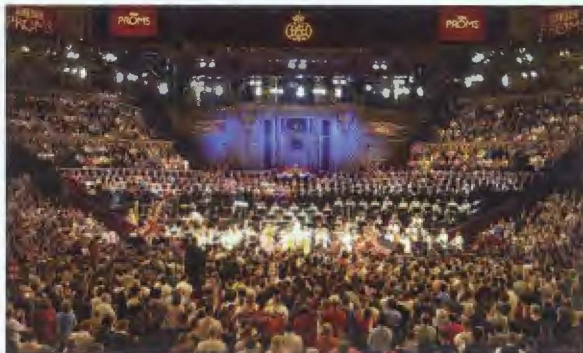
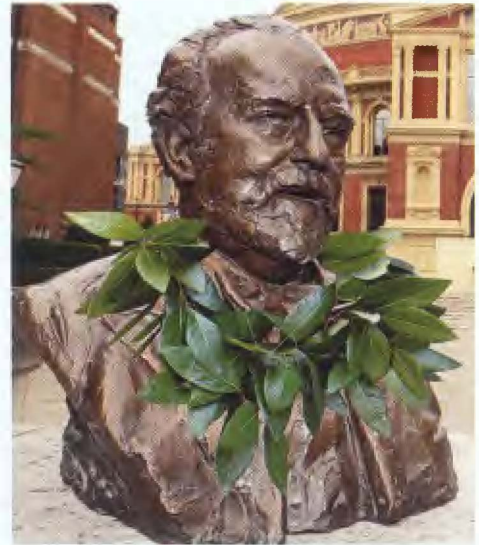
## LAST NIGHT OF THE PROMS (II)

**24** Completa este texto transformando las oraciones que tienes a continuación en otras similares en voz pasiva.

- 1 People can see a variety of fancy dresses.
- 2 The Prommers carry and wave Union Flags.
- 3 Representatives of the Promenaders crown Sir Henry Wood's bust with a laurel chaplet.
- 4 The organizers could fill the Royal Albert Hall many times over.
- 5 The organizers started the Proms in the Park concerts.

Prommers with tickets are likely to queue up much earlier than usual (even overnight) in order to ensure a good place to stand in the hall. The resulting camaraderie adds to the atmosphere.

(1)..... Many use the occasion for an exuberant display of Britishness  
 (2)....., especially during Rule Britannia. (3)....., who often wipe some imaginary sweat from his forehead or make some similar gentle visual joke. Near the end, the conductor makes a speech thanking the musicians and audiences, and mentioning the main themes covered through the season. (4)..... with people wishing to attend the Last Night. To accommodate these people, and to give a chance to attend concerts to those who are not near London, (5).....in 1996.



**25** En el ejercicio anterior ¿cuál es la razón para el uso de la voz pasiva en cada ejemplo? Escribe el número del ejemplo junto al uso correspondiente.

**A** Doer unknown / unimportant / obvious:

.....

**B** Text topic (= "eccentricities at the Proms") in Subject position:

.....

## CONSOLIDATION



**1** Ahora oirás una entrevista con Avis, una violoncelista profesional que toca en distintas orquestas. Antes de escuchar la entrevista, escribe una lista de las preguntas que te gustaría hacerle. Procura, sin embargo, no mirar la actividad 2. Ahora escucha la entrevista. ¿Cuántas de tus preguntas ha contestado?

Examples: How long have you played the cello?  
What orchestras do you play with?  
Does your family like the cello?

**2** Aquí tienes las preguntas. Indica cuáles eran las respuestas.

- 1 Now you play the cello for a living. Is that right?
- 2 Do you enjoy rehearsing?
- 3 Do you travel much?
- 4 How does this affect your family life?
- 5 How do you relax before a concert?
- 6 Do you get nervous?
- 7 Is it a well-paid profession?
- 8 What kind of music do you like?



**3** A continuación hay un breve texto sobre Avis. Señala qué información es distinta de la ofrecida en la entrevista.

*Avis plays the cello for a big orchestra in London. She is married to another musician who plays in the same orchestra. Although she doesn't like rehearsing very much, she enjoys the excitement of touring, especially as her husband has always toured with her. Before a concert she often gets nervous and goes swimming or walking to put her in the right mood for a concert. After the concert, she has a light meal and doesn't normally want to talk to anyone. She doesn't earn much money from the concerts so she does other work. The only other kind of music she likes is jazz.*





**4** ¿Qué sabes de Plácido Domingo? Haz una lista de lo que sabes de él, y luego comprueba si está incluido todo en el texto que hay a continuación. ¿Tienes alguna otra información sobre él que no esté incluida en el texto siguiente?

One of Spain's most famous and celebrated performers, Plácido Domingo, was born in 1941 in Madrid, to a family with a strong musical tradition. His family emigrated to Mexico when he was young and he quickly developed a talent for music, becoming an expert pianist at an early age. But as he grew up, it was in singing that he most excelled, and he quickly became noted for his beautifully rich and powerful tenor voice which has brought him stardom in the opera houses of the world. He is a frequent visitor to London's Royal Opera House at Covent Garden and is probably best known for his concerts with two other world-famous tenors, José Carreras (also from Spain), and the Italian Luciano Pavarotti, a truly formidable trio. In recent years, because of his popularity as a singer and also as a television personality, Domingo has not restricted himself to operatic roles and has even recorded a number of lighter, popular songs, something the purists have not always approved of.



Habla sobre los siguientes aspectos.

- 1 The singer's family
- 2 His youth
- 3 His other talents
- 4 What has made him very famous
- 5 What some purists don't like



**5** Escribe un párrafo sobre cualquier músico español célebre que conozcas. Habla de su estilo de música y a qué se debe que sea famoso. ¿Cómo y cuándo empezó a tener éxito? Señala también si a ti te gusta ese tipo de música, y otra información que sea de interés.

There are a number of Spanish singers and musicians who are famous throughout the world. For example, in opera, Montserrat Caballé is very well known . . .



## SELF TEST

1 Completa las frases con la expresión correcta.

1 I like music . . .

- a it's not too loud.
- b that's not too loud.
- c not too loud.

2 Thank you for the present – . . .

- a it's just what I wanted.
- b it's just that I wanted.
- c it's just which I wanted.

3 I'm going on holiday . . .

- a three weeks' time.
- b three weeks' after.
- c in three weeks' time.

4 ..... that I like.

- a This is the type car
- b This is the type of car
- c This is the car type

5 ..... do you like this restaurant?

- a What reason
- b For what
- c Why

2 Milton Nascimento es un famoso cantante brasileño. Subraya todas las palabras del texto que sean iguales o semejantes en español. Luego responde a las preguntas que se formulan.

1 Milton Nascimento . . .

- a has a voice like an opera singer.
- b can sing in many styles.
- c can sing low or high.

2 He is world famous . . .

- a because he is Brazilian.
- b because his songs are unusual.
- c because he is a good guitarist.

Brazilian singer/songwriter/guitarist Milton Nascimento's incredible vocal range, from rich tenor to falsetto, and his unorthodox but lyrical compositions have made him an international musical institution – a hero for his own Brazilian audiences, and, for the rest of us, a symbol of that country's elegant and exotic musical flavour. His music is based on bossa-nova, but also borrows electric drive from rock and unexpected chord changes from classical music. It also features jazz-oriented passages for improvisation. Joined by his regular band, featuring piano, bass, guitar and a three-man percussion section, this is his first visit for three years.

Adapted from *Time Out*

3 Brazilian music is famous . . .

- a because it has a special flavour.
- b because it is based on the bossa-nova.
- c because it is played all over the world.

4 Nascimento . . .

- a plays rock songs, jazz tunes and classical pieces.
- b combines jazz, rock and classical to make his music.
- c plays bossa-nova music.

5 The percussion section makes up . . .

- a half the band.
- b most of the band.
- c a third of the band.

3 Escribe un párrafo corto sobre el tipo de música que te gusta, especificando cuándo te gusta escucharla. ¿Te gusta escuchar distintos tipos de música según la situación o según tu estado de ánimo?

### TIPS

If you want to practise and improve your English, it's a good idea to make a recording of yourself and then to transcribe it so you can analyse yourself. You may want to look for a better or more effective word to use to describe something, or you may want to check a structure. If you can write down what you say, this will help. Then re-record your words in the improved form. This will help your language to become richer.



### LEARNING TO LEARN

I always lose track of what people are saying to me.

When somebody is talking to you or telling you about something in a foreign language, it is very easy to lose the general information because you are trying too hard to listen to the detail. Relax, take in the key words and the key information and then, if possible, check with the person. Do the same from the radio. Why not make a recording and then you can check it yourself. Then, when you are going to tell someone a story, make sure you practise key information and key words first.

## 7

## ADVERTISING

## OBJETIVOS

Comparar descripciones subjetivas y objetivas  
Reconocer la información importante  
Entender la rima y la aliteración



## A NEW CAR

## BEFORE YOU WATCH

## 1 You will hear

- 1 Do you know that Tony has got a new car?
- 2 There isn't enough passenger space in the back of a *Sondeus*.
- 3 If you buy the *Sondeus*, you will become a new man.
- 4 When you use new Nora margarine from Makeways, you will stay fit and healthy.

## 2 You will see



2 Oh, look, there's Tony's car.



1 Most of it is just advertising.



- 3 This is twenty-four hours' worth of rubbish.

## WHILE YOU WATCH

3 Responde a las preguntas que te hacen Vanessa y Robert.

- 1 What does Bernard think of the car ad?
- 2 Why is James interested in the rubbish?

## AFTER YOU WATCH

4 Relaciona el principio de cada frase con su final correspondiente.

- |                                                   |                                       |
|---------------------------------------------------|---------------------------------------|
| 1 Tony told me it's got fuel injection and        | a you'll stay fit and healthy.        |
| 2 Tony said that if you buy a <i>Sondeus</i> now, | b take a look at the <i>Sondeus</i> . |
| 3 Before buying a car,                            | c there's a sun roof.                 |
| 4 When you use new Nora margarine,                | d you'll get a three-year guarantee.  |

5 Responde a las siguientes preguntas.

- 1 What was the matter with the car yesterday morning?
- 2 How old is Bernard and Valerie's car?
- 3 What did Bernard do before he bought their car?
- 4 Why did Tony buy a *Sondeus*?
- 5 How much did the *Sondeus* ad cost to make?
- 6 What's James's environmental studies project on?

## NOW YOU!

6 ¿Has visto algún anuncio recientemente de algo que comprarías si tuvieras suficiente dinero? ¿Un coche, una TV, una cámara o algo parecido? Describe el objeto en cuestión completando las frases siguientes.

I think I need (*say what*).

It's got ..... and .....

There is ..... . There are ..... and .....

Everyone tells me that if I buy one now, I'll .....

## READING

7 Antes de leer el texto, contesta las preguntas siguientes.

- 1 Where do you normally find advertising?
- 2 What advertisements do you like?
- 3 Have you ever found examples of advertising that are not truthful?

8 Echa un vistazo rápido al anuncio y responde a lo siguiente.

- 1 What is the brand name of the product in the ad?
- 2 What does the product do?
- 3 How much does the product cost?

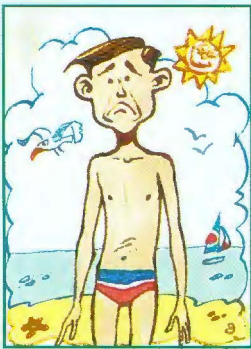
*'I'm a new man, thanks to Healthway's Mighty Muscle Flex Plus'*  
Ray Bean, English teacher

Are you THIN and WEAK?

Do you want to have MIGHTY MUSCLES and a BEAUTIFUL BODY?

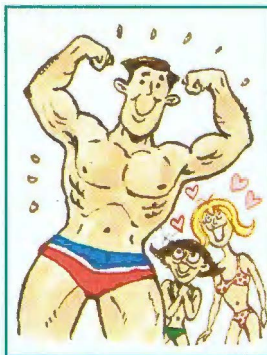
Yes? Then you need the **Mighty Muscle Flex Plus**. Its MARVELLOUS MIRACLE ACTION will TRANSFORM your muscles MAGICALLY. If you use the **Mighty Muscle Flex Plus** regularly three times a day, in just one week you will have muscles that everyone will admire.

### Seeing is believing



◀ This is Ray Bean before using the **Mighty Muscle Flex Plus**: thin, weak and a subject of ridicule.

▶ This is Ray three weeks after using the **Mighty Muscle Flex Plus**: muscular, strong and the centre of attraction.



### Study the evidence – choose scientifically

Scientific tests show that the **Mighty Muscle Flex Plus** increases muscles' size and power after just one week of regular use. In scientifically controlled tests at Healthway's own research centre, 95% of the men who exercised three times a day for one week with the **Mighty Muscle Flex Plus** increased their chest measurement by a minimum of 3 cm and a maximum of 10 cm. Let the **Mighty Muscle Flex Plus** bring strength and power into your life.

It's more than magic! It's the **Mighty Muscle Flex Plus**.

MIGHTY MUSCLES, MIGHTY BODY, MIGHTY SUCCESSFUL.

For this month only, **Healthway** is offering you the **Mighty Muscles Flex Plus** at the special promotional price of **£59.99** – a reduction of **£30.00**. Don't miss this STUPENDOUS OPPORTUNITY!

9 Relaciona las palabras y frases del texto de la columna A con las definiciones de la columna B.

- | A                       | B                                              |
|-------------------------|------------------------------------------------|
| 1 mighty                | a something or someone that makes people laugh |
| 2 transform             | b with well-developed muscles                  |
| 3 a subject of ridicule | c powerful, strong                             |
| 4 muscular              | d change                                       |

10 Busca en el texto adverbios que indiquen lo siguiente.

- 1 A way of transforming your muscles.
- 2 A way of making a choice.
- 3 A way of using Mighty Muscle Flex Plus.

11 Responde a las siguientes preguntas sobre el texto.

- 1 What's the name of the advertiser?
- 2 Advertisers aim their products at specific target groups of consumers. Who is the target group of consumers for this ad?
- 3 A short, memorable sentence that encourages you to buy a product is called a 'slogan'. Can you find any slogans in this advertisement?
- 4 Advertisers use specific techniques to persuade us to buy their products. Which of the following techniques are used in this ad?
  - a The ad contains repetition.
  - b The ad convinces people by showing them a picture.
  - c The ad contains scientific evidence.
- 5 Does the advertiser use any other techniques to persuade the consumer?



12 En muchos anuncios se hacen preguntas, sugerencias o promesas, o se dan órdenes, todo ello con objeto de convencer al consumidor. Escucha los cuatro fragmentos del anuncio, subráyalas en el texto e indica si es:

- |                |             |
|----------------|-------------|
| 1 a question   | 3 a command |
| 2 a suggestion | 4 a promise |

# LANGUAGE STUDY

## 13 Pronunciation

**A** Escucha la diferencia entre los sonidos /eɪ/, /aɪ/ y /ɔɪ/.

/eɪ/	/aɪ/	/ɔɪ/
bay	buy	boy
vain	vine	voice
case	kite	coin

**B** Ahora inserta las palabras en la columna correspondiente. Luego escucha la cinta para comprobar si tus respuestas son correctas.

Why? May day noise high shy hate oil  
toy weigh choice try

/eɪ/	/aɪ/	/ɔɪ/

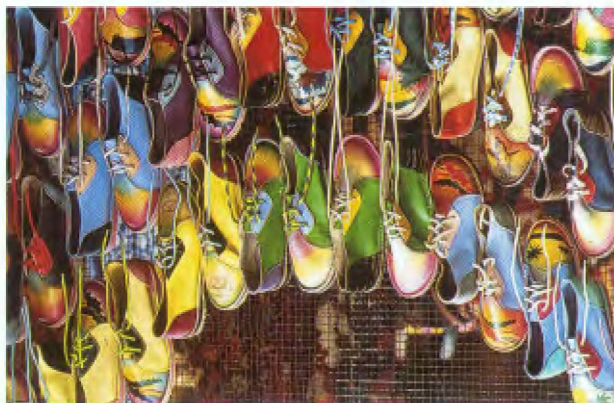
Una palabra puede cambiar de significado y/o de categoría gramatical si se le añade un prefijo o un sufijo.

### Cambio de significado

un- opposite	pleasant	unpleasant
	agradable	desagradable
dis- opposite	organized	disorganized
	organizado	desorganizado
-ish quite	red	reddish
	rojo	rojizo
-less without	careful	careless
	cuidadoso	descuidado

### Cambio de categoría gramatical

sustantivo + <b>-ful</b> = adjetivo
care (cuidado) careful (cuidadoso)
adjetivo + <b>-ly</b> = adverbio
quick (rápido) quickly (rápidamente)
sustantivo + <b>-ship</b> = sustantivo abstracto
friend (amigo) friendship (amistad)



**6 14** Utiliza prefijos y sufijos para transformar las siguientes palabras, según se indica entre paréntesis.

- 1 beautiful (→ adverbio)
- 2 stress (→ adjetivo)
- 3 honest (→ adjetivo con sentido opuesto)
- 4 relation (→ sustantivo abstracto)
- 5 large (→ adjetivo que significa 'bastante grande')

**6 15** La palabra **youngish** se forma añadiendo **-ish** a la raíz **young**. ¿Cuáles de estas palabras se pueden dividir en raíz + **-ish**?

- smallish      darkish      English      rubbish  
wish      longish      finish

I'M YOUNGISH, SLIMMISH  
WITH DARKISH, LONGISH HAIR



**6 16** Rellena los espacios en blanco con las siguientes palabras.

- a hopefully    b disorganised    c greenish  
d uncomfortable    e ownership    f careless    g useful

- 1 I don't like wearing these ..... shoes.
- 2 The vase is broken and it's your fault. You were extremely .....
- 3 He can never find anything. He's so .....
- 4 I can find all the words I need in this dictionary. It's very .....
- 5 After taking his exams, he waited for the results .....
- 6 She bought the car, but she doesn't have any documents to prove her .....
- 7 The dress is quite green, but not very green. It's .....

**17** Piensa en tres anuncios que hayas visto en España. Luego examina el código de ética profesional que se aplica en el mundo de la publicidad en Gran Bretaña. Indica si los tres productos que has elegido se ajustan a lo estipulado en el referido código.

#### CODE OF PRACTICE

The advertisement for this product . . .

- a** does not offend the people who read or watch it.
- b** does not show people taking part in dangerous activities or encourage people to ignore safety.
- c** does not attack or speak negatively about other similar products.
- d** does not make claims or promises that are untrue.
- e** does not contain any images or messages that can be dangerous to children or young people physically, mentally or morally.

¿Hay algún anuncio en TV, radio, prensa u otras publicaciones que te parezca ofensivo? Explica las razones.



**18** Escucha cómo varias personas intentan convencerte de que compres determinados productos. Elige frases para responder a lo que dicen. Coloca las frases en el orden correcto (la primera ya está hecha).

- \_\_\_ I don't think so. They're not fashionable enough.
- \_\_\_ I don't think it rings loudly enough.
- 1 In my opinion, it's not fast enough.
- \_\_\_ Sorry. I don't think it's interesting enough.
- \_\_\_ I disagree. It doesn't taste good enough.
- \_\_\_ I don't think it's helpful enough.

Ahora escucha y repite las frases de la cinta.

**5 19** Completa la conversación con los siguientes adverbios de cantidad.

extremely    very    quite    rather

- A** What do you think of the new TV advertisement for Benetton?
- B** I wasn't **1**) ..... interested.
- A** Really? I thought it was **2**) ..... interesting. Wonderful, in fact!
- B** Don't you think their advertisements are sometimes **3**) ..... shocking? I mean, just a little?
- A** They're **4**) ..... shocking, but that's why they're interesting.

#### ADVERBIOS DE MODO

El adverbio de modo permite indicar cómo se hace o se ha hecho algo. Recuerda que muchos adverbios de modo se forman añadiendo **-ly** al adjetivo.

**creative + -ly = creatively**

Richard thinks (= action) creatively (= how he thinks).

Richard piensa con creatividad.

En algunos casos el adjetivo experimenta un cambio ortográfico.

**heavy + -ly = heavily**

Richard smokes heavily.

Richard fuma mucho.

Algunos adverbios de modo no terminan en **-ly**.

Mary speaks English well.

Alicia works hard.

**20** De las siguientes frases, ¿cuáles incluyen un adverbio de modo correcto? Escribe de nuevo las frases que sean incorrectas.

- 1 I catch the train regular at 8.30 in the morning.
- 2 He works hard and efficiently.
- 3 She loves singing and she dances beautiful.
- 4 No one can understand you because you pronounce Spanish so bad.
- 5 He used to be a thief, but now he always behaves honestly.



**21** Elige un anuncio de TV que te guste, y contesta las siguientes preguntas. Graba tus respuestas en una cinta.

- 1 What is the product?
- 2 Who is the advertiser?
- 3 What image do you have of the product?
- 4 What do you think of the advertisement?
- 5 Will you buy the product? Why/Why not?

**22** Escribe un anuncio. Elige o invéntate un producto, y dale un nombre adecuado. Describe tu producto, utilizando **It's got . . .**, **There is/are . . .** y piensa un eslogan.

# B THE HARD SELL

## BEFORE YOU WATCH

1 Responde a las siguientes preguntas.

- 1 Do you think advertising influences you?
- 2 Have you ever bought anything because you saw it in an advertisement?

## 2 Song time

Escribe las cinco frases de la canción en el orden debido y comprueba tus respuestas después.

Ooh! I want a new car  
 1 got / a new car / I've / to have  
 Tony's got a new car  
 Gotta get a car today

If you buy this car from me, sir  
 2 have / you / to pay / much / I won't  
 3 just / pay / you'll / a little / me  
 A little every day

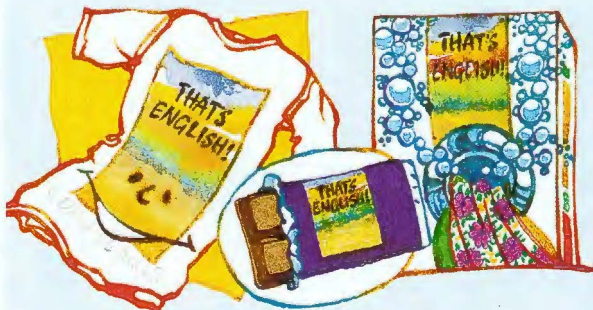
If you buy this car from me, sir  
 4 fun / you'll / of / a lot / I have  
 The ladies will adore you  
 5 one / you'll / their / number / I be

## AFTER YOU WATCH

### 5 Don't make me laugh!

Elige la respuesta correcta.

- 1 What does Danny Dodds say about his manager?  
 a He's a very funny man.  
 b He thinks Danny's name is David.
- 2 How is Danny going to make more money?  
 a By advertising on television.  
 b By selling advertising space in his show.
- 3 What does Danny say about his wife?  
 a She buys things that she sees in advertisements.  
 b She's an antique.
- 4 Why does Danny think the things his wife buys are a good investment?  
 a They're antiques.  
 b When he's finished paying for them, they will be antiques.



### 3 The ad spot

Relaciona las ilustraciones con algunos de los adjetivos que hay a continuación.

rich unsuccessful boring cheap successful  
 interesting useless expensive



### 4 Don't make me laugh!

Consulta el diccionario si desconoces alguna de las palabras que utiliza Danny.

perform publicity comedians (advertising) space  
 housewife sofa last forever carpet  
 a good investment furniture genuine antiques

### 6 The ad spot

Relaciona el principio de cada frase con su final correspondiente.

- |                                                                 |                                                  |
|-----------------------------------------------------------------|--------------------------------------------------|
| 1 Before buying anything,                                       | a talk to us at Dilettante.                      |
| 2 If top people can't see a product in Dilettante,              | b they won't buy it.                             |
| 3 If you advertise in Dilettante,                               | c you will become successful.                    |
| 4 If you want people with money to see your advertisement,      | d remember that top people look at Dilettante.   |
| 5 If you have a product that is useless and terribly expensive, | e you must book advertising space in Dilettante. |

## NOW YOU!

7 Escribe anuncios para los productos de *That's English!* que aparecen a la izquierda. Utiliza estructuras gramaticales como éstas, además de las que ya hayas aprendido.

It's (got) .....  
 There are ..... / There is .....  
 It helps you .....

## READING

**8** Antes de leer el texto responde a la siguiente pregunta.

What are the advantages and disadvantages of advertising?

Lee el texto para averiguar si alguna de tus ideas se mencionan.

TV, radio and newspapers things that are made to be sold

making you believe incorrect information is true  
be successful in doing something

a way of acting

Advertising in all **media** tries to persuade us to buy **goods** or services using all the talents of photographers, artists and copywriters. People often criticise strongly many of the methods used by advertisers. Advertisements persuade us to buy goods that we do not always need. Advertisements may be false or **misleading**. Sometimes they imply that if we use a particular product, people close to us will love us more or we will achieve a high standard of living. They suggest to young people that a certain **pattern of behaviour** is acceptable and fashionable. To some extent, advertisers also influence the news that we read and the programmes that we see on television.

Advertising is useful when it informs the consumer. Imagine that a teenager sees an advertisement for a pair of jeans. If the advertisement shows a photograph of a boy in a

socially desirable setting, probably with an attractive girl, it might persuade the teenager to buy the jeans. In this case, the teenager thinks that wearing the jeans may give him similar advantages, although he really knows that this is impossible. However, if the advertisement also provides information about the **features** of the jeans, the material, the cleaning instructions, the colours that are **available**, the cost and where you can buy them, then the consumer will find the advertisement useful. An advertisement for an electrical appliance, such as a washing machine, should give details of how to operate the washing machine, its capacity and how much energy and water it uses. Unfortunately, advertisements often miss the opportunity to inform the consumer because their main objective is to persuade the consumer to buy the product.

the place where something happens

characteristics of something

at your disposal

Adapted from *A Consumer Handbook* by Ann Maree Rees

**9** A continuación figuran algunos de los temas que se mencionan en el texto. Colócalos por orden.

- a How advertising can be useful.
- b Two examples of how advertising can inform the consumer.
- c The main purpose of advertising.
- d The reason why advertising sometimes does not inform the consumer.
- e An example of how persuasive advertising can be.
- f Reasons why people criticise advertising.

**10** Ordena las viñetas de forma que tengan sentido. Luego escucha la cinta para comprobar tus respuestas.





## LANGUAGE STUDY



### 11 Pronunciation

**A** Escucha y repite la pronunciación de las siguientes palabras. Todas empiezan por **s** + consonante.

school Scotland skirt start study Spanish  
still space sleep slim smoke smile snack

**B** Ordena las frases siguientes.

- 1 in/school/Stella/Scotland/started
- 2 Switzerland/studies/Steven/in/Spanish
- 3 spend/sleeps late/more time/Stella/but/should/she/  
studying
- 4 and/swims,/seldom smokes/Steven/skis
- 5 with a 'k'/still/'school'/Stella/spells

**C** Escucha la cinta para comprobar tus respuestas. Luego rebobínala y repite las frases.

Con frecuencia se emplean oraciones condicionales cuando se intenta convencer a alguien de que haga algo o de que compre un determinado producto.

**If + subject + present . . . , subject + future**  
If you use our new face cream, you will have smoother skin.

Si usa nuestra nueva crema para la cara, su cutis será más suave.

En los textos publicitarios se suelen usar **before** y **after** para persuadir a la gente de que compre un determinado producto.

**before + verb + -ing . . .**

Before taking *Inches Away* pills, I was 3 kilos overweight.  
Antes de tomar las pastillas *Inches Away*, pesaba tres kilos de más.

**after + verb + -ing . . .**

Now, after taking *Inches Away* pills, I am slim and beautiful.

Ahora, después de tomarlas, soy esbelta y atractiva.

**15** 12 Relaciona una frase de la columna A con la frase correspondiente de la columna B. Completa las frases 4 y 5 aportando tus propias ideas.

**A**

- 1 If you buy a *Sondeus* now,
- 2 If you return this application form before the end of the month,
- 3 Before using *ClearUp*,

- 4 After drinking *Happy* beer, . . .
- 5 If you call our fashion advisor today, . . .

**B**

- a I had spots all over my face.
- b we'll send you a free bottle of champagne.
- c you'll get a three-year guarantee.

**13** Lee el siguiente anuncio y rellena los espacios en blanco con las palabras que aparecen a continuación. Luego contesta las preguntas que hay más adelante.

if buying safely washing market  
after faithful advertisement brands

Before **1)** ..... your next packet of washing powder, read this **2)** ..... **3)** ..... reading about *Fluff*, you will know that it is the best washing powder on the **4)** ..... No other washing powder washes as **5)** ..... as *Fluff*. Our research shows that nine families out of ten prefer *Fluff*. Every mother knows that when she uses *Fluff*, her children's clothes will be really clean and soft. *Fluff* is not like other **6)** ..... of washing powder. When you use other brands, you cannot be sure that the dirt has gone. Your clothes look clean, but are they? Tests show that after **7)** ..... T-shirts five or six times with other washing powders, they will still have marks and stains. Tests prove that after just one wash, *Fluff* removes 95% more dirt. **8)** ..... you use *Fluff*, your old T-shirts will look new again. Put your faith in *Fluff*, and *Fluff* will be **9)** ..... to you.

Marca con  las afirmaciones que te parecen objetivas y con  las que piensas que son subjetivas.

- 1 It is the best washing powder on the market.
- 2 Our research shows that nine families out of ten prefer *Fluff*.
- 3 Every mother knows that when she uses *Fluff*, her children's clothes will be really clean and soft.
- 4 Tests prove that, after just one wash, *Fluff* removes 95% more dirt.
- 5 Your old T-shirts will look new again.
- 6 Put your faith in *Fluff*.

**14** Habla durante un minuto sobre lo que opinas de los anuncios publicitarios. Bájate en las preguntas siguientes.

- Is TV advertising useful? ■ Is it a waste of time and money?
- Does it work? ■ Do you like direct mail?
- Do you think advertising is bad for the planet?

**15** Imagínate que has adquirido un determinado artículo después de recibir publicidad por correo. La descripción del producto no corresponde con lo que te han enviado. Escríbele una carta al fabricante, indicando por qué es deficiente el producto. Bájate en este modelo.

Dear Sir,  
Last month I bought a (name the product). I received my (name the product) in today's post but it is not what I expected. It's got . . . It hasn't got . . . There are . . . There aren't any . . . There is . . . There isn't a . . . It's not true that (write the product's slogan). Please could you send my money back immediately.

Yours faithfully,

## CONSOLIDATION

**1** A continuación verás los eslóganes de tres anuncios que aparecen en una revista. Relaciona la imágenes con el anuncio correspondiente.

- a** Shower power will wake you up at the end of a busy day.  
**b** Healthy food for healthy bodies.  
**c** Stop! If you are looking for speed and comfort, read this.

3



2



**2** Escucha los anuncios que hay en la cinta. Relaciona los anuncios grabados con las imágenes y los eslóganes de la actividad 1. ¿Qué productos están anunciando?

**3 A** Analiza estos anuncios que han aparecido en la prensa y luego contesta las preguntas siguientes.

Which advertiser . . .

- 1 offers you a 14-day home trial?
- 2 offers household insurance?
- 3 offers a product that exercises your muscles?
- 4 has an office in Manchester?
- 5 offers you a car-rental service?

**B** Lee los anuncios para averiguar cómo terminan las frases siguientes.

- 1 If you think this is difficult, . . .
- 2 To cut the inches precisely where you want them cut, . . .
- 3 If you're 55 or over, . . .

**C** Which advertiser offers . . .

- 1 a free gift?
- 2 low prices?
- 3 good service?
- 4 special offers?
- 5 money-back offers?
- 6 free advice?
- 7 positive results?
- 8 fast results?

a

# If you think this is difficult, just try to beat these prices.



FLORIDA £65.00

CALIFORNIA £78.00

SPAIN £96.00

MAJORCA £108.00

PORTUGAL £108.00

FRANCE £156.00

Wherever you're going, we challenge you to find a lower price for a pre-paid 7 day rental.

Whatever your destination you'll find the service you'd expect from the world's #1 car rental company.

Our reservation centres are open 7 days a week. Simply call your local travel agent or Hertz on:

London 081 679 1799

Manchester 061 499 1313

Rest of the UK 0345 555 688

Highest Quality. Lowest Prices.

Rates featured are for a pre-paid 7 day leisure rental for the smallest car category. All are correct at time of printing. They include unlimited mileage, Collision Damage Waiver (LDW in the USA), Theft Protection and local taxes (except in the USA). Minimum age for rental is 25. Rates exclude airport charges where applicable. Rate featured for Spain is for our rentals in Malaga, Alicante and Valencia. Hertz rents and leases Ferris and other fine cars.

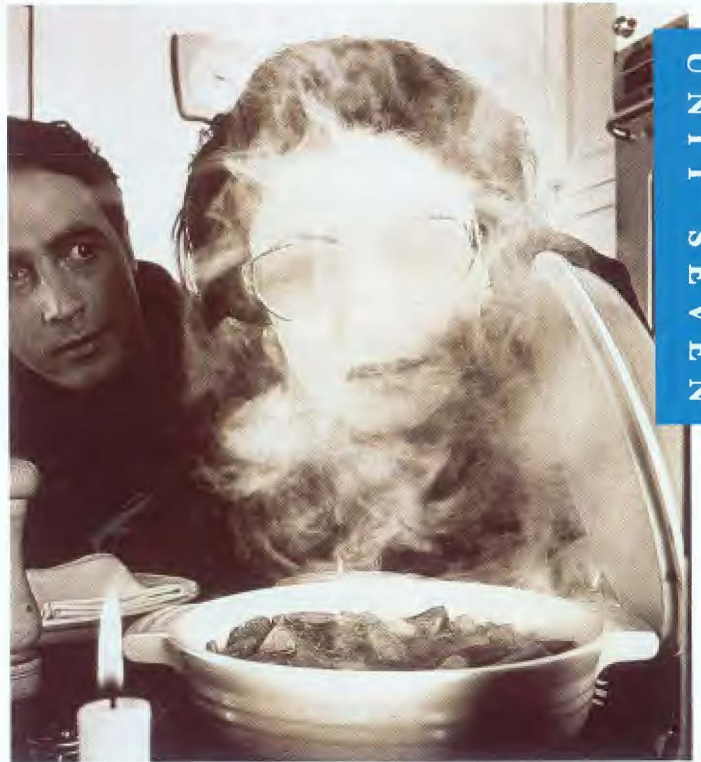
# Hertz

**4** En la cinta oírás cuatro artículos, tres de los cuales describen anuncios de la actividad anterior. Relaciona los anuncios de la radio con los correspondientes de la prensa.

**5 A** ¿Qué crees que anuncia la foto? Escribe un anuncio para dicho producto.

- Decide what your product is.
- Give it a name.
- Describe what it is and what it does.
- Describe what users are like before using it.
- Describe what users are like after using it.
- Include details of a special offer or a free gift to encourage customers to buy the product.
- Invent a slogan for your product.

**B** Prepara una versión hablada de tu anuncio y grábala en una cinta. Cuando hayas completado tu anuncio, compáralo con el texto original que aparece en la clave de respuestas.



**b** **Renewing your home insurance in August or September?**

**If you're 55 or over, save with Saga Homecare.**

You will know how expensive home insurance can be - particularly if your insurance company is also having to insure younger, less careful householders.

Thankfully, if you're aged 55 or over you can benefit from Saga Homecare - a superior household insurance that's only available to mature, responsible people like you.

Because of this, Saga Homecare can offer you genuine savings over other policies, while giving you cover that fully protects your home and possessions.

So if your home insurance is due for renewal soon, or if you would simply like to find out how much you could save with Saga Homecare, call us today - free.

**The Saga Price Promise**

If you find another comparable policy at a lower price within 2 months of taking out Saga Homecare, we'll refund you the difference.



- Exclusively for people aged 55 or over
- Cover that is comprehensive and low cost
- Extra discount on contents insurance for secure homes
- Free Saga Assist services - 24 hour Domestic Helpline, 24 hour Legal Helpline, 24 Hour Glazing Service, Key Recovery Service
- Free pen with your quotation

**Call us today!**

For your free no-obligation quote, and a free Saga pen, simply call us on the number below. We will be pleased to answer any questions you have on Saga Homecare.



**0800 414 525 ext. 966**

Alternatively, send this coupon to us in an envelope - you do not need a stamp: Saga Services Limited, FREEPOST 781, Middleburg Square, Folkestone, Kent CT20 1BB.

**SAGA**

Services Ltd

Saga Services Ltd would like to send you information about services provided by other Saga companies and may pass details to these companies to enable them to do so.

Name (Mr/Mrs/Miss) \_\_\_\_\_ (initials) \_\_\_\_\_  
 Address \_\_\_\_\_  
 Postcode \_\_\_\_\_

Date of birth Mr / / Mrs / Miss / /

Telephone no. \_\_\_\_\_ No. of bedrooms \_\_\_\_\_

Policy Renewal Date / /

Type of Property:  
 Detached House  Semi-detached House   
 Terraced House  Detached Bungalow   
 Semi-detached Bungalow  Flat/Maisonette   
 Other  Please specify \_\_\_\_\_

Approximately when was it built?  
 Pre 1920  1920-1945  1946-79  1980-Present

Please tick the type of cover for which you would like a quotation: Buildings Cover  Home Contents Cover

Answer YES to the following and you could save up to 15% on your Contents premium.

Does your home have an alarm system installed? Yes  No

Is a 5-lever mortice lock fitted to the front exit door? Yes  No

Are all other external doors fitted with key-operated locks or bolts? Yes  No

Are secure key-operated locks fitted to all accessible windows? Yes  No

Are you an active member of a Police Approved Neighbourhood Watch Scheme? Yes  No

For tenures on listed buildings and those of a semi-detached construction, and buildings built after 1945 and modernised, please telephone 0800 414525 extension 966 for your quote, or tick box for further details.

**LOSE INCHES IN HOURS!**

**TAKE OFF UP TO 4 1/2 INCHES**

**(WHY SPEND WEEKS IN THE GYM?)**

Right from your very first session with Ultratone you'll notice a visible difference. In days, rather than weeks you can lose an inch round your waist, an inch and a half from your tummy and an inch off each hip and thigh. Adding up to an average inch loss of 4 1/2 inches. (And more than 30 years' experience in body shaping techniques.) Ultratone works by toning and firming slack muscles with concentrated spot on exercise.

Each muscle is exercised an amazing 450 times in 30 minutes. And you can cover eight body areas in one go while you lay back and relax. So why waste time? To cut the inches precisely where you want them cut, clip the coupon now.

**FOR A FREE COLOUR BROCHURE AND DETAILS OF OUR 14 DAY HOME TRIAL OFFER**  
 Phone the ULTRATONE HOTLINE: 071 935 0631 (6 lines)  
 Or post this coupon to ULTRATONE FREEPOST, 36 George Street, London W1E 1QZ

NAME \_\_\_\_\_ YOU 8/94  
 ADDRESS \_\_\_\_\_  
 TOWN \_\_\_\_\_ COUNTY \_\_\_\_\_  
 POST CODE \_\_\_\_\_ DAY TIME PHONE NO. \_\_\_\_\_

For a FREE DEMONSTRATION please visit our Showroom at 36 George Street, London W1.

**ULTRATONE™ The Ultimate Bodyshaper**

## SELF TEST

- 1 Responde a las siguientes preguntas.
- 1 Which sentence is correct?  
 a Vivian and Alicia quite work well together.  
 b Vivian and Alicia work quite well together.  
 c Vivian and Alicia work quite together.
- 2 Which word contains the same sound as the sound underlined in **height**?  
 a paint b fine c hard
- 3 Which of these words forms its opposite with **dis-**?  
 a organised b comfortable c attractive
- 4 Some people find that watching television ..... is more interesting than watching television programmes.  
 a products b images c commercials
- 5 If you spend more than £8, ...  
 a you'll give us a surprise.  
 b we'll give you a free gift.  
 c you can give us a free T-shirt.



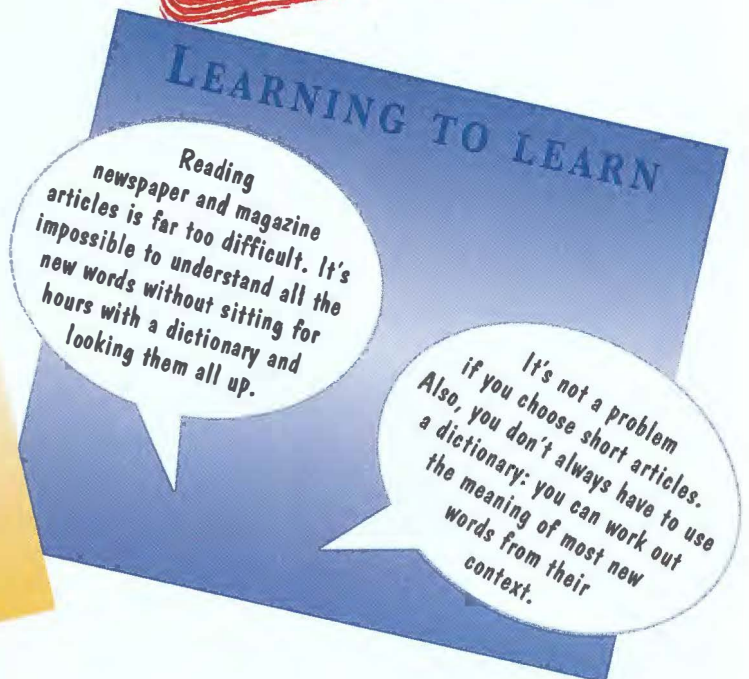
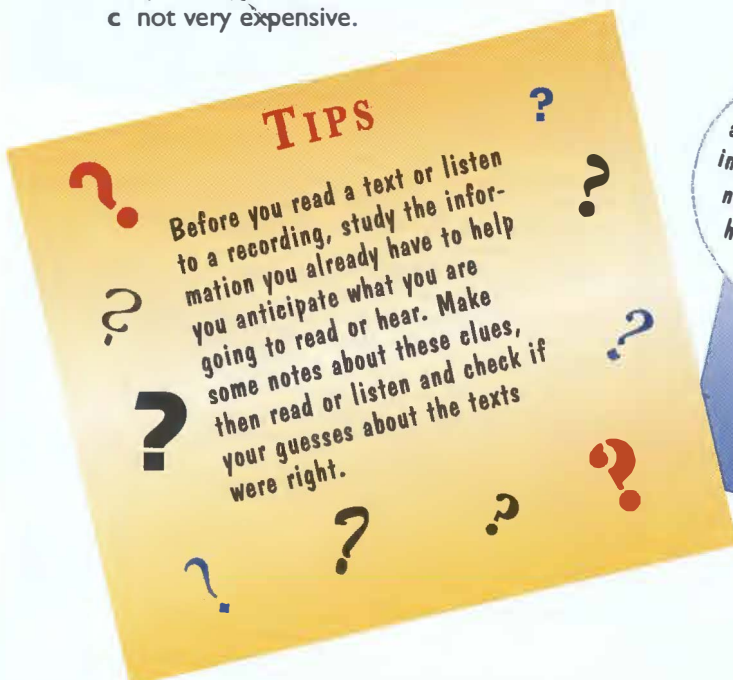
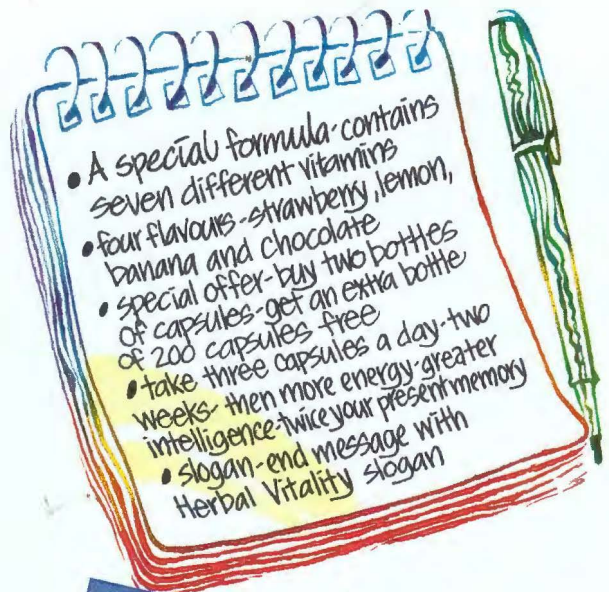
2 En la cinta oirás a una cliente que telefona a una firma de productos informáticos para comprar un ordenador. Elige las respuestas correctas.

- 1 The customer wants a computer that is ...  
 a more interesting. b more powerful. c smaller.
- 2 The customer uses her computer to ...  
 a play computer games.  
 b write business letters.  
 c make calculations.
- 3 The customer thinks the Super Power Quasar is ...  
 a extremely cheap.  
 b quite expensive.  
 c not very expensive.

- 4 If the customer buys a Power Quasar II this month, ...  
 a it will cost £2,900.  
 b the salesman will give her a free computer game.  
 c she will save £400.
- 5 If the customer buys a PQ1, she could win ...  
 a two computer games.  
 b a new credit card.  
 c a holiday.

3 Trabajas vendiendo productos por teléfono. Lee las notas del cuaderno, y escribe un anuncio para vender unas cápsulas de herboristería que sirven para dar vitalidad. Empieza tu mensaje con una frase como la siguiente.

Hello. This is the Herbal Vitality Helpline. Here is some useful information about Herbal Vitality.



## 8 AND FINALLY . . .

## OBJETIVOS

Revisión del lenguaje del módulo 5  
Preparación para la prueba de fin de módulo

## KEY LANGUAGE

1 Elige la respuesta más apropiada.

1 He can't spell, he can't do maths. He failed all his exams. We can't give him a job here because he isn't intelligent . . .

a very. b enough. c also.

2 She spends very little on clothes, but she always ..... elegant.

a sounds b looks c tastes

3 You always think about yourself and never about other people. Sometimes I think you're totally . . .

a insensitive.  
b considerate.  
c unkind.

4 I'm good at ..... people's dreams.

a interpret  
b interpreting  
c interpreted

5 ..... shopping is more exhausting than working all day in the office.

a Going b Go c Gone

6 Christine ..... wear very short skirts, but now she prefers long skirts.

a used to b use c use to

7 Try this little exercise. Keep your legs straight, then ..... over and touch the floor with your fingers.

a push b stand c bend

8 My friend ..... have a baby in March.

a will b is c is going to

9 What a ..... film! I nearly fell asleep.

a bore b bored c boring

10 Trainers will be ..... this time next year.

a out of fashion b of fashion c into fashion

11 Which word contains the sound that is underlined in cut?

a although b fun c suit

12 In the future, it ..... possible to watch what people are dreaming on television screens.

a is going to be b will be c is

13 Don't buy that jacket. It ..... you.

a is too tight b fits c doesn't suit

14 Which word does not have four syllables?

a difficulty b educate  
c economic

15 When Richard fell off his bicycle, did he hurt . . .

a yourself? b himself?  
c him?

16 There's a skirt in that shop ..... I want to buy.

a what b where  
c that

17 In my dream, I ..... lunch in the bathroom when a white horse rang the doorbell.

a am having b had c was having

18 Your dream is very interesting. It ..... mean that you are going to get an important letter in the post.

a can b could c perhaps

19 Which of the following words forms its opposite with the prefix **im-**?

a punctual b patient c professional

20 ..... joining the *That's English!* Computer Dating Club, I was an extremely lonely person.

a If b After c Before



## LISTENING



**2** Escucha los distintos comentarios sobre actividades deportivas. Coloca las fotos en el orden en el que se mencionan y di de qué deporte se trata.

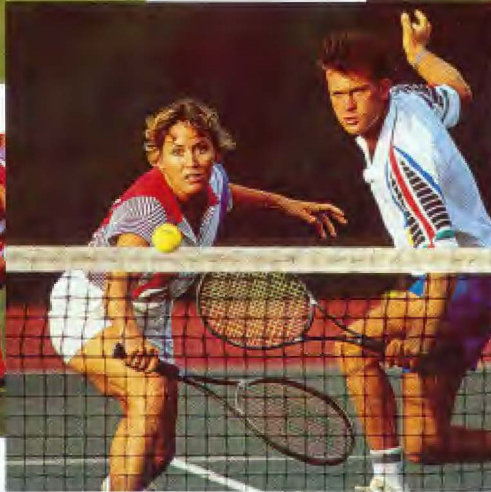
a



b



c



d



e



## READING

**3** Lee el texto y elige el final correcto para cada una de las frases que aparecen a continuación.

### The mini-rebellion

Last February, teachers at the King David School in Crumpsall, England, sent forty-three girls home from school because they were wearing mini skirts. They had magically transformed the knee-length navy skirts of their school uniforms into something that made them feel a bit more like Claudia Schiffer in Versace.

Life can be very unfair. Mothers should have a sense of humour when they have problems with daughters who wear very short skirts. After all, it was the mothers who started it. Perhaps André Courrèges was the first person to shorten the skirt to just above the knee in his famous space-age collection.

However, English girls made it even shorter.

There are various stories about the origins of the mini skirt. In Cornwall, in the south-west of England, a woman who owns a small hotel thinks she invented it. She is the famous model Jean Shrimpton. In her autobiography, she tells the story of how she agreed to go on a promotional trip to Australia.

When the material arrived for her dresses, there wasn't quite enough to make the skirts. 'Oh, it doesn't matter,' she told her tailor. 'Make them a bit shorter – no one will notice.' 'And that,' she says, 'was the birth of the mini skirt'.

But the Australians did notice. Shrimpton, with her handsome


boyfriend, the actor Terence Stamp, went to the Melbourne horse races. She was hatless, gloveless, stockingless – and scandalous. 'When we arrived at the racecourse, I realised immediately that I had made a terrible mistake,' she remembers. 'The Melbourne women in stockings, hats and long, white gloves pointed at me and looked at me angrily. They were extremely shocked. They described my appearance as insulting and disgraceful. My skirt was four inches above my knee. Cameramen surrounded me and took photographs that made my skirt look even shorter. My picture was all over the front pages – world-wide – and fashion editors argued for and against my little, white mini dress. It was actually a rather boring little dress.'

- 1 The teachers sent the schoolgirls home because . . .
  - a their skirts were too long.
  - b they had made their skirts shorter.
  - c they thought they were Claudia Schiffer.
- 2 Mothers should have a sense of humour because . . .
  - a they started wearing very short skirts and now their daughters are in trouble for wearing them.
  - b they wear mini skirts and their daughters don't.
  - c their daughters look funny in mini skirts.
- 3 The tailor made short skirts and dresses for Jean Shrimpton because . . .
  - a Shrimpton wanted people to notice her.
  - b it's very hot in Australia.
  - c he didn't have enough material for long skirts and dresses.
- 4 When she went to the Melbourne races, Shrimpton wore . . .
  - a long, white gloves, a white dress and no stockings.
  - b a short, white dress, but no gloves, stockings or hat.
  - c a hat, stockings, a short, white dress and no gloves.
- 5 The Melbourne women thought she looked . . .
  - a handsome. b boring. c horrible.



Jean Shrimpton at Melbourne Races

## SPEAKING

-  4 Le vas a contar tu sueño al psicólogo. Responde a sus preguntas usando la información que hay en las ilustraciones.



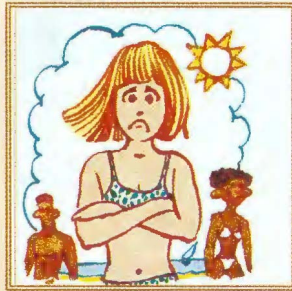
## WRITING

5 Lee el siguiente anuncio de unas cápsulas llamadas **Golden Glow**.

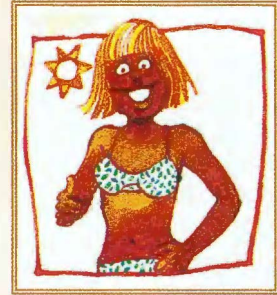
# Go for Gold with Golden Glow!

DO YOU LOOK PALE AND UNHEALTHY? DO YOU WANT TO LOOK HEALTHY AND SUNTANNED WITHOUT GOING ON AN EXPENSIVE HOLIDAY?

You need new *Golden Glow* capsules from Healthway. Just two capsules a day will give you a healthy Caribbean suntan that all your friends will envy. After taking a course of *Golden Glow* for just fourteen days, you will have a suntan that will last all through the winter. It's amazing! *Golden Glow* gives you a terrific tan.



*'Yes, it's true! Before taking Golden Glow capsules, I looked terrible. I looked so unhealthy that my boss told me to take a week's holiday. Now, after taking a one-week course of*



*Golden Glow, I look fresh, healthy and successful... and my boss gave me a promotion.'*

Mrs R. Ross, Glasgow, Scotland

Try our special promotional offer now! If you buy a month's supply of *Golden Glow* capsules for just £69.99, we'll give you fourteen capsules **ABSOLUTELY FREE.**



GLOW WITH HEALTH.  
BUY *Golden Glow* NOW.

Has comprado las cápsulas y no estás satisfecho con los resultados. Responde a estas preguntas para, a continuación, escribir una carta de queja donde incluyas la información que has dado como respuesta a las preguntas.

- How long did you take the capsules for? ■ When did you notice a difference in the colour of your skin?
- Were you satisfied with the colour of your suntan? ■ What colour is your skin now? ■ Have you got the suntan that you wanted? ■ Has Golden Glow made you more successful? ■ What do you think about the price of the Golden Glow capsules? ■ Do you think the Golden Glow advertisement is an honest advertisement? ■ What do you want from Healthway? ■ What will you do if you don't get what you want from them?

Empieza la carta del siguiente modo.

Dear Sir,  
I am writing to complain about your product, Golden Glow capsules.



# ANSWER KEY

## 1 SWEETHEARTS

### A COMPUTER DATING

#### Activity 3

- 1 He must be handsome.
- 2 She likes his way of talking and laughing.

#### Activity 4

quick, emotional, tall, clever, warm

#### Activity 5

- 1 Rosie
- 2 Valerie
- 3 Valerie
- 4 Rosie
- 5 George

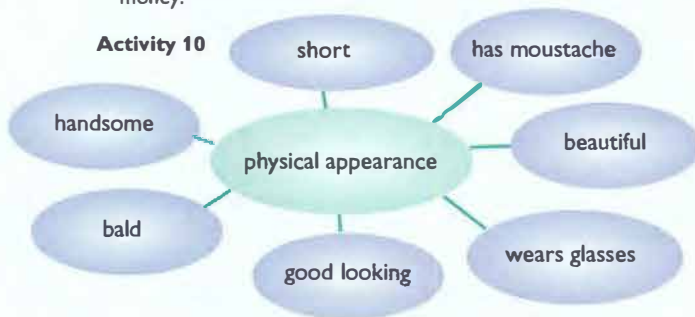
#### Activity 6

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

#### Activity 9

- 1 Personality.
- 2 The people she works with are married.
- 3 She didn't like his physical appearance. Jeffrey is short and wears glasses.
- 4 He is kind, sensitive and talented.
- 5 She didn't like Norman. He has plenty of good qualities, but no money.

#### Activity 10



#### Activity 11

- 1 sense of humour
- 2 intelligent
- 3 considerate/kind
- 4 talented
- 5 quick

#### Activity 12

- 1 reach
- 2 seat
- 3 fit
- 4 wheel
- 5 chick

#### Activity 13

- 1 handsome
- 2 rich
- 3 famous
- 4 powerful
- 5 charming
- 6 talented
- 7 sensitive
- 8 sense of humour
- 9 intelligent

**Valerie** It's no good.

**Rosie** Why not?

**Valerie** You say that the most important quality is that he's handsome.

**Rosie** Yes. That's the most important.

**Valerie** Rosie! What about sensitivity? What about humour and intelligence?

**Rosie** I've got sensitivity, humour and intelligence on the list.

**Valerie** Yes, but they're at the bottom of the list. Numbers seven, eight and nine. And for number two you've written 'rich'.

**Rosie** That's right.

**Valerie** 'Handsome' and 'rich' and after that you've got 'famous', 'powerful', 'charming' and 'talented'.

**Rosie** What's wrong with that?

**Valerie** Nothing, dear, but Mel Gibson is probably not a client of this computer dating agency.

#### Activity 14

- 1 It looks good.
- 2 It sounds exciting.
- 3 It tastes unusual.
- 4 It sounds wonderful.
- 5 It looks expensive.
- 6 She sounds unhappy.
- 7 It tastes nice.

#### Activity 15

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

1 I have grey eyes, brown hair and a moustache.

2 I have black hair and brown eyes.

3 I'm not very tall. I've got brown hair and I'm a little bit overweight.

4 I have brown hair, green eyes and a beard.

5 I have black hair, brown eyes and a beard.

#### Activity 16

Karen is interested in dancing. She also likes pop music and going to parties. She is interested in travelling and also in Spanish art and music. She likes playing the guitar.

Mike is interested in sport and travel. He likes swimming and playing tennis, and he is interested in Mexican culture and Brazilian music.

#### Activity 17

George likes Rosie's way of walking. He likes her way of smiling and he likes her way of looking at him. He likes her way of touching people when she talks, but he doesn't like her way of laughing.

#### Activity 18

- 1 un
- 2 un
- 3 in
- 4 un
- 5 un
- 6 in
- 7 un
- 8 un

You see, Robert, I've been married to Arthur now for over ten years, but now I really wish I was single again. I want to be free, like my unmarried friends. Arthur is so unkind and insensitive. He is more interested in his work than me and he thinks my work is unimportant and uninteresting. I cook meals for him, and he comes home late from the office. He's so inconsiderate. He's not an unintelligent person. He's very clever, so why doesn't he realise that he's making me very unhappy?

#### Activity 19

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

**Alison** Now, how will I recognise this man? What does he look like? I hope he's not ugly.

**Janet** Of course not. He's very good looking.

**Alison** What colour are his eyes?

**Janet** They're brown.

**Alison** Good. What about his hair? Is it long or short?

**Janet** It's quite long.

**Alison** That sounds OK. What colour is it?

**Janet** It's very dark with some grey at the sides.

**Alison** How old is he?

**Janet** About thirty-five.

**Alison** Is he short or tall?

**Janet** He's tall and slim.

**Alison** What's he like?

**Janet** He's kind, romantic, considerate and intelligent.

**Alison** He sounds wonderful. I can't wait to meet him.

## B MY IDEAL PARTNER

#### Activity 2

- a
- b
- c
- d
- e
- f
- g

#### Activity 3

- 1 c
- 2 a
- 3 d

#### Activity 4

- 1 money
- 2 clever
- 3 flowers
- 4 hours
- 5 sleeps
- 6 keeps

#### Activity 5

**George** I'm sorry. How do you do? What's your name?

**Melissa** My name's Melissa. What's your name?

**George** My name's George.

**Melissa** Nice to meet you, George.

- George** It's very nice to meet you too, Melissa. Ugghhh!  
**Melissa** Oh, George. I'm so happy.  
**George** What's that, Melissa?  
**Melissa** Darling?  
**George** What's that on your face?  
**Melissa** What do you mean, George?  
**George** What's that big spot on your face? Oh, look, there's another one. And another. Oh Melissa . . .

**Activity 6**

his appearance, his marriage, his girlfriend

**Activity 7**

mind/kind wrong/strong eight/date mine/nine

**Activity 10**

1 b 2 b 3 c 4 a

**Activity 11**

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

**Activity 13**

1 busy 2 efficient 3 emotional 4 extremely

**Activity 14**

**Age:** about 35, young, old

**Height/Build:** tall, short, fat, heavy, slim, thin, strong

**Face/Appearance:** handsome, beautiful, ugly, good looking, beard, moustache, attractive

**Hair:** bald, straight, fair, long, dark, red, grey, blonde, curly

**Eyes:** dark, green, grey

**Personality:** energetic, confident, proud, quiet, romantic, strong, nice, emotional, warm, clever, spiritual, attractive

**Interests/Hobbies:** plays football, theatre, plays golf, cinema

**Activity 15**

<b>character</b>	charming, confident, friendly, adventurous, with energy and enthusiasm
<b>looks</b>	beautiful
<b>He likes her way of . . .</b>	walking and talking
<b>eyes</b>	green
<b>hair</b>	dark
<b>enjoys</b>	travelling, visiting new places
<b>interested in</b>	art galleries, paintings
<b>most important quality</b>	intelligent

The woman of my dreams is charming and confident. She looks beautiful. She sounds friendly and I like her way of walking and talking. She must have green eyes and dark hair. She must be adventurous. I want somebody who enjoys travelling and visiting new places. She must be interested in going to art galleries and looking at paintings. I need someone with energy and enthusiasm, but the most important quality is that she is intelligent.

**CONSOLIDATION****Activity 1****1 Your personal details**

Marital status: single  widowed  divorced   
 Sex: female  male  Height: 1m 73cms Age: 32 years  
 Age of the person you would like to meet: between 25 years and 29 years  
 First name: *David* Surname: *Parker*  
 Address: *5, Avenue Road, London* Postcode: *W3 4UE*  
 Occupation: *writer* Religion: *Buddhist*

**2 What are you like? Tick the boxes that describe your personality.**

efficient  romantic  emotional  considerate   
 intelligent  spiritual  energetic  quiet  humorous   
 adventurous

**3 What are you interested in?**

food and drink  going to the pub  reading  politics   
 jazz music  travel  watching TV  technology   
 rock music  exercise  cycling  football  children   
 theatre/cinema  smoking

**4 List, in order of importance, the most important qualities that your ideal partner must have.**

1 beautiful 3 romantic 5 kind 7 sensitive 9 efficient  
 2 charming 4 quiet 6 warm 8 organised 10 intelligent

My name is David Parker. I'm unmarried and I'd like to meet my ideal partner. My address is 5, Avenue Road, London. The post-code is W3 4UE. I'm 32 years old and I'm looking for someone who is about 25, but I don't mind someone who is as old as 29. I'm very tall, probably about one metre seventy-three. I don't mind if the woman I meet is not very tall, but she must have long, blonde hair. I work on a magazine. I'm a writer and my religion . . . well, I used to be Church of England, but now I'm a Buddhist.

What am I like? I'm not very efficient. I don't think I'm emotional. I'm intelligent. I'm energetic. I've got a sense of humour . . . sometimes. Most of the women I've met say that I'm romantic. I'm also considerate, spiritual, quiet and adventurous . . . On second thoughts . . . no, maybe I'm not adventurous.

What am I interested in? I like eating and drinking. I'm not really interested in politics. I watch TV quite a lot. I used to go to the gym, but I don't now: I've got too much work. Children are OK, I suppose. I go to the pub about four or five times a week. I'm not interested in jazz. I watch videos usually, but I don't go to the theatre or cinema. I use a word processor at the office so you could say I'm interested in technology. I like reading, travel, rock music, football. I don't smoke. I think it's a disgusting habit and I don't want a partner who smokes. Oh, and I nearly forgot cycling . . . I don't like cycling. I don't want to meet a cyclist. I want to meet somebody who has a car.

In order of importance, my ideal partner must be beautiful, charming, romantic, quiet, kind, warm, sensitive, organised, efficient and intelligent . . . but not too intelligent.

**Activity 3**

1 h 2 k 3 d 4 f 5 n 6 i 7 j 8 c 9 b 10 l 11 e 12 m  
 13 a 14 g

**Activity 4**

Suggested rating:

a 1 b 4 c 1 d 5 e 1

- a I'm not sure. Maybe you saw me at Michael's last party.  
 b Thank you. My husband and I would love to come.  
 c Hello. My name's Katy. I'm one of Judy's friends too. I work at the same office.  
 d No, I'm not interested, thank you. Try someone else.  
 e It certainly is! There are so many people here! Do you know all of them?

**SELF TEST****Activity 1**

1 b 2 c 3 c 4 c

**Activity 2**

Judy 2 Alison 5 Rosa 3

**Nick** I didn't want to come here alone, so I'm at the party tonight with Alison. She's not my partner. She's just a friend. Anyway, Alison is about medium height, about one metre sixty-five. She wears glasses, but she's got very piercing blue eyes. Her hair is quite short and it's blonde.

**Arthur** I'm here tonight with my wife Judy. She has dark shoulder-length hair and brown eyes. She's not very tall, about one metre fifty-five. She's twenty-eight. She's slim. In fact, she's thin. Oh, and she always looks unhappy.

**Martin** My friend Rosa brought me here tonight. Rosa has brown eyes and dark brown hair. Her hair's wavy, not straight. She doesn't wear glasses. She's short and she says she's fat. She's not a slim person – that's true – but she's not fat either. She's just right.

## 2 READY, STEADY, GO!

### A SPORTS DAY

#### Activity 3

1 d 2 b 3 a 4 e 5 c

#### Activity 4

- James likes darts.
- Every morning for an hour before breakfast.

#### Activity 5

1 false 2 true 3 false 4 false

#### Activity 6

**team sports:** basketball, football, hockey, rugby  
**individual sports:** athletics, swimming, cycling, tennis, running, jumping, darts, jogging

#### Activity 8

**Do**  
 Change one eating habit and one exercise habit.  
 Remove temptation.  
 Buy healthy foods.  
 Get up and exercise on a Sunday.  
 Take it easy at first.  
 Change one activity at a time.  
 Go to the doctor for a check-up.  
 Find a partner to go jogging and play sports with.  
 Join a sports club.  
 Give yourselves a reward.  
 Note down improvements.  
 Enjoy it.

**DON'T**  
 Buy fattening foods.  
 Spend too long in bed on a Sunday.  
 Overdo diet and exercise.  
 Exercise first thing in the morning if you find it difficult to get up.  
 Suffer for your health.

#### Activity 9

1 habit 2 check-up 3 overdo 4 suffer 5 enjoy

#### Activity 10

1 pen 2 men 3 bed 4 sad 5 fan 6 ten 7 expand 8 fend  
 9 bat 10 shall

#### Activity 11

- ... it's more exciting.
- ... you see more action.
- ... she likes training for fitness and playing for the club gives her a good social life.

1 exciting 2 more 3 playing 4 exercise 5 unhealthy 6 fit  
 7 Get 8 Meet 9 Rather 10 very

#### Activity 12

- Playing sports is better than watching them on television.
- Getting fit is important for your health.
- Watching sport on television is for lazy people.
- Running every day is good for your heart.
- Exercising every day makes you feel good.

#### Activity 13

- Playing football is ...
- Going swimming is ...
- Playing hockey is ...
- Going fishing is ...
- Playing tennis is ...
- Playing cricket is ...
- Playing rugby is ...

#### Activity 15

1 rather 2 very 3 quite 4 very/rather 5 very/rather

#### Activity 16

1 c, e 2 d 3 b 4 c 5 g, h 6 f, a  
 1 C 2 D 3 F 4 A 5 E 6 B

### B PLAYING THE GAME

#### Activity 2

There are two or four players. The game is played on a tennis court with a net in the middle, using tennis racquets and tennis balls. Each player serves and tries to hit the ball over the net so that the other person can't hit it back. The first person to win six games wins the set, but you must win two games more than your opponent. For women, the first person to win two sets is the winner. For men, it is the first person to win three sets.

#### Activity 3

run: fun, sun, won, one, ton, gun, etc.  
 part: start, cart, tart, art, dart, heart, etc.  
 floor: poor, for, four, more, saw, war, door, etc.  
 you: do, shoe, clue, two, who, Sue, zoo, etc.

#### Activity 4

chess, fishing, darts

#### Activity 5

1 a 2 c

#### Activity 6

1 a, c, g 2 b

#### Activity 7

1 a 2 b

#### Activity 10

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

#### Activity 11

Young people don't do enough exercise because of TV, video games and going to school by car.  
 Girls like sport at school less than boys because they dislike wearing gym kit, have authoritarian and critical PE teachers, have poor facilities for changing and showers, and dislike feeling hot and sweaty.

#### Activity 12

1 d 2 c 3 e 4 b 5 a

#### Activity 13

- happy → unhappy
- uncomfortable → comfortable
- good → bad
- team → individual
- always → not always

#### Activity 14

1 dishonest 2 interesting 3 unhappy 4 sure

#### Activity 15

1 a 2 b 3 b 4 b 5 a

#### Activity 16

- What **was** the football like?
- Did **you** enjoy the motor racing?
- What **is** your local swimming pool like?
- Is** George Smith a good player?
- I hear **you've** joined **your** local tennis club.
- There are** a lot of good athletes in the Olympic team.

#### Activity 17

Barry thinks ...  
 1 football is slower in Spain than in England.  
 2 football is more skilful in Spain than in England.  
 3 football is more physical in England than in Spain.  
 4 fans are more patient in Spain than in England.  
 5 the press is more critical in Spain than in England.

- Interviewer** Now, you've been here for six months. Are you enjoying it?
- Barry** Yes, very much. I'm enjoying my football, I've met a lot of nice people and I'm learning Spanish.
- Interviewer** What do you think are the basic differences between English and Spanish football?
- Barry** Well, I think there is certainly more skill here. In training there is more concentration on accurate passing of the ball and the development of individual skills. In many ways, the game here is slower for a lot of the time, and then very quick for a moment.
- Interviewer** What about the fans? Don't they get impatient?
- Barry** No, not really. I think they are more patient than English fans. They like to see a good movement develop.
- Interviewer** And the referees? What is the standard of refereeing like?
- Barry** Well, it's like everywhere. You get good ones and bad ones. But the media, the TV, radio and the press, are all much more critical of referees in Spain than in England. That really surprised me.
- Interviewer** And what about the relationship between the media and the players?
- Barry** Oh, that's difficult. There is much more pressure here. The media always want to know everything about you. There are lots of daily newspapers dedicated to football here, not like in England, so they need more stories. The team trainers are under more pressure, too.
- Interviewer** And finally, I understand you don't play so many matches in Spain, do you?
- Barry** No, that's true. There are more teams in the English league, so you play more matches in England, and the matches are faster and more physical.
- Interviewer** What, more physical contact?
- Barry** Yes, much more. Here you have more time to think about where you are going to pass the ball.

**Activity 18**  
1 f 2 b 3 c 4 d 5 a 6 e, g, h

**Activity 19**  
1 b 2 f 3 d 4 a 5 e 6 c

## CONSOLIDATION

### Activity 1

- Possible
- Not possible: the health suite is closed on Mondays.
- Not possible: it is only cheaper on weekdays, from 9.30 to 11.30.
- Not possible: £1.75 each for the adults swimming, £1.00 for Danny, free for Jane, plus £10 for the meal. Total £14.50.
- Not possible: children under eight must be accompanied by an adult.

### Activity 3

- 1 Queen's 2 King's 3 Queen's 4 King's 5 King's  
6 King's and Queen's 7 King's and Queen's

Why not work out at King's? A healthy mind is a healthy body, so come along to your new local sports centre, the King's Sports Centre in Oxford Road. We have a wealth of special activities in beautiful surroundings. From 8.30 to 9.30 weekdays and 9 to 5 on Saturdays and Sundays. Try our fabulous Olympic-size swimming pool, the only one in town, for only £2 a session. Swim as long as you like. Why not get a cheap season ticket for the pool at £5 a week or £20 a month? If aerobics is your thing, King's has trained instructors to help you dance your way to fitness at £2 a session. Why not follow this with a session in the sauna? Our well-appointed restaurant overlooking the swimming pool has a wide selection of food and drink to make your mouth water. Mum and Dad, why not leave your young children with a trained instructor who will look after them while you relax and enjoy yourselves? And that's not all. Dance studios, squash courts, self defence, weight training are all offered. How can you resist? Pop in and see us or give us a call on 398 3433.

### Activity 5

Suggested answers.

- Boxing, because it is not a race.  
Running, because it is less dangerous.  
Motor racing, because you need a vehicle.
- Volleyball, because it is played with a soft ball.  
Golf, because it is not a team game.
- Ice hockey, because it is a team game.  
Skiing, because the other two need skates.
- Swimming, because there is no equipment.  
Swimming, because you can do it indoors.
- Cycling, because you use your own power.  
Motor racing, because the vehicles have four wheels.

## SELF TEST

### Activity 1

1 a 2 a 3 c 4 a

### Activity 2

1 c 2 b 3 b 4 a

## 3 FASHION AND BEAUTY

### A IN FASHION?

#### Activity 3

He thinks it is stupid.

#### Activity 4

1 c 2 d 3 e 4 b 5 a

#### Activity 5

1 g 2 d 3 a 4 f 5 e

#### Activity 7

3 yes 4 no 5 bright

#### Activity 8

1 b 2 a 3 c 4 b 5 c

#### Activity 9

a sweater c jacket d blouse e jeans f T-shirt i shirt  
j cardigan k overcoat l suit m shoes  
b (trousers), g (dress) and h (skirt) aren't mentioned in the passage.

#### Activity 10

1 cat, cart, cut 2 Dan, darn, dun 3 fan, farm, fun  
4 pât, part, putt 5 patty, party, putty 6 tan, tarnish, tun

#### Activity 11

1 Are you going to 2 will 3 is going to 4 I'll 5 will 6 'll  
7 are you going to 8 'm going to

#### Activity 12

1 false 2 false 3 false 4 true

#### Activity 13

- d You will look too informal.
- e You will miss the train.
- f It won't be in fashion next year.
- a You will feel bad in the morning.
- c You won't pass your exams.

#### Activity 14

John is wearing leather shoes, a waterproof anorak, a silk shirt and linen trousers.  
Anna is wearing a woollen sweater, lycra cycling shorts, a cotton shirt and polyester socks.

#### Activity 16

1 fascinating 2 bored 3 exhausting 4 tired 5 surprising  
6 terrifying 7 interesting 8 disappointed

**Activity 17**

A 4, 6, 7 B 9, 10 C 2, 8 D 1, 3, 5

**B DRESSING UP****Activity 3****date:** late, great, weight, etc.**down:** town, found, etc.**shoes:** lose, accuse, blues, news, etc.**dress:** best, address, guess, etc.**Activity 4**

haircut

nail varnish

make-up

fashionable clothes

funny thing

summer dress

earrings

**Activity 5**

colour, style, materials

**Activity 6**

2 and 4 are not described in the song. 1, 3, 5, 6, 7, 8 are.

**Activity 7**

1 He is an expert on everything except cutting hair.

2 Danny was wearing it.

3 It comes back again a few years later.

**Activity 10**

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

**Activity 11**

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

**Activity 12**

1 man (about a woman) 2 woman (about a man) 3 man 4 man

5 woman 6 man 7 woman 8 man 9 man 10 woman

11 woman

**Activity 13**

1 neutral 2 disapproving 3 disapproving 4 neutral

5 disapproving 6 disapproving

**Activity 14**

The man described is no 3.

**A** Can you describe the man you saw?**B** Well, yes, I didn't really see him for very long, but he was smartly dressed; he had a suit on and smart shoes, black shoes.**A** What colour was the suit?**B** Green, I think, or blue. An ordinary suit anyway, nothing to distinguish it.**A** Anything else?**B** Yes. He was wearing a striped tie – a red and white striped tie – and a dark shirt.**A** You're sure about the shirt?**B** Yes, I think so. It wasn't white, anyway.**Activity 15**

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

**Activity 16**

Suggested answers

The woman on the left, the smart one in the green outfit; that's Marcia. She's wearing high-heeled shoes and a big hat.

Next to her is Sonia, the blonde one. She's wearing blue jeans, a T-shirt and trainers.

And that's Bill next to her. The man in the bright shirt and white trousers. He's wearing glasses and black shoes.

**CONSOLIDATION****Activity 1**

black sweater, new trainers, black shoes, grey jeans, trousers (green or black), anorak, white short-sleeved shirt, another shirt, two T-shirts (both dark), underwear, socks, shaver, toothbrush

Oh, hi, it's me. Look, I'll have to meet you at the station. I've got a few problems here at work. Could you pack a case for me and bring it? Sorry to put you to this trouble. I suppose I'll need a sweater. I won't take the green one. The black one will do. You know where it is. I'll just take a pair of trainers. There are some new ones, not the old ones, and that pair of black shoes as well. Oh, and can you put my grey jeans in, too? Oh, and another pair of trousers. It doesn't matter, the green or the black – you choose. It might be a bit cold, so I'll take the anorak. I won't need an overcoat, it's too formal. How about shirts? I think I'll need two, one white one, the short-sleeved one and the other, you choose. I don't think I'll bother with the tie. Oh, and two T-shirts; I can wear them with my sweater. Put the dark ones in. Is that all? Well, underwear, of course, and socks, and don't forget my shaver and toothbrush. Thanks a lot. I'll see you at seven.

**Activity 2**

one black woollen sweater

one pair of trainers

one pair of black leather shoes

one pair of grey jeans

one pair of green/black trousers

one anorak

one white short-sleeved shirt

one white long-sleeved shirt/one blue short-sleeved shirt

two dark T-shirts

underwear

socks

shaver

toothbrush

**Activity 3**

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

**Activity 4**

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

**SELF TEST****Activity 1**

1 b 2 c 3 c 4 c 5 a

**Activity 2**

1 a 2 c 3 b 4 c 5 a

- For all your sportswear needs; jeans, tracksuits, trainers and a whole range of lycra sports fashion, look no further than *Runaround*.
- Are you looking for something a little bit exotic in ladies' underwear and nightwear? The smoothest silks and cottons available in our wide range of more intimate clothing. Phone *Night-time*.
- Buy your clothes without leaving home through our express ordering system. We have a wide range of shirts, jackets and trousers for men, and a more limited range for women. Give us a call – *The River Clothing Company*.
- If what you're after is leather wear, you've chosen the right place. Jackets, waistcoats, trousers and boots. Everything you could dream of in leather at *The Cockpit*.
- Tough, practical clothing is our speciality. Jeans and jackets, skirts and shirts. Low prices, hard wearing, and they look good, too. Everything for everyday wear at *Everyday*.

## 4 YOU AND YOUR DREAMS

### A NIGHTMARE!

#### Activity 3

- 1 She thinks it means he should drive the car more carefully.
- 2 Because Edwin lent Bernard £50 last year and he wants the money back.

#### Activity 4

- 1 true 2 true 3 false

#### Activity 5

- 1 b 2 a 3 b

#### Activity 7

- 1 In a long, low hall.
- 2 On a glass table.
- 3 Because it was small and it was hidden by a curtain.
- 4 Because she wanted to get out of the dark hall and into the beautiful garden.
- 5 Because the door was too small (or she was too big).

#### Activity 8

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

#### Activity 9

- 1 and 2 and 3 but 4 so 5 so

#### Activity 10

- 1 locked 2 suddenly 3 passage 4 cool 5 fountain 6 label

#### Activity 11

- 1 Alice took the key hopefully.
- 2 She ran to the doors very quickly.
- 3 She tried every door very carefully.
- 4 Then she opened the door and looked through it excitedly.
- 5 She wanted to get out of the hall desperately.

#### Activity 12

- 1 pot 2 cot 3 short 4 spot 5 cork 6 hock 7 forks 8 fond 9 popper 10 naughty

#### Activity 13

- 1 a 2 b 3 b 4 a

I remember I was on this roof. I think it was a school roof, like a very big house. I was with someone I work with, called Nina. I don't know why we were on the roof, but she was looking for something, and I was following her. She was climbing higher and higher up this roof ahead of me, rather carelessly. I knew she could fall at any moment, and I shouted, 'Come down, Nina, that's far enough,' but she kept going. I knew the roof was very slippery, so I was very careful, but my shoes kept slipping underneath me, and I couldn't get very far. And finally I stopped and I really shouted at her, 'Come down now! I'm not climbing any more.' And she turned and said, 'Come on. Don't be frightened – we're nearly there.' But I didn't know what she was looking for. And I stopped and climbed in through a tiny window which was half way up the roof. And when I turned to look out through the window, I saw Nina. She was falling down the roof towards me very fast, and I didn't know what to do next. She hung on to the part of the roof that formed the window. I was relieved and really angry with her at the same time. 'You could kill yourself,' I said angrily, and she just laughed – she thought it was good fun. And then I woke up.

#### Activity 14

- 1 h 2 i 3 c 4 a 5 m 6 f 7 b 8 l 9 n 10 d 11 k 12 e 13 g 14 j

#### Activity 15

- 1 He was following the girl when she fell.
- 2 She was having a shower when the telephone rang.
- 3 It started to rain when they were having a picnic.
- 4 He broke his leg when he was playing football.
- 5 He was watching television when his father arrived.

#### Activity 16

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

#### Activity 17

- 1 f remember 2 g woke up 3 c relaxed 4 b get up 5 e get washed 6 h get dressed 7 a cut myself 8 d got tired

### B SLEEPY HEAD

#### Activity 2

- 1 a 2 e 3 c 4 b 5 d

#### Activity 3

- 1 c 2 a 3 b 4 d

#### Activity 5

- a, c, e

#### Activity 6

- 1 Caesar 2 his friends 3 Lincoln 4 a man 5 a theatre

#### Activity 7

- 1 c 2 a 3 b 4 b

#### Activity 9

- 1 One-third of our lives. 2 Yes, we always dream.
- 3 Just before we wake up. 4 No, it is not possible.

#### Activity 10

- 1 The brain is very active during sleep.
- 2 REM sleep begins 90 minutes after we go to sleep.
- 3 REM sleep episodes get longer during the night.
- 4 We always dream when we are asleep.
- 5 We often can't remember the content of our dreams.
- 6 People can't/never dream and sleepwalk at the same time.

#### Activity 11

- 1 He ran faster and faster, although he got more and more tired. He ran faster and faster, but he got more and more tired.
- 2 He couldn't get up because he was very ill.
- 3 Although she told him she loved him, he didn't believe her. She told him she loved him, but he didn't believe her.
- 4 He often had nightmares, but they didn't affect his everyday life. Although he had nightmares, they didn't affect his everyday life.

#### Activity 12

- 1 calm 2 active 3 rapidly 4 shorter 5 remember

#### Activity 13

- B advertisement vegetable comfortable difficulty

#### Activity 14

- 1, 2, 4, 5, 6 arriving late

A Do you have any recurring dreams or similar dreams?

B Oh, yes. I have this dream when I know someone is chasing me, but I never see the person, don't know who it is. I just know I have to keep running away.

C Well, my dream is of falling, usually through an unexpected hole in the floor. I just fall and I know there is nothing I can do about it, so I just wait to hit the ground, but I never do.

D My dream is similar, but in mine I'm floating, usually over my home town. I know it's my home town, but I don't recognise it.

E My biggest nightmare is when I go into this room, and I think it's going to be a normal small room, but it's enormous, and there are thousands of people listening to a speech, and I come in and the speaker stops and everyone turns and stares at me, and I can't go back out.

F I have a nightmare about arriving late. I know I have to get somewhere urgently, so I take every precaution to make sure I arrive on time, but something happens to stop me.

G I have this dream where I am swimming in this enormous sea and I don't really know where I'm going, but I know there's a boat there, but the people don't see me.

**Activity 15**

- 1 falling 2 floating 3 unable to move 4 people watching you  
5 running away 6 swimming

**CONSOLIDATION****Activity 1**

- 1 2 4 7 8 9

**Activity 2**

Do ...

- go to bed at a regular time.  
get up at a regular time.  
relax in a hot bath.  
think relaxing thoughts.  
count sheep.  
get up for ten minutes if you can't sleep.

DON'T ...

- drink tea or coffee.  
eat a heavy meal before  
you go to bed.  
take sleeping pills.  
sleep during the day.  
go to bed hungry.

**Activity 4**

**A**

- 1 Our body tells us.  
2 Because some creatures have to spend more time looking for food.

**B**

- 1 was the man shut up 2 were the conditions in 3 How long did he  
4 do we know 5 do animals 6 do elephants

**Interviewer** Professor Roberts. I suppose the main question is, what is it that tells us it's time to sleep. Is it the time on the clock, or are there other reasons? I gather there has been some research on this question, hasn't there?

**Professor** Well, yes, there has. In Florida, a volunteer was shut up in a special room for two weeks. He was allowed to sleep as much as he wanted, but there were no clocks in the room, and the lights were always on, so it didn't get dark.

**Interviewer** In other words, the only way he could tell if it was lunch-time, tea-time or bed-time was from what his body told him.

**Professor** Yes, that's right. The man settled down to a regular rhythm of sleep and wakefulness which was about the same as normal. The fact that he did this shows that he must have a mechanism in his body, telling him to fall asleep and wake up.

**Interviewer** A sort of body clock. \*

**Professor** Exactly. Millions of years ago, when creatures first inhabited the earth, there were regular days and nights, just as there are today. The first creatures slept at night and were awake during the day, but gradually, different animals developed different sleep patterns. For example, an elephant has to spend most of the day finding and eating food, so it sleeps only two hours a day. In contrast, gorillas and domestic cats sleep about eighteen hours a day.

**Interviewer** Yes, that's very interesting ...

**SELF TEST****Activity 1**

- 1 b 2 a, d 3 a, f 4 c 5 b

**Activity 2**

- 1 a 2 a 3 c 4 c 5 b

**5 TALKING ABOUT YOURSELF****A HOROSCOPES****Activity 3**

No, he isn't.

**Activity 4**

- 1 c 2 a 3 e 4 b 5 d

**Activity 5**

- 1 d 2 c 3 b 4 a

**Activity 6**

Valerie: realistic, honest  
Rosie: infatuated, dreamy  
George: shy, funny

**Activity 9**

- 1 She was buying cheese.  
2 Arthur is a Leo.  
3 Ellen always argues with Aries men.  
4 Arthur keeps fit by jogging in the park.  
5 Arthur talks about his work and himself.  
6 She's a Cancer/She's in love/She likes cheese/She gets on with Leos.

**Activity 10**

- 1 self-confident 2 hard-working 3 honest 4 right 5 patient  
6 interesting 7 arrogant 8 clever

**Activity 11**

- 1 wrong 2 dishonest 3 lazy 4 uncreative 5 boring 6 unhappy

**Activity 12**

- 1 dishonest 2 unpunctual 3 lazy 4 creative

**Activity 13**

/ʊ/	/uː/
wool	stupid
good	tooth
push	Tuesday
would	suit

**Activity 14**

- 1 Yes 2 No 3 Yes 4 No 5 No 6 Are you in love with me?

**Alison** Now, Robert, my next question is: Are you easy to get on with?

**Robert** I think I am.

**Alison** And, are you good at languages?

**Robert** No, I don't think I am.

**Alison** Are you creative?

**Robert** I think I am.

**Alison** Are you ... romantic?

**Robert** I don't think I am.

**Alison** Are you a jealous person, Robert?

**Robert** No, I don't think I am.

**Alison** Robert ...

**Robert** Yes?

**Alison** Are you ... in love with me?

**Robert** No, Alison, I don't think I am.

**Activity 17**

- 1 No 2 Yes 3 Yes 4 Yes 5 At a fairground. 6 Yes  
7 Because we are at the end of the century.

**Activity 18**

- 1 Although 2 However 3 although 4 but  
This is Rosie's horoscope.

**Activity 19**

- 1 Although I don't believe in astrology, I always read my horoscope. I always read my horoscope, although I don't believe in astrology.  
2 I don't think I'm a superstitious person, but I never travel on Friday 13th.  
3 I believe black cats are lucky. However, at home I have one white cat and one brown cat.  
4 Normally I never walk under a ladder, but I did this morning because I was with my business associates.

**Activity 20**

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

**B ALL ABOUT YOU****Activity 3**

1 c 2 a 3 e 4 d 5 b

**Activity 4**1 Mars 2 delicious 3 Sagittarius 4 mind 5 Leo 6 Rio  
7 infatuation**Activity 5**

1 I think so 2 I don't think so 3 I think so

**Activity 6**

1 b 2 a 3 a

**Activity 9**

A 3 B 1 C 5 D 2 E 4

**Activity 10**

1 b 2 a 3 a

**Activity 11**

1 false 2 false 3 true 4 false 5 true

**Activity 12**

1 b 2 e 3 d 4 c 5 a

**Activity 13**

Two American academics asked more than 2,000 people to say which five characteristics on the list were the most important and the ones they would like to see in a leader. This research showed that the five most popular and prized characteristics for a good leader are usually: honest, competent, forward-looking, inspiring and intelligent.

People don't want their leader to be: ambitious, determined, self-controlled, loyal and independent.

**Activity 14**

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

**Activity 15**

NEGATIVE	POSITIVE
lazy	a good sense of humour
a little foolish	quite friendly
stubborn	very sociable
very moody	reliable
always late	self-confident
insensitive	a good listener
rather suspicious	creative
a bit possessive	patient

**Activity 16**

1 c 2 a 3 e 4 b 5 d

**Activity 17**

- 1 I'm self-confident with a good sense of humour, but I'm a bit stubborn.
- 2 Although I'm quite ambitious, I'm really rather lazy.
- 3 People think I'm serious and hard-working, but I can be quite unreliable.
- 4 I'm quite extrovert and sociable, but my one fault is that I'm a bit possessive.

**Activity 18**

unhealthy inexpensive disobedient inactive impractical  
dishonest unmarried inefficient unlucky impossible  
impatient discourteous

**Activity 19**

Mr/Ms ..... is extremely professional and efficient. He/She is considerate and kind towards other members of the company. In my experience, he/she is also reliable, and punctual. In his/her attitude towards work, he/she is ambitious, creative and practical. He/She has been very happy with our company and we feel we are unlucky to lose him/her.

**CONSOLIDATION****Activity 1**

1 C 2 A 3 No description 4 B

**A** She looks sincere and reliable to me, but I think she is probably quite emotional and a bit dreamy. I feel she's ambitious and talented, but she doesn't look arrogant. I think she looks quite friendly. I don't know if she has a sense of humour. Perhaps she has. I'm sure she can be possessive and rather stubborn.

**B** I've looked at her face for a long time. I think she looks ambitious and very self-confident. I feel she's firm, hard-working and professional, but also charming and elegant. I get the impression that she's clever, but probably finds it difficult to make certain decisions. I don't think she's an emotional person. I think she's careful. However I'm not sure if she's very honest.

**C** I think she's a person who needs the company of other people. She's not shy, but perhaps she can be emotional and over-sensitive. I'm sure she's creative and has a good imagination, but she may not always be a happy person. There are probably times when she feels sorry for herself and I get the impression that she changes her mind quite often. I believe she's honest, sincere and kind, but not practical or efficient.

**Activity 3**

A Pisces B Leo C Libra D Taurus

**Activity 4**

Nigel is applying for job A.

**Activity 5**

work efficiently hard-working and reliable unhappy able  
a very creative and artistic impractical difficult  
have a good memory bad efficient

The applicant's handwriting shows a mixture of light and heavy pressure. This suggests that they work efficiently under pressure. Their writing also shows that they are hard-working and reliable. They are unhappy if they have to work on too many projects at the same time. They are able to solve many problems alone. There are large lower loops in their handwriting which indicate that they possess a very creative and artistic mind. They are impractical, and this makes it difficult for them to make decisions quickly. There is evidence in their writing that they have a good memory. Although the candidate is bad at talking to people face-to-face, they are very efficient on the phone.

**Activity 6**

- 1 I work very well under pressure.
- 2 I'm unhappy if I have to do too many projects at the same time.
- 3 I'm computer literate, I'm hard-working, reliable and I can work on my own and as part of a team. I am very good at talking to people on the phone.
- 4 No, it's quite difficult.
- 5 I'm better on the phone.

**SELF TEST****Activity 1**

1 c 2 b 3 c 4 b 5 b

**Activity 2**

1 b 2 c 3 b 4 c 5 b

Hello, and thank you for calling the Astroline. This is the forecast for Aquarius for the week beginning the first of September. This will be a busy but difficult week for you. You are a friendly, honest person, but this week someone is going to make you feel very unhappy. They think that they are wrong and you are right. The truth is that they are right and you are wrong. You will feel angry and moody. However, you must be professional at all times. Sometimes you can be very stubborn and arrogant. Don't say anything about your mistakes, work hard and be careful.

If you are unmarried, you will have a glorious, wonderful week. Last month, you met someone new. Now there is something you



should know about them. The person you met is the right person for you. Plan a holiday and go away with your new partner. But, if you are married, be careful of Scorpios. They are jealous of your good fortune. If you are divorced, do not look for your next partner in Cancer. You love them, but they do not love you. They are going to leave you or tell you a lie. They think you are possessive and they want to be free. Don't be emotional. Find a Leo who loves you.

## 6 MUSIC IN OUR LIVES

### A THE MUSIC OF LOVE

#### Activity 3

- 1 Because she doesn't want to miss Eastenders and she doesn't like classical music very much.
- 2 He likes rap music.

#### Activity 4

- 1 true 2 Rosie prefers classical music and folk music.
- 3 Bernard likes classical music. 4 true 5 true

#### Activity 5

- 1 d 2 c 3 b 4 a

#### Activity 7

- 1 Pop, jazz, classical, opera, folk, heavy metal.
- 2 Mum likes pop, jazz, classical.  
Dad likes opera.  
The kids like heavy metal.
- 3 Sarah likes folk music and opera.  
Sarah doesn't mind jazz, pop, classical.  
Sarah doesn't like heavy metal.

#### Activity 8

- 1 true 2 false 3 false 4 true 5 true 6 false 7 true 8 true 9 false

#### Activity 9

- 1 out of my mind 2 awful 3 teenage 4 fan 5 full volume

#### Activity 10

/ə/ London banana camera mother today library  
again motor  
no /ə/ window bus fruit car  
  
/ɜ:/ bird further shirt skirt word first person  
no /ɜ:/ nearer food bored good need

#### Activity 11

- 1 tomorrow
- 2 a week on Saturday
- 3 a week last Tuesday  
next Tuesday
- 4 two weeks today  
in two weeks' time

#### Activity 12

- 1 *The Traders, Take Me For A Ride, Metal Pigs, River Cats, Magic Dan.*
- 2 She saw them a few weeks ago.
- 3 She will be on holiday.
- 4 They are very popular.
- 5 They weren't very good.
- 6 Heavy metal.
- 7 Blues.

**James** Shall we go and see *The Traders* tonight?

**Louise** I don't mind. It's just that we saw them a few weeks ago. I wasn't very impressed. But I know you like them.

**James** No, it's OK. How about *Take Me For a Ride*?

**Louise** Oh, yes. They're great. I love the guitarist. When are they on?

**James** In two weeks' time. The twenty-seventh.

**Louise** Not for two weeks? Oh, I can't go. I'll be on holiday. Are they on again?

**James** Well, they were on last week, but we couldn't go then either. I think they were on about three weeks ago as well.

**Louise** Oh, well. I suppose they'll be on again. They're very popular. They write some lovely songs.

**James** Well, I want to see the *Metal Pigs* the week after next.

**Louise** What? We saw them last Tuesday. I can't stand heavy metal. They were terrible and they couldn't play their instruments.

**James** No. That was the *River Cats*. They weren't very good.

**Louise** They all sound the same to me. Why can't we go to a blues or a folk night? You never want to go.

**James** Well, I prefer blues, if we have a choice. How about *Magic Dan*? He's good. He's on on Monday.

**Louise** Oh, that's tomorrow! Great! Yes, I quite like him.

#### Activity 13

- 1 Saturday 20th 2 Tuesday 2nd 3 Saturday 13th

#### Activity 14

group of musicians	instrument	musician	type of instrument
orchestra	voice	vocalist	brass
band	clarinet	guitarist	strings
trio	piano	saxophonist	percussion
group	violin	drummer	
quartet		singer	

voice – vocalist/singer saxophone – saxophonist drum – drummer

#### Activity 15

- 1 what 2 that 3 that 4 what 5 what 6 that

### B MY KIND OF MUSIC

#### Activity 3

- 1 sad 2 blue 3 bad 4 you 5 wrong 6 long

#### Activity 5

- 1 false 2 false 3 true 4 true

#### Activity 6

2 and 5 are not mentioned.

#### Activity 9

- 8 (line 5) They last for eight weeks.
- 68 (lines 7–8) There will be sixty-eight concerts.
- 35 (line 8) There will be thirty-five orchestras.
- 3 (line 16) The radio station that broadcasts the concerts is Radio 3.
- 9 (line 31) Beethoven wrote nine symphonies (all to be performed at this year's Proms).
- 1959 (line 59) William Glock became BBC Controller of Music in 1959.
- 1966 (line 59) He invited the first overseas orchestra to play at the Proms in 1966.

#### Activity 10

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

#### Activity 11

- 3 1 2 5 4

#### Activity 12

- 1 hear them on the radio.
- 2 the centenary of the Proms.
- 3 performed for the first time.
- 4 in the fifties.
- 5 every year.
- 6 inviting overseas orchestras and improving the acoustics.

#### Activity 13

- 4 positive 5 negative 6 neutral 7 positive 8 neutral 9 negative

#### Activity 14

- 1 record 2 studio 3 musicians 4 music 5 popularity 6 politics 7 album 8 voice 9 voice 10 sing

**Activity 18**

1 a 2 c 3 b

**Activity 19**

1 a

**Activity 20**

"...things WERE CHANGED. In 1966, the first overseas orchestra WAS INVITED. In 1968, the acoustics in the Hall WERE IMPROVED".

**Activity 21**

- 1 Some compositions were performed first at the Proms.
- 2 The same music was played by the same musicians every year.
- 3 Concert details are announced on the BBC web site.
- 4 Children under five are not allowed in the Royal Albert Hall.
- 5 Music from all periods is performed by top-class artists.
- 6 Most concerts can be heard on the Proms website for a week after broadcast.

**Activity 22**

1 are held 2 is called 3 are sold 4 was cancelled  
5 are broadcast

**LAST NIGHT OF THE PROMS (I)****Activity 23**

1 is taken 2 is broadcast 3 are followed 4 are held  
5 are sold

**LAST NIGHT OF THE PROMS (II)****Activity 24**

- 1 A variety of fancy dresses can be seen.
- 2 Union Flags are carried and waved by the Prommers.
- 3 Sir Henry Wood's bust is crowned with a laurel chaplet by representatives of the Promenaders.
- 4 The Royal Albert Hall could be filled many times over.
- 5 The Proms in the Park concerts were started.

**Activity 25**

A 1, 4, 5 B 1, 2, 3

**CONSOLIDATION****Activity 1**

- Interviewer** Now, you play the cello for a living. Is that right?  
**Avis** That's right. I play for a number of different groups of musicians, mostly classical music. I sometimes play with a big orchestra with about eight other cellists, so we have a good get-together.
- Interviewer** Do you enjoy rehearsing?  
**Avis** Not really. I find rehearsals repetitive and boring, but I realise they're necessary.
- Interviewer** Do you travel much?  
**Avis** Oh, yes, a lot. I've performed in most European countries; also the USA, Canada, Japan, Australia and even Iceland.
- Interviewer** How does this affect your family life?  
**Avis** Well, my husband is also a musician and we used to be always on different tours. We hardly saw each other. But now we try to get contracts with the same orchestras so we can travel together. We don't have children, so that doesn't create a problem.
- Interviewer** How do you relax before a concert?  
**Avis** I swim or I go jogging. It keeps me fit and puts me in the right mood. Then I have a light meal before the concert and practise a little, and then I perform. Afterwards I usually have a good meal.
- Interviewer** Do you get nervous?  
**Avis** Sometimes before a big concert, but if it goes well I feel great. If it's not so good, I get really fed up and don't want to talk to anyone.
- Interviewer** Is it a well-paid profession?  
**Avis** The concerts aren't, but I do a lot of television and film music and backing for pop records. I've also played in the orchestra for musical shows in London.
- Interviewer** What kind of music do you like?  
**Avis** Oh, I like all sorts. I particularly like jazz.

**Activity 2**

- 1 Yes, I play for a number of different groups and sometimes with a big orchestra.
- 2 No, but I realise it's necessary.
- 3 Yes. I've toured in Europe and many other parts of the world.
- 4 My husband is also a musician and we try to get contracts for the same orchestras. We don't have any children.
- 5 I go swimming or jogging and I have a light meal.
- 6 Sometimes, before a big concert.
- 7 The concerts are not well paid, but television and film work are well paid.
- 8 I like all sorts. Particularly jazz.

**Activity 3**

She plays for a big orchestra. → She plays for a number of different groups.  
Her husband has always toured with her. → They used to be on different tours.  
She often gets nervous. → She sometimes gets nervous.  
She has a light meal after a concert. → She usually has a light meal before/a big meal after a concert.  
She doesn't normally want to talk to anyone after a concert. → She doesn't want to talk to anyone if the concert has gone badly.  
The only other kind of music she likes is jazz. → The other kinds of music she likes include jazz.

**SELF TEST****Activity 1**

1 b 2 a 3 c 4 b 5 c

**Activity 2**

1 c 2 b 3 a 4 b 5 a

**7 ADVERTISING****A A NEW CAR****Activity 3**

- 1 He thinks it is a waste of money.
- 2 He is doing a project on household waste at school.

**Activity 4**

1 c 2 d 3 b 4 a

**Activity 5**

- 1 It didn't start.
- 2 It's three years old.
- 3 He read about the model in *Good Car* magazine. He studied the facts and figures. He listened to experts.
- 4 He saw an advertisement on television.
- 5 It cost two million pounds.
- 6 It's on household waste.

**Activity 8**

- 1 Mighty Muscle Flex Plus
- 2 It makes your muscles bigger/makes you stronger.
- 3 £59.99

**Activity 9**

1 c 2 d 3 a 4 b

**Activity 10**

1 magically 2 scientifically 3 regularly

**Activity 11**

- 1 Healthway
- 2 Men who want to improve their appearance and be successful.
- 3 Mighty muscles, mighty body, mighty successful
- 4 The advertisement uses all these techniques, especially repetition (of the brand name).
- 5 Association of ideas: big muscles = popularity and success

**Activity 12**

question: a suggestion: c command: d promise: b

- a Are you thin and weak?  
 b If you use the Mighty Muscle Flex Plus regularly three times a week, in just one week you will have muscles that everyone will admire.  
 c Let the Mighty Muscle Flex Plus bring strength and power into your life.  
 d Don't miss this stupendous opportunity!

**Activity 13**

/eɪ/	/aɪ/	/ɔɪ/
May	Why?	noise
day	high	oil
hate	shy	toy
weigh	try	choice

**Activity 14**

- 1 beautifully 2 stressful 3 dishonest 4 relationship 5 largish

**Activity 15**

small, dark, long

**Activity 16**

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

**Activity 18**

- 1 In my opinion, it's not fast enough.  
 2 I don't think it's helpful enough.  
 3 I don't think so. They're not fashionable enough.  
 4 I don't think it rings loudly enough.  
 5 I disagree. It doesn't taste good enough.  
 6 Sorry. I don't think it's interesting enough.

This new car is extremely fast.  
 Our bank is very helpful.  
 These trainers are rather fashionable.  
 This alarm clock rings quite loudly.  
 This breakfast cereal tastes very good.  
 Our special offer is extremely interesting.

**Activity 19**

- 1 very 2 extremely 3 rather 4 quite

**Activity 20**

- 1 I catch the train regularly at 8.30 in the morning.  
 2 ✓  
 3 She loves singing and she dances beautifully.  
 4 No one can understand you because you pronounce Spanish so badly.  
 5 ✓

**B THE HARD SELL****Activity 2**

- 1 I've got to have a new car.  
 2 You won't have much to pay.  
 3 You'll pay me just a little.  
 4 You'll have a lot of fun.  
 5 You'll be their number one.

**Activity 3**

- 1 expensive 2 useless 3 interesting 4 cheap

**Activity 5**

- 1 b 2 b 3 a 4 b

**Activity 6**

- 1 d 2 b 3 c 4 e 5 a

**Activity 9**

- c f a e b d

**Activity 10**

- 5 2 3 1 4

**Activity 11**

- 1 Stella started school in Scotland.  
 2 Steven studies Spanish in Switzerland.  
 3 Stella sleeps late but she should spend more time studying.  
 4 Steven swims, skis and seldom smokes.  
 5 Stella still spells 'school' with a 'k'.

**Activity 12**

- 1 c 2 b 3 a

**Activity 13**

- 1 buying 2 advertisement 3 After 4 market 5 safely  
 6 brands 7 washing 8 If 9 faithful

- 1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

**CONSOLIDATION****Activity 1**

- 1 c 2 a 3 b

**Activity 2**

- A 3b (margarine) B 2a (shower) C 1c (car)

**A** It's smooth, it's full of taste and it's got all the vitamins a growing family needs. You want the best for your children. You want them to grow strong. You want them to eat... *Summer Morning* margarine. The margarine that matters.

**B** It's the end of a long, difficult day at the office. Now forget about the meetings, the discussions and those phones that never seem to stop ringing. It's time to relax under a *Waterfall*. *Waterfall* is the ultimate in shower systems. Its new-style power unit is small, but effective. It's got a four-speed shower head and it's got temperature control at the touch of a button. There is no excuse for not having a *Waterfall* in your bathroom. There are a thousand reasons to have a *Waterfall* now. Cool off after a hot day under a *Waterfall*.

**C** Don't blame us if you can't choose what kind of *Character* you want. There's a 1.8 or a 2-litre model. There are two body styles – coupé or saloon. There are electrically heated door mirrors. There's an adjustable driver's seat and a stereo radio-cassette. *Character* is everything. You can't be without... a *Character*.

**Activity 3**

- A 1 c 2 b 3 c 4 a 5 a

- B 1 just try to beat these prices.

- 2 clip the coupon now.

- 3 save with *Saga Homecare*.

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

**Activity 4**

- 1 b 2 a 3 – 4 c

1 You're not young for ever, and as you grow older, it's important to spend your money wisely. We know that you look after your money in the same way that you look after your home. You are mature and responsible. That's why we are offering you insurance for your home that is both comprehensive and inexpensive. If you insure your home with us, you will save money. If you find a cheaper policy, we will refund the difference in cost. Write to us now for a free quotation, and... when we get your application form, we'll send you a free pen.

2 It's not easy to match our prices. We'll give you an efficient service and the best prices you can find. Anywhere you go, you'll find us waiting for you – anywhere from France to Florida – at prices from £65.00. We are open seven days a week, and you can contact us directly or through your travel agent. When you rent a car with us, you'll get the lowest prices and the highest quality.

3 We know that it's important how you look. And, if you're unhappy with the way you look, we can help you change. We can help you look the way you want to look. Your family and friends will notice the improvement. Strangers will compliment you on your appearance, and you'll thank us for helping you achieve the change. Come and visit us at our private clinic to find out how cosmetic surgery can help you. We can improve your eyes, your nose or your chin with a simple but effective operation. If you phone us, we will arrange a private consultation with a fully trained nurse. She will explain to you how cosmetic surgery works and she will help you decide if surgery is the right solution for you. If you want your chance to stay young and look good, call us now.

4 If you want to see immediate results, fill in the coupon and send it to us now. We offer you a fast solution to your weight problem. After spending weeks in the gym, it's time to try a new approach. With our method you can lose inches in just a few hours. And, the best part is . . . you don't have to do anything. You just lie back and relax while your muscles get firmer and stronger. You'll notice a visible difference and so will your family and friends. Don't waste time. If you fill in the coupon, we'll send you a free colour brochure and details of our 14-day home trial offer.

#### Activity 5

'Since I switched from glasses to Acuvue disposable contact lenses, gone are those steamy sessions in the kitchen.' Once you try Acuvue disposable contact lenses, everything becomes clear. Because of their unique disposable design – after two weeks of daily wear, you simply replace Acuvue with a fresh new pair – you can look forward to a more comfortable way of correcting your vision. No matter what the conditions. Little wonder that amongst opticians who wear contact lenses, the majority choose Acuvue. Indeed, we're so confident that you'll make the choice, we are now offering a free trial, available from opticians nationwide. So visit yours – it couldn't be easier. After all, if you're keen to get rid of your glasses, why make a meal of it?

### SELF TEST

#### Activity 1

1 b 2 b 3 a 4 c 5 b

#### Activity 2

1 b 2 b 3 b 4 c 5 c

**Salesman** Hello, Computer Time. Kevin speaking. How can I help you?  
**Customer** Oh, hello. I wanted some information about your computers.  
**Salesman** Yes . . . Which one are you interested in?  
**Customer** All of them. I want a new computer, a more powerful one.  
**Salesman** Right, and what do you do on your computer?  
**Customer** Sorry?  
**Salesman** What do you use your computer for?  
**Customer** Oh . . . I use it to write business letters.  
**Salesman** OK. Well, there are three different models: the Power Quasar I, the Power Quasar II and the Super Power Quasar.  
**Customer** How much is the Super Power Quasar?  
**Salesman** If you pay the full amount by cheque or credit card, it's £5,000.  
**Customer** Ooh no, that's quite expensive. I want something a bit cheaper.  
**Salesman** Well, there's a special offer this month. You can buy a PQII for only £2,500.  
**Customer** How much is it normally?  
**Salesman** The normal price is £2,900. If you take advantage of the special offer, you'll save £400.  
**Customer** Sorry. It's still too expensive. I want something that costs around £1,500.  
**Salesman** Sure. That's not a problem. The PQI costs £1,250, and if you buy one this month, we'll give you two free computer games.  
**Customer** Mmm . . . I'm not sure . . .  
**Salesman** And you can enter our free competition.  
**Customer** A competition? What's the prize?  
**Salesman** It's a holiday. You can win a week in Barbados.  
**Customer** Barbados . . . OK, I'll take a PQI.  
**Salesman** Fine. Can you give me your credit card number?

## 8 AND FINALLY . . .

#### Activity 1

1 b 2 b 3 a 4 b 5 a 6 a 7 c 8 c 9 c 10 a 11 b  
 12 b 13 c 14 b 15 b 16 c 17 c 18 b 19 b 20 c

#### Activity 2

1 e 2 d 3 b 4 c 5 a

#### Activity 3

1 b 2 a 3 c 4 b 5 c

**Woman** The sport I enjoy most is very popular in Britain, particularly in the summer. It's a team sport and the players usually wear white when they are playing.  
**Man** It's the best game in the world. I think it's great! I like playing the game and I like watching it. You need strong leg muscles so that you can kick the ball powerfully.  
**Woman** I learned my favourite sport at school. It was a girls' school, and although this sport is very popular with girls, men play it too. It's a team sport, and the players can all run very fast. We use a special stick made from wood to hit a small ball across a field.  
**Man** You play this game on a special court with a racquet and a smallish ball. Players usually wear white shorts and white T-shirts with good-quality trainers. A maximum of four people can play on one court, but most people play in pairs.  
**Woman** People say that this game is very good for your health. If you have a stressful job, it will help you relax. You play it outside in the country and you get lots of exercise and plenty of fresh air. If you like walking, this is a game you'll enjoy.

#### Activity 4

**Psychologist** Now, can you describe your dream to me? First of all, do you remember where you were? Describe the place and what you saw there.  
 Mmm. Very interesting. So there was a man in your dream. What was he wearing and what did he look like?  
 What were you doing in the dream and how did you feel?  
 I see . . . Now tell me, what was the man doing? Were things happening fast or slowly in your dream?  
 That's quite an extraordinary dream. What do you think it might mean? Are you running away from something, perhaps?

# GRAMMAR SUMMARY

## UNIT 1

### 1 LIKES AND DISLIKES

En inglés hay diversos modos de expresar lo que nos gusta y lo que no nos gusta.

- Se pueden usar verbos como **like** y **dislike**, seguidos de la forma **-ing** del verbo o de un sustantivo.

I like going to the cinema./I like books.

I dislike walking in the rain./I don't like that book very much.

- Se pueden usar los verbos **like** y **dislike** + **his/her way of** ... + **-ing**.

I like his way of laughing. Me gusta cómo se ríe.

I dislike her way of talking. No me gusta cómo habla.

Para expresar preferencias, hay que usar el verbo **prefer**.

I like going to the cinema, but I prefer going to the theatre.  
I prefer the cinema to the theatre.

## UNIT 2

### 2 EL IMPERATIVO

#### FORMA

La forma afirmativa del imperativo es la misma que el infinitivo del verbo sin **to**.

verbo	to stand up	to open	to sit
imperativo	Stand up!	Open the door!	Sit down!

La forma negativa se construye con **don't** + el infinitivo sin **to**.

imperativo negativo	Don't stand up.
	Don't open the window.
	Don't sit down.

En inglés, el imperativo es invariable, es decir, se usa la misma forma tanto para el singular como para el plural.

#### Uso

El imperativo se suele usar para dar instrucciones u órdenes a alguien.

Switch off the lights when you go out.

### 3 LA FORMA -ING

La forma **-ing** de un verbo puede hacer las veces de sustantivo, bien como sujeto o bien como complemento de una frase.

Winning is not important.

Running is the best type of exercise.

I like talking to people.

Observa que en español se usa el infinitivo en este caso.

Playing golf is relaxing. Jugar al golf es relajante

### 4 EL COMPARATIVO Y EL SUPERLATIVO

#### FORMA

##### Adjetivos de una sola sílaba

Para formar el comparativo hay que añadir el sufijo **-er**; para el superlativo, se agrega **-est**.

fast	faster	the fastest
cheap	cheaper	the cheapest

Si el adjetivo monosilábico termina en **g, t o n**, se repite la consonante final.

big	bigger	the biggest
hot	hotter	the hottest
thin	thinner	the thinnest

##### Adjetivos de dos sílabas

Algunos adjetivos de dos sílabas forman el comparativo y el superlativo de la misma manera.

quiet	quieter	the quietest
narrow	narrower	the narrowest

Si el adjetivo de dos sílabas termina en consonante seguida de **-y**, la **y** pasa a ser **i**, y se añade **-er** o **-est**. Este cambio ortográfico también sucede con los adjetivos de una sola sílaba terminados en **-y**.

pretty	prettier	the prettiest
--------	----------	---------------

Otros adjetivos de dos sílabas forman el comparativo anteponiendo el término **more**; para el superlativo se coloca **most** delante del adjetivo.

tragic	more tragic	the most tragic
--------	-------------	-----------------

##### Adjetivos de tres o más sílabas

Todos los adjetivos de tres o más sílabas forman el comparativo y el superlativo con **more** y **most**.

exciting	more exciting	the most exciting
----------	---------------	-------------------

##### Formas irregulares

En el caso de algunos adjetivos, el comparativo y el superlativo son irregulares.

good	better	the best
bad	worse	the worst
many	more	the most
little	less	the least

#### Uso

El comparativo se usa para comparar a dos personas, dos cosas o dos acciones. La estructura es la siguiente.

Primer término de la comparación + comparativo + **than** + segundo término de la comparación

Arthur is taller than Michael.

Playing golf is more relaxing than playing tennis.

El superlativo se usa para indicar que el sustantivo al que acompaña tiene la cualidad del adjetivo en su grado máximo, en relación con todos los demás miembros o cosas de su mismo tipo o categoría.

### 5 ADVERBIOS DE CANTIDAD

#### FORMA

Los términos **extremely**, **very**, **quite** y **rather** son adverbios de cantidad y preceden a otros adverbios o a adjetivos. Otro adverbio de cantidad es **enough**, que se coloca detrás del adjetivo o adverbio, pero delante del nombre.

#### Uso

Para acentuar el sentido de la frase se usa **extremely** (extremadamente) y **very** (muy).

Charles is dancing extremely well this evening.

Alicia is a very good teacher of mathematics.

Para que el significado sea menos intenso o más neutro se usan **quite** y **rather** (ambos términos significan *bastante*).

I'm quite excited.  
Sara is quite quiet today.  
Mark always speaks rather loudly.

**Rather** se usa generalmente para intensificar el significado de un adjetivo negativo.

I thought the new fashion designs were rather disappointing.

Sin embargo, hay ocasiones en que se usa para intensificar adjetivos positivos. En tales casos, el hablante indica con ello una sorpresa.

I think the new designs look rather exciting.

Cuando **enough** se coloca delante del nombre significa *suficiente*.

There's enough food.

Cuando **enough** se coloca detrás del adjetivo o del adverbio, es un adverbio y significa *suficientemente*.

The music is loud enough.

## 6 FORMACIÓN DE PALABRAS

Un prefijo puede modificar el significado de un adjetivo, contradiciéndolo o negándolo. Los prefijos más comunes son: **un-**, **in-**, **im-**, **de-** y **dis-**. No todos los adjetivos pueden modificarse de este modo. En muchos casos, es preciso usar **not** + adjetivo.

un-	in-	im-	de-	dis-
unhappy	inefficient	impatient	demotivating	dishonest
unsure	insensitive	immodest	devalued	disobedient
unrealistic	inconsiderate	impolite		discourteous
unemotional	inexpensive	impractical		dissatisfied

He wants to build an hotel, but I think his idea is unrealistic.  
She was happy when they were engaged, but she's unhappy now they're married.

Con algunos adjetivos puede usarse el sufijo **-ish** para denotar un grado inferior.

small → smallish

Un objeto **smallish** no es tan pequeño como uno que sea **small**; es **quite small** pero no **very small**.

Con algunos sustantivos puede utilizarse el sufijo **-less** para contradecir su significado. La palabra resultante es un adjetivo.

meaning → meaningless

Así, algo **meaningless** es algo **without meaning** (sin significado).

● Otros sufijos modifican la categoría gramatical de una palabra.

sustantivo + **-ful** = adjetivo  
use (utilidad, uso) → useful (útil)

adjetivo + **-ly** = adverbio de modo  
wonderful (maravilloso) → wonderfully (maravillosamente)

sustantivo + **-ship** = sustantivo abstracto  
censor (censor) → censorship (censura)

## UNIT 3

### 7 ADJETIVOS QUE TERMINAN EN **-ING** O **-ED**

#### FORMA

El participio pasado del verbo (que termina en **-ed**) y el participio presente (que termina en **-ing**) pueden hacer las veces de adjetivo.

verbo	adjetivos
excite	excited/exciting
bore	bored/boring

#### Uso

Conviene entender bien la diferencia entre el uso de los adjetivos que terminan en **-ing** y los que terminan en **-ed**. El participio pasado (**-ed**) sirve para describir lo que sentimos sobre algo o alguien, mientras que el participio presente (**-ing**) se usa para describir el objeto o persona que nos ha causado tal impresión.

This book is interesting. Este libro es interesante.  
I'm very interested in it. Estoy muy interesado en él.

This book is very boring. Este libro es muy aburrido.  
I'm bored. Estoy aburrido.

En español, a veces hay dos palabras diferentes . . .

interesado/interesante interested/interesting  
sorprendido/sorprendente surprised/surprising  
fascinado/fascinante fascinated/fascinating

. . . y a veces sólo una.

aburrido boring/bored

## 8 EL PRESENTE CONTINUO

#### FORMA

El presente continuo se forma con el presente simple del verbo **be** + la forma **-ing** del verbo.

I am watching television.  
He/she/it is making a lot of noise.  
You/we/they are playing well tonight.

En la forma interrogativa, se invierte el orden del sujeto y el verbo.

Is he playing the piano?

En la forma negativa, se agrega la partícula negativa **not** después de **be** y antes de la forma **-ing** del verbo.

I'm not dancing.

#### Uso

El presente continuo se usa para hablar de algo que está sucediendo en ese mismo momento.

I can't talk to you now. I'm doing my English homework.

El presente continuo sirve para hablar de una actividad o situación que se está produciendo más o menos en el momento de hablar, pero no necesariamente al mismo tiempo.

All my friends are wearing Riki trainers.  
I'm studying English at the moment.  
I'm having a lot of bad dreams.

También sirve para hablar de los planes futuros que se van a materializar relativamente pronto.

I'm flying to London on Friday morning.  
We're visiting friends at the weekend.

## 9 FUTURO CON WILL Y GOING TO

### FORMA

El futuro con **going to** se forma con el presente simple del verbo **be** + **going to**, seguido del infinitivo.

I am going to have a glass of wine. You are going to be late.

En la forma interrogativa, se invierte el orden del sujeto y el verbo, pero la forma **going to** no se modifica.

Are you going to come to the party tomorrow night?

En la forma negativa, se agrega la partícula negativa **not** después de **be** y antes de **going to**.

I am not going to have a drink.

El futuro simple se forma con **will** seguido del infinitivo (sin **to**).

I will do it later. You will find out tomorrow.

**I will, you will**, etc., se pueden abreviar a **I'll, you'll**, etc.

En la forma interrogativa se invierte el orden de **will** y el sujeto.

Will you come with me?

En la forma negativa, **not** se añade después de **will**.

I will not do it tomorrow.

La forma abreviada de **will not** es **won't**.

They won't be here tomorrow.

### Uso

Para hablar de lo que se va a hacer en el futuro se usan tanto **will** como **going to**. La diferencia entre ambas formas es que **will** se usa cuando se decide hacer algo en el momento de hablar.

**Mother** John, can you help your brother with his homework?  
**John** Yes, but not now. I'll help him later.

John decide, en ese preciso momento, que ayudará a su hermano.

Por otra parte, **going to** se usa cuando ya se ha tomado la decisión de hacer algo.

**Mother** John, can you help your brother with his homework?  
**John** Yes, he has already asked me. I'm going to help him later.

Se usan tanto **will** como **going to** para decir lo que pensamos que va a suceder en el futuro.

I don't think I'll get this job.  
Do you think I'm going to get this job?

Se usa **going to** cuando en el presente hay un indicio de lo que va a suceder en el futuro.

Look at the sun! It's going to be a perfect day.

## UNIT 4

### 10 PASADO CONTINUO Y PASADO SIMPLE

#### FORMA

##### El pasado continuo

El pasado continuo se forma con el tiempo pasado del verbo **be** seguido de la forma **-ing** del verbo.

I was singing.

You were dancing.

He/She was playing the piano.

It was eating.

We were talking.

You were going to the party.

They were listening to music.

Para la forma interrogativa se invierte el orden sujeto-verbo.

Was he playing the piano?

En la forma negativa se agrega la partícula negativa **not** después de **be** y antes de la forma **-ing**.

I was not (wasn't) dancing.

#### El pasado simple

La forma regular del pasado simple termina en **-ed** y es la misma para todas las personas.

I looked at Richard.

You remembered me.

He/She laughed at the joke.

Sin embargo, con frecuencia el pasado simple es irregular.

I drove the lorry. You saw him. He knew me.

En la forma interrogativa, se usa **Did** seguido del sujeto y del infinitivo del verbo sin **to**.

Did you drive the lorry? Did he know you?

En la forma negativa, se usan los términos **did not (didn't)** seguidos del infinitivo (sin **to**).

She did not (didn't) laugh at the joke.  
They did not (didn't) listen to us.

#### Uso

El pasado continuo se usa para describir una acción o dos acciones paralelas que ya llevaban tiempo sucediendo.

In my dream the man was driving towards us.  
Those are the same clothes that she was wearing at the last party.  
While she was working in the office, her husband was hoovering.

También se usa para narrar algo.

It was winter and the snow was falling.

El pasado simple sirve para hablar de acontecimientos del pasado o de hechos que ya han concluido. Con frecuencia se usa con expresiones de tiempo, tales como **last year**, **yesterday**, **this morning**.

She stayed with her aunt in London last year.  
He went to work by car this morning.

Cuando el pasado simple se usa en conjunción con el pasado continuo, el primero permite describir una acción que sucedió en el momento que estaba realizándose la acción expresada por el pasado continuo. Dicho en otras palabras, la acción expresada por el pasado simple interrumpió la acción expresada por el pasado continuo.

When I woke up, the phone was ringing.

### 11 PRONOMBRES REFLEXIVOS

#### FORMA

myself, yourself, herself, himself, itself  
ourselves, yourselves, themselves

**Uso**

Los pronombres reflexivos se usan cuando el sujeto ejecuta y recibe la acción que expresa el verbo, es decir, cuando el sujeto es también el complemento.

I look at myself in the mirror. Me miro en el espejo.

Los pronombres reflexivos se usan normalmente con verbos tales como **cut**, **burn**, **injure** y **hurt**, y también con verbos como **enjoy**.

I hurt myself. (no \*I hurt me)  
Have a lovely holiday. Enjoy yourselves!

El pronombre reflexivo no se suele usar en inglés con verbos como **like**, **meet**, **remember**, **feel**, **relax**, **concentrate**, **wash**, **shave** y **get up**.

Muchos de los verbos que en español suelen llevar un pronombre reflexivo, tales como *lavarse*, *vestirse*, *cansarse*, etc., en inglés utilizan el verbo **get** seguido del participio pasado del verbo.

I'm getting dressed. Me estoy vistiendo.  
I get tired easily. Me canso con mucha facilidad.

**12 COULD, MIGHT Y PERHAPS****FORMA**

**Could** y **might** son verbos modales. Son invariables y van seguidos por el infinitivo (sin **to**).

We could visit your parents on Friday. They might be away.

**Perhaps** es un adverbio cuyo significado es parecido al de los verbos **could** y **might**. Se suele colocar al principio de la frase y generalmente se usa con **will**.

Perhaps he'll return the money tomorrow.

**Uso**

**Could**, **might** y **perhaps** sirven para hacer conjeturas y expresar probabilidad.

Perhaps the dream is about my future.

Quizás el sueño sea sobre mi futuro.

The dream could be about my future.

El sueño podría ser sobre mi futuro.

The dream might be about my future.

El sueño podría ser sobre mi futuro.

**13 CONJUNCIONES****FORMA**

Los términos **and**, **but**, **because**, **however** y **although** son conjunciones que sirven para unir o contrastar dos frases.

**Uso**

**And** (y) enlaza dos ideas dentro de la misma frase.

I've got brown hair. I've got blue eyes. I've got brown hair and blue eyes.

**But** (pero) sirve para expresar un contraste o una cierta limitación.

I like swimming, but I don't like getting up early in the morning to go swimming.

**Because** (porque) precede a una explicación o razón.

I study at night because I can't concentrate during the day.

**However** (sin embargo) permite enlazar las ideas de dos frases contrastantes.

She's an excellent student. However, she doesn't have a lot of self-confidence.

**Although** (aunque) sirve para enlazar dos hechos o ideas que parecen opuestos o incluso contradictorios.

Although I had a large lunch, I still feel hungry.

**UNIT 5****FORMACIÓN DE PALABRAS (VÉASE LA UNIDAD 2)****CONJUNCIONES (VÉASE LA UNIDAD 4)****UNIT 6****LIKES AND DISLIKES (VÉASE LA UNIDAD 1)****14 ORACIONES DE RELATIVO ESPECIFICATIVAS****FORMA**

**What** y **that** son pronombres relativos (recuérdese que **what** es también una partícula interrogativa).

**That** puede hacer las veces de sujeto de la oración de relativo.

This is the dog that bit me.

The car that is in the garage belongs to my brother.

Y también puede hacer de complemento.

The stereo that she gave me doesn't work.

**What** se usa sin que sea preciso hacer referencia a un sustantivo anterior; en este caso significa *lo que*.

I gave the teacher what I had done.

What he did annoyed me.

**Uso**

Las oraciones de relativo especificativas nos informan de la persona o cosa (o del tipo de persona o cosa) a que se refiere el hablante.

The painting that was on the wall was by Velázquez. (Which painting? The one that was on the wall.)

I like music that's not too loud. (What kind of music? Music that is not too loud.)

**UNIT 7****15 ORACIONES CONDICIONALES****FORMA**

El verbo de la oración introducida por **if** va en presente, mientras que el verbo de la oración principal va en futuro.

If you buy a *Sondeus*, you'll be a happy man.

**Uso**

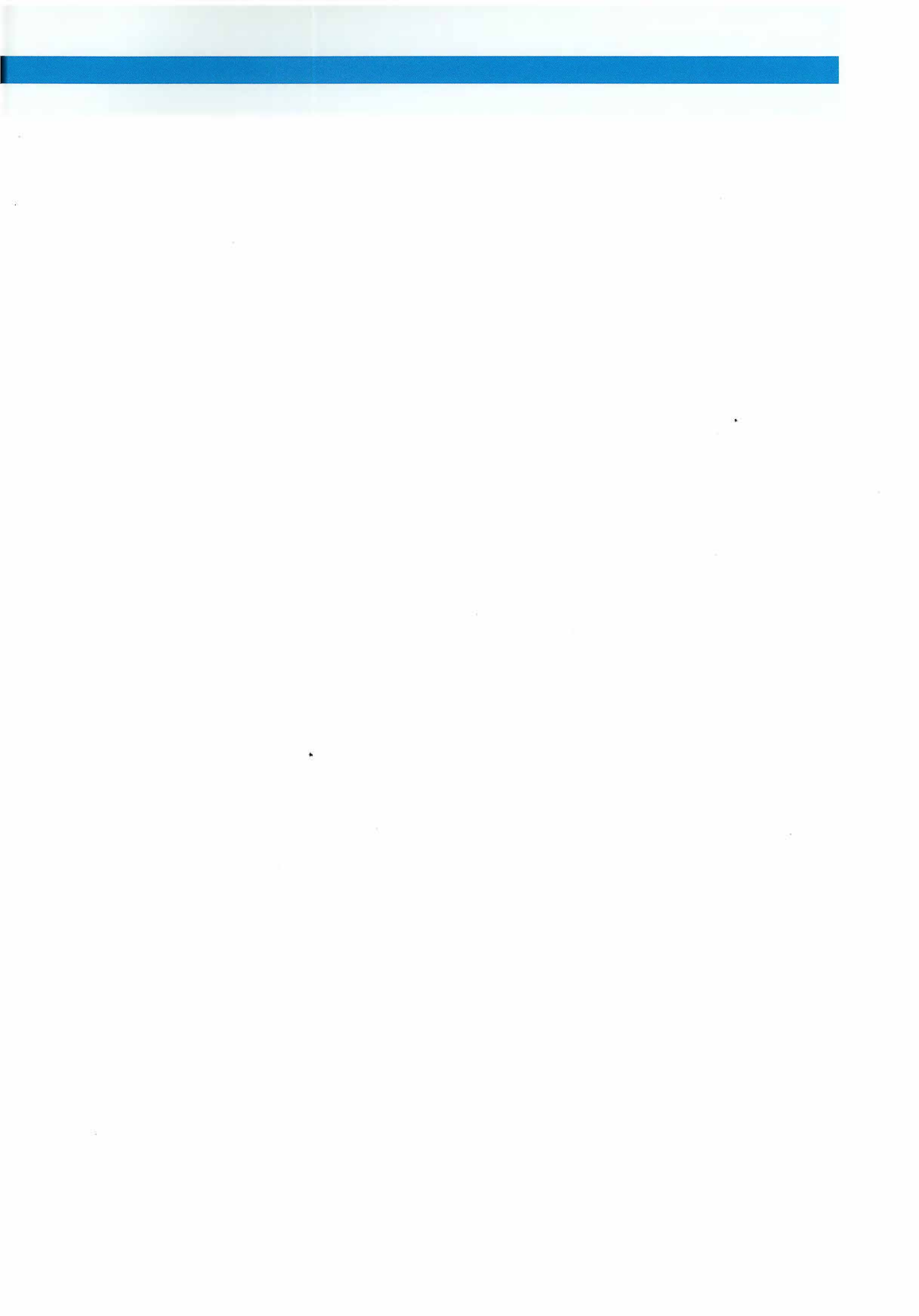
Este tipo de frase condicional (hay tres tipos) se usa cuando existe una posibilidad real de que se cumpla la condición expresada en la oración con **if**.

If you lend me £5, I'll give it back to you on Monday.

En este ejemplo, hay una posibilidad real de que me vayas a prestar cinco libras.

**ADVERBIOS DE CANTIDAD (VÉASE LA UNIDAD 2)****FORMACIÓN DE PALABRAS (VÉASE LA UNIDAD 2)**











GOBIERNO  
DE ESPAÑA

MINISTERIO  
DE EDUCACIÓN